

**ENGLISH TEACHER BELIEFS AND ITS IMPLEMENTATION ON
FORMATIVE ASSESSMENT AT SMA N 1 REJANG LEBONG**

THESIS

This Thesis is Submitted to Fulfill the Requirement for “Sarjana” Degree
in English Tadris Study Program



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ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

INSTITUTE OF ISLAMIC EDUCATION CURUP

2023



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Time : **09.30 AM - 11.00 AM**

At : **Munaqasah Room 4 IAIN Curup**

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Wassalamualaikum Warahmatullahi Wabarakatuh.

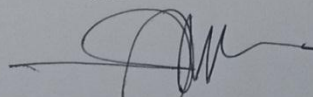
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **"English Teacher Beliefs and Its Implementation On Formative Assessment at SMA N 1 Rejang Lebong"**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalammu'alaikum Warrahmatullahi Wabarakatuh

Alhamdulillahirobbil'alamin, all praises to Allah SWT for the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad saw. (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled “**English Teacher Beliefs and Its Implementation On Formative Assessment at SMA N 1 Rejang Lebong**”. This thesis is presented in order to fulfill of the requirement for the degree of strata 1 in English Tadris study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to present her deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd.I., as the head of IAIN Curup.
2. Mr. Prof. Dr. Hamengkubuwono, M.Pd., as the head of Faculty of Tarbiyah.
3. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and also advisor who always give the time for guidance, supports, motivation, and suggestion along the process of this thesis.

4. Mr. Sarwo Edy, M.Pd as my co-advisor, who always give me support, advices, guidance and suggestion in whole process of this thesis.
5. Big thanks for my beloved family. For my father (Mr. Arifin) and my mother (Mrs. Muvida), and my brother (Alif). Thank you for your support.
6. Mrs. Nastiti Handayani, M.Pd as my Instrument's validator and lecturer who help support my thesis.
7. All lectures and staff of IAIN Curup, especially my lecturer in the English Tadris Study Program, thank you for your useful knowledge, insights, and endless support.

Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum Warrahmatullahi Wabarakatuh

Curup, July 2023
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MOTTO AND DEDICATION

“God has perfect timing, never early, never late. It takes a little patience and takes a lot of faith, but it's a worth the wait...”

This thesis would never have been complete without the help of many people. Best thanks for my advisor, Mrs. Jumatul Hidayah, M.Pd and my co-advisor, Mr. Sarwo Edy, M.Pd who has guided and support my thesis to completion.

This thesis dedicates to:

- ✚ *My wonderful and beloved family, the greatest man ever my father **Mr. Mustamal Arifin Nasution**, the most patient and beautiful woman ever, my mother **Mrs. Muvida Sefti Yanti**. Thank you for everything.*
- ✚ *My beloved brother, **Alif Kurniawan Nasution** who always becomes my partner and support me.*
- ✚ *My great advisor **Mrs. Jumatul Hidayah, M.Pd** who always gave me motivation, suggestion, guidance in finishing my study at IAIN Curup.*
- ✚ *My great co-advisor **Mr. Sarwo Edy, M.Pd** who gave the researcher guidance, support and suggestion in finishing this thesis and also finishing my study.*
- ✚ *My beloved lecturers of English Tadris Study Program in IAIN Curup for support, suggestion and advices.*

- ✚ *Principals and teachers at SMA N 1 Rejang Lebong, especially **Mam Nining, Mam Yosi, Mam Fiah, Mr. Mulyan, Mr. Dani.** Thank you for your support, without you I don't know what will happen with my thesis.*
- ✚ *My dearest friend, **Teti Febryanengsih, Suci Meliania, Rita Heryani, Vicha Nadia, Tezi Yasinta,** thank you for being my friend since the beginning of college. Thank you for everything every day at the English Tadris Study Program. Thank you for accompanying me throughout the research process. Hopefully we can become useful people outside with the knowledge we have. And also **Anisa Apriani,** thank you my friend during the guidance.*
- ✚ *My greatest Friends TBI C, for TBI C thank you for you all, without the inspiration, encouragement, and support you have given me, I might be nothing right now.*
- ✚ *All of students of English Tadris Study Program of IAIN Curup.*
- ✚ *My Almameter IAIN Curup.*
- ✚ *All of people around me who gave me the golden precept that I could not be mentioned one by one.*
- ✚ *Last but not least, I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.*

ABSTRACT

Widi Tria Aryani Nasution 2023 : **English Teacher Beliefs and Its Implementation On Formative Assessment at SMA N 1 Rejang Lebong**

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Sarwo Edy, M.Pd

This research aims to describe the English teachers' beliefs on formative assessment and find out how teachers' implement formative assessment at SMA N 1 Rejang Lebong. The research was conducted at SMA N 1 Rejang Lebong using a descriptive research design. The subject of this research are 5 English teachers at SMA N 1 Rejang Lebong. The researcher used interview and observation to obtain data that required. There are some instruments which researcher used as collecting data: interview guidance and observation checklist. In analysis data, the steps were: data reduction, data display, conclusion drawing and verification. The findings reveal that the teacher beliefs' in formative assessment is important to do. And there are 6 sources of teacher belief in formative assessment, namely: their own experience as a language learners, their experience of what works best, established practice, personality factor, educationally based or research based principle, and principle derived from an approach method. In implementing the formative assessment carried out at SMA N 1 Rejang Lebong, the teacher has implemented it quite well. The implementation process is: 1) eliciting information: provide daily quizzes, assignments, and tests; 2) interpreting the information: processing data based on the results of the assessment and making scoring guidelines; 3) acting on the information: provide feedback.

Keywords: teachers' beliefs, source of teachers' beliefs, implementation formative assessment

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CHAPTER I

INTRODUCTION

This chapter provides a rationale for conducting a study on English Teacher Beliefs and Its Implementation on Formative Assessment at SMA N 1 Rejang Lebong. The discussion includes: background of the research, research questions, objectives of the research, definition of key term, significances of the research.

A. Background of the Research

A strategy was released by the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) in an effort to promote learning recovery between 2022 and 2024. The most recent curriculum, the Merdeka Curriculum, was developed as part of the recovery effort. Generally speaking, the Merdeka Curriculum is a curriculum with a variety of intracurricular activities where the content will be more ideal so that students have adequate time to further their understanding and build competence. In addition, teaching can be customized to the interests and learning needs of each student, teachers have the freedom to select from a number of teaching tools.¹

In the Merdeka Curriculum, teachers are expected to give more proportion to the implementation of formative assessments than summative assessments. The hope is that the process of instilling awareness in students that the process is more important than the end result. In essence, formative assessment is a continuous cycle of activities in which educators and learners

¹ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Kurikulum Merdeka*. Jakarta: Pusat Kurikulum dan Pembelajaran. <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>.

decide on the next stages in learning and how to proceed based on data from ongoing activities.² Monitoring student learning is the aim of formative assessment, which also aims to give students and teachers feedback that may be utilized to enhance learning and teaching. To be more precise, to assist students in identifying their assets and places for improvement, to support teachers in identifying trouble spots and providing prompt assistance to students. therefore, it can be concluded that formative assessment typically occurs during the teaching and learning process in order to determine if the teaching methods employed are appropriate or not. Formative assessment can also help students to identify improvement and learning achievement.

The quality of teachers is essential to have good education. Since teachers' actions in the classroom are influenced by their beliefs, they have a significant impact on language learning. According to Gilakjani & Sabouri, several researches indicated teacher education has a significant influence on shifting teachers' perspectives. In order to better understand the unique advances in English language education, it is crucial for teachers to have a stronger understanding of their own views.³ Teachers must therefore develop a belief that will enhance educational processes. It will affect how teachers are treated in the classroom.

The educational process can be understood and improved by taking into account teachers' beliefs. In order to comprehend how teachers conceptualize their work, it is important to investigate their views. This is done in order to

² Harlen, Wynne. *Assessment of Learning*. (London: SAGE Publication, 2007),p.119

³ Gilakjani, P., & Sabouri, N. (2007). *English Language Teaching*. Canadian Center of Science and Education, 10 (4), p.82

comprehend how teachers approach their work and any ideas or viewpoints they may have on teaching in the classroom. When using their teaching tactics, teachers must adhere to certain values and ideas.

According to William, Harrison, and Black, teachers can create a variety of exams that affect students' academic performance.⁴ Besides, William stated that teachers should ensure that they fully concentrate on the purposes of implementing formative assessment when conducting it. Effective formative assessment techniques primarily depend on serious implementation carried out by the teachers while taking into account factors that may affect their successes.⁵

Furthermore, before the research is conducted, observations were made by the researcher at SMA N 1 Rejang Lebong. An English teacher assisted with the observation. Based on observation, the researcher discovered that an English teacher would create a teaching module before performing a formative assessment. The objectives, phases, and learning materials in this teaching module typically also include the assessment that is required for a particular unit or topic based on the progression of the learning objectives.

This English teacher at SMA N 1 Rejang Lebong always conducts formative assessments during the learning process. However, during teaching and learning activities, the teacher places more of an emphasis on how engaged the students are. So, the teacher knows which students responds faster or answer a question. In addition, English teachers also use different facilities and infrastructure in carrying out formative assessments according to material needs,

⁴ William, Harrison, and Black in Widiastuti, I.A.M.S. (2004). *EFL Teachers' Beliefs and Practices of Formative Assessment to Promote Active Learning*. Mahasaraswati Denpasar University. p.98

⁵ William in Widiastuti, I.A.M.S. (2006). *Ibid*, p.98-99

for example, audio, text, PowerPoint, etc. In the Merdeka Curriculum, the teacher adds projects to the formative assessment according to the existing sub-themes. The project in question is to conduct a study of a particular object in groups. Due to the teacher's instant ability to assess how well the students comprehend the content being taught, formative assessment has a substantial impact on the learning process as well.

The reason why the researcher chose formative assessment at SMA N 1 Rejang Lebong was to have teachers who were experienced in teaching and all teachers were certified based on pre-observation, SMA in Rejang Lebong that implements the Merdeka Curriculum, to use various formative assessments such as project assessments, and to have students who play an active role during the teaching and learning process based on pre - observation.

The researcher chose formative assessment because it provides additional information about the challenges that students confront during the teaching and learning process and tries to monitor or improve the learning process. This formative assessment may also be carried out at the start of the learning process or at any time throughout it.

According to the journal Ida Ayu Made Sri Widiastuti et al, entitled "*Dissonances between Teachers' Beliefs and Practices of Formative Assessment in EFL Classes*", Formative assessments would be carried out more skillfully by teachers who strongly believe in the value of formative assessment. In other

words, how assessments are conducted and follow-up activities are done may be significantly influenced by teachers' attitudes toward formative assessment.⁶

According to the context given above, several events take place in the field. To determine the students' development and any challenges they face, the English teacher conducts a formative assessment of each assignment. In order to completely comprehend what English teachers do when performing formative assessments, the researcher set out to understand the concepts they hold. So that, this research entitled **The Implementation on Formative Assessment at SMA N 1 Rejang Lebong.**

B. Research Questions

From the background described above, there are one research question formulated in this study. The question is as follows:

1. How is the formative assessment implemented by the English teacher at SMA N 1 Rejang Lebong?

C. Objectives of the Research

Based on the research questions above, the objective of this research is to investigate:

1. The steps teachers' implement formative assessment at SMA N 1 Rejang Lebong.

⁶ Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., & Irawati, E., *Dissonances between Teachers' Beliefs and Practices of Formative Assessment in EFL Classes*, International Journal of Instruction, Vol.13, No.1, 2020, p.73

D. Significances of the Research

The significances of this research are as follow :

1. Theoretical significances

Theoretically, the implementation of formative assessment is related to teachers' beliefs about formative assessment. Teachers' beliefs in assessment procedures have a significant impact on how they conduct formative assessments as well as how they decide on students' learning outcomes.⁷ In other words, it is assumed that having high assessment-related knowledge and abilities would impact how well the assessment is conducted.

2. Practical significances

a. For teachers

The benefit is that the teacher knows the extent to which students understand the material that has been taught. In addition, teachers can re-evaluate how to apply good and correct formative assessment.

b. For students

The benefits for students are to know the level composition of the subject matter, knowing the items that have been mastered, and the items that have not been mastered. This is very useful feedback for students, so that it can be seen which parts must be reviewed individually.

c. For researcher

Researchers can find out how teachers believe in formative assessment and how to implement it properly.

⁷ Leung & Scott (2009), Derrick & Ecclestone, 2006; Karimi & Shafiee, 2014; Kuze & Shumba, 2011 in Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020). Op.Cit, p.72

E. Delimitation of the Research

The scope of this study is following:

1. The subject of this research is limit to five English teachers at SMA N 1 Rejang Lebong.
2. The research object only focuses on the implementation on formative assessment at SMA N 1 Rejang Lebong.

F. Definition of Key Term

1. Formative Assessment

According to Black and Wiliam, formative assessment is any activity carried out by teachers or students that collects data to be used as feedback to alter the teaching and learning activities they are involved in.⁸ Formative assessment in this study refers to an assessment procedure that gathers data and tracks student learning growth so that teachers and students may track how well they are learning in class.

2. Implementation of Formative Assessment

In order to adopt or practice successful formative assessment, according to Bloom, Hastings, and Madaus, an organized process of assessment and teaching is necessary.⁹ Implementation in this study refers to using a formative assessment in its implementation

⁸ Black and William in Zelalem & Emily. *EFL Instructors' Beliefs and Practices of Formative Assessment in Teaching Writing*. Journal of Language Teaching and Research, Vol. 9, No. 1, pp. 42-50, January 2018, p.43

⁹ Bloom, Hastings, & Madaus, 1971 in Lowry, Diane Lawrence. *A Survey of Teacher's Beliefs Regarding the Importance and Implementation of Formative Assessment*. 2011. Electronic Theses and Dissertations, p.4

G. Thesis Organization

This chapter provides the organization from chapter one through chapter five. Chapter I is an introduction consisting of the background of the research, the research question, the objectives of the research, the delimitation of the research, the significance of the research, and the definition of key terms. Chapter II discusses a review of related literature. It provides an overview of related theories and findings. Chapter III is about research methodology. This relates to the kind of research, the subject of the research, the technique of collecting data, the instrument of the research, and the data analysis. Chapter IV contains findings and discussion. And the last is Chapter V, which discusses conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical basis for this research. There is an explanation of the assessment with sub topics: review of related theories and review of related findings.

A. Review of Related Theories

a. Merdeka Curriculum

Merdeka Curriculum is a curriculum that includes a variety of intracurricular learning opportunities where the material will be more ideal so that students have enough time to thoroughly understand the topic and build competency. Teachers are free to select from a number of teaching tools so that teaching may be customized to each student's interests and learning needs. Project to improve the performance of Pancasila student profiles created based on particular topics established by the government. They are not connected to the subject matter because the project is not designed to meet specific learning objectives.¹⁰

The primary traits of this curriculum that help the recovery of learning, according to the government, are: “(1) Project-based learning for the development of soft skills and character according to the Pancasila Student Profile; (2) Focus on important material so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy; and (3)

¹⁰ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). Op.Cit, p.11

independence for teachers to carry out differentiated learning based on students' abilities".¹¹

The 2013 Curriculum is one example of the national education standards that are included in the Merdeka Curriculum. The Pancasila Student Profile has been further developed as part of the Independent Curriculum, however. The term "learning outcomes" (CP) is used to describe the expected competences in the Independent Curriculum. Learning outcomes (CP), which are components of the learning process, are the information, attitudes, and abilities that students need to be competent in each stage. Phases E and F at the senior high school level correspond to classes X and grades XI and XII, respectively. The Pancasila student profile is strengthened by the Merdeka curriculum's usage of extracurricular, extracurricular, and project activities. As a result, this curriculum's teaching hours are predetermined for each year. The Merdeka Curriculum offers a differentiation method during the learning process that is relevant to the students' capacities. Additionally, the Pancasila Student Profile project, which students must complete as part of the learning process, is included in the Merdeka curriculum. The Merdeka curriculum combines formative assessment, with the outcomes serving as a reflection, to tailor students' learning to their individual needs. The assessment in the 2013 curriculum is characterized by the examination of attitudes, knowledge, and skills, whereas there is no distinction between the assessment of attitudes, knowledge, and skills in the Merdeka curriculum. As for teaching tools,

¹¹ Rohimajaya, N.A., Hartono, R., Yuliasri, I., Fitriati, S.W. (2022). *Kurikulum 2013 dan Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris untuk SMA di Era Digital: Sebuah Analisis Konten*. Prosiding Seminar Nasional Pascasarjana, p.827

teachers use textbooks or non-text books and there are additions, namely teaching modules, learning objectives flow (ATP), and projects to strengthen the Pancasila Student Profile. And for curriculum tools, the Merdeka curriculum has (1) learning and assessment guidelines, (2) development of school operational curricula, (3) development of the Pancasila Student Profile Strengthening Project, and (4) implementation of inclusive education¹². Based on description above, the Merdeka Curriculum is a curriculum that is applied at the educational level with teaching and learning activities that are more flexible, but still focus on the subject matter, character development, and student competencies.

b. Assessment

A crucial aspect of schooling is assessment. Assessments are used to determine if people have learnt what was anticipated by looking into what they "know" and "can do."¹³ The term "assessment" describes the procedure of gathering data and forming conclusions about results, such as students' achievement of certain learning objectives or teachers' and others' comprehension.¹⁴ So, assessment is a process of collecting grades carried out by teachers to monitor student performance.

¹² Rohimajaya, N.A., Hartono, R., Yuliasri, I., Fitriati, S.W. Ibid, p.827-828

¹³ Jo-Anne Baird, David Andrich, Therese N. Hopfenbeck & Gordon Stobart. *Assessment in Education: Principles, Policy & Practice*, 2017, VOL . 24, NO . 3, 317–350, p.2

¹⁴ Harlen, Wynne. Op.Cit, p.12

According to Black, assessment serves these three main goals:

- 1) certification of student progress, often accomplished by summative assessment;
- 2) the transparency and comparability of outcomes (summative results), which demonstrates the accountability of educational institutions and the system as a whole;
- 3) the encouragement of learning through the delivery of constructive criticism (often through formative assessment and formative feedback).¹⁵

Teachers often use one of two basic forms of assessment in classroom learning procedures. These assessments are summative and formative.

1) Formative Assessment

a. Definition

Formative assessment is essentially a never-ending cycle of activities in which teachers and students utilize data from ongoing activities to decide what learning activities to pursue next and how to do so.¹⁶ According to Propham, formative assessment is a deliberate procedure wherein a teacher or group of students use data from an assessment to further learning and education.¹⁷

Formative assessment is a methodical procedure used to compile evidence of learning across time. The information is used to determine a student's current level of understanding and to modify

¹⁵ Irons, Alastair. *Enhancing Learning Through Formative Assessment and feedback*. (Abingdon, Oxon: Routledge, 2008), p. 13

¹⁶ Harlen, Wynne. Op.Cit, p.119

¹⁷ Propham (2006) in Aswar, M. *The Effectiveness of Formative Assessment In Evaluating Students' Speaking Ability*, Thesis Muhammadiyah University of Makassar, 2018, p.19

lessons to assist the learner in achieving the intended learning objective.¹⁸

Any assignment or activity that generates feedback for students regarding their learning is considered a form of formative assessment. A grade from a formative assessment is not used to make a final determination.¹⁹

Thus, it can be said that formative assessment is an assessment procedure used by educators and learners with the intention of obtaining feedback to enhance the teaching and learning process.

b. Purpose of Formative Assessment

In order to provide feedback at each level of the teaching-learning process, formative assessment is used.²⁰ In addition, the primary goal of formative assessment is simply to gather comprehensive data on the teaching and learning processes that can be used to enhance teaching going forward and help students reach the maximum level of learning required for further learning.²¹

So, formative assessment goals include gathering data on the learning process and getting feedback from each learning phase.

¹⁸ Heritage, Margaret. *Formative Assessment: What Do Teachers Need To Know and Do?*. Los Angeles: 2015. p.141

¹⁹ Irons, Alastair. *Opcit*, p.7

²⁰ Bloom (1969) in Tajularipin Sulaiman, Suzieleez Syrene Abdul Rahim, Muhammad Nazrul Hakim, Rosmaria Omar. *Teachers' Perspectives of Assessment and Alternative Assessment in the Classroom*. International Journal of Innovative Technology and Exploring Engineering (IJITEE), Volume-8 Issue-7S2, May 2019, p.426

²¹ Newton (2007), Filsecker & Kerres (2012) in Widiastuti, I. A. M. S, & Saukah, A. *Formative Assessment In EFL Classroom Practices*. Mahasaraswati Denpasar University & Universitas Negeri Malang. p.51

c. The Process of Formative Assessment

The implementation of formative assessment can be carried out in three stages of implementation, namely: eliciting information, interpreting the information, and acting on the information.²²

1. Eliciting information

The first stage is gathering information. At this stage the teacher collects evidence related to the assignment of materials or competencies that can be done with various appropriate techniques.

2. Interpreting the Information

The second stage is processing and interpreting information. At this stage, the teacher processes the data that has been obtained, makes scoring guidelines that contain what aspects or areas to be achieved. In addition, at this stage the teacher can also make conclusions about whether the students have mastered the material or competencies in general, find out whether students master the material well, know which materials have and have not been mastered, and know what causes some students have not mastered the material.

3. Acting on the Information

The third stage is taking action by providing feedback to students by telling them about the level of assignment of student

²² Bell and Cowie, *Formative Assessment and Science Education*, (USA: Kluwer Academic Publishers, 2002), p.12-15

material, which material has or has not been mastered, and how the follow-up will be carried out. The most important part at this stage is that the teacher facilitates learning activities for students whose mastery of the material does not meet the criteria that have been previously set by the teacher. These actions can be carried out at the class, group, or individual level.²³

d. Types of Formative Assessment

Formative assessment is defined as any exchange of information with a student intended to influence that student's perspective or actions in order to improve learning. According to Hall and Burke, formative assessment has two types, namely:

1. Planned Formative Assessment

The authors Hall and Burke propose it; it occurs at the start and end of the topic; its main objective is to create and strengthen the teaching and learning process; it is used to indicate or display the capacity of students to think; and it is recommended by the writers Hall and Burke. The information is obtained through the teacher-given activity, is interpreted by the teacher or the student, and then the student acts to obtain the information on the issue at hand, as is diagrammatically depicted in the figure. Ultimately, the purpose of planned formative assessment is to improve learning.

²³ Tim Pusat Penelitian Pendidikan, *Model Penilaian Formatif*. (Jakarta: Pusat Penilaian Pendidikan, 2019), p.37-38

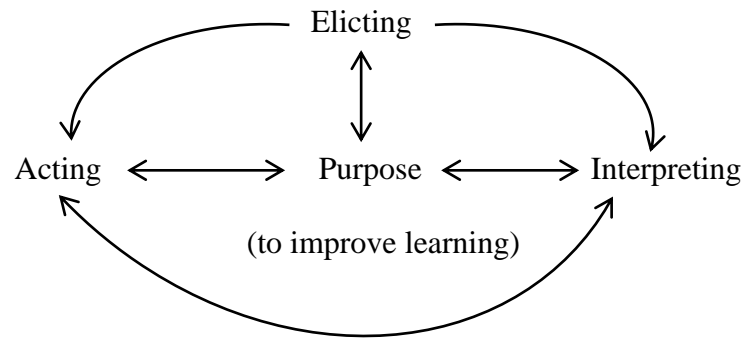


Figure 2.1 Planned formative assessment

2. Interactive Formative Assessment

Formative assessment that is interactive is done while students and teachers are interacting. Any time during the process of noticing, identifying, and responding, it is possible. For instance, during a workshop, the teacher can provide a task for the students to do in groups. The teacher detects the information about the students' thinking based on past knowledge or preceding subject, then asks or comments on how they interacted with one another, and finally realizes the value of the information, as in the figure.

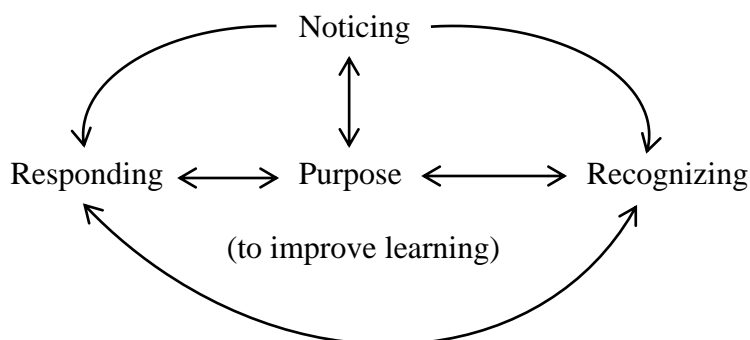


Figure 2.2 Interactive formative assessment²⁴

e. The Strategies of Formative Assessment

According to Heritage, teachers should adhere to the following three formative assessment strategies:

- 1) On-the-fly assessment: In the middle of a lesson, on-the-fly assessment happens on its own. For instance, a teacher might hear students in a group conversation express misconception about a science concept she has been teaching. She then alters the course of the lecture to offer a brief "pop-up" teaching. Before starting her intended educational sequence, the teacher can address the misconceptions thanks to the pop-up lesson.
- 2) Planned-for interaction: In a planned-for interact with, teachers make decisions in advance about how they will prompt students' thought over the course of education. It indicates that the teacher plans and prepares the lesson in advance and decides how to evaluate the students' learning during the course.

²⁴ Hall, K. & Burke, W., M. *Making Formative Assessment Work*. Open University Press. 2004. p.14-15

3) Curriculum-embedded assessments: There are two kinds of curriculum-embedded assessments: those that are integrated into ongoing classroom activities and those that are used by teachers and curriculum designers to receive feedback at critical junctures in a learning sequence.²⁵

Effective formative assessment includes the use of activities that elicit signs of students' learning and the use of those signs to inform subsequent teaching. Teachers can use a variety of formative assessment techniques in their classes to track student progress, gather data on their learning, and make decisions about the lessons they will be teaching now and in the future. Teachers should take advantage of a number of the current activities to undertake formative assessment in their classes.²⁶ The following are the assessment techniques used in formative assessment based on the Merdeka Curriculum:

1. Observation

Through routinely observing behavior, assessment is continuously carried out. All students may be the subject of observations, or only certain ones. Regular/daily duties or activities can also be the subject of observations.

²⁵ Heritage, Margaret. Op.Cit. p.141

²⁶ NCTM (2014) in Badu, Abeda. *Teachers' Beliefs and Effective Use of Formative Assessment in Secondary School Mathematics Classroom*. Doctor of Education Kennesaw State University. May 2022. p.21

2. Performance

Student demonstration and application of their knowledge in diverse circumstances in order to be assessed in accordance with the required criteria. Practice, building goods, working on projects, and compiling portfolios are all examples of how performance can be evaluated.

3. Project

Assessment activities for a task which includes design, implementation, and reporting activities, which must be completed within a certain period/time.

4. Written test

Tests that measure or gather data on a student's abilities by having the questions and responses be given in writing. Exams that require writing may take the shape of essays, multiple-choice questions, descriptive questions, or other types of assessments.

5. Oral test

During learning, it is possible to ask students questions orally and in a traditional manner (for the entire class or a large group).

6. Assignment

Giving students homework assignments is a common way to assess students' knowledge while also assisting them in learning new things.

7. Portfolio

A group of records that detail the outcomes of tests, honors, and students' work in a given subject and indicate their overall (holistic) development over time.²⁷

f. Elements of Formative Assessment

According to Heritage, formative assessment has 4 elements, namely:

1. Identifying the gap: Formal assessment is crucial for finding gaps between students' present levels of learning and some intended educational objectives. He underlined that each student would experience this difference differently and explained how it would affect pedagogy: "If a gap is too wide by a student, the aim may be impossible, leading to a taste failure and student despair. Similar to that, narrowing the gap could not be worth the individual effort if it is deemed to be too "small". As a result, finding the "right" gap is a process in a formative assessment.
2. Feedback: The purpose of formative assessment is to offer feedback on several levels. It first informs the teacher of the students' understanding levels at the moment. The following phases in learning should be determined by this input. In order to help students figure out what to do next, feedback is essential. The impact that feedback has on students' motivation and sense of self-

²⁷ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Kurikulum Merdeka*. Jakarta: Pusat Kurikulum dan Pembelajaran.
<https://guru.kemdikbud.go.id/kurikulum/perkenalan/asesmen/formatif-dan-sumatif/>

efficacy, two factors that have a significant impact on learning, is another significant part of the relationship between feedback and learning.

3. Student involvement: Students must actively participate in their own assessments if they are to increase learning through formative assessment. In order to cooperate with their teacher in creating a shared understanding of their current learning status and what they need to do to grow in their learning, students learn self- and peer-assessment skills as part of formative assessment. They make use of metacognitive techniques to do this. They evaluate what they've learned, keep track of what they know and comprehend, and decide when they need additional knowledge. Additionally, they learn self-control techniques and are able to modify their study methods to suit their individual learning requirements. Together with their professors, students must decide what constitutes success at each stage of the learning process.
4. Learning progressions: Formative assessment must be connected to a learning process in order to offer recommendations to teachers and students. The subgoals that represent advancement toward the ultimate goal should be explicitly stated in the learning progression. Additionally, it is important for students to have short-term objectives that are generated from the learning progression and specified in terms of success criteria. While the

student is working on the learning tasks, the success criteria serve as a guide for learning. The success criteria serve as the structure for formative assessment and enable the analysis of the data.²⁸

2) Summative Assessment

Summative assessments are cumulative exams that typically take place at the conclusion of a unit or topic study and are used to evaluate student performance in relation to predetermined standards and gauge how well students have learnt.²⁹ Summative tests are always scored, less frequent, and given at the conclusion of instructional units. Final examinations, state exams, college entrance exams (such as the GRE, SAT, and LSAT), final performances, and term papers are examples of summative assessments.³⁰

Instead than having an impact on continuous learning, as is the case with formative assessment, the goal of summative assessment is often to provide information on the students' level of learning at a specific period. The process of gathering, analyzing, and reporting learning data is summative assessment. The goals that students are expected to have attained at a particular point, such as the conclusion of a year, semester, or stage, are taken into consideration when interpreting the evidence. These objectives can be classified as medium-term, as they differ from the short-term objectives of specific courses or topics and from the long-

²⁸ Heritage, Margaret. Ibid. p.141-142

²⁹ National Research Council. (2001). *Classroom assessment and the National Science Education Standards*. Washington, DC: National Academies Press, p.25

³⁰ Dante D. Dixson & Frank C. Worrell. Op.cit, p.156

term objectives, such "big" ideas, which are accomplished over the course of a student's academic career.³¹

There are numerous ways to gather data for summative assessment, including giving tests or exams, compiling notes and records from the period of time being reported on, building a portfolio of work, incorporating special tasks into routine activities, using technology, or a combination of these.³²

Only formative assessment, which tries to track and enhance learning as well as assess learning objectives, is the focus of this study's two forms of assessment.

Table 2.1

Implementation of formative assessment

No	Process of formative assessment	Description	Indicator
1.	Eliciting information	The teacher collects evidence regarding the mastery of competencies that can be done with a variety of techniques.	1. collect evidence of mastery of the material
2.	Interpreting the information	Teachers must quickly capture and conclude student mastery of competence by looking at the results of the assessment.	1. process the assessment data that has been obtained 2. Interpret information based on assessment data processing
3.	Acting on the information	The teacher will provide feedback	1. Provide feedback related to students'

³¹ Dolin, J., Black, P., Harlen, W., & Tiberghien, A. (2018). *Exploring Relations Between Formative and Summative Assessment*. In J. Dolin & R. Evans (Ed), *Transforming Assessment*, Vol. 4, p.53 – 80. Cham, Switzerland: Springer International Publishing, p.62

³² Dolin, J., Black, P., Harlen, W., & Tiberghien, A. Ibid, p.62

No	Process of formative assessment	Description	Indicator
		which includes notification of the level of mastery of student competencies and conducting learning activities for students facilitated by the teacher.	mastery of material 2. Conduct learning activities for students facilitated by educators

B. Review of Related Findings

The following studies have been done by researchers in the past on teacher beliefs and the use of formative assessment:

The first finding from Junita Delliyaniti is entitled “A Descriptive Analysis of English Teachers’ Beliefs about Grammar Teaching (A Descriptive Study at SMPN 8 Bengkulu in Academic Year 2019/2020)”. The research's objectives are to describe the teachers’ beliefs and to investigate how the teachers’ practice of teaching grammar in classroom. This study used a descriptive qualitative. The two English teachers at SMPN 8 Bengkulu were the study's subjects. The interview, field notes, and documents were used to collect the study's data. Based on the results of research data shows that teachers' beliefs about grammar are important because they affect the way students make correct sentences. There are six factors that support beliefs, lessons plans, teaching methods, teaching procedures, sources of teaching materials, the roles of teachers

and students. However, in teaching practice these factors are not applied because teachers have a lot of time to manage the class.³³

The second finding from Ida Ayu Made Sri Widiastuti et al is entitled “Dissonances between Teachers’ Beliefs and Practices of Formative Assessment in EFL Class”. The study's objectives are to identify teachers' ideas regarding formative assessment, look into how EFL teachers carry out formative assessment practices that are connected to those beliefs, and determine whether there is a correlation between CPD participation rates and EFL teachers' beliefs and practices. This study used a qualitative approach with multiple case studies as its research methodology. Three English teachers are the study's subject matter. All responders to semi-structured interviews, classroom observations, and document studies such journals and lesson plans were used to gather the study's data. The result of this study showed that teachers with high CPD participation level have stronger beliefs in formative assessment compared to those with lower CPD involvement. Their beliefs, however, were not always practiced appropriately in the classroom. Teachers’ CPD participation has no real impact on the success of formative assessment practices, although it may influence teachers' beliefs. This is due to some factors influenced the implementation of formative assessment in the classroom. Futhermore, it is expected that teachers

³³ Delliayanti, Junita. *A Descriptive Analysis of English Teachers’ Beliefs about Grammar Teaching (A Descriptive Study at SMPN 8 Bengkulu in Academic Year 2019/2020)*”, State Institute For Islamic Studies Bengkulu, 2020

carefully consider the influencing factors and carry out formative assessment in accordance with their beliefs.³⁴

The last finding from Ida Ayu Made Sri Widiastuti is entitled “EFL Teachers’ Beliefs and Practices of Formative Assessment to Promote Active Learning.” The purpose of the study is to examine how formative assessment influences students' active learning and how teachers' beliefs and practices in this area. This study used descriptive qualitative research as its methodology. Three Junior High School teachers who have been instructing English at Saraswati Junior High School in Denpasar, Bali, for more than five years are the focus of this study. Direct observation of EFL courses and semi-structured interviews with English teachers provided the study's data. The results of the study revealed that the teachers in this study have strong beliefs that formative assessment practices can promote the students’ active learning. However, all teachers in this study conduct the formative assessment based on their own understanding of formative assessment. This study indicates that urgent comprehensive understanding is needed by the EFL teachers to appropriately implement the formative assessment in order to effectively achieve the best quality of learning standard.³⁵

As explained above, there are many studies that explain teacher beliefs and the implementation of formative assessment at the junior high school level. However, in this study, researchers wanted to find out how teachers' beliefs about

³⁴ Widiastuti, I. A. M.S., Mukminatien, N., Prayogo, J.A., & Irawati, E., *Dissonances between Teachers’ Beliefs and Practices of Formative Assessment in EFL Classes*, International Journal of Instruction, Vol.13, No.1, 2020

³⁵ Widiastuti, I. A. M.S., *EFL Teachers’ Beliefs and Practices of Formative Assessment to Promote Active Learning*. Mahasaraswati Denpasar University, 2021

formative assessment and its implementation at the high school level, especially at schools that implement the Merdeka curriculum.

CHAPTER III

RESEARCH METHODOLOGY

The topics covered in this chapter relate to the methodology used for this study. The following topics are covered in the discussion: kind of the research, subject of the research, techniques of collecting data, instrument of the research, data analysis technique, and triangulation/trustworthiness.

A. Kind of the Research

This kind of research is qualitative. The qualitative research method, according to Creswell, is a strategy or effort to investigate and comprehend a key topic.³⁶ The researcher employed a descriptive approach in this investigation. The descriptive technique is a study that aims to correctly, factually, and methodically describe the state of a population.³⁷

In this study, researcher used descriptive methods because researcher wanted to explain how teachers implement formative assessment in the classroom. The descriptive method explains data related to facts, conditions, variables and phenomena that occur when the research is conducted.

B. Subject of the Research

The subjects of this study were English teachers at SMA N 1 Rejang Lebong. The researcher chose the subjects in this study using a purposive

³⁶ Creswell (2008) in Dr. J. R. Raco, ME., M.Sc. *Metode Penelitian Kualitatif, Jenis, Karakteristik dan Keunggulannya*. Jakarta: PT Gramedia Widiasarana Indonesia, 2010, p.7

³⁷ Nurul Zuriyah, *Metodology Penelitian Sosial Dan Pendidikan: Teori Aplikasi*. Jakarta: Bumi Aksara, 2007, p.47

sampling technique. Gay has stated purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it considered with characteristic that would be taken as a number of sample and one of type of purposive sampling is criterions. Where it is sample that chose to all participants who met defined criteria.³⁸ There are some considerations based on this study characteristics such as: English teachers in schools that use the Merdeka curriculum. There are 5 English teachers at SMA N 1 Rejang Lebong. They have completed their undergraduate program. They have experience and certification as teachers. And they have more than 10 years of teaching experience.

C. Techniques of Collecting Data

Technique of collecting data in this research is based on the type of research taken by researchers, namely qualitative research. The technique used are interview and observation.

1. Interview

An interview is a conversation between two individuals during which thoughts and information are shared through question-and-answer sessions to clarify a certain topic. To get information, interviews are used. In order to gather as much information as possible on the research's subject, interviews with informants who served as data sources were undertaken. Semi-structured interviews are the type that are conducted in this way.

³⁸ Gay L. R, *Education Research: Competencies for Analysis and Application* (Third Edition), (Columbus: Merrill Publishing, 1987), p.481

Semi-structured interview implementation is more flexible than structured interview implementation. This kind of interview asks the parties that were invited to the interview for their opinions and suggestions in order to identify problems more directly.³⁹

Semi-structured interviews take place during which the interviewer does not precisely adhere to a predetermined questionnaire. In order to conduct this interview, questions regarding teachers' opinions on formative assessment were posed. In this study, the researcher employs a semi-structured interview because the researcher wants to go beyond simply following the questions in the interview guide and wants to learn more about how teachers feel about formative assessment in the classroom.

2. Observation

In this study, observation was done by participant observation. In this type of observation, the researcher watches what individuals do, listen what they say, and gets involved in their pursuits.⁴⁰ It implies that the researcher fully engaged in the teaching and learning of English.

Researcher in this study observed when the teaching and learning process took place. The researcher made observations in each class once in one meeting, so if the total observations made by the researcher were added up, there were 5 meetings. The researcher then began to take pictures of the situation in the class. Next, the researcher observed what actually happened in the class during the formative assessment to learn more about the scenario

³⁹ Sugiyono, 2011, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Afabeta, p.320

⁴⁰ Ibid, p.311

D. Instrument of the Research

The researcher also employed instruments that like:

1. Interview guidance

The interview guideline is a set of questions that the researcher employs when speaking with the teacher in order to elicit information from them. The first point of reference in the interview advice is the notion of the teacher's views on formative assessment. Hall and Burke's theory, in particular, is used by researcher. The theory underlying teachers' opinions about formative assessment.

Second, the researcher designed a number of indicators for this study. Following an analysis of the ideas, the researcher looked for each theory's purpose. Following that, these indicators are constructed by taking into account the theory's own explanation of the problems.

Third, the researcher came up with a number of queries. By paying attention to the signs, the questions were developed. The researcher used the questions in this interview guide. It is utilized in this study to address the research issue.

Table 3.1**Interview guidance on Formative Assessment**

1. How is the formative assessment implemented by the English teacher at SMA N 1 Rejang Lebong?
 - What is your educational background?
 - How long have you been teaching here?
 - What grades do you teach?
 - What do you know about formative assessment?
 - How has your experience in formative assessment?
 - Do you conduct formative assessments according to what you believe?
 - How often are formative assessments scheduled in your classroom?
 - What types of formative assessment do English teachers do?

2. Observation checklist

A checklist is used to assess whether someone performs in accordance with accepted theory while performing a task. The researcher crosses out behaviors from the list as they occur while people are watched. When gathering information from respondents in this study, the researcher used a checklist while monitoring the teacher.

First, the formative assessment idea is mentioned in the observation checklist created by. The Bell and Cowie theory is the major theory of this

study, as the researcher noted above. Second, several indicators were developed by the researcher for this study. The researcher then added several items to the observation checklist that related to classroom activities or sub-indicators. The indicator and sub-indicator made are valid, which is the observation checklist's final and most important criterion. Field notes were used during the observation to document every aspect of how formative assessment was employed.

Observations were made while formative assessment was taking place in the classroom. In addition, document observation was also carried out. The document analysis referred to here is the result or question of the formative assessment itself.

Table 3.2

Observation Checklist and Field Notes

Implementation of formative assessment

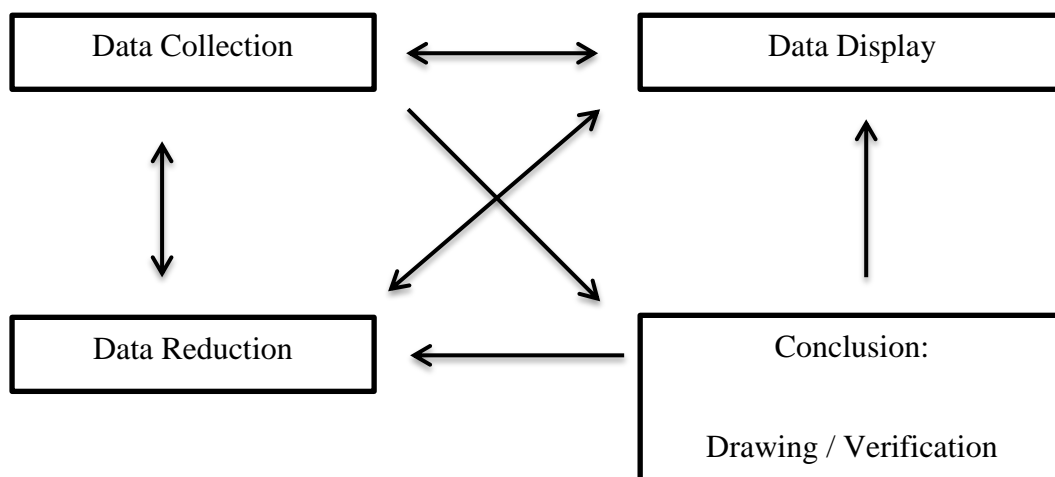
No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
1	Eliciting information	1. collect evidence of mastery of the material	1. The teacher collects data/information about students' mastery of the material by using pre-test, post-test, quizzes,			

No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
			assignments, and daily test 2. The teacher carries out daily tests with a certain frequency			
2	Interpreting the information	1. process the assessment data that has been obtained 2. Interpret information based on assessment data processing	1. The teacher processes assessment data based on the results of the pre-test, post-test, quizzes, assignments, and daily tests 2. The teacher interprets the information based on the results of the data processing assessment 3. The teacher sets scoring guidelines of each assessment			

No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
			t which is conducted			
3	Acting on the information	<ol style="list-style-type: none"> 1. Provide feedback related to students' mastery of material 2. Conduct learning activities for students facilitated by educators 	<ol style="list-style-type: none"> 1. The teacher provides feedback to students regarding the level of mastery of the material in a way written or oral 2. The teacher takes action on students who have not mastered the learning material in a remedial way, assignments, and enrichment 			

E. Data Analysis Technique

The data gained from the result of the interview and observation was analyzed through the model of data analysis Miles and Hubberman. The components above can be explained as the following picture.



1. Data Collection

In this step, there are some data take from observation and interview. In this step, the researcher was observed and interviewed for the teachers' and taking documentation when the English teacher conducted formative assessments.

2. Data Reduction

Data reduction is the method of narrowing down, streamlining, abstracting, and altering the information found in written-up field notes or transcriptions. The data obtained by researcher in the field through interview and observation was reduced by summarizing, selecting, and focusing data on things that are consistent with the research objectives. At this stage,

researcher do data reduction by sorting, categorizing, and making abstractions from it.

3. Data display

A display is a well-organized, condensed collection of facts that allows for action and conclusion-making. By studying the display, we may better comprehend what is going on and decide what to do next—either do additional research or take action—in light of that knowledge. Presentation of data is done after the data has been reduced or summarized. Data obtained from observations and interviews which will then be analyzed. The data that has been presented is in the form of interview transcripts and observation checklists. Each data has been grouped which is then presented in text form.

4. Conclusion drawing and verification

The final step in qualitative data is concluding and verifying. Based on the data that has been reduced and presented, researcher made conclusions that were supported by strong evidence at the data collection stage. The conclusion is the answer to the formulation of the problem and the question that has been raised by the researcher from the beginning.

F. Triangulation / Trustworthiness

In this study, the researcher used data triangulation. Triangulation of data to check the truth of information got from the research. It is a multimode approach to collect data to get a higher level of truth of research phenomenon as

well as a better understanding of phenomena itself.⁴¹ In this kind of research, it is important for the researcher to combines several methods to measure phenomena from different perspectives for a higher degree of accuracy to reduce bias in research results.

Researcher used the triangulation method. In this research, researcher used interviews and observations to get correct information. The various sources above will answer the research phenomenon from different perspectives.

⁴¹ Mudjia Rahardjo. *Triangulasi dalam penelitian kualitatif*. Retrieved on February 14, 2020. [https://uin-malang.ac.id/r/101001/triangulasi dalam penelitian kualitatif](https://uin-malang.ac.id/r/101001/triangulasi%20dalam%20penelitian%20kualitatif).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings from interview and observation checklist. The goal of this research was to find out how teachers' implement formative assessment at SMA N 1 Rejang Lebong. In collecting the data, the researcher used interview guidance for interview and checklist for observation. This chapter entails of research finding and discussion.

A. Findings

The researcher discussed and presented the findings from the interview and observation in this chapter. The objectives of this conducted research are to find out how teachers' implement formative assessment at SMA N 1 Rejang Lebong.

1. The Implementation about Formative Assessment

The researcher was using interviews at this point to respond to the initial inquiry, which was: "How is the formative assessment implemented by the English teacher at SMA N 1 Rejang Lebong?" The researcher spoke with an English teacher at SMA N 1 at Rejang Lebong. The hypotheses underlying the questions focus on teachers' opinions as indications. The interviewer spoke Indonesian throughout. In this section, the researcher presents the interview's findings.

The researcher employed an interview and a tape recorder to collect data based on chapter III. The researcher conducted direct or in-person

interviews with respondents. Interviews with the researcher took place between July 11 and July 13, 2023. The respondent was an English teacher at SMA N 1 Rejang Lebong.

Table 4.1

Implementation Formative Assessment

Teacher A has an educational background in FKIP English Masters and has been teaching for about 21 years. According to teacher A, formative assessment is an assessment of the process when the teaching and learning process takes place. In addition, according to teacher A's belief, this formative assessment is very important. Usually teacher A conducts a formative assessment at every meeting in learning. Teacher A uses the planned formative assessment and interactive formative assessment types.

Teacher B has an educational background in English and has been teaching for about 10 years. According to teacher B, formative assessment is an assessment given during the learning process and to determine the extent to which students understand the material being taught. According to teacher B's belief, this formative assessment is important to do after completing KD. Teacher B conducts a formative assessment in accordance with the existing KD. Teacher B also uses a type of formative assessment, namely planned formative assessment and interactive formative assessment.

Teacher C has an educational background of Bachelor of English and Master of Education Management and has been teaching for about 20 years. According to teacher C, formative assessment is a process assessment, which

is divided into assignments, written, and oral. According to teacher C's beliefs, so far she has carried out formative assessments according to what she believes. Teacher C conducts a formative assessment for every KD. Teacher B also uses formative assessment types, namely planned formative assessment and interactive formative assessment.

Teacher D has an educational background in English Language and Literature and has been teaching for about 35 years. According to teacher D, formative assessment is an assessment per KD, the purpose is to find out how far the student understands the material that has been taught. According to teacher D's beliefs, so far he has carried out formative assessments in accordance with what he believes, namely giving tests according to his KD. Teacher D also conducts the formative assessment once in one KD. Teacher D also uses formative assessment types, namely planned formative assessment and interactive formative assessment.

Teacher E has an educational background of Bachelor of English Education and Master of Education Management and has been teaching for about 18 years. According to teacher E, formative assessment is an assessment that should be carried out as a benchmark to see how far the student can achieve the learning objectives that have been implemented. According to teacher E's beliefs, so far he has carried out formative assessments according to what he believes. Teacher E conducts the formative assessment almost every month. Teacher E uses a type of formative

assessment, namely planned formative assessment and interactive formative assessment.

The researcher used the following chart to guide the interview questions with five English teachers. And it can be said that every teacher at SMAN 1 Rejang Lebong has his own criteria for formative assessment. And the teacher carries out a formative assessment based on his beliefs that are adjusted to the existing material.

2. The Implementation of Formative Assessment at SMA N 1 Rejang Lebong

To learn how the teacher at SMA N 1 Rejang Lebong used formative assessments, the researcher observed classes X and XI for one meeting. The researcher employed an observation checklist to track how the teacher conducted formative assessment while conducting the analytical process.

Researcher also observed directly when teachers implemented formative assessment in class from June, 12nd 2023 to June, 16th 2023. The researcher discovered some information after watching formative assessment in action while students were studying English in class.

Table 4.2

Result of the implementation of formative assessment at SMA N 1

Rejang Lebong

No.	Process of formative assessment	Respondent	Activities
1.	Eliciting information	Teacher A	<ul style="list-style-type: none"> a. Teacher use quizzes, assignments, and daily tests to gather information about mastery of the material. b. The teacher carries out daily tests with a certain frequency.
		Teacher B	<ul style="list-style-type: none"> a. The teacher gives assignments to collect information about mastery of the material. b. The teacher carries out daily tests every time one material is finished.
		Teacher C	<ul style="list-style-type: none"> a. The teacher uses either written or oral assignments to gather information about mastery of the material. b. The teacher carries out daily tests when one KD is finished.
		Teacher D	<ul style="list-style-type: none"> a. The teacher gives daily tests and assignments to students to collect information about mastery of the material. b. The teacher carries out daily tests with a certain frequency.
		Teacher E	<ul style="list-style-type: none"> a. The teacher carries out assignments orally and in writing to collect information about students' mastery of the material. b. The teacher carries out daily tests with a certain frequency.
2.	Interpreting the information	Teacher A	<ul style="list-style-type: none"> a. Teachers use the results of quizzes, assignments, and daily tests to process assessment data. b. The teacher interprets information based on the results of data processing. c. The teacher sets scoring guidelines for each assessment that is carried out as in the lesson plan.

No.	Process of	Respondent	Activities
		Teacher B	<ul style="list-style-type: none"> a. The teacher processes assessment data based on the results of the assignment. b. The teacher interprets the information based on the results of processing the assessment data. c. The teacher determines the score guidelines for each assessment carried out.
		Teacher C	<ul style="list-style-type: none"> a. The teacher processes data based on the results of assignments that are carried out orally and in writing. b. The teacher interprets the information based on the results of processing the assessment data. c. The teacher sets score guidelines in each assessment.
		Teacher D	<ul style="list-style-type: none"> a. The teacher processes data based on the results of daily tests and assignments. b. The teacher carries out the interpretation of information based on the results of previous data processing. c. The teacher sets score guidelines in each assessment carried out.
		Teacher E	<ul style="list-style-type: none"> a. The teacher processes assessment data based on the results of the assignments which are carried out orally and in writing. b. The teacher interprets the information based on the results of the assessment data processing. c. The teacher sets scoring guidelines for each assessment that is carried out.
3.	Acting on the information	Teacher A	<ul style="list-style-type: none"> a. The teacher provides feedback to students orally and in writing. b. The teacher gives action to students who have not mastered the learning material in a remedial way.
		Teacher B	<ul style="list-style-type: none"> a. The teacher gives feedback to students regarding mastery of the material orally. b. The teacher gives remedial to

No.	Process of	Respondent	Activities
			students who have not been able to master the learning material.
		Teacher C	a. The teacher gives feedback to students orally. b. The teacher provides remedial actions for students who have not mastered the learning material.
		Teacher D	a. The teacher provides feedback orally and in writing to students. b. The teacher gives action to students who have not mastered the material in a remedial or enrichment way.
		Teacher E	a. The teacher provides verbal and written feedback to students regarding mastery of the material. b. The teacher provides remedial as an action to students who have not mastered the learning material.

As aforementioned above, the researcher made observation and it can be described that teachers at SMA N 1 Rejang Lebong implement formative assessment based on the appropriate process, namely eliciting information, interpreting the information, and acting on the information.

B. Discussion

C. The researcher presented the research results and explanations before explaining the findings. At SMA N 1 Rejang Lebong, this data detail implementation of formative assessments.

1. Implementation about Formative Assessment

Researcher employed interviews to collect data in order to address the first research question. The researcher came to the conclusion that SMA N 1

Rejang Lebong implement about formative assessment were supported by the data as previously described.

The researcher concluded that the teachers of SMAN 1 Rejang Lebong had different backgrounds in conducting formative assessments. Teachers at SMA N 1 Rejang Lebong also think that formative assessment is important because it can determine the extent to which students understand the material that has been taught. Teachers at SMA N 1 Rejang Lebong also have a formative assessment type, some use planned formative assessment and some use interactive formative assessment.

The type of planned formative assessment carried out by SMA N 1 Rejang Lebong teachers, such as the teacher providing learning information and then the students will be active in answering the questions or activities given. Meanwhile, in the interactive formative assessment type, the teacher interacts with students. So, the teacher will assess students verbally or also in groups.

Based on the data the researchers got from the teachers at SMA N 1 Rejang Lebong, researchers make conclusions and descriptions about teachers' beliefs about formative assessment. These points are related to the data after analysis. When giving a formative assessment, the teacher will know more about the progress of students in understanding the material that has been presented.

2. The implementation of formative assessment at SMA N 1 Rejang Lebong

The researcher employed an observation checklist to learn about formative assessment implementation at SMA N 1 Rejang Lebong. The study discovered three types formative assessment at SMA N 1 Rejang Lebong. The process is eliciting information, interpreting the information, and acting on the information.

The first process is eliciting information. According to Bell and Cowie said that eliciting information is teacher collects evidence related to the assignment of materials.⁴² Based on this theory, all English teachers carry out formative assessments by collecting evidence of assignments that have been given to students and conducting daily tests to find out how far they have understood the learning material.

The second process is interpreting the information. According to Bell and Cowie said that interpreting information is the teacher processing the data that has been obtained and making assessment guidelines that contain aspects or areas of what you want to achieve.⁴³ Based on this theory, the researcher found that each teacher processed the assessment data based on the results of student assignments and set score guidelines for conducting formative assessments.

The third process is acting on the information. According to Bell and Cowie said that acting on the information is taking action by providing feedback to students by telling them about the level of assignment of student

⁴² Bell and Cowie. Op.Cit, p.12

⁴³ Ibid., p.13

material, which material has or has not been mastered, and how the follow up will be carried out.⁴⁴ According to this notion, the researcher observed the teacher providing oral feedback to students throughout the process of learning. Then, the teacher also gives action to students who have not mastered the learning material by providing remedial or enrichment to students who have mastered the learning material.

According to the preceding description, the English teacher used three types of formative assessment in class. The researcher concluded that all English teachers had implemented formative assessment properly and in accordance with the indicators put forward by experts in theory.

⁴⁴ Ibid., p.14

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusions and suggestions are the final section of this research after reviewing and analyzing the collected data in the previous chapter.

A. Conclusion

Formative assessment is a crucial process which needs to be carried out in the classroom since it may be used to gauge the amount to which students grasp the subject that has been presented. The English teachers in this research had strong beliefs about formative assessment and used it in their own unique way. This research shows that English teachers believe that formative assessment helps them better understand each student's abilities. And also this formative assessment can help develop more effective learning strategies and methods after they obtain more detailed information about students' abilities.

B. Suggestion

In the end, a suggestion for a brighter future is made. The suggestion is as follows:

1. For teacher

Because the teacher's beliefs are important in determining decisions in class. Teachers are advised to better prepare all plans and actions before carrying out formative assessments.

2. For future researchers

This study can be used as a reference by other researchers working in the same subject. Researchers can then examine at how teachers' beliefs regarding formative assessment are applied in the classroom at various grades of schools or other colleges.

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Table 3.1

Interview guidance

Teachers' Beliefs

1. How are English teachers' beliefs about formative assessment at SMA N 1 Rejang Lebong?
 - What is your educational background?
(Apa latar belakang pendidikan anda?)
 - How long have you been teaching here?
(Sudah berapa lama anda mengajar disini?)
 - What grades do you teach?
(Kelas berapa yang anda ajar?)
 - What do you know about formative assessment?
(Apa yang anda ketahui tentang penilaian formatif?)
 - How has your experience in formative assessment?
(Bagaimana pengalaman anda dalam penilaian formatif?)
 - Do you conduct formative assessments according to what you believe?
(Apakah anda melakukan penilaian formatif sesuai dengan apa yang anda yakini?)
 - How often are formative assessments scheduled in your classroom?
(Seberapa sering penilaian formatif dijadwalkan di kelas Anda?)

No	Sources of teachers' beliefs	Indicator	Questions
1.	Their own experience as language learners	1. An experience when they were taught as a student. (Pengalaman ketika mereka diajar sebagai siswa.)	<p>1. In conducting the formative assessment, do you assess based on your previous experience as a student or learner? (Menurut anda, apakah dalam melakukan penilaian formatif anda menilai berdasarkan pengalaman ketika menjadi siswa atau pembelajar sebelumnya?)</p> <p>2. How do you conduct a formative assessment based on your own experiences of being a student? (Bagaimana Anda melakukan penilaian formatif berdasarkan pengalaman Anda sendiri sebagai siswa?)</p> <p>3. Can you give examples? What are the examples? Please explain! (Bisakah anda memberikan contohnya? Apa saja contohnya. Tolong Jelaskan!)</p>
2.	Their experience of what works best	1. A teacher should find that some strategies work well and some do not. (Seorang guru harus	1. Do you conduct formative assessments based on activities that you think are

No	Sources of teachers' beliefs	Indicator	Questions
		menemukan beberapa strategi yang cocok digunakan dengan baik dan yang tidak.)	<p>effective by a teacher? (Apakah anda melakukan penilaian formatif berdasarkan kegiatan yang menurut anda efektif dilakukan oleh seorang guru?)</p> <p>2. What are those activities? (Apa saja aktivitas tersebut?)</p> <p>3. How do you conduct formative assessments based on activities that you think are effective by a teacher? (Bagaimana Anda melakukan penilaian formatif berdasarkan kegiatan yang menurut Anda efektif dilakukan oleh seorang guru?)</p> <p>4. Can you give examples? What are the examples? Please explain! (Bisakah anda memberikan contohnya? Apa saja contohnya. Tolong Jelaskan!)</p>
3.	Established practice	1. Teaching styles and practices adopted by teachers in schools. (Gaya dan praktik	1. Do you perform a formative assessment based on the activities

No	Sources of teachers' beliefs	Indicator	Questions
		mengajar yang diterapkan guru di sekolah.)	<p>that an English teacher usually does? <i>(Apakah anda melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?)</i></p> <p>2. What are those activities? <i>(Apa saja aktivitas tersebut?)</i></p> <p>3. How do you perform a formative assessment based on the activities that an English teacher usually does? <i>(Bagaimana anda melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?)</i></p> <p>4. Can you give examples? What are the examples? Please explain! <i>(Bisakah anda memberikan contohnya? Apa saja contohnya. Tolong Jelaskan!)</i></p>
4.	Personality factor	1. The teacher has rules, actions, and arrangements that match his	1. Do you have particular actions, rules, and arrangements to

No	Sources of teachers' beliefs	Indicator	Questions
		<p>personality. (Guru memiliki aturan, tindakan, dan pengaturan yang sesuai dengan kepribadiannya.)</p>	<p>conduct a formative assessment? (Apakah anda memiliki Tindakan, aturan, dan perencanaan tertentu dalam melakukan penilaian formatif?</p> <p>2. What are suitable actions, rules, and plans with your personal preference in conducting formative assessments? <i>(Apa tindakan, aturan, dan perencanaan yang sesuai dengan preferensi pribadi Anda dalam melakukan penilaian formatif?)</i></p> <p>3. How do you conduct a formative assessment based on your personal preference for particular teaching rule, action, and arrangement? <i>(Bagaimana Anda melakukan penilaian formatif berdasarkan preferensi pribadi Anda atas aturan, tindakan, dan pengaturan pengajaran tertentu?)</i></p> <p>4. Can you give</p>

No	Sources of teachers' beliefs	Indicator	Questions
			<p>examples? What are the examples? Please explain! (Bisakah anda memberikan contohnya? Apa saja contohnya. Tolong Jelaskan!)</p>
5.	<p>Educationally based or research based principle</p>	<p>1. Teachers apply their understanding based on the principle learning outcomes learning or method obtained. (Guru menerapkan pemahamannya berdasarkan prinsip hasil belajar atau metode pembelajaran yang diperoleh.)</p>	<p>1. Do you conduct formative assessments based on principles of learning obtained from the research? (Apakah anda melakukan penilaian formatif berdasarkan prinsip pembelajaran yang diperoleh dari hasil penelitian?)</p> <p>2. What are the principles of learning or method that you apply in conducting a formative assessment? <i>(Apa saja prinsip-prinsip pembelajaran atau metode yang Anda terapkan dalam melakukan penilaian formatif?)</i></p> <p>3. How do you apply your understanding of learning principles in conducting a formative assessment? <i>(Bagaimana Anda</i></p>

No	Sources of teachers' beliefs	Indicator	Questions
			<p><i>menerapkan pemahaman Anda tentang prinsip-prinsip pembelajaran dalam melakukan penilaian formatif?)</i></p> <p>4. Can you give examples? What are the examples? Please explain! (Bisakah anda memberikan contohnya? Apa saja contohnya. Tolong Jelaskan!)</p>
6.	Principle derived from an approach method	<p>1. The teacher chooses an approach or method that is believed to be effective and consistently used in class. (Guru memilih pendekatan atau metode yang diyakini efektif dan konsisten untuk digunakan di kelas.)</p>	<p>1. Do you do a formative assessment based on the principles and an approach that is structured? (Apakah anda melakukan penilaian formatif berdasarkan prinsip dan suatu pendekatan yang sudah terstruktur?)</p> <p>2. Do you do a formative assessment based on an approach or method that is believed effectively and consistently to be used by the teachers in the classroom? (Apakah Anda melakukan penilaian formatif berdasarkan</p>

No	Sources of teachers' beliefs	Indicator	Questions
			<p><i>pendekatan atau metode yang diyakini efektif dan konsisten untuk digunakan oleh guru di kelas?)</i></p> <p>3. What are those effective and consistent principles and approaches that you apply in conducting a formative assessment? (<i>Apa saja prinsip dan pendekatan yang efektif dan konsisten yang Anda terapkan dalam melakukan penilaian formatif??</i>)</p> <p>4. How do you apply principles derived from an approach method in conducting a formative assessment? (<i>Bagaimana Anda menerapkan prinsip-prinsip yang berasal dari metode pendekatan dalam melakukan penilaian formatif?</i>)</p> <p>5. Can you give examples? What are the examples? Please explain! (<i>Bisakah anda memberikan contohnya? Apa saja contohnya.</i>)</p>

No	Sources of teachers' beliefs	Indicator	Questions
			Tolong Jelaskan!)

Table 3.2

Observation Checklist and Field Notes

Implementation of formative assessment

No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
1	Eliciting information	1. Collect evidence of mastery of the material (Mengumpulkan bukti – bukti penguasaan materi.)	1. The teacher collects data/information about students' mastery of the material by using pre-test, post-test, quizzes, assignments, and tests daily. (Guru mengumpulkan data/informasi mengenai penguasaan materi peserta didik dengan menggunakan <i>pre-test</i> , <i>post-test</i> , kuis, penugasan, dan ulangan harian.)			

No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
			2. The teacher carries out daily tests with a certain frequency (Guru melaksanakan ulangan harian dengan frekuensi tertentu.)			
2	Interpreting the information	<ol style="list-style-type: none"> 1. Process the assessment data that has been obtained (Mengolah data penilaian yang telah diperoleh.) 2. Interpret information based on assessment data processing (Menginterpretasi informasi berdasarkan pengolahan data penilaian.) 	1. The teacher processes assessment data based on the results of the pre-test, post-test, quizzes, assignments, and daily tests. (Guru mengolah data penilaian berdasarkan hasil dari <i>pre-test</i> , <i>post-test</i> , kuis, penugasan, dan ulangan harian.)			

No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
			<p>2. The teacher interprets the information based on the results of the data processing evaluation (Guru melakukan interpretasi informasi berdasarkan hasil pengolahan data penilaian.)</p> <p>3. The teacher sets scoring guidelines of each assessment which is conducted. (Guru menetapkan pedoman penskoran dari setiap penilaian yang dilakukan.)</p>			
3	Acting on the information	1. Provide feedback related to students' mastery of	1. The teacher provides feedback to students			

No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
		<p>material (Memberikan umpan balik terkait penguasaan materi peserta didik.)</p> <p>2. Conduct learning activities for students facilitated by educators (Melakukan kegiatan pembelajaran kepada peserta didik yang difasilitasi pendidik.)</p>	<p>regarding the level of mastery of the material in a way written or oral (Guru memberikan umpan balik kepada peserta didik terkait tingkat penguasaan materi dengan cara tertulis atau lisan.)</p> <p>2. The teacher takes action on students who have not mastered the learning material in a remedial way, assignments, and enrichment (Guru memberik</p>			

No	Process of formative assessment	Indicator	Items as regards classroom activities	Yes	No	Field notes
			an tindakan terhadap peserta didik yang belum menguasai materi pembelajaran dengan cara remedial, pemberian tugas, dan pengayaan .)			

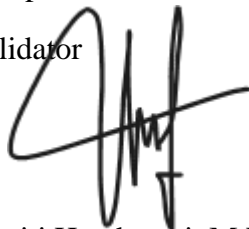
Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The blue color words or statements mean the validator's additional point for your instrument.
- The red color means something that you need to revise or delete.

Curup, 7th of June 2023

Validator



Nastiti Handayani, M.Pd

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KARTU KONSULTASI PEMBIMBING SKRIPSI

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 FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Jumatul Hidayah, M.Pd
 PEMBIMBING II : Sarwo Edy, M.Pd
 JUDUL SKRIPSI : English Teacher Beliefs and Its Implementation On Formative Assessment at SMA N 1 Rejang Lebong

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

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 JUDUL SKRIPSI : English Teacher Beliefs and Its Implementation On Formative Assessment at SMA N 1 Rejang Lebong

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Pembimbing II,

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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	02/2023	Perbaikan Bab I	[Signature]	[Signature]
2	08/2023	Penambahan Teori di Bab II	[Signature]	[Signature]
3	15/2023	Bimbingan Bab III	[Signature]	[Signature]
4	19/2023	Revisi Instrumen Penelitian.	[Signature]	[Signature]
5	29/05	ACC Penelitian	[Signature]	[Signature]
6	12/06	Bab 4 & 5	[Signature]	[Signature]
7	19/2023/06	Revisi bab 4 & 5	[Signature]	[Signature]
8	20/2023/07	Acc ujian skripsi	[Signature]	[Signature]



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	04/2023	Perbaikan Bab I (Background)	[Signature]	[Signature]
2	10/2023	Bimbingan Bab II (Teori)	[Signature]	[Signature]
3	16/05	Bimbingan Bab III	[Signature]	[Signature]
4	23/05	Bimbingan Instrumen Penelitian	[Signature]	[Signature]
5	30/05	ACC Penelitian	[Signature]	[Signature]
6	13/2023/06	Revisi bab 4.	[Signature]	[Signature]
7	17/2023/07	Revisi bab 5	[Signature]	[Signature]
8	20/2023/07	ACC ujian skripsi.	[Signature]	[Signature]

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN CEK SIMILARITY

Admin Tumitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **ENGLISH TEACHER BELIEFS AND ITS
IMPLEMENTATION ON FORMATIVE ASSESSMENT
AT SMA N 1 REJANG LEBONG**

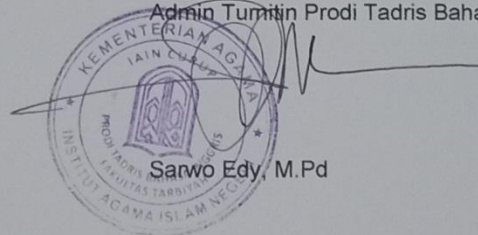
Penulis : **Widi Tria Aryani Nasution**
NIM : 18551065

Dengan tingkat kesamaan sebesar 19%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 25 Juli 2023

Pemeriksa,

Admin Tumitin Prodi Tadris Bahasa Inggris



Sarwo Edy, M.Pd

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Interview Transcript

Teacher A

- Researcher : Assalammualaikum Wr. Wb.
- Respondent : Waalaikumsalam Wr. Wb.
- Researcher : Perkenalkan maam sebelumnya, nama saya Widi Tria Aryani Nasution. Jadi gini maam, widi ingin meneliti tentang *English Teachers' Beliefs and Its Implementation On Formative Assessment*. Apakah maam bersedia untuk di wawancara maam?
- Respondent : Silahkan.
- Researcher : Hmm, langsung ke pertanyaan ya maam.
- Respondent : Boleh.
- Researcher : Apa latar belakang pendidikan maam sebelumnya, maam?
- Respondent : S2 FKIP Bahasa Inggris, UNIB.
- Researcher : Sudah berapa lama maam mengajar disini maam, kira – kira maam?
- Respondent : Sejak tahun 2002, berarti 21 tahun ya.
- Researcher : Kemudian, kelas berapa yang maam ajar maam?
- Respondent : Sekarang ya.
- Researcher : Iya, sekarang maam.
- Respondent : Maam ngajar kelas 10 dengan kurikulum baru, kurikulum Merdeka. Kelas 11 pada kelas wajib dan kelas 12 pada kelas lintas minat. Jadi, kelas 10, 11, 12 maam ajar.
- Researcher : Baik maam. Terus, ehh apa yang maam ketahui tentang penilaian formatif, maam?

Respondent : Penilaian formatif secara sederhana menurut maam itu adalah penilaian proses. Artinya, proses ketika KBM berlangsung di dalam kelas ataupun di luar kelas. Itu perspektif maam terhadap KBM, artinya penilaian saat proses KBM.

Researcher : Eehh kemudian, bagaimana pengalaman maam dalam penilaian formatif?

Respondent : Hmm kalau ditanya pengalaman sebenarnya eehh, mungkin karena pergantian kurikulum itu berganti beberapa tahun sekali ya. Tetapi pada kenyataannya di lapangan, kalau guru itu sebenarnya sudah tahu sih cara kita. Ehh sebenarnya kalau di guru ya, karena teorinya berubah – ubah menurut kurikulum tapi sebenarnya pada dasarnya, secara praktek itu sama. Seperti pergantian kurikulum, materi itu hanya di putar – putar aja sih. Begitu juga proses penilaian guru terhadap siswa, rasa maam sama sih pengalamannya. Pengalamannya itu sebenarnya mungkin disesuaikan dengan teori, ehh secara praktek hampir sama. Mungkin kalau maam praktekkan itu ya udah semenjak jadi guru, mungkin lulus dari kuliah terus diangkat jadi guru, itu sudah dilaksanakan bahwa proses yang sebenarnya pada saat pengambilan nilai itu proses yang valid, yang emang bisa dijadikan dasar guru memberikan nilai itu pada saat proses eh penilaian formatif. Karena kita ketahui ya, yang namanya kejujuran itu mungkin sekarang bukan jadi utama lagi bagi seorang siswa. Jadi banyak karena tuntutan dari perolehan nilai karena ada SNMPTN dan sebagainya, pasti mereka ingin nilai tinggi. Otomatis mereka ada yang jujur ada yang tidak. Nah jadi secara sumatif, mungkin mereka tidak jujur, nyontek dan sebagainya itu tergantung pengawas di kelas atau mungkin pakai sistem CBT (*Computer Based Test*) itu juga pasti ada siswa yang emang tidak jujur, jadi nilai sumatif itu tidak terlalu dipakai. Jadi itu hanya sebagai kewajiban kita guru, memberikan nilai sumatif kepada

siswa tetapi ehh teorinya tetapi praktiknya nilai formatif itu yang diambil oleh maam secara pribadi.

Researcher : Terus, apakah maam melakukan penilaian formatif itu sesuai dengan apa yang maam yakini?

Respondent : Yang diyakininya apa ya? Misalnya bahwa kayak tadi maam balik lagi ya, penilaian berdasarkan siswa itu banyak yang tidak jujur jadi akhirnya mossie kita terhadap siswa itu tidak percaya ya. Ketika mereka dapat ulangan secara CBT atau misalnya secara langsung diawasi oleh guru, itu banyak siswa yang tidak jujur. Berdasarkan itu, akhirnya maam mengambil keputusan bahwa penilaian sebenarnya itu adalah penilaian formatif. Jadi, penilaian formatif itu sangat penting.

Researcher : Ehh kemudian maam, seberapa sering penilaian formatif dijadwalkan di kelas maam?

Respondent : Setiap pertemuan. Setiap KBM berlangsung, baik itu kemarin kita di masa pandemi, itu kita lihat anak yang aktif itu kan dia suka jawab. Apakah kita pakai zoom, dia aktifkan kameranya itu kan sudah kelihatan, kalau dia emang mau belajar anak itu ya. Eh atau juga kita lewat google meet, atau juga lewat WA grup, bisa belajar dari situ. Kita kasih pertanyaan, berinteraksi secara online, maka kelihatan anak yang selalu jawab atau tidak, penilaiannya itu sudah berlangsung.

Researcher : Eh kemudian maam, menurut maam sendiri, apakah dalam melakukan penilaian formatif maam itu menilai berdasarkan pengalaman ketika maam menjadi siswa atau pembelajar sebelumnya maam?

Respondent : Eh, bisa jadi bisa jadi. Karena maam, kayak tadi maam bilang lulus SMA nya sudah lama ya, mungkin tidak valid lagi atau penilaiannya tidak pas lagi. Mungkin maam ambil dasar ketika maam kuliah S2, itu

memang salah satu pengalaman yang didapat. Dosen mengambil nilai kita itu dari keaktifan di kelas.

Researcher : Terus maam, bagaimana maam melakukan penilaian formatif berdasarkan pengalaman maam sendiri sebagai siswa?

Respondent : Ya sebenarnya maam suka ngomong ke anak – anak ya, suka bilang ke siswa bahwa kamu mungkin nilai sumatif itu tinggi tapi sebenarnya itu tidak begitu dipercaya sama maam karena bisa saja mereka menyontek. Tapi kalau ketika KBM berlangsung itu banyak cara kita menilai secara formatif itu dari mata mereka memandang kita, itukan kita bisa tahu siswa itu si a, si b, si c itu antusias atau tidak dengan mata pelajaran kita, antusias dengan kita atau tidak. Ketika kita kasih perintah di kelas, kemudian langsung mereka bergerak dengan fokus, mereka berinteraksi dengan temannya, berinteraksi dengan guru, atau ketika kita kasih misalnya suatu kerjaan yang *student sheets* itu ya, atau lembar kerja, atau juga buku mereka, mereka langsung mengerjakannya itu adalah ciri antusias dan memang layak dikasih nilai secara formatif oleh kita guru.

Researcher : Terus maam, bisakah maam memberikan contohnya? Apa saja contohnya maam?

Respondent : Hmm contohnya misalnya kayak maam mengajar di kelas tuh ya, misalnya *give some questions for student sheets*. Jadi kalau mereka *raise hands* atau ketika kita kasih lembar kerja, mereka langsung bergerak datang ke meja kita atau mungkin ketika kita menjelaskan materi. Misalnya nih *grammar* ya, jadi kalau kita mengajarkan mereka tuh *gerund* terus kita *ask them to make some sentences* mengenai *gerund*, kalau antusias mereka datang ke kita cepat memperlihatkan hasil kerjanya, itu adalah ciri dari antusiasme siswa dan disitu proses berlanjut. Nah dari situ baru maam biasa kasih tanda di absen, siapa yang antusiasnya bagus maam kasih contengan, kasih ceklis di

absen. Jadi ketika kita kasih nilai aktif kayak semester ini, jadi di akhir semester kita sudah tahu sebenarnya si a, si b mau dikasih berapa sama kita berdasarkan ceklis. Selain nilai yang mereka dapat dari *speaking activity*, *writing*, terus juga dari ulangan harian, atau bisa juga dari sumatif tadi. Jadi, walaupun kita tidak ambil 100% tetapi kita bisa melihat antusiasme siswa itu sebenarnya dari kumpulan – kumpulan apa ya, kumpulan antusiasme mereka terhadap mata pelajaran kita itu sebenarnya sudah kita gambarkan bahwa si a kira – kira bakal dapat nilai berapa, si b berapa itu ada di dalam kelas.

Researcher : Hmm selanjutnya maam, apakah maam melakukan penilaian formatif berdasarkan kegiatan yang menurut maam efektif dilakukan oleh seorang guru?

Respondent : Oh iya betul sekali. Kalau misalnya kita punya dan itu disesuaikan dengan tema ya, dengan tema pembelajaran. Kalau misalnya kita punya tema kayak mungkin *writing* itu ya, menulis surat pribadi kayak gitu materi di kelas 11 itu, artinya mereka diminta menulis surat secara sederhana tentang aktivitas mereka, bisa jadi dalam kalimat *past tense* atau *present tense*, itu setelah mereka tahu teorinya, mereka diminta membuat itu. Kita akan tahu antusiasme mereka atau mereka kerjakan atau tidak, eh itu dari KBM berlangsung. Jadi penilaian formatifnya sudah berjalan. Itulah pentingnya guru menghafal siswa, walaupun yang diajar itu banyak.

Researcher : Terus maam, apa saja aktivitas tersebut maam?

Respondent : Aktivitasnya kayak tadi. Misalnya, maam tergantung pada materi ya. Materinya apa kayak *tenses*, *grammar*, nanti mereka menuliskan kembali atau bisa kita bikin kayak quiz itu ya. Mereka berbentuk kertas dikasih terus mereka kerjakannya, atau aktivitas kayak tadi menulis teks yang pendek gitu kan, kita kan di SMA punya banyak, 12 genre teks, tema teks. Jadi artinya tergantung pada materi. Jadi

kalau *grammar* sudah maam sebutkan dengan cara seperti itu, kalau *listening* mungkin karena keterbatasan tidak punya laboratorium ya kayak mendengarkan lagu ada materi *song* ya bawa speaker aja ke kelas, terus mengisi rumpang yang kosong, pokoknya tergantung materi.

Researcher : Terus maam, bagaimana maam melakukan penilaian formatif berdasarkan kegiatan yang menurut maam efektif dilakukan oleh seorang guru?

Respondent : Efektifnya ya misalnya kita lagi ngomong atau kayak maam bacakan *reading text* ya. Kalau maam tu kalau ngajar seperti ini ya, misalnya kita punya buku paket atau lks terus ada teks, maam baca itu biasanya *per-sentences* ya, perkalimat terus langsung *direct translate to Indonesian* terus *I ask them to make the underline in the text or vocabularies* jadi *vocabulary* yang baru itu mereka tulis berdasarkan yang maam omongkan. Terus juga setelah mereka dikasih *reading material* tadi, terus *I give some questions*, bisa jadi kalimat eksplisit atau insplisit. Artinya, bisa makna kalimat susahya itu makna tersurat yang tidak ada di dalam teks. Kalau anaknya cerdas pasti bisa jawab, karena maam itu selalu kasih soal itu, kalau essay pasti bukan *based on the text*, maksudnya tuh mereka biar berfikirnya lebih berkembang, tidak ambil jawaban di dalam teks.

Researcher : Kemudian, bisakah maam memberikan contohnya? Apa saja contohnya? Bisa tolong dijelaskan maam?

Respondent : Contohnya? Ya bisa juga waktu penilaian tidak berupa angka atau berupa contengan?

Researcher : Ya tergantung maam. Biasanya maam melakukan penilaian formatif tu eh bagaimana?

- Respondent : Bisa berupa angka, langsung anaknya dikasih nilai. Itu tuh dari satu kelas tidak semua loh dapat nilai itu, artinya tidak semua siswa diformatif itu. Itulah bedanya kalau sumatif pasti masuk semua. Kalau formatif tuh kayak nilai bayangan gitu ya, tapi itu yang dipakai. Jadi itu, kalau siswa aktif pasti di daftar nilai kita, kita punya nilai. Kalau dianya tidak aktif, tidak bisa. Jadi, dia bisa berupa ceklis atau juga bisa berupa angka – angka.
- Researcher : Eh kemudian maam, apakah maam melakukan penilaian formatif tersebut berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?
- Respondent : Misalnya guru bahasa Inggris tuh, setahu Widi seperti apa yang dilakukan oleh guru bahasa Inggris itu?
- Researcher : Misalnya, eh jadi biasanya kan kalau misalnya guru bahasa Inggris ada *speakingnya* yang dinilai, terus kalau di guru lain kan kegiatan berbicara mungkin tidak terlalu dinilai.
- Respondent : Nah itulah kata maam juga, kalau yang namanya sumatif itu salah satunya. Gini pengertiannya gini ya, sumatif itu berupa ujian tengah semester dan akhir semester. Itu juga sumatif ya. Kalau misalnya, maam meminta mereka membuat teks *eksplanation*, proses membuat sesuatu bisa berupa *human map, natural phenomena*.
- Researcher : Eh apa saja aktivitas tersebut maam?
- Respondent : Aktivitas formatif. Kalau bahasa Inggris tadi ada *speaking, writing, reading, listening*, semua skill punya. Tinggal caranya aja, kayak *reading* itu misalnya *I read a text* terus *I give some questions for students*. Itu *for reading text* ya. Kalau *writing*, *I ask them to make a text* atau *to make sentence*. Kalau *listening*, misalnya *I give them song* karena materinya ada *song*, terus *I ask them about what is the song talk to us? Talk about* gitu ya, jadi tentang apa itu lagunya.

Kalau *speaking*, berarti *I ask them some questions and then direct to answer*. Misalnya *I see their hands*. Jadi, kalau mereka angkat tangannya berarti mereka bisa jawab pertanyaan. Itu artinya sudah jalan penilaian formatifnya.

Researcher : Terus maam, bagaimana maam melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Ya kan tadi sudah dibilang di awal. Penilaian formatif itu adalah penilaian proses, artinya balik lagi ke 4 skill tadi tergantung skill apa yang mau kita minta. Bagaimananya ya di dalam kelas boleh. Kalau di dalam kelas tidak memungkinkan, ya di luar jam. Karena memang kelasnya kan terbatas, di kelas itu mungkin kita kasih teorinya, praktiknya kayak buat *reading text* ini di luar jam.

Researcher : Hmm terus maam, bisakah maam memberikan contohnya? Apa saja contohnya? Bisa tolong dijelaskan maam?

Respondent : Contoh apa? Contoh formatif?

Researcher : Contoh kegiatannya tadi maam. Contoh penilaian formatif berdasarkan kegiatan maam tadi itu maam.

Respondent : Ya tadi. *Answering the question, doing some activities*. Mengerjakan, menjawab, membuat kalimat tadi kalau dia berupa *grammar*, kalau dia berupa *reading text answering the question*, kalau dia berupa *writing* mereka menulis teks, kalau *listening* biasanya *I ask them*, kalau sekarang kan ada spotify ya lagu apa yang mereka sukai, bisa ditanya, itukan dikombinasikan sebenarnya antara *speaking, writing, reading*, kita tanya mereka, lagu itu tentang apa, kenapa kamu suka lagu itu, genre lagu itu apa, penyanyinya siapa, dipopulerkan tahun berapa, terus kenapa si *writer* nya itu ngomong

begitu di lagunya itu, kemudian pesan moral yang disampaikan dari lagu.

Researcher : Hmm terus maam, apakah maam memiliki tindakan, aturan, dan perencanaan tertentu dalam melakukan penilaian formatif?

Respondent : Oh pasti harus di rencanakan. Sebenarnya kalau guru itu kan sudah punya *lesson plan* kita ya, sudah punya RPP, walaupun secara praktik itu sebenarnya bisa disesuaikan ya. Kalau di kurikulum Merdeka kita namanya punya modul ajar, saat kita KBM berlangsung satu kali pertemuan atau satu materi kita punya rencana. Ini aktivitasnya mau *listening* atau mau *writing* atau mau *speaking* kita sudah punya rencana ya. Kalau aturannya ya mungkin kayak tadi, ini nggak bisa di dalam kelas, kita kasih waktu ke mereka misalnya ipa 1, karena senin kita pulang jam 3 kurang 15 menit, terlalu sore. Jadi, dimulai dari ipa 1 kita ketemu di hari selasa jam 2.30pm, jadi mereka keluar kelas jam 2. 30 menitnya mereka istirahat solat terus jam 2.30pm kita mulai. Jadi, aturannya sudah ditentukan. Misalnya kayak *speaking*, tidak boleh *text book* kayak gitu kan, mereka tidak boleh *reading*. *Speaking* jadi *reading*, itu tidak bisa. Atau *writing*, mereka tidak boleh googling. Jadi gitu aturannya.

Researcher : Baik maam, terus apa tindakan, aturan, dan perencanaan yang sesuai dengan preferensi pribadi maam dalam melakukan penilaian formatif?

Respondent : Ya pasti sesuai, karena apa yang kita niatkan, apa yang kita miliki skill kita, pasti sesuai. Menurut maam ya, itu juga disesuaikan dengan kemampuan siswa, dan juga itu disesuaikan dengan tema, dan itu juga disesuaikan dengan kayak jenis teks. Secara teori memang harus disamakan dengan kemampuan siswa tapi mungkin bedanya gini. Misalnya, materinya sama – sama *analytical exposition*, mereka menulis teks kemudian mereka *speaking* kan jadi kayak teks pidato,

kalau anak IPA maam kasih *question* setelah mereka berbicara itu, kalau anak IPS nggak.

Researcher : Terus bagaimana maam melakukan penilaian formatif berdasarkan preferensi pribadi maam atas aturan, tindakan, dan pengaturan pengajaran tertentu?

Respondent : Melakukannya *based on material defend under the situation*. Tadi kayak membedakan perlakuan anak IPA dan IPS. Membedakan perlakuan materi, misalnya materinya *reading*, tentu akan berbeda ketika kita menulis *writing*. Atau ketika kita mengajarkan *reading*, perlakuannya berbeda ketika kita mengajarkan *grammar/tenses*. Tergantung situasi dan kondisi, dan tergantung pada materi. Karena sebagai guru, maam kasih nilai formatifnya itu tergantung pada materi dan kondisi dan situasi yang ada.

Researcher : Eh terus, bisakah maam memberikan contohnya? Apa saja contohnya? Bisa tolong dijelaskan maam?

Respondent : Contohnya? Tadi sudah dijelaskan sebenarnya ya, *based on the material*, kalau secara materi misalnya kita punya teks di kelas 10 aja ya. Di kelas 10 itu kita punya materi tentang deskriptif *interesting place*. Tempat yang menarik di Curup, artinya itu *tourism object*. Berarti mungkin daripada mereka jauh – jauh berfikir atau mengkhayal, ya sudah Curup saja. Misalnya, siapa yang pernah mengunjungi Tebing Suban, mengunjungi danau, bisa mereka ceritakan. Atau lebih diperlebar lagi mungkin, eh lingkupnya di Bengkulu. Pantai panjang, kemudian danau atau juga benteng. Itu artinya bisa disesuaikan sejauh mana siswa pernah mengunjungi objek tersebut.

Researcher : Kemudian maam, apakah maam melakukan penilaian formatif berdasarkan prinsip pembelajaran yang diperoleh dari hasil penelitian?

Respondent : Nah bisa jadi. Itu kan referensi kita ya, karena guru itu tidak bisa apa ya maksudnya tuh. Apalagi guru zaman sekarang itu emang nggak bisa, sudah aku tahu nya cuma ketika aku belajar dulu teorinya begini begini begini. Ternyata mungkin itu berkembang, ilmu itu selalu berkembang kan. Kalau kita tidak punya referensi atau tidak membaca google atau kita mengikuti seminar atau kita misalnya smansa ini mendatangkan narasumber tentang penilaian formatif. Jadi pasti ketika kita dapat ilmu baru, kayak maam secara pribadi kalau itu cocok diterapkan di dalam kelas, di SMA Negeri 1 Rejang Lebong pasti akan maam pakai.

Researcher : Terus maam, apa saja prinsip – prinsip pembelajaran atau metode yang maam terapkan dalam melakukan penilaian formatif?

Respondent : Sebenarnya penilaian formatif itu juga bisa secara sederhanakan, teorinya kita ambil nilai kita gurukan, tetapi itu tuh umpan balik bagi siswa, bagi kita, guru ke siswa itu bisa jadi bentuk referensi kita di kelas. Kita bisa menjadi lebih baik, mencari metode baru bagi siswa juga dia bisa mengevaluasi dirinya. Misalnya gini, kita bilang ke siswa itu eh kamu nilai kamu kosong di kelas nilai keaktifan, ini gimana gitu kan. Nah itu juga jadi mereka jadi oh iya aku belum punya nilai, bisa jadi acuan bagi mereka, bagi kalau yang mau belajar ya. Atau juga bisa kita panggil misalnya bagi yang tidak. Bagi yang memiliki misalnya kamu sudah bagus tetapi kamu kurangnya disini disini. Nah itu juga sebagai perbaikan untuk siswa itu sendiri dan juga evaluasi bagi guru.

Researcher : Eh terus bagaimana maam menerapkan pemahaman maam tentang prinsip – prinsip pembelajaran dalam melakukan penilaian formatif?

Respondent : Penilaian formatif itu kan penilaian yang berlangsung saat KBM tadi kan. Jadi bisa sebagai umpan balik kepada guru juga kepada siswa. Dan ini juga bisa berlangsung di awal KBM, pertengahan KBM, dan di akhir KBM. Jadi penerapannya itu, mungkin kalau di awal KBM kita bisa sesuaikan dengan materi. Kalau misalnya kita mau ngomong tentang teks biografi, tokoh pendidikan, tokoh politisi kayak gitu kan. Kita mungkin bisa ngumpannya ya dengan memperhatikan situasi dalam kelas, ada gambar pahlawan kayak gitu kan. Itu mungkin untuk *warming up* kelasnya ya. Siapa yang bisa jawab, mungkin kita ada *question and answer*, kayak pahlawan ini darimana, terkenal karena apa, hikmah apa yang bisa kita ambil dari beliau itu, *struggle* mereka bagaimana, itu mungkin di awal. Ya ketika berlangsung, kita masuk ke materi, artinya kita mungkin menyajikan kalau ini *reading text* bisa juga kemudian teksnya sudah selesai, atau ketika teks itu dibacakan mungkin maam itu ada selang waktu menggali informasi dalam sebuah paragraph, kayak gitu ya *what's the main idea of first paragraph? He refers to*, kata *he* nya untuk siapa. Nah ketika sesudah KBM, itu mungkin bisa mengumpankan mereka biar kita tahu mereka ada umpan baliknya, misalnya *i ask them what is the summary of the meeting today*. Apa sih kesimpulan pertemuan buat hari ini, *what the point that's you get from our discussion today*, terus *what is the moral message that you get from the text*. Nah itu seperti itu, jadi ada *opening* saat berlangsung dan saat *closing*.

Researcher : Terus eh bisakah maam memberikan contohnya? Apa saja contohnya? Bisakah maam tolong menjelaskan?

Respondent : Contohnya sudah ulang tadi ya. Sebenarnya itu tergantung pada materi, kalau misalnya contohnya tadi kayak *opening* berarti saat kita *warming up*, saat *breaking ice* tadi ya. Biar anak itu diawal tidak kabur, diajak ngobrol dulu terus langsung dicantolkan dengan materi gitu kan. Atau juga mungkin kita mau mengevaluasi pertemuan

kemarin, *we discuss about*. Nah gitu ya, bisa jadi mereview atau *remind* mengingat kembali apa yang sudah diajarkan minggu kemarin.

Researcher : Kemudian apakah maam melakukan penilaian formatif berdasarkan prinsip dan suatu pendekatan yang sudah terstruktur?

Respondent : Ya sebenarnya *based on the lesson plan* ya, tapi mungkin kadang tuh ada sesuatu yang tiba – tiba terbersit. Kalau maam gitu sih, suka kadang – kadang ada yang terbersit ide, gimana ya kalau ini tidak mesti dari *lesson plan* tapi kadang ada ide. Kan kayak sederhana saja sih aktivitas kalau berdasarkan *lesson plan* tadi. Tapi kalau maam spontanitas, itu tergantung kebutuhan dalam kelas saja.

Researcher : Terus maam, apakah maam melakukan penilaian formatif berdasarkan pendekatan atau metode yang diyakini efektif dan konsisten untuk digunakan oleh guru di kelas?

Respondent : Ya kalau kita berdasarkan *lesson plan* pasti kita gunakan, tapi mungkin ada saatnya kata maam tadi. Itu ada yang tiba – tiba, spontanitas ya mungkin itu. Banyak kebijakan yang dihubungkan dengan materi. Bisa jadi iya bisa jadi tidak ya, karena maam itu kadang – kadang jenuh tema ini dengan cara ini, kita ganti yang lain deh walaupun temanya sama. Tapi rata – rata konsisten. 80% konsisten kayaknya.

Researcher : Baik maam, terus eh apa saja prinsip dan pendekatan yang efektif dan konsisten yang maam terapkan dalam melaksanakan penilaian formatif maam?

Respondent : Prinsip itu kan tadi karena penilaian ini formatif dilakukan sebelum, saat berlangsung, dan sesudah KBM. Artinya, bisa prinsip itu bisa tadi yang pertama mungkin mengumpulkan data, terus juga saat kita KBM siapa yang aktif di kelas itu dikasih nilai, terus saat kita menutup materi mungkin kita dibuktikan dengan dihubungkan dengan sumatif

apakah materi yang diajarkan kita di kelas itu sudah dipahami mereka, terbukti dengan cara mereka bisa menjawab dengan poin yang mereka dapat. Contohnya, di *reading text* bisa, di *grammar tenses* juga bisa. Kita mengajarkan mereka *simple past*, saat kita kasih ulangan *simple past* mereka bisa jawab.

Researcher : Terus eh, bagaimana maam menerapkan prinsip – prinsip yang berasal dari metode pendekatan dalam melakukan penilaian formatif?

Respondent : Menerapkannya kayak di awal tadi kan mungkin kita ngumpan kan ya. Pasti kalau yang aktif tadi kata maam tadi kan, pasti dia ngacung nah itu kita kasih dia tanda. Kalau ada tugas, mereka langsung mengerjakan. Cara menerapkannya mungkin meminta mereka berupa portofolio mereka kayak gini, menulis teks, menulis surat. Cara penerapannya tergantung pada materi. Tapi yang jelas, selama ini maam sudah menerapkannya bahwa yang namanya penilaian formatif itu tidak sedikit dilakukan. Cuma yang maam tidak pakai itu terus terang penilaian kelompok, karena *basic* maam itu kalau dikasih tugas kelompok, mereka pasti bakal nyuruh temannya yang pintar saja. Dan yang lain cukup ngeprint, cukup fotokopi, yang kerjanya mesti yang anak rajin atau anak pintar. Jadi maam itu adalah salah satu guru yang tidak setuju *student center* pada saat begitu. Tetapi kalau pada saat diskusi atau debat maam setuju – setuju saja.

Researcher : Terakhir maam, bisakah maam memberikan contohnya? Apa saja contohnya? Boleh tolong dijelaskan maam?

Respondent : Contohnya, maam punya data saat ngajar *reading text* ya berarti penerapannya siswa itu memahami. Kalau dia diminta untuk menulis sebuah teks artinya kan setiap teks itu punya *language features* masing – masing, misalnya ciri kebahasaannya menggunakan kayak teks *analytical*, berarti menggunakan *simple present tense*, menggunakan kalimat *passive voice*, ada nggak di dalam kalimat yang

dia tulis itu ada nggak *passive voice* nya, terus artinya kalau teori kita, ketika mereka praktik itu diterapkan.

Researcher : Hmm oke maam, terima kasih maam atas jawabannya. Maaf mengganggu waktunya maam, Widi akhiri, Wassalammualaikum Wr. Wb.

Respondent : Waalaikummsalam Wr. Wb.

Interview Transcript

Teacher B

- Researcher : Assalammualaikum Wr. Wb.
- Respondent : Waalaikummsalam Wr. Wb.
- Researcher : Eh sebelumnya perkenalkan maam, nama saya Widi Tria Aryani Nasution. Eh saya akan meneliti tentang *English Teachers Beliefs and Its Implementation On Formative Assessment*. Apakah maam bersedia untuk di wawancarai maam?
- Respondent : Iya bersedia.
- Researcher : Eh yang pertama, eh apa latar belakang pendidikan maam sebelumnya?
- Respondent : S1 Bahasa Inggris.
- Researcher : Terus sudah berapa lama maam mengajar disini maam?
- Respondent : Kalau mengajar mungkin sudah 10 tahunan ya. Tapi kalau di SMA 1 ya, sudah 4 tahun.
- Researcher : Hmm terus, kelas berapa yang maam ajar maam?
- Respondent : Kelas 10 dan kelas 12.
- Researcher : Terus eh, menurut maam apa itu penilaian formatif?
- Respondent : Penilaian formatif itu diberikan saat proses pembelajaran dan untuk mengetahui sejauh mana kemampuan siswa memahami materi yang diajarkan.
- Researcher : Kemudian maam eh, bagaimana pengalaman maam dalam melakukan penilaian formatif?

Respondent : Kalau dalam penilaian, pastinya eh kemampuan siswa dalam memahami soal itu sebagian ada yang terbatas iya kan. Ada yang mampu, ada yang paham soal, ada yang tidak. Kalau yang tidak paham kan otomatis nilainya kan rendah di bawah KKM. Kalau yang paham, makna soalnya itu apa nilainya tuntas. Itu kendalanya selama maam melakukan penilaian formatif.

Researcher : Terus eh, apakah maam melakukan penilaian formatif sesuai dengan apa yang maam yakini?

Respondent : Hmm, jadi formatif itu dilaksanakan setelah selesai KD. Misalnya, KD 1 tentang teks naratif, jadi sudah pembelajaran baru diberikan ulangan. Ulangan itu bisa dalam bentuk tertulis, bisa juga dalam bentuk penugasan. Misalnya, *speaking*.

Researcher : Hmm kemudian maam, seberapa sering penilaian formatif ini dijadwalkan di kelas maam?

Respondent : Sesuai banyak KD. Kalau misalnya di semester itu ada 3 KD, 3 materi, berarti 3 kali ujian formatifnya. Tapi itu tadi ya, bervariasi. Misalnya, KD 1 naratif *reading*. Nanti KD 2 misalnya teks *recount* mungkin maam mau ambil nilai *speaking*nya.

Researcher : Hmm oke maam. Terus maam, ini berdasarkan pengalaman ketika maam lagi sekolah dulu maam. Waktu maam jadi siswa. Jadi, menurut maam, apakah dalam melakukan penilaian formatif maam menilai berdasarkan pengalaman ketika menjadi siswa atau pembelajar sebelumnya?

Respondent : Kalau misalnya SMA dulu, lupa juga ya. Nah kadang kan jarang ujian, itu kan tergantung sama gurunya. Tapi kalau maam iya sesuai pengalaman yang telah didapat.

Researcher : Terus maam, eh bagaimana maam melakukan penilaian formatif berdasarkan pengalaman maam sendiri sebagai siswa?

- Respondent : Kalau maam biasanya melakukan penilaian formatif itu dengan cara memberikan ujian setelah selesai pembelajaran, selesai KD, selesai materi, materi itu sudah selesai. Baik itu *speaking*, *reading*, *writing*nya sudah, baru anak dikasih ujian.
- Researcher : Kemudian maam, bisakah maam memberikan contohnya? Apa saja contohnya? Boleh tolong dijelaskan maam?
- Respondent : Contohnya kalau ambil nilai *speaking* ya, jadi maam itu biasanya secara lisan. Jadi maam bakal kasih pertanyaan ke siswa tersebut, kemudian mereka harus menjawabnya secara langsung. Biasanya sih begitu ya. Kalau untuk *writing* atau *reading* itu bisa secara tertulis atau bisa juga secara lisan.
- Researcher : Hmm baik maam. Kemudian apakah maam melakukan penilaian formatif itu berdasarkan kegiatan yang menurut maam efektif dilakukan oleh seorang guru?
- Respondent : Menurut maam, iya. Pastilah kan ya kalau kegiatan itu pasti dilakukan yang efektif agar bisa memanfaatkan waktu dengan baik.
- Researcher : Hmm, apa saja aktivitas tersebut maam?
- Respondent : Maam kalau misalnya tes, kalau *reading* misalnya kan anak menjawab soal, kalau penugasan biasanya *speaking*.
- Researcher : Terus eh bagaimana maam melakukan penilaian formatif berdasarkan kegiatan yang menurut maam efektif dilakukan oleh seorang guru?
- Respondent : Maam biasanya melakukan penilaian itu secara perorangan. Kalau perorangan tuh, kita lebih paham kemampuan siswa, lebih terukur. Jadi kalau misalnya berkelompok, terkadang anak yang pintar saja yang menonjol, yang ngomong, yang selebihnya itu pasif karena

merasa kurang mampu iya kan. Jadi kalau individu, lebih paham lebih tahu kemampuan per-anak.

Researcher : Ehh bisakah maam memberikan contohnya? Apa saja contohnya maam? Boleh tolong dijelaskan maam?

Respondent : Nah, pernah itu misalnya teks prosedur, jadi *speaking* anak tuh sendiri – sendiri. Biar lebih paham kemampuannya, jadi *speakingnya* tahu, *writingnya* tahu, jadi kita memang individu itu lebih tahu la ya kemampuan anak.

Researcher : Terus apakah maam melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Iya sama saja, karena sudah banyak guru bahasa Inggris yang melakukan penilaian formatif jadi kadang maam mencontoh begitu.

Researcher : Hmm apa saja aktivitas tersebut maam?

Respondent : Aktivitasnya itu kebanyakan secara individu kalau maam. Kalau kelompok itu kadang – kadang saja. Itulah tadi kendalanya kalau kelompok kan, anak banyak mengobrol, tinggal menunggu jawaban dari teman. Makanya maam lebih suka individu jadi lebih terlihat dia bekerja dan juga lebih terlihat hasilnya.

Researcher : Baik mam, terus bagaimana maam melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Ya gitu tadi, setelah akhir pokok bahasan materi itu pasti dikasih ujian. Kalau di latihan bisa juga, anak mengerjakan LKS itu juga di bahas. Yang jelasnya setiap akhir pokok bahasan pasti diberikan ujian.

Researcher : Kemudian, bisakah maam memberikan contohnya? Apa saja contohnya?

- Respondent : Seperti yang maam bilang tadi, kalau setiap satu materi sudah selesai maam pasti akan memberikan mereka itu ujian. Baik itu secara lisan atau tertulis, tergantung materi yang diajarkan pada saat itu.
- Researcher : Terus eh apakah maam memiliki tindakan, aturan, dan perencanaan tertentu dalam melakukan penilaian formatif?
- Respondent : Iya, karena setiap guru kan mempunyai aturan dan perencanaan masing – masing saat melakukan penilaian.
- Researcher : Eh apa tindakan, aturan, dan perencanaan yang sesuai dengan preferensi pribadi maam dalam melakukan penilaian formatif?
- Respondent : Hmm tentu pastilah ya, untuk buat soal itu kan kita merujuk ke materi, merujuk ke silabus ya kan sesuai, tidak bisa kita asal – asal membuat itu tidak bisa ya. Silabus tentang apa berarti itulah yang kita buat menjadi tolak ukur.
- Researcher : Eh terus maam, bagaimana maam melakukan penilaian formatif berdasarkan preferensi pribadi maam atas aturan, tindakan, dan pengaturan pengajaran tertentu?
- Respondent : Kalau diawal pembelajaran kan kita punya kontrak nilai, bahasa Inggris itu 75. Jadi, jika siswa itu nilainya tidak mencapai 75 maka *remedial* atau perbaikan nilai. Itu biasanya di awal ya.
- Researcher : Kemudian, bisakah maam memberikan contohnya? Apa saja contohnya? Boleh tolong dijelaskan maam?
- Respondent : Ya sama seperti yang maam bilang tadi. Berarti kan kita mengacu ke silabus, lihat materi, lihat capaian pembelajarannya apa, itulah yang dituangkan di soal ujian.
- Researcher : Hm kemudian maam, apakah maam melakukan penilaian formatif berdasarkan prinsip pembelajaran yang diperoleh dari hasil penelitian?

- Respondent : Iya.
- Researcher : Ehh kemudian, apa saja prinsip – prinsip pembelajaran atau metode yang maam terapkan dalam melakukan penilaian formatif?
- Respondent : Biasanya maam itu melihat kemampuan siswanya. Sejauh mana mereka itu paham terhadap materi yang telah maam sampaikan.
- Researcher : Ehh terus bagaimana maam menerapkan pemahaman maam tentang prinsip – prinsip pembelajaran dalam melakukan penilaian formatif?
- Respondent : Ya kayak itu tadi, maam memberikan ujian itu sesuai dengan materi. Kemudian, kita lihat capaian mereka itu dalam pembelajaran sebelumnya.
- Researcher : Oke kemudian maam, apakah maam melakukan penilaian formatif berdasarkan prinsip dan suatu pendekatan yang sudah terstruktur?
- Respondent : Pastilah itu ya, apalagi ada pendekatannya.
- Researcher : Eh apakah maam melakukan penilaian formatif berdasarkan pendekatan atau metode yang diyakini efektif dan konsisten untuk digunakan oleh guru di kelas?
- Respondent : Kalau menurut maam, pastilah yang efektif ya. Kalau konsisten itu tergantung sama materi kayak yang maam bilang sebelumnya.
- Researcher : Apa saja prinsip dan pendekatan yang efektif dan konsisten yang maam terapkan dalam melakukan penilaian formatif?
- Respondent : Kalau metode mungkin metode pembelajaran. Kalau maam pendekatannya itu menggunakan tes. Kebanyakan tes tertulis atau penugasan tadi kan. Misalnya *speaking*, *writing* sama penugasan, jadi siswa mengarang.
- Researcher : Terus eh bagaimana maam menerapkan prinsip – prinsip yang berasal dari metode pendekatan dalam melakukan penilaian formatif?

Respondent : Jadi kalau maam itu, untuk PJBL tergantung pada materi, baru disesuaikan. Iya kan, pokok bahasannya apa, materinya apa, kalau sesuai dengan misalnya PJBL atau sesuai dengan eh proyek baru dipakai. Tapi kalau seandainya memang lebih mintanya ke kemampuan individu, maam ke individu. Karena kita tidak bisa mau ideal menerapkan harus pakai metode ini metode ini, kadang di lapangan itu kan berbeda, tidak semua anak itu mereka mampu.

Researcher : Kemudian bisakah maam memberikan contohnya? Apa saja contohnya maam?

Respondent : Misalnya, kan banyak ya anak yang bahasa Inggrisnya kurang. Membaca juga kadang belum lancar. Jadi kalau kita ingin menerapkan metode apa kan tidak bisa. Jadinya kan kita ingin lihat juga *readingnya* mau diulang lagi, waktu kita memahami bacaan sama – sama mau diterjemahkan sama – sama.

Researcher : Oke maam, mungkin untuk *interviewnya* cuma segitu maam. Eh Widi mohon maaf maam sudah mengganggu waktunya, terima kasih juga atas bantuan dan waktunya. Widi akhiri, Wassalammualaikum Wr. Wb.

Respondent : Maam itulah bisa bantu jawabnya ya. Waalaikumsalam Wr. Wb.

Interview Transcript

Teacher C

Researcher : Assalammualaikum Wr. Wb.

Respondent : Waalaikumsalam Wr. Wb.

Researcher : Eh sebelumnya perkenalkan maam, nama saya Widi Tria Aryani Nasution. Eh saya akan melakukan penelitian tentang *English Teachers Beliefs and Its Implementation On Formative Assessment*. Eh apakah maam bersedia untuk Widi wawancara maam?

Respondent : Oke siap.

Researcher : Eh yang pertama itu, apa latar belakang pendidikan maam?

Respondent : S1 saya Bahasa Inggris kemudian melanjut S2 di jurusan Manajemen Pendidikan.

Researcher : Terus sudah berapa lama maam mengajar disini?

Respondent : Kalau menjadi PNS itu sudah hampir 20 tahun, kalau di sekolah ini sudah sekitar masuk tahun ke 6.

Researcher : Iya terus eh kelas berapa yang maam ajar?

Respondent : Kalau kemarin kelas 11 dan kelas 12.

Researcher : Terus maam eh, menurut pendapat maam, apa yang maam ketahui tentang penilaian formatif?

Respondent : Eh penilaian formatif itu penilaian proses. Jadi, kalau dalam penilaian itu dia terbagi. Kalau *assessment* itu terbagi menjadi 3, yang pertama penugasan, yang kedua eh tulisan, yang ketiga adalah lisan. Nah jadi yang dinilai adalah proses penilaian itu. Kira – kira seperti itu.

- Researcher : Terus maam, bagaimana pengalaman maam dalam melakukan penilaian formatif?
- Respondent : Eh sejauh ini penilaian formatif itu lebih baik daripada penilaian sumatif ya. Kalau dalam penilaian formatif itu memang dilihat adalah prosesnya, apalagi seperti eh penilaian lisan. Dalam proses penilaian lisan itu bisa langsung dilihat *progressnya* dari *step 1*, *step 2*, dan seterusnya.
- Researcher : Hmm terus, apakah maam melakukan penilaian formatif sesuai dengan apa yang maam yakini?
- Respondent : Menurut saya sejauh ini iya.
- Researcher : Terus eh, seberapa sering penilaian formatif ini dijadwalkan di kelas maam?
- Respondent : Eh kalau di kelas itu, setiap satu KD itu ada penilaian formatif. Jadi setiap satu KD, satu KD itu bisa 2 – 3 kali pertemuan tetapi penilaian formatifnya hanya satu kali.
- Researcher : Jadi setiap satu KD ya maam?
- Respondent : Iya setiap satu KD. Jadi kalau dalam satu semester ada empat KD berarti 4 kali penilaian formatif.
- Researcher : Terus maam, menurut maam, apakah dalam melakukan penilaian formatif maam itu menilai berdasarkan pengalaman ketika menjadi siswa atau pembelajar sebelumnya?
- Respondent : Kalau menilai ketika menjadi siswa tentu tidak ya, karena ketika menjadi siswa dengan siswa sekarang itu berbeda.
- Researcher : Terus bagaimana maam melakukan penilaian formatif berdasarkan pengalaman maam sendiri sebagai siswa?

Respondent : Kalau saya memberikan penilaian formatif itu sesuai dengan kemampuan siswa.

Researcher : Eh bisakah maam memberikan contohnya? Apa saja contohnya? Tolong dijelaskan maam.

Respondent : Kalau di zaman saya dulu, eh kalau guru itu memberikan materi itu sesuai dengan *English teaching foreign language* itu A+1, eh memberikan materi itu satu tingkat lebih tinggi dari kemampuan siswa. Tetapi di zaman sekarang ini, diferensiasi yaitu bahwa siswa itu berbeda – beda. Jadi, saya memberikan penilaian formatif sesuai dengan kemampuan siswa.

Researcher : Terus maam, apakah maam melakukan penilaian formatif berdasarkan kegiatan yang menurut maam efektif dilakukan oleh seorang guru?

Respondent : Iya.

Researcher : Iya maam? Apa saja aktivitas tersebut maam?

Respondent : Iya. Eh misalnya bekerja dalam kelompok, eh kemudian *step by step* nya seperti dalam model pembelajaran.

Researcher : Terus maam eh, bagaimana maam melakukan penilaian formatif berdasarkan kegiatan yang menurut maam efektif dilakukan oleh seorang guru?

Respondent : Iya, penugasan kemudian lisan, tulisan.

Researcher : Eh terus maam, bisakah maam memberikan contohnya? Apa saja contohnya? Tolong dijelaskan maam.

Respondent : Contohnya saat bekerja dalam kelompok. Jadi, siswa akan dibagi menjadi beberapa kelompok di kelas. Setelah itu, mereka akan menjawab pertanyaan yang sudah maam berikan sebelumnya.

Researcher : Eh terus maam, apakah maam melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Iya.

Researcher : Terus maam, eh apa saja aktivitas tersebut maam?

Respondent : Eh kalau dalam penilaian formatif dalam bahasa Inggris nih dia lebih banyak kepada eh penilaian proses eh seperti pertama memberikan materi kepada anak, kemudian tingkat pemahamannya, kemudian dikasih masalahnya, kemudian bagaimana mereka memecahkan masalah, kemudian baru di lihat hasilnya.

Researcher : Eh terus maam eh, bagaimana maam melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Biasanya selesai materi itu, selesai satu KD. Saya pasti akan memberikan ujian baik itu tertulis atau lisan sesuai materi dan skill apa yang akan dinilai.

Researcher : Bisakah maam memberikan contohnya? Apa saja contohnya maam? Tolong dijelaskan.

Respondent : Misalnya, materi *speaking* berarti penilaiannya itu dilakukan secara lisan.

Researcher : Eh terus maam eh, apakah maam memiliki tindakan, aturan, dan perencanaan tertentu dalam melakukan penilaian formatif?

Respondent : Tentu.

Researcher : Terus apa tindakan, aturan, dan perencanaan yang sesuai dengan preferensi pribadi maam dalam melakukan penilaian formatif?

- Respondent : Eh pertama misalnya memberikan sebuah mini tes kalau saya bilang, kemudian dari situ tahu kemampuan anak, mana anak itu yang kemampuannya berbeda – beda. Kemudian baru anak dikelompokkan. Kemudian, memberi materinya juga misalnya ketika anak itu berbeda – beda maka bisa diberikan dengan tutorial teman sebaya. Misalnya seperti itu, eh jadi proses – proses itu adakah ketika dikasih teman sebaya ada *progress* atau tidak. Kalau tidak, baru kita masuk ke dalamnya. Pokoknya, penilaian formatif itu di *matching* kan dengan model pembelajaran yang kita terapkan.
- Researcher : Terus hm, bagaimana maam melakukan penilaian formatif berdasarkan preferensi pribadi maam atas aturan, tindakan, dan pengaturan pengajaran tertentu?
- Respondent : Iya sama saja seperti yang saya bilang sebelumnya ya.
- Researcher : Bisakah maam memberikan contohnya? Apa saja contohnya? Dan tolong dijelaskan maam.
- Respondent : Seperti yang saya bilang sebelumnya, biasanya saya itu melakukan mini tes. Jadi kita bisa tahu kemampuan dari tiap anak itu bagaimana dalam bahasa Inggris.
- Researcher : Terus maam, apakah maam melakukan penilaian formatif berdasarkan prinsip pembelajaran yang diperoleh dari hasil penelitian?
- Respondent : Eh tertentu saja, tidak terus.
- Researcher : Eh jadi apa saja prinsip – prinsip pembelajaran atau metode yang maam terapkan dalam melakukan penilaian formatif?
- Respondent : Eh kalau pembelajaran formatif ini dia lebih kepada *Project Based Learning* ya. Menghasilkan, jadi yang dilihat adalah proses mereka

melakukan item – item yang dalam metode *Project Based Learning* itu.

Researcher : Jadi kalau bagaimana maam menerapkan pemahaman maam tentang prinsip – prinsip pembelajaran dalam melakukan penilaian formatif?

Respondent : Menerapkan prinsip pembelajaran ya sesuai dengan aturan yang berlaku, sesuai dengan regulasi ya.

Researcher : Iya maam, terus eh bisakah maam memberikan contohnya? Apa saja contohnya? Tolong dijelaskan maam.

Respondent : Misalnya, dalam metode *Project Based Learning* jadi mereka akan disuruh untuk mengumpulkan masalah, bagaimana menyelesaikan masalah, kira – kira seperti itu.

Researcher : Kemudian, apakah maam melakukan penilaian formatif berdasarkan prinsip dan suatu pendekatan yang sudah terstruktur?

Respondent : Iya.

Researcher : Eh apakah maam melakukan penilaian formatif berdasarkan pendekatan atau metode yang diyakini efektif dan konsisten untuk digunakan oleh guru di kelas?

Respondent : Iya.

Researcher : Eh terus eh apa saja prinsip dan pendekatan yang efektif dan konsisten yang maam terapkan dalam melakukan penilaian formatif?

Respondent : Eh yang pertama seperti *Project Based Learning* tadi, eh mampu membagi – bagi siswa itu sesuai kemampuannya kemudian dari situ bisa dicarikan solusi bagaimana teknik pembelajaran yang ini dan teknik pembelajaran kelompok – kelompok yang berbeda, sesuai dengan kemampuannya.

- Researcher : Eh kemudian bagaimana maam menerapkan prinsip – prinsip yang berasal dari metode pendekatan dalam melakukan penilaian formatif?
- Respondent : Sesuai regulasi, maksudnya regulasi sesuai dengan administrasi yang ada di penilaian formatif.
- Researcher : Eh terakhir maam, bisakah maam memberikan contohnya? Apa saja contohnya? Dan tolong dijelaskan maam.
- Respondent : Seperti yang sudah saya sampaikan tadi ya, jadi masing – masing siswa kan memiliki kemampuan yang berbeda – beda, nah dari situ bisa dicarikan solusi bagaimana teknik pembelajaran yang sesuai.
- Researcher : Oke maam, Widi rasa cukup sekian *interviewnya* maam. Terima kasih atas waktunya. Widi akhiri, Wassalammualaikum Wr. Wb.
- Respondent : Waalaikumsalam Wr. Wb. Pokoknya semoga sukses ya Wid dan dimudahkan.
- Researcher : Aamiin, terimakasih banyak maam.

Interview Transcript

Teacher D

- Researcher : Assalammualaikum Wr. Wb
- Respondent : Waalaikumsalam Wr. Wb.
- Researcher : Eh perkenalkan, nama saya Widi Tria Aryani Nasution, eh saya akan meneliti tentang *English Teacher Beliefs and Its Implementation On Formative Assessment*. Apakah bapak bersedia untuk Widi wawancara?
- Respondent : Iya, saya bersedia dengan senang hati.
- Researcher : Yang pertama pak, eh apa latar belakang pendidikan bapak?
- Respondent : Saya latar belakangnya, terakhir? S1 jurusan bahasa dan sastra Inggris, UNIB tahun 1998.
- Researcher : Terus eh sudah berapa lama bapak mengajar disini, pak?
- Respondent : Bapak mengajar sejak 1988, jadi berarti bapak mengajarnya sudah 35 tahun.
- Researcher : Baik pak, terus kelas berapa yang bapak ajar sekarang?
- Respondent : Ya untuk saat ini kelas 11 IPA, kadang – kadang ada ngajarnya di kelas 12, kelas 10.
- Researcher : Terus eh apa yang bapak ketahui tentang penilaian formatif?
- Respondent : Penilaian formatif itu penilaian per KD ya, gunanya untuk mengetahui sejauh mana siswa itu paham akan materi yang telah kita ajarkan.
- Researcher : Terus bagaimana pengalaman bapak dalam penilaian formatif?

Respondent : Ya setelah kita menjelaskan kepada siswa materi itu dengan baik, kemudian latihan. Apakah yang di tes itu percakapan, yang di tes itu *grammar*, atau struktur ya tata bahasa, bisa juga *vocabulary* atau kosa kata, atau bisa juga *listening* menyimak, jadi per KD. Untuk mengetahui sejauh mana siswa mengetahui materi yang kita telah ajar pada mereka. Ya, *we want to know how supporting students ability in masters our material in one KD, ya basic competencies*, kemampuan ya kompeten.

Researcher : Eh terus pak eh, apakah bapak melakukan penilaian formatif sesuai dengan apa yang bapak yakini?

Respondent : Ya, tentu saja. *Of course*. Jadi yang kita tes itu apa yang kita ajar sesuai dengan KD-nya. Misalnya KD-nya tentang eh *talking on the phone* ya, kalau dia berbicara *talking on the phone* itu kan eh kita bicara jarak jauh *speaking*, bisa juga dalam bentuk tulisan. Misalnya bentuk tes dialog atau *conversation* yang rumpang. Jadi, ada bagian kalimat yang kita kosongkan, nanti siswa disuruh lengkapi. Atau juga bisa *grammar*, ya misalnya. Tapi saat ini orang jarang mengetes *grammar*, karena di KD itu tidak ada *grammar*. Yang banyak itu ya ada – ada sih tapi tidak terlalu dominan, jadi kalau kurikulum merdeka ini banyak yang *speaking* ya. Ya tentu semua elemen atau eh faktor – faktor yang sangat penting dalam bahasa Inggris seperti *listening, reading, speaking, vocabulary, writing*, nah tapi itu yang penting itu semuanya lancar menurut bapak. Selama bapak mengajar itu ya yang pertama itu, *the most important thing how reach the vocabulary the students have*. Jadi seberapa banyak *vocab – vocab* atau kosa kata itu yang dikuasai siswa, jadi dengan menguasai banyak kosa kata, kosa kata ini berhubungan dalam setiap aspek, ya dalam menyimak, mendengar, jadi kata – kata yang baru itu mereka tahu. Sebenarnya tidak ada kata – kata *vocabulary* itu kata – kata baru, yang ada itu eh *new word* ya. Selama ini kan kita menggunakan kalau ada

kata – kata sulit kita sebut dengan *difficult word*, ya sebenarnya bukan kata – kata sulit, kata – kata itu baru. Nah karena belum diketahui, makanya sulit ya, tapi yang tepat itu *new word*, *new vocabulary*. Ya oke.

Researcher : Oke pak. Terus eh seberapa sering penilaian formatif ini dijadwalkan di kelas bapak?

Respondent : Eh biasanya sekali satu KD ya. Atau bisa saja lebih dari satu kalau siswanya banyak yang belum memahami, lalu kita melakukan *remedial*. Tentu *remedial* itu kita jelaskan kembali, pokok bahasan itu, KD itu, jangan langsung. Nah, mana yang mereka itu banyak gagal ya. Jadi, KD yang gagal tadi kita jelaskan kembali, ada hari – hari tertentu ya kita *mereview*, menjelaskan kembali. Eh ya tidak semua siswa, tapi kalau siswa yang sudah pintar berarti kalau dia mendengarkan mengikuti juga nah itu namanya pengayaan ya. Jadi, yang pintar jadi pintar, yang kurang pintar jadi pintar ya.

Researcher : Eh selanjutnya pak, menurut bapak, apakah dalam melakukan penilaian formatif bapak menilai berdasarkan pengalaman ketika menjadi siswa atau pembelajar sebelumnya?

Respondent : Bisa jadi ya bisa jadi. Maksudnya begini, kalau memang dianggap bagus ya kita ikuti kenapa tidak, tapi kalau yang tidak sesuai ya kita ada metode yang lain. Jadi, penilaian itu bisa secara lisan atau *oral oral* ya, *oral test*, atau *writing test* ya.

Researcher : Eh terus, bagaimana bapak melakukan penilaian formatif berdasarkan pengalaman bapak sebagai siswa?

Respondent : Ya, tentu kita mempersiapkan materi itu sebelumnya dengan baik, menjelaskan materi sejelas - jelasnya. Ya lalu kita menentukan waktunya, ya biasanya di waktu jam pelajaran ya bukan di sore hari.

Researcher : Kemudian, bisakah bapak memberikan contohnya? Apa saja contohnya? Dan tolong dijelaskan pak.

Respondent : Misalnya, waktu pelajaran itu kita katakan, nak, para siswa sekalian, ya kita hari itu, jam sekian, eh kan ada jadwal. Tolong dipersiapkan dengan sebaik – baiknya, ya kita katakan pada siswa itu KDnya ini. Ya soalnya tidak usah banyak, ya 5 soal yang penting valid. Untuk apa soal sampai 40 ya, menurut bapak begitu ya.

Researcher : Terus pak, eh apakah bapak melakukan penilaian formatif berdasarkan kegiatan yang menurut bapak efektif dilakukan oleh seorang guru?

Respondent : Ya, jadi waktu kita melakukan dengan cara yang efektif, efisien ya. Efektif artinya memang waktu itu ada dan mereka sudah siap. Tapi sebelumnya kita eh memberikan informasi, oke.

Researcher : Oke pak. Terus apa saja aktivitas tersebut pak?

Respondent : Ya, misalnya siswa mempersiapkan ruangan dengan baik, dengan mengatur tempat duduk ya. Ya bisa saja siswa itu dibagi 2, 2 *shift* ya, misalnya dalam kelas itu ada 36 siswa. 18 nya jam pertama, 18 nya jam kedua. Dan tidak perlu sampai 2 jam saya kira ya, satu jam pelajaran. Kita sesuaikan jumlah soal dengan waktu ya, tentu dengan KD – KD yang sudah kita ajarkan kepada siswa.

Researcher : Eh selanjutnya pak, eh bagaimana bapak melakukan penilaian formatif berdasarkan kegiatan yang menurut bapak efektif dilakukan oleh seorang guru?

Respondent : Ya kegiatan. Ya misalnya mengajak siswa untuk ya melakukan praktik ya, ya seperti pada pelajaran *speaking* atau KD *speaking*. Ya mereka bisa melakukan kegiatan itu eh seperti melakukan eh ya di depan kelas, walaupun mereka itu sebagai praktik berbicara tetapi mereka itu melakukan dengan *naturally* secara alami ya. Misalnya ya

mereka sesuai dengan topik pembicaraan, misalnya *at the restaurant*, jadi satunya jadi *waiter*, ya satunya jadi *customer*. Iya kan? Nah jadi mereka itu mempersiapkan apa pun yang ya di depan kelas. Misalnya, membawa kursi mereka ataupun mereka menyediakan sesuatu yang makanan atau ya kalau dia seorang *travelling* ya mungkin pura – pura di suatu daerah wisata, lagi *talking* ya, lagi berbicara, *talk each other*. Jadi, melakukan dengan gerakan – gerakan maksudnya itu ada *meme* ya. Jadi ketika berbicara mereka itu kalau dia sedih, bagaimana ekspresinya, kalau bahagia bagaimana, itu sesuatu yang melakukan efektif ya. Efektif itu mereka mempunyai ide – ide yang bagus sesuai dengan tata tertib, oke.

Researcher : Kemudian pak, bisakah bapak memberikan contohnya? Apa saja contohnya? Tolong dijelaskan pak.

Respondent : Ya itu seperti yang dijelaskan sebelumnya ya, misalnya *speaking* sesuai dengan materi yang dibahas saat itu.

Researcher : Eh terus pak, apakah bapak melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Ya.

Researcher : Eh apa saja aktivitas tersebut pak?

Respondent : Ya kita lakukan, aktivitasnya bermacam – macam ya. Bisa praktik ya seperti yang sudah bapak katakan tadi, bisa *oral*, bisa *writing*, ya oke.

Researcher : Terus eh, bagaimana bapak melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Ya bisa kita lakukan eh diskusi. Misalnya, mereka mempresentasikan laporan hasil diskusi per kelompok ya. Sebagai

guru, kita membagikan grup ya. Jadi berapa grup, apa 10 grup atau 8 grup, yang 1 grupnya terdiri dari 3 atau 4 siswa. Kemudian, kita memberikan eh KD yang sama tetapi ya mereka bisa mempresentasikan di depan kelas. Ya tentu dengan ada ketua grupnya, ada *membersnya*, ada sekretarisnya, oke. Lalu pada hari tertentu yang sudah ditentukan. Jadi, mereka kita ajak untuk ya mendengarkan, ya jadi salah satu grup maju ke depan kelas. Setelah grup yang satu ini, grup yang lain. Kemudian ada tanggapan dari grup lain boleh ya atau tidak ada tanggapan juga boleh. Yang penting mereka itu kita tes kemampuannya untuk menjelaskan materi tersebut. Oke, sebagai guru kita tahu kan sejauh mana mereka itu telah menguasai.

Researcher : Oke pak, selanjutnya bisakah bapak memberikan contohnya? Apa saja contohnya? Tolong jelaskan.

Respondent : Misalnya, hari ini kita akan mempresentasikan hasil diskusi perkelompok ya. Kemudian, ada beberapa orang dari grup lainnya itu yang berani memberikan tanggapan ataupun yang tidak memberikan tanggapan. Dari situ kita sebagai guru itu sudah tahu, sudah sejauh mana sih pemahaman mereka terhadap materi yang dijelaskan.

Researcher : Selanjutnya pak, apakah bapak memiliki tindakan, aturan, dan perencanaan tertentu dalam melakukan penilaian formatif?

Respondent : Ya, pasti ada perencanaan.

Researcher : Terus pak, eh apa tindakan, aturan, dan perencanaan yang sesuai dengan preferensi pribadi bapak dalam melakukan penilaian formatif?

Respondent : Tindakannya itu ya kita berikan soal kepada mereka, kemudian mereka mengerjakannya. Dari hasil kerjanya itulah kita bisa tahu sampai mana pemahamannya terhadap materi tersebut.

- Researcher : Eh kemudian pak, bagaimana bapak melakukan penilaian formatif berdasarkan preferensi pribadi bapak atas aturan, tindakan, dan pengaturan pengajaran tertentu?
- Respondent : Tentu kita punya pengaturannya ya, untuk mempersiapkan soal – soal yang valid, yang berhubungan dengan materi ya. Aturannya ya kita berikan arahan kepada siswa bahwa di dalam melaksanakan ulangan itu tidak boleh kerja sama, ya kita tentukan waktunya kapan harus mengumpulkan. Ya kan ada siswa itu yang mengerjakannya tidak serius, baru 10 menit kumpul, padahal belum tentu benar kan. Nah itu, jadi kita mendisiplinkan waktu, misalnya 40 menit, ya kalau belum 40 menit jangan dikumpulkan. Ya di *check and re-check*, diperiksa lagi ya. Untuk apa cepat – cepat kalau banyak salah, oke.
- Researcher : Eh bisakah bapak memberikan contohnya? Apa saja contohnya? Tolong jelaskan pak.
- Respondent : Ya sama kayak tadi yang saya jelaskan ya.
- Researcher : Eh terus pak eh, apakah bapak melakukan penilaian formatif berdasarkan prinsip pembelajaran yang diperoleh dari hasil penelitian?
- Respondent : Ya kadang – kadang.
- Researcher : Eh apa saja pak prinsip – prinsip pembelajaran atau metode yang bapak terapkan dalam melakukan penilaian formatif?
- Respondent : Ya metodenya bisa dengan melakukan secara lisan, ya bisa juga secara tertulis. Itu saja, *oral test* atau *writing test*.
- Researcher : Eh terus, bagaimana bapak menerapkan pemahaman bapak tentang prinsip – prinsip pembelajaran dalam melakukan penilaian formatif? Dan apa contohnya pak?

Respondent : Kita terapkan dengan baik ya. Jadi, seorang guru bisa menentukan metode atau prinsip apa yang harusnya dia lakukan untuk mengajar sehingga metode tersebut akan menolong siswa cepat untuk memahami suatu materi pelajaran atau KD tadi. Jadi, kalau misalnya *speaking* kita harus menjelaskan tentang apa *speaking* ya, kalau *speaking* itu kan berbicara, nah dia harus *speak up*, jadi siswa itu harus bicara. Nah ketika berbicara, mereka harus ada kriteria – kriteria yang harus mereka kuasai di dalam bahasa Inggris. Contohnya ya berbicara bahasa Inggris dengan ucapan yang tepat ataupun *pronouncation* ya. Jadi melafalkan satu kata yang tepat, karena salah ucap salah arti ya. *If the student say ya miss spelling or miss speaking that will make miss understanding* jikalau itu *pronouncation*. Kemudian, ketika berbicara eh mereka harus menggunakan intonasi kalimat yang jelas ya. *Hello, are you okay?* Nah, itu bahasa Inggris yang bagus ya, dengan dialek apakah mereka mau menggunakan *American accent or British Accent*. Apa dialeknya Amerika atau Inggris, *no problem*. Tetapi, seorang guru harus menjelaskan kalau mereka mendengar, *oh hello, are you okay?* Nah itu *British*. Tapi kalau Amerika, *hello, are you okay man? Hello guys*, nah *it's American accent* ya. Nah lalu, eh didalam berbicara mereka harus eh dengan *gesture*, jadi bahasa tubuhnya itu harus bergerak, apakah matanya, apakah tangannya, ya ketika mereka berbicara tidak hanya diam. Nah sehingga pendengar ya atau orang yang diajak berbicara tadi bisa cepat memahami apa yang disampaikan, ya oke? *That is the active method* ya. Metode yang aktif seperti itu, menurut bapak ya.

Researcher : Terus pak, eh apakah bapak melakukan penilaian formatif berdasarkan prinsip dan suatu pendekatan yang sudah terstruktur?

Respondent : Ya, sudah jelas. Jadi kita ada prinsipnya, ada strukturnya ya, jadi berprinsip ya dengan yakin siswa itu sudah menguasai materi. Tapi

kalau siswanya belum banyak yang bisa menguasai, jangan di formatif dulu ya.

Researcher : Eh terus eh, apakah bapak melakukan penilaian formatif berdasarkan pendekatan atau metode yang diyakini efektif dan konsisten untuk digunakan oleh guru di kelas?

Respondent : Ya, sudah jelas itu ya. Jadi pendekatan yang efektif dengan materi yang sudah kita ajarkan, oke.

Researcher : Oke pak, terus apa saja prinsip dan pendekatan yang efektif dan konsisten yang bapak terapkan dalam melakukan penilaian formatif?

Respondent : Ya, prinsipnya kita harus eh memberikan informasi terlebih dahulu ya kepada siswa bahwa hari apa, hari yang akan datang kita akan mengadakan tes formatif. Kemudian, kita harus menjelaskan ya apa saja yang harus mereka lakukan ketika ulangan. Contohnya, disiplin, tidak boleh bekerja sama ya, tidak boleh terlambat masuk kelas, oke.

Researcher : Oke pak, terus eh bagaimana bapak menerapkan prinsip – prinsip yang berasal dari metode pendekatan dalam melakukan penilaian formatif? Dan contohnya seperti apa pak?

Respondent : Ya kita harus eh apa ya, melakukan pendekatan yang maksimal. Maksudnya, ya setiap belajar kita harus memberikan motivasi ya, jadi memberikan motivasi kepada siswa SMA itu supaya mereka rajin untuk mempelajari materi – materi dalam bahasa Inggris, kemudian mereka selalu tanamkan eh apa ya rasa cinta mereka, ya memotivasi mereka ya untuk berbicara, selalu ingin senang dengan bahasa Inggris. Ya saya kira kalau mereka sudah jatuh cinta suka, ya tentu mereka itu senang mempelajari dan menguasai bahasa Inggris. Ya jadi intinya itu, ya pendekatan yang memberikan motivasi ya. *A teacher must be motivate a student in learning ya. If the student like and falling love in English otomatically they will learn everyday in English, ya like*

speaking, writing, vocabulary, grammar, ya that's I believe that they will a master soon about the topic, we are going to share to tell them oke.

Researcher : Eh mungkin *interviewnya* batas sini saja pak, terima kasih atas waktunya. Widi akhiri, Wassalamualaikum Wr. Wb.

Respondent : Waalaikumsalam Wr. Wb.

Interview Transcript

Teacher E

- Researcher : Assalammualaikum Wr. Wb.
- Respondent : Waalaikumsalam Wr. Wb.
- Researcher : Eh perkenalkan nama saya Widi Tria Aryani Nasution, eh saya akan meneliti tentang *English Teacher Beliefs and Its Implementation On Formative Assessment*. Eh apakah bapak bersedia untuk Widi wawancara pak?
- Respondent : Oke. Ya, bersedia.
- Researcher : Yang pertama pak, apa latar belakang pendidikan bapak?
- Respondent : Latar belakang pendidikan S1 Pendidikan Bahasa Inggris, kemudian S2 Manajemen Pendidikan.
- Researcher : Eh, sudah berapa lama bapak mengajar disini?
- Respondent : Dari tahun 2005.
- Researcher : Eh terus, kelas berapa yang bapak ajar sekarang?
- Respondent : Kalau sekarang *sir* ngajar kelas 12, kelas 3.
- Researcher : Eh terus eh, menurut bapak, apa itu penilaian formatif?
- Respondent : Penilaian formatif ya, penilaian yang seharusnya dilakukan sebagai tolak ukur kita melihat seberapa jauh siswa itu bisa mencapai tujuan pembelajaran yang sudah dilaksanakan. Jadi bagaimana kita mengevaluasi hasil capaian yang diraih oleh siswa dengan kompetensi yang diajarkan selama ini.
- Researcher : Eh terus eh, bagaimana pengalaman bapak dalam melakukan penilaian formatif?

- Respondent : Pengalaman *sir* dalam melakukan evaluasi penilaian formatif sejauh ini, ya memang itu harus dilakukan sebagai dasar kita untuk mengetahui seberapa jauh para siswa itu mengetahui, seberapa jauh para siswa menguasai materi yang sudah disampaikan. Dan memang harus kita ukur, harus kita ketahui satu per satu siswa seberapa jauh mereka bisa menguasai hal tersebut.
- Researcher : Eh terus eh, apakah bapak melakukan penilaian formatif sesuai dengan apa yang bapak yakini?
- Respondent : Ya betul.
- Researcher : Eh seberapa sering penilaian formatif ini dijadwalkan di kelas bapak?
- Respondent : Hampir setiap bulan kita akan proses.
- Researcher : Terus eh, menurut bapak, apakah dalam melakukan penilaian formatif bapak menilai berdasarkan pengalaman ketika menjadi siswa atau pembelajar sebelumnya?
- Respondent : Ya, kita melakukan penilaian berdasarkan pengalaman jelas ya. Kemudian berdasarkan daya kemampuan para siswa, tiap siswa kita adakan penilaian tentunya dengan apa namanya kriteria – kriteria berbeda. Kalau yang memang dia levelnya lebih tinggi, kita kasih penilaian yang lebih tinggi juga.
- Researcher : Kemudian eh, bagaimana bapak melakukan penilaian formatif berdasarkan pengalaman bapak sendiri sebagai siswa? Contohnya pak?
- Respondent : Ya sama lah ya seperti yang *sir* jelaskan tadi. Biasanya itu sesuai dengan kemampuan siswa itu sendiri.
- Researcher : Terus eh, apakah bapak melakukan penilaian formatif berdasarkan kegiatan yang menurut bapak efektif dilakukan oleh seorang guru?

Respondent : Ya, betul.

Researcher : Apa saja aktivitas tersebut pak?

Respondent : Keegiatannya ya berupa tes, entah itu kalau kita bahasa Inggris ada tes *speaking*, ada tes *writing*, ada tes *listening*, ada tes *reading* begitu. 4 kemampuan dalam berbahasa.

Researcher : Bagaimana bapak melakukan penilaian formatif berdasarkan kegiatan yang menurut bapak efektif dilakukan oleh seorang guru?

Respondent : Ya, kalau kita yang sejauh ini dilakukan mereka satu per satu tampil, menunjukkan kemampuan mereka dalam 4 bidang hal tersebut. Kemudian, ada juga yang tertulis. Lisan dan tertulis.

Researcher : Bisakah bapak memberikan contohnya? Apa saja contohnya? Tolong jelaskan.

Respondent : Misalnya ya secara individu, jadi siswa itu akan mengerjakan soal yang telah sir berikan sebelumnya. Begitulah kira - kira ya.

Researcher : Terus eh apakah bapak melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Ya.

Researcher : Eh apa saja aktivitas tersebut?

Respondent : Ya seperti yang disampaikan tadi. Penilaian lisan dan tertulis terhadap 4 kemampuan berbahasa tadi, *listening*, *reading*, *speaking*, *writing*.

Researcher : Eh bagaimana bapak melakukan penilaian formatif berdasarkan kegiatan yang biasanya dilakukan oleh seorang guru bahasa Inggris?

Respondent : Ya, dengan melihat KD – KD yang diajarkan kemudian di tes prosesnya seperti apa sehingga mencapai hasil yang sudah mereka

kuasai. Itu tentu kembali seperti awal tadi, yang kita lakukan ialah tes lisan dan tertulis. Terus diulang – ulang.

Researcher : Kemudian bisakah bapak memberikan contohnya? Apa saja contohnya? Tolong jelaskan.

Respondent : Sesuai skill apa yang dibutuhkan ya. Misalnya, materi *speaking* ya berate penilaiannya itu dilakukan lisan.

Researcher : Iya pak. Eh terus pak, eh apakah bapak memiliki tindakan, aturan, dan perencanaan tertentu dalam melakukan penilaian formatif?

Respondent : Ya.

Researcher : Ya, eh apa tindakan, aturan, dan perencanaan yang sesuai dengan preferensi pribadi bapak dalam melakukan penilaian formatif?

Respondent : Kalau untuk perencanaan penilaian tentu ya, yang kita lakukan pertama kita harus melihat seberapa jauh para siswa tersebut dalam menguasai suatu materi. Kita lihat proses dulu, bagaimana proses kita jalankan. Setelah proses kita jalankan, kita harus paham per siswa itu seberapa jauh kemampuan yang mereka itu capai.

Researcher : Eh terus pak, bagaimana bapak melakukan penilaian formatif berdasarkan preferensi pribadi bapak atas aturan, tindakan, dan pengaturan pengajaran tertentu? Dan apa contohnya?

Respondent : Kalau dalam perjalanan yang *sir* jalankan, dari 34 siswa *sir* berusaha memahami per siswa seberapa jauh, yang siswa yang lemah bagaimana dia dikondisikan untuk bisa menjadi siswa yang mampu gitu. Yang menjadi kesulitan para guru adalah tidak memahami per siswa, itu yang paling berat. Terkadang hanya oh siswa ini bagus, yang ini diabaikan. Inilah perencanaan yang matang tuh kita harus memahami mereka juga, seperti apa supaya dia kondisinya sama

seperti yang mampu gitu. Itu yang jadi catatannya. Tindakannya ya seperti itu, kita harus bisa membedakan kemampuan mereka.

Researcher : Eh terus eh apakah bapak melakukan penilaian formatif berdasarkan prinsip pembelajaran yang diperoleh dari hasil penelitian?

Respondent : Ya, jelas itu dari hasil penelitian seberapa jauh mereka menguasai.

Researcher : Eh terus apa saja prinsip – prinsip pembelajaran atau metode yang bapak terapkan dalam melakukan penilaian formatif?

Respondent : Kalau kita lebih ke kelompok juga ada, ke pribadi juga ada. Kalau pribadi itu tadi untuk mengetahui kemampuan, 4 kemampuan tadi. Kalau kelompok mungkin lebih mengkolaborasi hasil kemampuan tiap pribadi itu digabung hingga menjadi satu kesatuan.

Researcher : Terus eh bagaimana bapak menerapkan pemahaman bapak tentang prinsip – prinsip pembelajaran dalam melakukan penilaian formatif?

Respondent : Bagus pengalaman, siswa merasa tertarik ya. Mereka antusias begitu.

Researcher : Eh bisakah bapak memberikan contohnya? Apa saja contohnya? Tolong jelaskan.

Respondent : Sama saja ya seperti yang sir bilang sebelumnya. Misalnya, secara kelompok. Mereka diberikan masalah nanti mereka itu bekerja sama mengkolaborasikan hasil jawabannya agar menjadi satu kesatuan, gitu ya.

Researcher : Eh terus eh apakah bapak melakukan penilaian formatif berdasarkan prinsip dan suatu pendekatan yang sudah terstruktur?

Respondent : Ya, jelas itu.

Researcher : Eh terus, apakah bapak melakukan penilaian formatif berdasarkan pendekatan atau metode yang bapak yakini efektif dan konsisten untuk digunakan oleh guru di kelas?

Respondent : Yakin.

Researcher : Eh apa saja prinsip dan pendekatan yang efektif dan konsisten yang bapak terapkan dalam melakukan penilaian formatif?

Respondent : Untuk penilaian pendekatan yang kita lakukan, pendekatan kita harus memahami seberapa jauh penguasaan *mastery of learning* penguasaan pembelajaran dari para siswa tersebut, yang paling penting itu. Kemudian, penguasaan pribadi, penguasaan dalam kelompok, itu perlu dikolaborasi sehingga menghasilkan suatu produk. Produk yang bagaimana siswa itu lebih tertarik, lebih kreatif dalam menunjukkan bahwa dia mampu dalam berekspresi.

Researcher : Terus bagaimana bapak menerapkan prinsip – prinsip yang berasal dari metode pendekatan dalam melakukan penilaian formatif? Contohnya seperti apa pak?

Respondent : Ya, sama seperti yang sudah disampaikan tadi. Intinya seperti itu ya.

Researcher : Iya pak. Eh mungkin itu saja *interview* dari Widi. Eh terimakasih atas waktunya, Widi akhiri. Wassalammualaikum Wr. Wb.

Respondent : Sama – sama. Waalaikumsalam Wr. Wb. Sukses ya.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0752) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 282 Tahun 2023

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/05/2023
2. Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Sarwo Edy, M. Pd** **2007068102**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Widi Tri Aaryani Nasution**

N I M : **18551065**

JUDUL SKRIPSI : **English Teacher Beliefs and Its Implementation on Formative Assessment at SMAN 1 Rejang Lebong**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 09 Mei 2023
Dekan,

Hamengkubuwono

Sebaran :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 323 /In.34/FT/PP.00.9/05/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

23 Mei 2023

Kepada Yth. **Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Widi Tria Aryani Nasution
NIM : 18551065
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : English Teacher Beliefs and Its Implementation on Formative Assessment at SMAN
1 Rejang Lebong
Waktu Penelitian : 23 Mei 2023 s.d 23 Agustus 2023
Lokasi Penelitian : Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Dr. Saiful Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

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PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/262 /IP/DPMPSTP/V/2023

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
- Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 - Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 323/In.34/FT/PP.00.9/05/2023 tanggal 23 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Widi Tria Aryani Nasution/ Pagar Alam, 12 Desember 1999
NIM : 18551065
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian : English Teacher Beliefs and Its Implementation on Formative Assessment at SMAN 1 Rejang Lebong
Lokasi Penelitian : SMAN 1 Rejang Lebong
Waktu Penelitian : 26 Mei 2023 s/d 23 Agustus 2023
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 26 Mei 2023

Pt Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



AGUS SH
Pembina/ IV.a
NIP. 19780810 200903 1 004

Tembusan :

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Kepala SMAN 1 Rejang Lebong
- Yang Bersangkutan
- Arsip

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**PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
REJANG LEBONG**

Jln. Basuki Rachmat No. 1 Tlp (0732) 21512 Kotak Pos 123 CURUP
Web : <http://sman1rejanglebong.sch.id> | email : smansacr@gmail.com
NPSN : 10700669 AKREDITASI : A (UNGGUL) NSS : 301260202001

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 400.3.8.4/382 /SMAN.1/VII/2023

Yang bertanda tangan dibawah ini :

Nama : Drs. PARJI SUSANTA
NIP : 19650322 199203 1 002
PangkatGol/Ruang : PEMBINA Tk.1 (IV / B)
Jabatan : Kepala SMA Negeri 1 Rejang Lebong

Menerangkan bahwa :

Nama : WIDI TRIA ARYANI NASUTION
NIM : 18551065
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah

Benar telah melaksanakan Penelitian dengan Judul "**English Teacher Beliefs and Its Implementation on Formative Assessment at SMAN 1 Rejang Lebong**" yang telah dilaksanakan pada tanggal 11 Juni 2023 s/d 14 Juli 2023 ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Curup, 20 Juli 2023

Kepala Sekolah



Drs. PARJI SUSANTA

Pembina Tk.I / IV.b

NIP. 19650322 199203 1 002

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DOCUMENTATION





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BIOGRAPHY



Widi Tria Aryani Nasution was born in Pagar Alam on December, 12nd 1999. She is the last daughter of Mr. Mustamal Arifin Nasution and Mrs. Muvida Sefti Yanti. She has one brother. His name Alif Kurniawan Nasution. She studied at SD N 04 Curup in 2006 – 2012. She continued her study at SMP N 1 Curup Tengah in 2012 – 2015. During 2015 – 2018, she studied at SMA N 4 Rejang Lebong. Then she continued her study at IAIN Curup in English Tadris Study Program. In this year, she could finish her study with taking of the tittle thesis “**English Teacher Beliefs and Its Implementation On Formative Assessment at SMA N 1 Rejang Lebong.**”