TEACHERS' FORMATIVE ASSESMENT IN TEACHING ENGLISH BASED ON MERDEKA CURRICULUM IMPLEMENTATION
(A Descriptive Study of English Teachers at SMPN 01 Rejang Lebong)

THESIS

This thesis is submitted to fultill the requirement
For 'Sarjana' Degree in English Study Program

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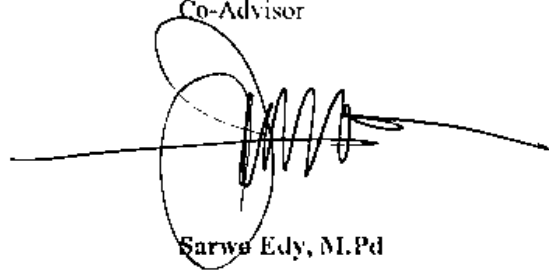

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MOTTO

"Dream big, Work Hard"

"Apapun yang menjadi takdirmu, akan mencari jalannya menemukanmu"

DEDICATION

Whith gratitude and all my love, This thesis is dedicated to :

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ABSTRAK

Herlina 2023 : Teachers' Formative Assessment In Teaching English Based On Merdeka Curriculum Implementation
Advisor   : Jumatul Hidayah, M.Pd
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This research aims to find out how English teachers are assess in the independent curriculum. This research method is qualitative with a descriptive research design. Researchers collected data using interviews and documentation. The participants in this research were two English teachers at SMP Negeri 1 Rejang Lebong. For data analysis techniques, researchers used Miles and Huberman data analysis, which has three steps: (1) data condensation or data reduction, (2) data presentation, and (3) conclusion drawing and verification. Research findings show that There are Teachers collected information about learning process by observing and asking students' during class discussions, group work and individual work.

In addition, English teachers face several obstacles in carrying out formative assessments, not all students are active and they are less motivated. However, the teacher found a solution to overcome all these obstacles. There are some strategies applied by the teacher, there are Clarifying and sharing learning intentions and criteria for success, Engineering effective classroom discussions, questions, and learning tasks, Providing feedback that moves learners forward, Activating students as instructional resources for one another. It can be concluded that English teachers use class discussions, group work and individual work, Teacher collected information by observing paper work or academic journal.

Keyword: Teachers Formative Assessment, Teaching English, Merdeka Curriculum.

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CHAPTER I

INTROCUCTION

A. Background of the Research

Assessment is one of the most important components of teaching and learning. The general definition, assessment is defined as a process to gather information in any form for the basis of the decision-making of students: both concerning curriculum, learning programs school policy.

Lynch describes it as 'Systematic collection of information for the purpose of making decisions about individuals'. He also assumes both measurement and testing as the aspect of the assessment[1]. Based on the definitions above, it can be concluded that assessment is a process that aims to collect information about the learning process and student achievement as a basis for the decisions-making to improve the teaching and learning process to improve learning abilities.

The main purpose of assessment is to get information about all students' performance in understanding the learning materials. In other words, the purpose of assessment is to assess students' intelligence in the learning process which is directly related learning outcomes. Next, Bradley explain many benefits of assessment. First, the assessment provides a means to assess students' skill that cannot be directly assessed by traditional test. Second, showing a more real process for students' performance. Third, it focus on the

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[1] Lynch, Strategic of Assessment,. (2020)

students' development of work and achievement of work outcomes by students. Forth, it can be easily get learning outcomes. [2]

For many years, the term "assessment" is used primarily to describe the processes of evaluating the effectiveness of sequences of instructional activities when the sequences are completed[3]. When teacher would like to know the effectiveness of their teaching and the progress of their students' learning in the classroom, they use assessment. In generally, assessment is very important aspect in the teaching and learning process because by assessment the teachers can determine students' abilities in the learning process a[4]nd ensure that the students understand well the materials proved by the teacher.

Assessment plays a crucial role in teaching English within the context of the Merdeka Curriculum. The Merdeka Curriculum, with its focus on learner-centered approaches and critical thinking, recognizes the importance of assessment in guiding instruction and promoting meaningful language learning. In line with the principles of the curriculum, assessment in teaching English adopts an authentic and contextual approach. Students are assessed on their ability to apply English language skills in real-life situations, ensuring the development of practical and relevant language proficiency. A key aspect of assessment in the Curriculum is the emphasis on performance-based

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[2] Bradley, B. Menggunakan Penilaian Alternatif. Pusat Pengajaran Dan Pembelajaran, (2021)

[3] William,Dylan,*Studies in Educational Evaluation, What is Assessment for Learning*, "(United Kingdom,Institude of Educational, Univercity of London Vol 37,2011) P3

[4] Damayanti, I.L, (2019). Cerita (Stories): A Pedagogical Model For Teaching Story Gendres to Lower Secondary School Students in Indonesia. (Doctoral Dissertation). Universitu of Wollongong Faculty of Socil Sciences, School of Education, Wollongong, Australia.

assessment[5]. In line with the implementation of Merdeka curriculum in Indonesia, students are evaluated based on their ability to demonstrate their English language skills through tasks and projects that simulate real-world language use. This approach provides a comprehensive view of students' language proficiency and their ability to use English effectively in various contexts.

Teaching English at the junior high school level is a process that involves interaction between teachers and students to enhance English language proficiency. Teachers employ various teaching methods and strategies aimed at developing students' listening, speaking, reading, and writing skills. Throughout the teaching process, teachers utilize diverse materials and resources such as textbooks, audio and video materials, as well as group and individual activities. Additionally, assessment is continuously conducted to measure students' progress in English language mastery. Assessments encompass written tests, oral tests, project assignments, and classroom observations. The assessment results provide vital information for teachers to evaluate the effectiveness of their teaching and formulate appropriate learning plans. Through integrated teaching and assessment, junior high school students have the opportunity to develop their English language abilities holistically, receive constructive feedback, and achieve predetermined learning objectives.

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[5] Alderson, J. C., & Wall, D. *Assessing language for specific purposes*. Cambridge university Press, 2014. p.133

In classroom learning process, teachers generally conduct two main types of assessment. They are formative assessment and summative assessment. Point out that is important to deeply grasp the key concept of formative assessment because there is a lack of agreed definitions and limited empirical evidence concerning formative assessment practices. There is a lack of core concept which distinguish formative assessment from other type of assessment. Therefore, in their study, the formative assessment and summative assessment is critically defined in context with educational purpose and formative assessment and formative assessment analysis is strongly focused on teachers' understanding and their follow up actions. The assessment that will be used in this research is a formative assessment.

Formative assessment is considered one of the most influential ways to improve teaching and learning process. This type of assessment is conducted to assess students' understanding, learning needs, and learning progress concerning a particular unit of learning materials. Formative assessment can help teachers identify the areas of students' difficulty in understanding the learning materials, acquiring the essential skills that they need to achieve the learning competence. Formative assessment allows teachers to make adjustment and revision on learning materials and teaching techniques in order to be more successful in teaching. States the formative assessment is intended to give feedback to the teachers and the students related to instructional

processes and to oversee the gaps between the learning process and the desired learning outcomes[6].

Assessment and curriculum are two integral components of the education system that work hand in hand. The curriculum sets the framework and learning objectives for what students should know and be able to do at each stage of their education. It outlines the content, skills, and knowledge that students are expected to acquire. Assessment, on the other hand, evaluates students' progress and understanding of the curriculum. It measures their mastery of the content and provides feedback to both students and educators.

The relationship between assessment and curriculum is essential for effective teaching and learning. Assessments should be designed to align with the curriculum, ensuring that they measure what students are expected to learn. By doing so, assessments become meaningful tools for evaluating students' knowledge and skills. They help educators gauge whether the curriculum is being effectively taught and whether students are meeting the desired learning outcomes. Furthermore, assessment provides valuable information to guide instruction. Educators can use assessment results to identify individual student needs, adjust teaching strategies, and provide targeted support. This personalized approach helps ensure that students receive the necessary guidance and resources to

In Indonesia, teaching English used integrated skill in the process. The teacher teach students by combining four skill in the process but reading is the

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[6] I, A. M. S Widiastuti, & Saukah, A, *Formative Assessment in EFL Classroom Practices*. (2017) P51

concerning theme proposed by English curriculum. Meanwhile, the others skill is the integrated area of teaching. Teacher's formative assessment of English is crucial component of Merdeka curriculum at junior high school in Indonesia. Formative assessment in reading within the Merdeka Curriculum adopts an approach that promotes ongoing feedback and evaluation of students' in English lesson. Aligned with the learner-centered principles of the curriculum, it aims to guide instruction, support individual growth, and enhance English abilities. Various strategies are employed to implement formative assessment in teaching English. Teachers regularly conduct English achievement checks during or after reading activities to assess students' understanding. This may involve asking questions, facilitating discussions, or engaging in activities that require students to apply their English skills. According to Syaripah, formative assessment in Teaching English within the *Merdeka* Curriculum focuses on providing ongoing feedback, promoting active engagement, critical thinking, and metacognitive awareness[7]. By utilizing a range of strategies, teachers can support students in developing their English skills, enhancing their comprehension, and fostering a deeper understanding of the English Context they encounter.

The researcher conducted preliminary observation and interview to the teacher at SMP Negeri 1 Rejang Lebong in Academic Year 2022/2023 April 5, 2023. The English teacher said that she used various kind of instrument in assessing students, Instruments are tools used to collect data in an assessment.

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[7] Syaripah. Kurikulum Merdeka dalam pengajaran Bahasa Inggris. Wirakarya Press, 2022. p.34

Data collected using instruments specific will be described will be attached or used for testing hypothesis proposed in a study. Formative assessment instruments are tools used to assess achievement student learnin. Assessment instruments can called assessment techniques which include tests and non-tests. A test is a tool or procedure used in the context of measurement and assessment, which can be in the form of questions, commands, and instructions addressed to students to get a feedback according to the instructions, with the aim of measure a person's level of ability or reveal a particular aspect of the person being tested. Non-tests are intended assessment procedures to assess learning outcomes from behavioral aspects such as assessing affective aspects and skill aspects (psychomotor).[8] especially in English integrated class. He thought that the English teacher should be more creative in using assessment tools in doing assessment because the result can determine and judge students for everything as well as to promote students higher level[9]. It means that the English teacher had good knowledge of assessment process. By the preliminary research observation, the researcher observed that the teachers used teacher teaching instructions such as Lesson Plan, syllabus, and English Media to do assignment and assessment after teaching activities. Furthermore, Teaching English in Merdeka Curriculum is a new thing in SMP Negeri 1 Rejang Lebong. There are many Changes that need to be adopting especially in doing assessment. Teacher in SMP negeri 01 Curup based on researchers'

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[8] Rahmi Ekawati. Pengembangan instrument Penilaian Formative Berupa Tes Berbasis Higher Order Thingking (HOTS) Berbantuan Aplikasi Jotform Pada Materi Perbandingan Kelas VII, 2022

[9] Dewi Sinta. An English Teacher of SMP Negeri 1 Rejang Lebong, Intervier on April 5, 2023.

observation, teacher here uses formative test in teaching process. They apply test after one meeting activity. They use the formative test to check students' understanding in English lesson.

When the teachers implementing formative assessment, there are certainly many challenges, There are some Strategies applied by the teacher, there are Clarifying and sharing learning intentions and criteria for success, Engineering effective classroom discussions, questions, and learning tasks, Providing feedback that moves learners forward, Activating students as instructional resources for one another.

Indonesia is applying current curriculum called as Merdeka curriculum, where is in regulation of the minister of education and culture republic Indonesia number 21 of 2022 about educational assessment standard. One of the assessment that is formative assessment in chapter 9 point 4 formative assessment aims to monitor and improve the learning process and evaluate the achievement of learning objectives.it means that formative assessment is must be used to apply to assess students' ability in national education. So the teacher must use appropriate assessment to asses students in reading class connected to Merdeka Curriculum. Since Merdeka Curriculum is the new curriculum in Indonesia, there are still many aspect that need to be developed in assessment side especially how the teachers implement the assessment connected to the Merdeka Curriculum.

There had been much research conduct by researcher in the world related to Teacher's formative assessment in English reading skill.

The first previous research conducts by Siti Amalia (2022) the research entitled *Implementation of Formative Assessment by English Teachers During Covid-19 Pandemic.* The result of the research showed that the teachers used Google classroom and goggle form as tools of formative assessment in learning online. The second previous study Pebi Putri Mahsa (2022), conducted her research entitled, *An Analysis of English Teacher's Understanding of Formative Assessment at MAN Manna Bengkulu Selatan.* The result of the research showed the teachers had a good understanding of formative assessment, such as the knowledge about formative assessment (the definition, characteristic, types, and it practice in the classroom). The third previous study is a research from Ni Komang Trismayanti (2021), conducted her research entitled, *The Effectiveness of Formative Assessment in Improving Student's Writing Skill.* The result of the research showed the used the formative assessment is very beneficial and has a good impact in improving the students writing skill. The similarity between the researches above used this research lines in the focus of research, which is formative assessment. The different between the researches above with this research proposal are research method research subject, research object, and research location.

Based on the background above, the researcher want to investigate***"Teacher's Formative Assessment in Teaching English at Junior High School Based on Merdeka Curriculum Implementation"***

B. Research Question

Based on the background, the problems of this research are formulated as follows:

1. How does the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum?

2. What are teacher strategies to manage challenges in implementing formative assessment at of 7th grader SMPN 1 Rejang Lebong based on *Merdeka* Curriculum?

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To investigate the teacher conduct formative assessment in Teaching English class at 7th grader of SMP Negeri 01 Rejang Lebong based on Merdeka curriculum

2. To find what strategies to manage challenges in implementing formative assessment at in Teaching English at 7th grader SMPN 1 Rejang Lebong based on *Merdeka* Curriculum.

D. Delimitation of the Research

This research focused on the formative assessment using Formative Test assessment. The formative test being researched is test that teachers give during learning process based on the implementation of Merdeka Curriculum for 7th at SMP Negeri 01 Rejang Lebong.

E. Significances of the Research

    a) For Teachers

This research can help teachers provide more targeted feedback to students. Through ongoing formative assessment, teachers can identify students' strengths and weaknesses in English class. As a result, they can provide specific and relevant feedback to help students improve their understanding and overcome any difficulties they may face in the area of Merdeka curriculum implementation.

    b) For schools

The research provides valuable insights into effective formative assessment strategies in English class. Schools can use this knowledge to enhance their instructional practices and provide teachers with evidence-based approaches to assess and support students' English development.

    c) For Researcher

It useful for the researcher as a reference for imimplementation of formative assessment in teaching English baded on merdeka curriculum at junior high school at Rejang Lebong. Researcher some know about implementation of formative assessment.

F. Definition of Key Terms

In order to avoid perception misunderstanding of this study, the following part provides a brief explanation on certain key term or operational definition of research.

1. Teacher's Formative Assessment

   This refers to the continuous process of gathering evidence and providing feedback to the students during instruction to improve their learning. The primary objective of formative assessment is to enhance student learning by identifying their strengths and weakness and adjusting the instructions according to their needs[10]. In this study scope, teachers' formative assessment is assessment used by the teacher in English reading class based on the implementation of Merdeka curriculum.

2. Teaching English

   Teaching English for foreign language is where the English is taught in the schools but it is not a common language which can be easily found in society. English is used only for purpose it is not used in government and institutions. "A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs".[11]. In this research, teaching English is a transfer knowledge in English skill as integrated lesson to through *Merdeka* curriculum implementation.

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[10] Khan, A. Formative assessment: an evaluating tool for teaching-learning. Journal of education and practice,2011. 2(5), 1-8

[11] O'Bryrne, W. I., & Kostina-Ritchey, E. Reading comprehension: From research to classroom practice. Guilford Publication, 2014.

3. Merdeka Curriculum

It is a national curriculum implementation in Indonesian in 2022/2023, and its primary objective is to provide a holistic approach to education that emphasizes character building, creativity, and critical thinking[12]. In this research scope, Merdeka curriculum is the curriculum that is used by the school through English teacher teaching process

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[12] Sri Rahayu, A,. & Nurliana, N. Developing English reading materials based on Merdeka curriculum for junior high school students. EFL in Focus: Journal of English Language Teaching, 2018. 68

CHAPTER II

LITERTURE REVIEW

A. Review of Related Theories

1. Assessment

Assessment is generally seen as one of the key challenges in the field of learning. Assessment, in the broad sense, means any methods used to better understand the current knowledge that a student's possesses.

Assessment is a process of collecting data for the purpose of making decisions about what students have learned, what and where they should be taught, and the kind of related services they need. When we assess students, we measure their competence. Specifically, we measure their progress toward attaining those competencies that their schools or parents want them to master[13]. From this definition, it infers that a teacher must know a good method of evaluation and correct assessment in order that they can use the results of the assessment for the next step in teaching to improve students' abilities and information for students' progress and also improve the way the teacher teaches himself. This knowledge shows that assessment is not merely a process of grading students, but it a process of evaluation in some aspect for following up the problems happen.

Then, Huba and Freed stated that assessment can be used to find out the strengths and weakness of the learning process in which the teachers

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[13] Hamzah, B \. Uno- Satria Koni, *Assessment Pembelajaran* (Jakarta: PT Bumi Aksara 2018), P.2

can make the revision, chance and modification after identifying the information[14]. It means that assessment involves measurement that may be done by directly observing or testing behaviors or characteristics and assigning numerical rating to whatever is measure using an instrument. The students has the right to receive an assessment after he has carried out the teaching and learning process and the assessment is in accordance with the effort he does, and the teacher cannot be careless in assessing students. As the result, teacher can explore the students' strengths to be increase and the students' weakness to be improve for the next teaching learning planning.

Based on the experts' statement above, the researcher concludes the assessment is a process by which the teachers perform the objective of assessing students and students to get an assessment of everything they have learn and develops what has been assessed by the teachers that aim to measure the students' weakness to improve and the students' strength to increase.

2. Formative Assessment

1. The definition of formative assessment

Formative assessment is developmental when teacher use it to beware of the improvement of their students, to figure out how they have dominated what they thought to have advanced and afterward utilize this reality to change their fate instructing plants. In various word, formative assessment happens temporarily, in light of the fact that students are

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[14] Abna Hayati. Analyzing the Issuethe Implementation of Authentic Assessment in the 2013 Curriculum, *Al-Ta'lim Journal*, 2017. P.2

currently making significant of few substance and coordinating it into what they have perceived. Assessment can also be establishment for reaction to the students. Feedback to the students is immediate or almost. In this way, to permit the students to change their exhibition and information right way. Assessment formative also permits to teachers to "switch in a very small space" and reevaluate techniques of educations, activities and content in view of understudy information and execution. Their situation here is relating to that of an instruct. What's more, formative assessment can be essentially as casual as noticing the student's work or as formal as a composed test. Besides, formative assessment is the best sort of assessment to build students' information and execution. To instances of formative assessment are a warm-up, portfolios, an extremely intelligent class conversation, a test, conclusion, an on-the spot performance[15].

2. **Types of Formative Assessment**

There are many types of formative assessment stated by some experts, such as Bell and Cowie, Hall and Burke and Regier;

a. Observation

When the process of teaching and learning take place observations can made by educators to find out what has and has not been mastered by students in term attitude, knowledge, and skill of students. According to Bell and Cowrie, educators can find out what

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[15] Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Fransisco; Longman Press, 2003) P. 141-143

has been and or has not been mastered by students through what is said, done, and produced by students[16]. There are several forms instruments that can be used by educator to get data on the progress of students: 1. Anecdotal notes, 2. Anecdotal notebooks, 3. Anecdotal note cards, and 4. Labels or sticky notes.

b. Questioning

Students' answer to the teacher's questions can provide an overview good about their mastery of competence. Questions must be conveyed and conveyed properly by educators to students orally. Students are given sufficient time to think, remember what they have learned. The teacher's question does not let the educator know until where students have mattered the intended competence, but also help students learn. Questions are usually given orally at the beginning, middle, or end of the lesson.

c. Discussion

Discussion in class can provide a lot of information about participants' mastery learn about the concepts being studied. Discussions build knowledge and develop critical and creative thinking skills. Discussion possible students to increase their insight and depth of understanding while at the same time correcting misinformation[17] (Black and William)

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[16] Bell and cowrie (2011). Assesment for ESL and EFL context. Oxford University Press.P.23

[17] Bachman, L. F., & Kunnan, A. J. Statistical Analyses for Language Assessment Workbook and CD-ROM. Cambridge University Press, 2005.

Educators can start the discussion by asking open-ended questions to the students, and then assess the students' understanding by listening their answers and by taking anecdotal notes.

d. Exit/Admit Slips

a. *Exid Slips*

Exit slips are written answers to questions that educators give to the end of the lesson to find out students' understanding of the concepts core. Questions usually only take a maximum of 5 minutes to complete and collected when students leave the room. Educator can quickly find out which students already understand, who need a little assistance, and who would require learning more about concepts.

b. *Admit slips*

Admit slips are almost the same as Exit Slips, the difference is that Admit Slips are done before class starts. Students can be asked to write down comments on a card at the beginning of the lesson. These card are collected as a condition for admission to class and are usually not graded and sure not named. The purpose of this activity is to find out the responses of students about what they learn or will encounter in class, and activate their prior knowledge or relate what they already know

and learn. Exit Slips and Admit Slips can be used on all subjects[18].

3. The advantages and disvantages of formative assessment

The advantageous formative assessment are not graded, which relieves students of their anxiety. It also frees them from the belief that they have to do everything right the first time. Rather, they are used as a lesson for students to get help along the way before the final exams. In event that students are having difficulty during the lesson, teachers will normally search for comprehension. Instead of waiting until the end the end of the unit to determine these problems, teachers discuss them early on. Since many of the issues with mastery are solved before final exams, teachers have to do lesson teaching at the end because many of the problems with mastery are addressed before final test[19].

The disadvantageous Formative assessment some teachers complain about sacrificing time to assess during the lesson and fear that they may not even finish the lesson. Teachers then feel the need to rush through a series of the units, which causes student to lack mastery once to assessment is given at the end of the unit. Teachers may lack training or professional development on how to use formative assessment successfully because, historically, assessment are completed at the end.

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[18] P.P, Mahesa, *An Analysis of English Teachers' Understanding of Formative Assessment at MAN MANA Bengkulu Selatan*, Universitas Islam Fatmawati Sekarno. (2022). P. 24-32

[19] Bell, B., & Cowie, B. The Characteristics of Formative Assessment in Science Education. Science Education, 2001. 85(5), 536–553. https://doi.org/10.1002/sce.1022

Formative assessment may lack the same weigh-low to no point value –as a summative assessment, and students may not take the assessment seriously, which may cause teachers to misread feedback from students[20].

4. Formative assessment in English skill

Formative assessment in teaching English refers to the ongoing evaluation and feedback provided to students during the learning process[21]. Unlike summative assessment, which occurs at the end of a unit or course to evaluate what students have learned, formative assessment is designed to monitor progress, identify learning gaps, and inform instructional decisions in real-time.

Here are some key characteristics and examples of formative assessment in the context of teaching English[22]:

a. **Continuous Feedback:** Formative assessments involve providing regular feedback to students, either verbally or in written form. This feedback helps students understand their strengths and areas for improvement in their language skills.

b. **Informal Nature:** Formative assessments can be less formal than traditional exams. They can take various forms, such as class discussions, peer feedback, quizzes, written reflections, or short writing assignments.

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[20]Ibid. P. 32-33

[21] Black, P., & Wiliam, D. Assessment and classroom learning. In International Journal of Phytoremediation, 1998. (Vol. 21, Issue 1). https://doi.org/10.1080/0969595980050102

[22] Bratchell, D. F. The Teaching of English as a Foreign Language. English in Education, (1972), 6(1), 29–37. https://doi.org/10.1111/j.1754- 8845.1972.tb00372.x

c. **Targeting Specific Skills:** English language teachers can use formative assessments to assess specific language skills, such as reading, writing, listening, and speaking. For example, asking students to read a short passage and answer comprehension questions can help evaluate their reading abilities.

d. **Adapting Instruction:** The main purpose of formative assessment is to inform instruction. Teachers use the information gathered to adjust their teaching methods, content, or pacing to better meet the needs of their students.

e. **Engaging Activities:** Formative assessments can be integrated into interactive and engaging activities to keep students motivated. For example, a role-playing activity might assess students' speaking and listening skills while making the learning process enjoyable.

f. **Self-Assessment and Peer Assessment:** Encouraging students to assess their own work and provide constructive feedback to their peers fosters metacognition and enhances learning.

g. **Real-Life Applications:** Whenever possible, formative assessments can be designed to simulate real-life language use scenarios. For example, asking students to write a letter or participate in a debate can assess their writing and speaking abilities in authentic contexts.

h. **Tracking Progress:** Formative assessments help both students and teachers track progress over time, highlighting areas where improvement is needed.

The use of formative assessment in teaching English not only enhances the learning experience but also empowers students to take an active role in their learning journey. By incorporating various formative assessment strategies, teachers can create a dynamic and supportive learning environment, leading to improved language proficiency and overall learning outcomes.

5. **Types of Formative Assessment in Teaching English**

According to Brown, Hirai, Oller in Ratnawati, and Buzan, formative assessments in teaching English can take various forms, each targeting specific language skills and offering valuable insights into students' progress. Here are some common types of formative assessment used in English language classrooms[23]:

a. **Classroom Discussions:** Engaging students in group or whole-class discussions on a particular topic allows teachers to assess their speaking and listening skills. Teachers can observe students' ability to express ideas, engage in meaningful conversations, and use appropriate language.

b. **One-Minute Papers:** At the end of a lesson or topic, students are asked to summarize their understanding in one minute. This written

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[23] Brown, D. Principles of Language Learning and Teaching Pearson Longman. Addison Wesley Longman, Inc, (2000)

reflection helps students process the information they've learned and allows teachers to gauge their comprehension and writing skills.

c. **Exit Tickets:** Exit tickets are short quizzes or questions given at the end of a class session to check students' understanding of the day's material. Teachers can use the results to identify any areas of confusion or misconceptions.

d. **Reading Comprehension Quizzes:** These quizzes assess students' understanding of a text they have read. Teachers can use multiple-choice or short-answer questions to evaluate reading comprehension and vocabulary acquisition.

e. **Peer Feedback and Review:** Incorporating peer review sessions for writing assignments allows students to give and receive constructive feedback. This helps students improve their writing skills while providing insights into their peers' progress.

f. **Quick Writes:** Students are given a short amount of time to write their thoughts on a specific prompt or question. Quick writes help assess writing skills, organization, and critical thinking.

g. **Role-Play or Drama:** Role-playing activities or drama performances assess students' ability to use language in context, practice real-life scenarios, and demonstrate effective communication skills.

h. **Think-Pair-Share:** In this activity, students think individually about a question or topic, pair up with a classmate to discuss their

thoughts, and then share their ideas with the entire class. It assesses both speaking and listening skills and encourages collaboration.

i. **Concept Maps:** Students create visual representations of the relationships between ideas or concepts they've learned. Concept maps provide insights into students' understanding and help teachers identify any gaps in knowledge.

j. **Journals or Learning Logs:** Regular journal entries or learning logs allow students to reflect on their learning progress, struggles, and achievements. Teachers can gain insights into students' self-assessment and metacognition.

k. **Interactive Online Quizzes or Polls:** Using digital tools, teachers can create interactive quizzes or polls that assess students' understanding in real-time. These tools provide instant feedback and help track progress.

6. Formative Instrument in Teaching English

In formative assessments for teaching English, educators use a variety of instruments or tools to gather information about students' language skills, progress, and understanding. These instruments are designed to be flexible and provide valuable insights into students' learning processes. Here are some common instruments used in formative assessments for teaching English:

a. **Quizzes and Tests:** Short quizzes or tests can be used to assess students' understanding of grammar, vocabulary, reading comprehension, and other language components.

b. **Writing Assignments:** Assignments that require students to write essays, paragraphs, or responses to prompts help assess their writing skills, organization, and critical thinking.

c. **Reading Comprehension Activities:** Assessing students' comprehension of reading passages through questions, discussions, or written responses.

d. **Oral Presentations:** Students can demonstrate their speaking and presentation skills through oral presentations or speeches.

e. **Classroom Discussions:** Teachers can assess students' ability to engage in conversations and express ideas during class discussions.

f. **Peer Review and Feedback:** Students can provide feedback to their peers' written or spoken work, helping to develop their critical thinking and language analysis skills.

g. **Language Games and Activities:** Engaging language games and activities can be used to assess language proficiency in a fun and interactive way.

h. **Rubrics:** Teachers may use rubrics to evaluate and provide feedback on students' performance in writing, speaking, and other language activities.

i. **Self-Assessment and Reflection:** Students can be encouraged to reflect on their learning progress and set goals for improvement.

j. **Observations and Teacher-Student Interactions:** Teachers can make informal observations of students' participation, engagement, and language use during classroom activities.

k. **Digital Tools:** Various digital tools and language learning apps provide opportunities for interactive formative assessments, including quizzes, interactive exercises, and progress tracking.

Formative assessments should align with the learning objectives and be focused on providing constructive feedback to support students' growth and learning. The choice of instrument depends on the specific language skills being assessed, the learning context, and the educational goals of the formative assessment. By using a combination of these instruments, teachers can gain a comprehensive understanding of their students' language development and make informed instructional decisions to enhance learning outcomes.

7. **How to Manage Formative Assessment**

During the implementation of formative assessment, the process may not always run well. It means that the English teachers face any challenges in doing the process. Here are the challenges in assessing

students' progress in formative assessment and the key strategies to manage formative assessment by Wiliam & Thompson[24]:

a. Clarifying and sharing learning intentions and criteria for success

Low achievement is often the result of students failing to understand what teachers require of them[25]. Many teachers address this issue by posting the state standard or learning objective in a prominent place at the start of the lesson, but such an approach is rarely successful because the standards are not written in student-friendly language.

Teachers in our various projects have explored many ways of making their learning objectives and their criteria for success transparent to students. One common method involves circulating work samples that a previous class completed, in view of prompting a discussion about quality

b. Engineering effective classroom discussions, questions, and learning tasks

Many teachers spend a considerable proportion of their instructional time in whole-class discussion or question-and-answer sessions, but these sessions tend to rehearse existing knowledge rather than create new knowledge for students. Moreover, teachers

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[24] Wiliam, D., & Thompson, M. Integrating assessment with learning: What will it take to make it work? Routledg, (2008)

[25] Black, P., & Wiliam, D. Assessment and classroom learning. In International Journal of Phytoremediation (Vol. 21, Issue 1), (1998) https://doi.org/10.1080/0969595980050102

generally listen for the "correct" answer instead of listening for what they can learn about the students' thinking.

As a result of this focus, teachers have become aware of the need to carefully plan the questions that they use in class. Many of our teachers now spend more time planning instruction than grading student work, a practice that emphasizes the shift from quality control to quality assurance. By thinking more carefully about the questions they ask in class, teachers can check on students' understanding while the students are still in the class rather than after they have left, as is the case with grading.

c. Providing feedback that moves learners forward

After the lesson, of course, comes grading. The problem with giving a student a grade and a supportive comment is that these practices don't cause further learning. Before they began thinking about assessment for learning, none of the teachers with whom we worked believed that their students spent as long considering teacher feedback as it had taken the teachers to provide that feedback. Indeed, the research shows that when students receive a grade and a comment, they ignore the comment. The first thing they look at is the grade, and the second thing they look at is their neighbor's grade.

To be effective, feedback needs to cause thinking. Grades don't do that. Scores don't do that. And comments like "Good job"

don't do that either. What does cause thinking is a comment that addresses what the student needs to do to improve, linked to rubrics where appropriate. Of course, it's difficult to give insightful comments when the assignment asked for 20 calculations or 20 historical dates, but even in these cases, feedback can cause thinking. For example, one approach that many of our teachershave found productive is to say to a student, "Five of these 20 answers are incorrect. Find them and fix them!"

d. Activating students as instructional resources for one another

Getting students started with self-assessment can be challenging. Peer assessment and feedback can be an important part of effective instruction. Students who get feedback are not the only beneficiaries. Students who give feedback also benefit, sometimes more than the recipients. As they assess the work of a peer, they are forced to engage in understanding the rubric, but in the context of someone else's work, which is less emotionally charged. Also, students often communicate more effectively with one another than the teacher does, and the recipients of the feedback tend to be more engaged when the feedback comes from a peer. When the teacher gives feedback, students often just "sit there and take it" until the ordeal is over Using peer and self-assessment techniques frees up teacher time to plan better instruction or work more intensively with small groups of students. It's also a highly effective teaching

strategy. One cautionary note is in order, however. In our view, students should not be giving another student a grade that will be reported to parents or administrators. Peer assessment should be focused on improvement, not on grading.

e. Activating students as the owners of their own learning

Developing assessment for learning in one's classroom involves altering the implicit contract between teacher and students by creating shared responsibility for earning. Students also take ownership of their learning when they assess their own work, using agreed-on criteria for success. Teachers can provide students with a rubric written in student-friendly language, or the class can develop the rubric with the teacher's guidance. The teachers we have worked with report that students' self-assessments are generally accurate, and students say that assessing their own work helped them understand the material in a new way.

The "main key" is that evidence about student learning is used to adjust instruction to better meet student needs—in other words that teaching is adaptive to the student's learning needs[26].

8. Process of Formative Assessments

According to Bell & Cowie (2002) there are any three stages process of formative assessment[27], they are:

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[26] Wiliam, D., & Thompson, M. Integrating assessment with learning: What will it take to make it work? Routledge. (2008).

[27] Bell, B., & Cowie, B. Formative Assessment and Science Education (Vol. 12). Kluwer Academic Publisher, (2002). https://doi.org/10.1007/0-306-47227-9

a. Eliciting information

The strategies used need to be able to gather information on the outcomes of student learning, as well as to gather the transient and ephemeral information which is produced during the process of learning. Teacher gathers a large amount of diverse information on the student learning during informal interactions with them. They do this while observing, listening to and questioning students during whole class, small group and individual discussions and practical work. They also gather information by looking at written work. For example, Sutton suggested that teacher gather information during informal interactions over three week cycles and that during the fourth week they explicitly target those students about whom they know little[28].

Development of new strategies to gather assessment information increase in recent years. They aim to stimulate focus for communication between teachers and students. The new strategies include, concept maps, portofolio, peer assessment, self-assessment, and dialogue between the teacher and the students during self-assessment process. Teacher have also found that students' commitment to learning was strengthened when the students took more responsibility, in collaboration with the teacher,

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[28] Sutton, J. M., & Fall, M. The Relationship of School Climate Factors to Counselor Self-Efficacy. Journal of Counseling & Development, (1995). 73(3), 331– 336. https://doi.org/10.1002/j.1556-6676.1995.tb01759.x

for monitoring their own progress, evaluating their own strengths and weakness and devising strategies for improving their learning.

b. Interpreting the information

The second stage in the formative assessment process is the interpretation of information. At this stage, teachers quickly process the assessment data that has been obtained. Although the processing of formative assessment information will be more accurate if carried out formally, the processing of such data is generally informal, usually does not require formal technical analysis. Teachers can spontaneously 'process it in the brain' and then do interpretation in that time.

To be able to interpret information properly, teachers need to understand the expected competency achievements from each assessment carried out. Teachers need to establish scoring guidelines for each assessment conducted. The scoring guidelines contain an overview of what aspects are expected to be obtained from the assessment carried out and the quality of student achievements from the observation results. The scoring guidelines on formative assessments are more flexible and must already be understood directly by teachers so that teachers do not need to hold the scoring guidelines at the time the formative assessment is carried out in the classroom.

At this stage the teacher makes a number of conclusions on several questions, including:

1) In general, students have mastered the material / competence in general;

2) Whether all learners have mastered the material well;

3) Which materials have been mastered and which have not been mastered properly;

4) Anyone who has mastered the material and who has not mastered the material well

5) What has caused a number of children to not have mastered the material well.

To conclude how well the learners have achieved progress (mastering competencies), teachers generally compare the mastery that the learners have achieved with the criterionreferenced formative assessment. Nonetheless, there are a number of teachers who compare it to the student-referenced formative assessment. To be able to provide feedback and appropriate action, teachers can use both approaches

c. Acting on the information

The third stage in the formative assessment process is the taking of actions based on the results of the interpretation of assessment information. At this stage, the teacher provides feedback which includes notification about the level of mastery of

the learners, which materials have been mastered, which have not, and how to follow up the learning.

The most important part of this stage is to carry out learning activities to students facilitated by teachers. They are students whose mastery has not met the criteria set before or whose efficacy is not optimal. The teacher performs the action (intervention) directly (spontaneously) or it can be postponed. Actions can occur at the class, group, or individual level.

B. Merdeka Curriculum

The come from Latin, namely "curare", meaning a running course or race course, epically a chariot race course, while in French, "courier" interpreted as running. The thoery is used in the field of sports which means curriculum as the distance that a horse racing runner must travel to get a medal or award[29]. In line with the above, Republic of Indonesia Law number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangement regarding objectives, content, and learning material, as well as the methods used as guidelines for organizing learning activities to achieve educational goals (JDIH BPK RI, 2001). The curriculum has a central position in every educational effort. This shows that the curriculum is the heart of education, which means that all movements is educational in schools are based on what is planned in the

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[29] Halimah . The Implementation of Merdeka Curriuclum in Teaching English. Aneka Press, (2020). P.56

curriculum[30]. This. It can be interpreted that the curriculum is the basis and controller of educational activities[31] the new curriculum that is being developed is now called the *Merdeka* curriculum. According to BSNP or the National Education Standards Agency, the *Merdeka* curriculum is a learning curriculum that is related to the talent and interest approach. Students can choose the subject they want to study according to their talents and interest. An *merdeka* curriculum means freedom in learning, a comfortable learning atmosphere, independence, seen from the independence of students in learning, seeking information, and in completing various assignment the merdeka curriculum was founded by Nadiem Makarim, Minister of Education, Culture, Research and Technology as a form of curriculum innovation. Nadiem Anwar Makarim as in his speech commemorating National Teacher's day explained that the concept of "Merdeka curriculum "is freedom of thought and freedom of innovation. The Merdeka curriculum focuses on the freedom to learn independently and creatively[32].

1. *The advantage of Merdeka Curriculum*

Nadiem Makarim established the Merdeka Curriculum as a refinement of the 2013 curriculum on December 10, 2019. Independence learning is freedom of thought for students and teachers. Independent learning encourage the formation of an independent spirit character where teachers and students can freely and happily explore knowledge, attitudes

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[30] Mahilda, D. K. & An-Nissa A,. *integration of the Living Values Educational Program* (LVEP) in the merdeka curriculum. P. 64
[31] Ibid. P23
[32] Ibid. P.64

and skills from the environment. Independent learning can encourage students to learn and develop themselves, form a caring attitudes toward the environment in which students learn, encourage students confidence and skills and easily adapt to the social environment[33]

The advantages of the Medea curriculum explained by the ministry of Educational and Culture (2021b_ focus on essential material and develop students competence in its phases so that students can learn more deeply, meaningfully and have fun, not in a hurry. Learning is far more relevant and interactive through project activities providing wider opportunities for students to actively explore actual issues such as environmental, health, and other issues to support character development and competency profiles of pancasila Students. The purpose of this teaching is to strengthen students literacy and numeracy abilities and their knowledge in each subject. The phase or level of development itself means the learning outcomes that must be achieved by students, adapted to the characteristic, potential and needs of students. Nadiem Makarim's concept of freedom to learn was driven by his desire creating a happy learning atmosphere without being burdened with achieving a certain score or values[34].

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[33] Mandasari, M., Syarif, H., & Refnaldi. Elicitation Techniques in Classroom Interaction Used by English Teachers at SMAN 1 2X11 Kayutanam. Pendidikan, Bahasa, Sastra, Dan Seni, . (2019). 20(1), 1–11
[34] Ibid. P.66

a. **Review of Previous Study**

There had been much research conduct by researcher in the world related to Teacher's formative assessment in English reading skill.

The first previous research conducts by Siti Amalia (2022) the research entitled *Implementation of Formative Assessment by English Teachers During Covid-19 Pandemic.* The result of the research showed that the teachers used Google classroom and goggle form as tools of formative assessment in learning online. Teachers combined the used WhatsApp group, Google classroom, and Google form. Meanwhile, in offline formative assessment the teachers used questioning and group discussion. In addition they used short-answer task in reading, listening cloze in listening, role play and reading in speaking, mind mapping and wrote a dialogue in writing.

For the constraints in online formative assessment, teachers have the same opinion, there: the lack of human resource, internet network, student's home area did not have a network, there were also students whose internet quota in implementation formative offline assessment. The teachers explained that not all students were active, students who did not understand and students were less motivated.

The second previous study Pebi Putri Mahsa (2022), conducted her research entitled, *An Analysis of English Teacher's Understanding of Formative Assessment at MAN Manna Bengkulu Selatan.* The result of the research showed the teachers had a good understanding of formative assessment, such as the knowledge about formative assessment (the

definition, characteristic, types, and it practice in the classroom). However, neither of the teachers are familiar with some types of formative assessment, such as anodal notebooks, anodal cards, sticky notes, and exit and admit slips.

The third previous study is a research from Ni Komang Trismayanti (2021), conducted her research entitled, *The Effectiveness of Formative Assessment in Improving Student's Writing Skill.* The result of the research showed the used the formative assessment is very beneficial and has a good impact in improving the students writing skill. From the research, there were 5 aspect that improve namely, tenses, vocabulary, sentence structure, spelling, and punctuation. In formative assessment the teacher gave the feedback on the student' ability this feedback is given by the teacher to make the students knew about the mistake and error along the process of writing. The findings indicated that essay writing activity was done most frequently by class 8.

The similarity between the researches above used this research proposal lines in the focus of research, which is formative assessment. The different between the researches above with this research proposal are research subject, research object, and research location.

CAPTHER III

RESEARCH METHODOLOGY

A. Research Design

This research applied descriptive qualitative method. Descriptive Qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undesirability given the narrative, descriptive, and non-numerical nature of the data[35]. It means that descriptive qualitative method is a research focuses on describing object in form of narrative and avoid using numerical data or statistic in analysis.

Then, Creswell said the qualitative method uses natural setting of the research, research as key instrument, and participant meaning[36]. Natural setting means that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study This up-close information gathered by actually talking directly to people and seeing them behave and act within their context face-to-face interaction. Then, rese

archer as key instrument means that qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. The researchers are the ones who actually gather the information. In addition, participant meaning means that in the entire qualitative research process, the researcher keeps a focus on learning the

[35] L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications- Third Edition*. New York, Pearson, 2012, P. 465.
[36] Jhon W. Cresell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approch Fourth Edition*, Los Angles, SAGE, P. 234

meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or that writers express in the literature.

Furthermore, Yin stated that in doing qualitative research, the researcher *multiple sources of evidence* rather than relying on a single alone[37]. It means that qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources.

The researcher used the qualitative method because this study aims to get deeper and more understanding of teachers' formative assessment of students' English skills in junior high schools in the *Merdeka* curriculum. The qualitative approach has the advantages of enabling the researchers to get an accurate description of the phenomenon being studied, including in this case regarding the views, attitudes, and practices of teachers in conducting formative assessment.

B. Subject of the Research

According to Huges, the subject was someone or something that hits the wish obtain information[38]. In this school, there are only two English teachers who teaches English lesson in SMP Negeri 01 Rejang Lebong based

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[37] Robert K Yin. *Qualitative Research from Start to Finish, New York, The Guilford Press*, 2011, P. 8

[38] Hughes, P. Learning and Teaching for the Twenty-First Century. Springer Science and Bussiness Media, . (2007).

on *Merdeka* Curriculum. The teacher selected the subject because the subject teach English lesson Based in the implementation on *Merdeka* Curriculum. Furthermore, The research select the school because according to the data provide by DIKNAS Reajng Lebong which state that SMPN 01 Rejang Lebong is the school that has implemented 100% Merdeka Curriulum in Teaching Process. The subject of this research is two English teachers who teach English at the seven grades at SMP Negeri 01 Rejang Lebong. The English teachers were as the subject of analysis in this research. All of her activities related to the use of formative assessment in teaching reading were analyzed as main sources of data in this research. Researcher used purposive sampling in selecting the subject of the research.

C. Technique Collecting Data

Researcher uses some tools to her work easier, systematic, effective, and intensive during the research. To collect data in this research, the researcher will use some methods of data collecting and research some instrument. In collecting the data, the researcher will use instrument, such as: Observation, Interview, and Documentation[39].

1. Observation

Observation is the ways of researcher to get some information in the teacher's formative assessment of English reading skill. According to Yendra, that observing place and people at research place for gain the data.

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[39] Margono. *Metode Penelitian Pendidikan*. (Jakarta : Rineka Cipta, 2005),. P. 161

Observation made by researcher in collecting data was obtained through utterances produced by the teacher[40].

In this research, the researcher did not participant as the observation. According to Moelong, the researcher present at the scene of action but did not interact or participants or is referred to as passive participants or non-participants observation[41]. In this research, researcher used non-participation observation. It means that the researcher did not teach the stitching and students directly but only observed the teacher teaching, and how the teacher gave formative assessment for students in English skill. Observations aimed to carry out stages of process implementation of formative assessment. During class observations, the researcher observed how students and teachers interacted in implementing formative assessment.

2. **Interview**

Interviews are a way of gathering information or data through verbal/oral interaction. Interview allow us to infiltrate the "nature" of other people's minds, precisely things related to feeling, thoughts, experiences, income and others that cannot be observed[42]. It means that the researcher used interview technique to collecting data. The researcher was used structured interview to get information from interviewees based of the theories guidelines used. The first theory that researcher used was theory by Bell & Cowie regarding the process implementation of formative

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[40] Moleong, L. . (2006). Metode Penelitian Kualitatif. Remaja Rosda Karya.
[41] Ibid. P.41
[42] Suwartono, Dasar-Dasar Penelitian, (Yogyakarta: Andi Offiset, 2014)h. 48

assessment to answer research problem number one, and used theory by Wiliam & Thompson regarding the strategies that teacher used to manage the challenges in implementing formative assessment.

3. **Documentation**

The documentation is the notes that includes on the past events. Umar states that documentation is the method to find the data about something or variable. The researcher needs some document for completely of observation and interview method in qualitative research. The documentation that researcher needed from teacher who taught at SMP Negeri 1 Rejang Lebong likes the lesson plan or syllabus that the teachers used during to guided assessing student reading skill.

D. **Instrument**

A research instrument is a key to conduct the qualitative research. To easier of collecting the data, the researcher needs guidelines for example a blueprint observation sheet and interview sheet that will be presented as follows:

1. **Observation Sheet**

The observation sheet aimed to make easier in compile the data that is related with the process implementing of formative assessment in teaching and learning English. Below, there are two observation sheets. The first observation sheet is referred from theory of Bell and Cowie (see chapter 2) regarding with the process implementing formative assessment in teaching learning English, to find out the data how is the teacher

implementing formative assessment in teaching learning English at SMPN

01 Rejang Lebong based on the implementation of *Merdeka* Curriuculum.

For the second observation sheet is referred from theory of William &

Thompson (see Chapter 2) regarding with the key strategies of formative

assessment to find out the strategies to manage the challenges in

implementing formative assessment in teaching and learning English based

on Merdeka Curriculum implementation.

Table 3.1

Observation Blueprint of Process Implementing Formative

Assessment

No	Theory process formative assessment (Bell & Cowie, 2002)	Indicators	Sub-Indicators	Yes	No	Explanation
1	Eliciting information	It is the stage to teachers gather information on the outcomes of student learning, as well as to gather the transient and ephemeral information	1. Teacher gathers a large amount of diverse information on the student learning during informal interactions with them by observing, listening to and questioning students during			

		which is produced during the process of learning	whole class, small group and individual discussions and practical work. 2. Teacher gathers information by looking at written work.			
2	Interpretation of information	It is the stage to teachers quickly process the assessment data that has been obtained	1. Teacher spontaneously 'processes assessment data in the brain' and then does interpretation in that time. 2. Teacher establishes scoring guidelines for each assessment conducted. 3. the teacher makes a number of conclusions on how well the learners have			

			achieved progress.			
3	Acting the information	It is the stage to teachers taking of action based on the results of the interpretation of assessment information	1. The teacher provides feedback which includes notification about the level of mastery of the learners, which materials have been mastered, which have not, and how to follow up the learning. 2. The teacher performs the action (intervention) directly (spontaneously) or it can be postponed.			

Table 3.2

Observation Blueprint of Strategies to Manage Challenges in

Formative Assessment

No	Theory	Indicators	Sub-Indicators	Yes	No	Explanation
	According to Wiliam & Thompson formative assessment can be conceptualized as consisting of five key strategies to manage the challenge in formative assessment	a. Clarifying and sharing learning intentions and criteria for success.	1. Teacher posts the state standard or learning objective in a prominent place at the start of the lesson. 2. Teacher circulates work samples that a previous class completed, in view of prompting a discussion about quality			
		b. Engineering effective classroom discussions, questions, and learning tasks.	1. Teacher spends a considerable proportion of their instructional time in whole-class discussion or question-and-answer sessions. 2. Teacher has become aware of the need to carefully plan the questions that they use in class. 3. Teacher spends more time			

			planning instruction than grading student work, a practice that emphasizes the shift from quality control to quality assurance. 4. Teacher checks on students' understanding while the students are still in the class.			
		c. Providing feedback that moves learners forward.	1. Teacher provides productive feedback that causes thinking for students to do improvement.			
		d. Activating students as instructional resources for one another	1. Teacher plans effective instruction by using peer and self-assessment techniques that focus on improvement, not on grading.			
		e. Activating students as the owners of their own learning	1. Teacher asks students to take ownership of their learning by assessing their own work, using agreed-on criteria for success. 2. Teachers provides students with a rubric			

			written in student-friendly language, or the class can develop the rubric with the teacher's guidance.			

2. **Interview Guidance**

Below, there are one kind of interview blueprint. The interview sheet is referred from theory of Wiliam & Thompson (See Chapter 2) regarding with the key strategies of formative assessment to find out the strategies to manage the challenges in implementing formative assessment in teaching and learning English based on Merdeka Curriculum implementation

Table 3.5

Interview Blueprint of the Strategies to Manage Challenges in Formative Assessment

No	Theory	Indicators	Sub-Indicators	Questions
1	According to Wiliam & Thompson (2008) formative assessment can be conceptualized as consisting	a. Clarifying and sharing learning intentions and criteria for success.	1. Teacher posts the state standard or learning objective in a prominent place at the start of the lesson. 2. Teacher circulates work samples that a previous class	1. What are the challenges in implementing formative assessment? 2. What are your strategies to manage the challenge in implementing formative assessment? **3.** How do you clarify and share learning intentions and

	of five key strategies to manage the challenge in formative assessment.		completed, in view of prompting a discussion about quality	criteria for success to manage the challenge in formative assessment?
		b. Engineering effective classroom discussions, questions, and learning tasks.	1. Teacher spends a considerable proportion of their instructional time in whole-class discussion or question-and-answer sessions. 2. Teacher has become aware of the need to carefully plan the questions that they use in class. 3. Teacher spends more time planning instruction than grading student work, a practice that emphasizes the shift from quality control to quality assurance. 4. Teacher checks on	1. How do you Engineer effective classroom discussions, questions, and learning task to manage the challenge in formative assessment?

			students' understanding while the students are still in the class.	
		c. Providing feedback that moves learners forward.	1. Teacher provides productive feedback that causes thinking for students to do improvement.	1. How do you provide feedback that moves learners forward to manage the challenge in formative assessment?
		d. Activating students as instructional resources for one another.	1. Teacher plans effective instruction by using peer and self-assessment techniques that focus on improvement, not on grading.	1. How do you activate students as instructional resources for one another to manage the challenge in formative assessment?
		e. Activating students as the owners of their own learning.	1. Teacher asks students to take ownership of their learning by assessing their own work, using agreed-on criteria for success. 2. Teachers provides	1. How do you activate students as the owners of their own learning to manage the challenge in formative assessment?

			students with a rubric written in student-friendly language, or the class can develop the rubric with the teacher's guidance.	

E. Data Analysis Technique

In this research, researcher used Miles and Huberman's data analysis procedures, which are divided into the steps[43]:

1. Data Reduction

    Data reduction is the process of integrating and uninform zing all of the data into a script that can be analyzed. After conducting a semi-structured interview with the teacher, direct observation, and documentation, the researcher chose which of the outcomes were the data that would be used to support the research.

2. Data display

    Stages of data display contain about half of the data in writing and have a clear theme line into a matrix of category-specific as incorporated themes and categorized, and will split these themes into more concretions and simplified from called a subtheme, ending by contaminating code of

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[43] Miles, M. B., Huberman, A. M., & Saldana, J. (1994). Qualitative Data Analysis: A Methods Sourcebook (Third). SAGE Publications.

the subtheme in accordance with verbatim of the interview before has been done. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. The qualitative interview is typically more probing and open ended and less structured than the interview used in quantitative research but varies considerably in the way it is conducted[44].

3. Conclusion and verification

Drawing conclusion and verification data is the last phase in the research data analysis process. The preliminary findings researched are just tempory, and they will be revised it substantial evidence is not found to support the next step of data collecting. When the researcher return to the field to synthesize the data, the findings researched in the early phases are backed by reliable consistent evidence, and the conclusion reached are innovative.

F. Trustworthiness of the Data

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

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[44] Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to Research in Education (8th ed.). Wadsworth Cengage Learning

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher discusses the findings from the interviews and observations in this chapter. The purpose of this study was to investigate "Teacher's Formative Assessment in Teaching English at Junior High School Based on *Merdeka* Curriculum Implementation". The researcher utilized an observation checklist for observations and interview guidelines for interview questions for gathering the data. The study findings and discussion are included in this chapter.

A. **Findings**

The researcher delivered the findings and analysis from the observation and interview to take the data about How the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum and What teacher strategies to manage challenges in implementing formative assessment at of 7th grader SMPN 1 Rejang Lebong based on *Merdeka* Curriculum.

1. **How the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum**

To investigate How the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum, the researcher used observation checklist as the instrument to gain the data. The observation was conducted 3 times; 28th July – 27th August, 2023 at SMPN 01 Rejang Lebong. The researcher conducted the

observation during teaching process in the class focusing in the evaluation gives by teacher. There are 3 items were investigated during the observation in the field. The result can be seen in the table below:

a) **Teacher A**

Tabel below was the result of how Teacher A conduct formative assessment in teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on Merdeka Curriclum.

Table 4.1

The observation Result of How the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum

No	The Process Teacher I	Indicator	Observation 1		Observation 2		Observation 3	
			Y	N	Y	N	Y	N
1	Eliciting information	1. Teacher collected information about learning process by observation and asking students	√		√		√	

		' during class discussion, group work and individual work						
		2. Teacher collected information by observe paper work or academic journal	√		√		√	
2	Interpretation of information	1. The teacher precedes the assessment score spontaneously and	√		√		√	

		directly giving interpretation.						
		2. The teacher establishes assessment guidelines for every conducted assessment	√		√		√	
		3. The teacher draws several conclusions about how well the progress made	√		√		√	

		by the students has been achieved							
3	Acting the information	1. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the	√		√		√	

		follow-up learning will proceed					
		2. The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed	√		√		√

Note: Y: Yes

       N: No

From the table above, it can be seen that the process of teacher implemented the formative test in curriculum *Merdeka* actually in line with the theory provided by the researcher. It was also adopted several items from observation checklist. The result showed that the process of formative test implementation consistence from meeting 1 to meeting 3 during the

learning process. The researcher explained the data per-meeting from the observation checklist. The explanation can be seen as follows;

1. **Observation 1**

In this this observation, the researcher found there are some steps how the teacher conducted formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum. As follows:

a. Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work.

In this process, the teacher conducted observation during the learning process to gain information about students' comprehending in English subject by asking students' directly during class discussion, group work, and individual work. The purpose was to see students' understanding about the material during English learning process.

b. Teacher collected information by observe paper work or academic journal

The second process conducted by the teacher was collected information from students' work or exercise. The teacher saw students' work to confirm students' comprehending toward what they have learnt in English class.

c. The teacher precedes the assessment score spontaneously and directly giving interpretation

The next process was teacher give score directly to students after they finished the project given during learning process. The teacher also gave interpretation toward students' score to decide whether the students understand or reach the material fully or not.

d. The teacher establishes assessment guidelines for every conducted assessment

The teacher constructed guidelines for assessment used in English class. The interpretation was based on the scoring rubric or others scoring technique to confirm students' work. The interpretation was qualified and appropriate with the indicator of English learning process.

e. The teacher draws several conclusions about how well the progress made by the students has been achieved

After analyzing students' work from asking students' directly, spontaneously during class session, and constructing guideline to be used in assessment, teacher took the conclusion how well students progress during the learning process in English class based on *Merdeka* Curriculum.

f. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the follow-up learning will proceed.

The next process was giving feedback through students' level of mastery in English learning process during class session. The teacher also determined the material that need to be repeated and the material

that have been passed by the students. The confirmation also gave a big contribution to English learning process in the next chapter material.

g. The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed

Teacher skipped the last process based on the theory. The teacher did not conduct actions directly or postponed students' confirmation.

2. **Observation 2**

The result of observation two actually had the same confirmation with the observation one. There are several process used by the teacher in conducting formative test in *Merdeka* Curriculum during English learning process:

a. Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work.

In this process, the teacher conducted observation during the learning process to gain information about students' comprehending in English subject by asking students' directly during class discussion, group work, and individual work. The purpose was to see students' understanding about the material during English learning process.

b. Teacher collected information by observe paper work or academic journal

The second process conducted by the teacher was collected information from students' work or exercise. The teacher saw students' work to

confirm students' comprehending toward what they have learnt in English class.

c. The teacher precedes the assessment score spontaneously and directly giving interpretation

The next process was teacher give score directly to students after they finished the project given during learning process. The teacher also gave interpretation toward students' score to decide whether the students understand or reach the material fully or not.

d. The teacher establishes assessment guidelines for every conducted assessment

The teacher constructed guidelines for assessment used in English class. The interpretation was based on the scoring rubric or others scoring technique to confirm students' work. The interpretation was qualified and appropriate with the indicator of English learning process.

e. The teacher draws several conclusions about how well the progress made by the students has been achieved

After analyzing students' work from asking students' directly, spontaneously during class session, and constructing guideline to be used in assessment, teacher took the conclusion how well students progress during the learning process in English class based on *Merdeka* Curriculum.

f.   The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the follow-up learning will proceed.

The next process was giving feedback through students' level of mastery in English learning process during class session. The teacher also determined the material that need to be repeated and the material that have been passed by the students. The confirmation also gave a big contribution to English learning process in the next chapter material.

g.   The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed

Teacher skipped the last process based on the theory. The teacher did not conduct actions directly or postponed students' confirmation.

3.   Observation 3

The result of observation three was still consistence. The researcher can conclude that the data was consistence. There are several indicators used in meeting 3, the indicators were still consistence but still here, the researcher did not conducted direct feedback and postponed assessment.

a.   Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work.

In this process, the teacher conducted observation during the learning process to gain information about students' comprehending in English subject by asking students' directly during class discussion, group

work, and individual work. The purpose was to see students'
understanding about the material during English learning process.

b. Teacher collected information by observe paper work or academic
journal

The second process conducted by the teacher was collected information
from students' work or exercise. The teacher saw students' work to
confirm students' comprehending toward what they have learnt in
English class.

c. The teacher precedes the assessment score spontaneously and directly
giving interpretation

The next process was teacher give score directly to students after they
finished the project given during learning process. The teacher also
gave interpretation toward students' score to decide whether the
students understand or reach the material fully or not.

d. The teacher establishes assessment guidelines for every conducted
assessment

The teacher constructed guidelines for assessment used in English class.
The interpretation was based on the scoring rubric or others scoring
technique to confirm students' work. The interpretation was qualified
and appropriate with the indicator of English learning process.

e. The teacher draws several conclusions about how well the progress
made by the students has been achieved

After analyzing students' work from asking students' directly, spontaneously during class session, and constructing guideline to be used in assessment, teacher took the conclusion how well students progress during the learning process in English class based on *Merdeka* Curriculum.

f. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the follow-up learning will proceed.

The next process was giving feedback through students' level of mastery in English learning process during class session. The teacher also determined the material that need to be repeated and the material that have been passed by the students. The confirmation also gave a big contribution to English learning process in the next chapter material.

g. The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed.

Teacher skipped the last process based on the theory. The teacher did not conduct actions directly or postponed students' confirmation.

b) **Teacher B**

Tabel below was the result of how **Teacher B** conducted formative assessment in teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on Merdeka Curriclum.

Table 4.1

The observation Result of How the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum

No	The Process Teacher I	Indicator	Observation 1		Observation2		Observation 3	
			Y	N	Y	N	Y	N
1	Eliciting information	1. Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work	√		√		√	
		2. Teacher collected information by observe paper work or academic journal	√		√		√	
2	Interpretation of information	4. The teacher precedes the assessment score spontaneously and directly giving interpretation.	√		√		√	
		5. The teacher establishes assessment guidelines for every conducted assessment	√		√		√	

No	Aspect	Indicator	Y	N	Y	N	Y	N
		6. The teacher draws several conclusions about how well the progress made by the students has been achieved	√		√		√	
3	Acting the information	3. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the follow-up learning will proceed	√		√		√	
		4. The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed		√ √		√		√

Note: Y: Yes

       N: No

From the table above, it can be seen that the process of teacher implemented the formative test in curriculum *Merdeka* actually in line with the theory provided by the researcher. It was also adopted several items from observation checklist. The result showed that the process of formative

test implementation consistence from meeting 1 to meeting 3 during the learning process. The researcher explained the data per-meeting from the observation checklist. The explanation can be seen as follows;

1. **Observation 1**

    In this this observation, the researcher found there are some steps how the teacher conducted formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum. As follows:

    a. Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work.

    In this process, the teacher conducted observation during the learning process to gain information about students' comprehending in English subject by asking students' directly during class discussion, group work, and individual work. The purpose was to see students' understanding about the material during English learning process.

    b. Teacher collected information by observe paper work or academic journal

    The second process conducted by the teacher was collected information from students' work or exercise. The teacher saw students' work to confirm students' comprehending toward what they have learnt in English class.

c. The teacher precedes the assessment score spontaneously and directly giving interpretation

The next process was teacher give score directly to students after they finished the project given during learning process. The teacher also gave interpretation toward students' score to decide whether the students understand or reach the material fully or not.

d. The teacher establishes assessment guidelines for every conducted assessment

The teacher constructed guidelines for assessment used in English class. The interpretation was based on the scoring rubric or others scoring technique to confirm students' work. The interpretation was qualified and appropriate with the indicator of English learning process.

e. The teacher draws several conclusions about how well the progress made by the students has been achieved

After analyzing students' work from asking students' directly, spontaneously during class session, and constructing guideline to be used in assessment, teacher took the conclusion how well students progress during the learning process in English class based on *Merdeka* Curriculum.

f. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered

and which ones haven't, as well as how the follow-up learning will proceed.

The next process was giving feedback through students' level of mastery in English learning process during class session. The teacher also determined the material that need to be repeated and the material that have been passed by the students. The confirmation also gave a big contribution to English learning process in the next chapter material.

g. The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed

Teacher skipped the last process based on the theory. The teacher did not conduct actions directly or postponed students' confirmation.

2. Observation 2

The result of observation two actually had the same confirmation with the observation one. There are several process used by the teacher in conducting formative test in *Merdeka* Curriculum during English learning process:

a. Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work.

In this process, the teacher conducted observation during the learning process to gain information about students' comprehending

in English subject by asking students' directly during class discussion, group work, and individual work. The purpose was to see students' understanding about the material during English learning process.

b. Teacher collected information by observe paper work or academic journal

The second process conducted by the teacher was collected information from students' work or exercise. The teacher saw students' work to confirm students' comprehending toward what they have learnt in English class.

c. The teacher precedes the assessment score spontaneously and directly giving interpretation

The next process was teacher give score directly to students after they finished the project given during learning process. The teacher also gave interpretation toward students' score to decide whether the students understand or reach the material fully or not.

d. The teacher establishes assessment guidelines for every conducted assessment

The teacher constructed guidelines for assessment used in English class. The interpretation was based on the scoring rubric or others scoring technique to confirm students' work. The interpretation was qualified and appropriate with the indicator of English learning process.

e. The teacher draws several conclusions about how well the progress made by the students has been achieved

After analyzing students' work from asking students' directly, spontaneously during class session, and constructing guideline to be used in assessment, teacher took the conclusion how well students

progress during the learning process in English class based on *Merdeka* Curriculum.

f. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the follow-up learning will proceed.

The next process was giving feedback through students' level of mastery in English learning process during class session. The teacher also determined the material that need to be repeated and the material that have been passed by the students. The confirmation also gave a big contribution to English learning process in the next chapter material.

g. The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed

Teacher skipped the last process based on the theory. The teacher did not conduct actions directly or postponed students' confirmation.

3. Observation 3

The result of observation three was still consistence. The researcher can conclude that the data was consistence. There are several indicators used in meeting 3, the indicators were still consistence but still here, the researcher did not conducted direct feedback and postponed assessment.

a. Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work.

In this process, the teacher conducted observation during the learning process to gain information about students' comprehending in English subject by asking students' directly during class discussion, group work, and individual work. The purpose was to

see students' understanding about the material during English learning process.

b. Teacher collected information by observe paper work or academic journal

The second process conducted by the teacher was collected information from students' work or exercise. The teacher saw students' work to confirm students' comprehending toward what they have learnt in English class.

c. The teacher precedes the assessment score spontaneously and directly giving interpretation

The next process was teacher give score directly to students after they finished the project given during learning process. The teacher also gave interpretation toward students' score to decide whether the students understand or reach the material fully or not.

d. The teacher establishes assessment guidelines for every conducted assessment

The teacher constructed guidelines for assessment used in English class. The interpretation was based on the scoring rubric or others scoring technique to confirm students' work. The interpretation was qualified and appropriate with the indicator of English learning process.

e. The teacher draws several conclusions about how well the progress made by the students has been achieved

After analyzing students' work from asking students' directly, spontaneously during class session, and constructing guideline to be used in assessment, teacher took the conclusion how well students progress during the learning process in English class based on *Merdeka* Curriculum.

f. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered

and which ones haven't, as well as how the follow-up learning will proceed.

The next process was giving feedback through students' level of mastery in English learning process during class session. The teacher also determined the material that need to be repeated and the material that have been passed by the students. The confirmation also gave a big contribution to English learning process in the next chapter material.

g. The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed

Teacher skipped the last process based on the theory. The teacher did not conduct actions directly or postponed students' confirmation.

3. **Teacher strategies to manage challenges in implementing formative assessment at of 7ᵗʰ grader SMPN 1 Rejang Lebong based on *Merdeka* Curriculum**

a. Teacher strategies to manage challenges in implementing formative assessment **Teacher's A Interview Result**

The researcher used the interview to confirm the second research questions about at of 7ᵗʰ grader SMPN 1 Rejang Lebong based on *Merdeka* Curriculum. The first interview was conducted to the teacher who teaches English based on *Merdeka* Curriculum. The data showed clear information about the confirmation about how the teacher manage challenge in implementing formative Assessment at 7ᵗʰ Grader SMPN 01 Rejang Lebong The interview was conducted in 25ᵗʰ July 2023. At 10.00 AM in Teachers' Room. The result of interview can be seen in the table below;

The challenges in implementing formative assessment in Merdeka Curuculum. The intervie result showed that bellow;

"The challenge that the found in implementing formative assessment was the different background knowledge from students because there are several students got English Subject when they were in Elementary school level and some more were not have English background knowledge at all. This case can trigger problem in conducting formative assessment."[45]

"The challenge that the found in implementing formative assessment was the different some students still have problem in comprehending the material when formative assessment was conducted. The best strategy to overcome the challenge is clarifying more about the criteria of success to students. The teacher also gives motivation to students to learn more about the material given."[46]

Here the The challenge that the found in implementing formative assessment was the different background knowledge from students because there are several students got English Subject when they were in Elementary school level and some more were not have English background knowledge at all. This case can trigger problem in conducting formative assessment. The teacher manages the problem by clarifying and sharing learning intentions and criteria for success. The teachers give comprehending information to students about criteria that are assessed by the teacher in formative test.

Next, The strategies to manage the challenge in implementing formative assessment. The teachers' steatment bellow;

"The teacher usually gives my students deep understanding for Basic English knowledge. I manage the material start from the easy to hard one in managing the assessment.[47]*"*

Next, the steatment above was supported by teachers as following

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[45] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023
[46] Teacher B at SMPN 1 Rejang Lebong, interview at July 26 th, 2023
[47] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023

"We teacher usually gives my students deep understanding for Basic English knowledge. The teachers explain more detail if the students still have problem in comprehending the material[48]."

Engineering effective classroom discussions, questions, and learning tasks.

This phase the teacher created certain strategy to give students' the interesting topic in their discussion to ensure that students can answer the questions in formative assessment clearly.

Teachers clarify and share learning intentions and criteria for success to manage the challenge in formative assessment. As interview result bellow;

"The teacher giving a fun question through learning process in teaching English because Merdeka Curriculum gave a clear opportunity for teacher to develop their own assessment.[49]"

Next, the steatment above was supported by teachers as following

"The teacher giving a fun question through learning process in teaching English because Merdeka Curriculum gave a clear opportunity for teacher to develop their own assessment. Teacher also gives directly to students to ensure weather the students understand or not."[50]

Teachers clarify and share learning intentions and criteria for success to manage the challenge in formative assessment. The teacher manages the problem by clarifying and sharing learning intentions and criteria for success. The teachers give comprehending information to students about criteria that are assessed by the teacher in formative test.

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[48] Teacher B at SMPN 1 Rejang Lebong, interview at July 26 th, 2023
[49] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023
[50] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023

The teachers engineer effective classroom discussion, questions and learning task to manage the challenge in formative assessment, as teachers steatment bellow;

"The strategy is giving the interesting topic in their discussion to ensure that students can answer the questions in formative assessment clearly and comprehendible.[51]"

Next, the steatment above was supported by teachers as following

"The strategy is giving the interesting topic in their discussion to ensure that students can answer the questions in formative assessment clearly and comprehendible."[52]

Engineering effective classroom discussions, questions, and learning tasks.

This phase the teacher created certain strategy to give students' the interesting topic in their discussion to ensure that students can answer the questions in formative assessment clearly.

The teachers provide feedback that moves learners forward to manage the challenge in formative assessment. As teachers steatment bellow;

"They are involved in learning from each other and evaluating each other. In English, there is a child who finds it a bit difficult or shy to speak English because it's not their native language, but if everyone speaks English, they will automatically follow suit, out of necessity. Because I always say that we are all learning together in English, so now in the 6th class that I teach, everyone wants to speak English.[53]"

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[51] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023
[52] Teacher B at SMPN 1 Rejang Lebong, interview at July 26 th, 2023
[53] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023

"Peer tutoring will be conducted, as usually those who excel first are the ones who already understand and achieve the highest grades. Afterward, they will evaluate their peers and become peer tutors.[54]*"*

For the provide feedback that moves learners forward to manage the challenge in formative assessment, Teacher in implementing formative test must provide feedback when they have challenge. "The teachers ask the students to involve in learning from each other and evaluating each other. In English, there is a child who finds it a bit difficult or shy to speak English because it's not their native language, but if everyone speaks English, they will automatically follow suit, out of necessity. Because I always say that we are all learning together in English, so now in the 6th class that I teach, everyone wants to speak English."

The teachers activate students as the owner of their own learning to manage the challenge in formative assessment. As teachers steatment belOW;

"The teacher motivates students and involves students in formative assessment in learning process[55]*."*

Next, the steatment above was supported by teachers as following

"The teacher motivates students and involves students in formative assessment in learning process[56]*."*

For the Activating students as the owners of their own learning the teacher used this strategy to trigger students to activate their own interest in learning and doing assessment. The challenge can be solve by involving students in the process of Formative assessment''

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[54] Teacher B at SMPN 1 Rejang Lebong, interview at July 26 th, 2023

[55] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023
[56] Teacher B at SMPN 1 Rejang Lebong, interview at July 26 th, 2023

the teachers activate student as instructional resources for one another tp manage the challenge in formative assessment. As teachers steatment bellow;

"After providing an explanation, I will ask the students if it is clear. If it's clear, I will then give them practice in the form of games related to the previous material[57]."

Next, the steatment above was supported by teachers as following "After providing an explanation, I will ask the students if it is clear. If it's clear, I will then give them practice in the form of games related to the previous material[58]."

For Activating students as instructional resources for one another Teacher in implementing formative test must provide feedback when they have challenge. The teachers ask the students to involve in learning from each other and evaluating each other. In English, there is a child who finds it a bit difficult or shy to speak English because it's not their native language, but if everyone speaks English, they will automatically follow suit, out of necessity. Because I always say that we are all learning together in English, so now in the 6th class that I teach, everyone wants to speak English.

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[57] Teacher A at SMPN 1 Rejang Lebong, interview at July 26 th, 2023

[58] Teacher B at SMPN 1 Rejang Lebong, interview at July 26 th, 2023

B. DISCUSSION

In this section the researcher confirmed about "Teacher's Formative Assessment in Teaching English at Junior High School Based on Merdeka Curriculum Implementation". Based on the data gained by the researcher during the observation and interview, explanation below showed the discussion about part of research questions.

1. **How does the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on _Merdeka_ curriculum**

   Based on the observation done by the researcher, it can be seen that there are some processes that teachers did during conducted of formative assessment in learning English. From both of the teacher, it can be concluded that there are some phases that the teachers implement. The processes are:

   a. Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work.

   In this process, the teacher conducted observation during the learning process to gain information about students' comprehending in English subject by asking students' directly during class discussion, group work, and individual work. The purpose was to see students' understanding about the material during English learning process.

   b. Teacher collected information by observe paper work or academic journal

The second process conducted by the teacher was collected information from students' work or exercise. The teacher saw students' work to confirm students' comprehending toward what they have learnt in English class.

c. The teacher precedes the assessment score spontaneously and directly giving interpretation

The next process was teacher give score directly to students after they finished the project given during learning process. The teacher also gave interpretation toward students' score to determine whether the students understand the material fully or not.

d. The teacher establishes assessment guidelines for every conducted assessment

The teacher constructed guidelines for assessment used in English class. The interpretation was based on the scoring rubric or others scoring technique to confirm students' work. The interpretation was qualified and appropriate with the indicator of English learning process.

e. The teacher draws several conclusions about how well the progress made by the students has been achieved

After analyzing students' work from asking students' directly, spontaneously during class session, and constructing guideline to be used in assessment, teacher took the conclusion how well students

progress during the learning process in English class based on Merdeka Curriculum.

f. The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the follow-up learning will proceed.

The next process was giving feedback through students' level of mastery in English learning process during class session. The teacher also determined the material that need to be repeated and the material that have been passed by the students. The confirmation also gave a big contribution to English learning process in the next chapter material.

Based on the theory prepared by the researcher in chapter II from Wiliam & Thompson (2008), it was clear that the teacher used all the theories proposed by Thompson. The teachers used those six processes in conducting formative assessment based on *Merdeka* Curriulum.

The researcher conclude that Formative assessment, on the other hand, intends to determine the extent to which students have been formed after following a particular program. In this case, the formative assessment in the *Merdeka* Curriculum is seen as a diagnostic test at the end of the lesson. This formative assessment is usually conducted in the middle of a teaching program, which is every time a unit of study or sub-topic ends or can be completed. Meanwhile, summative assessment is a

learning achievement test that is carried out after a set of teaching program units has been given. A summative assessment is organized after the end of a larger program. Its main objective is to determine the value that symbolizes the success of students after they have taken the learning process for a certain period of time.

In addition, learning assessment in the Merdeka Curriculum is an assessment that has five Principles. The first principle is that "Assessment is an integrated part and is inseparable with learning". Assessment is an integrated part of the learning process, learning facilitation, and providing holistic information as feedback for teachers, students, and parents/guardians in order to guide them in determining further learning strategies". The second principle is "Assessment is designed and carried out in accordance with the assessment function". However, there is flexibility in terms of technique and also the time of implementation so that it can be effective in achieving learning objectives. The third principle is that "Assessment is designed in a fair, proportional, valid, and reliable manner". Basically, assessments must be designed in a fair, proportional, valid, and reliable

Manner to explain learning progress, determine decisions about steps, and be a basis for compiling the next appropriate learning program. The fourth principle is that "Reports are simple and informative". Reports of student assessments that have been carried out should be presented in a concise manner so that students and parents can

understand them fully. Existing information can be in the form of character and competency assessments achieved, as well as future follow-up strategies. The last principle is "The results of the assessment are used as material for reflection"[59] the principle has conducted by the teacher in conducting formative assessment in teaching English at 7th grader SMPN 01 Curup.

4. **Teacher strategies to manage challenges in implementing formative assessment at of 7th grader SMPN 1 Rejang Lebong based on Merdeka Curriculum**

From the interview to teachers, it can be seen that there are some ways in which teachers to manage the challenges in implementing formative assessment at 7th Grader SMPN 1 Rejang Lebong based on *Merdeka* Curriculum. As follows:

a) Clarifying and sharing learning intentions and criteria for success

Here the challenge that the found in implementing formative assessment was the different background knowledge from students because there are several students got English Subject when they were in Elementary school level and some more were not have English background knowledge at all. This case can trigger problem in conducting formative assessment. The teacher manages the problem by

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[59] Indrawami. (2022). Persepsi guru tentang konsep merdeka belajar mendikbud nadiem makarim dalam pembelajaran tematik di SDN 140 Sleman. JPT: Jurnal Pendidikan Tematik, 3(3).https://www.researchgate.net/deref/https%3A%2F%2Fdspace.uii.ac.id%2F123456789%2F30808?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

clarifying and sharing learning intentions and criteria for success. The teachers give comprehending information to students about criteria that are assessed by the teacher in formative test. According to Maxwell Clarifying and sharing learning intentions and criteria for success in formative assessment is fundamental in effective teaching and learning. It involves clearly communicating to students what they are expected to learn and how their understanding will be assessed[60]. Learning intentions should be specific and measurable, ensuring that students understand the purpose of each lesson or unit. Additionally, sharing criteria for success, often in the form of rubrics or checklists, outlines the expectations for different levels of performance. This clarity is essential for several reasons: it empowers students by giving them a clear target to aim for, motivates them to engage in the learning process, supports self-assessment and targeted feedback, ensures alignment between instruction and assessment, fosters ownership of learning, and guides teachers in instructional planning. By incorporating these practices, teachers create an environment that promotes continuous improvement and a deeper understanding of the subject matter through formative assessment

b) Engineering effective classroom discussions, questions, and learning tasks.

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[60] Maxwell Win (2014). Strategy in formative Assessment implementation in Teaching English. Prentise Press. P.356

This phase the teacher created certain strategy to give students' the interesting topic in their discussion to ensure that students can answer the questions in formative assessment clearly. Moreover, according to Joseph Row Effective formative assessment in education relies heavily on the engineering of productive classroom discussions, skillful questioning, and purposeful learning tasks[61]. Engaging students in meaningful discussions not only fosters active participation but also serves as a window into their comprehension and thought processes. Skillfully crafted questions, ranging from open-ended inquiries to probing queries, help teachers assess understanding and uncover misconceptions. Learning tasks, when aligned with learning objectives and success criteria, challenge students to apply their knowledge in authentic contexts, while offering a variety of tasks accommodates diverse learning styles and abilities. These elements are crucial in providing immediate feedback, facilitating responsive teaching, promoting peer learning, and documenting progress over time. By incorporating these practices, educators create an environment conducive to continuous improvement, ensuring that students receive tailored support for their learning journey through formative assessment.

c) Providing feedback that moves learners forward

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[61] Joseph Row (2019). Assessing engineering of productive classroom discussions, skillful questioning, and purposeful learning task. University Press. P.125

Teacher in implementing formative test must provide feedback when they have challenge. The teachers ask the students to involve in learning from each other and evaluating each other. In English, there is a child who finds it a bit difficult or shy to speak English because it's not their native language, but if everyone speaks English, they will automatically follow suit, out of necessity. Because I always say that we are all learning together in English, so now in the 6th class that I teach, everyone wants to speak English.

The concept of providing effective feedback in formative assessment aligns well with the principles of learner-centeredness and flexibility often associated with independent or "*Merdeka*" curricula. In an independent curriculum, students are encouraged to take greater ownership of their learning journey. Effective feedback plays a pivotal role in this context as it empowers students to actively engage in their own growth and development.

In the *Merdeka* curriculum, where students are expected to be more self-directed and self-motivated, timely and specific feedback becomes essential for guiding their progress. This feedback should not only highlight strengths but also provide clear, actionable guidance for improvement. It encourages students to reflect on their work, set goals, and make informed decisions about how to enhance their understanding and skills.

Furthermore, by fostering a feedback dialogue and incorporating peer and self-assessment opportunities, the *Merdeka* curriculum can nurture a culture of collaborative learning, where students actively engage with each other's work and provide constructive feedback, thereby strengthening their overall learning experience.

In essence, the principles of effective feedback in formative assessment harmonize with the learner-centered approach of the *Merdeka* curriculum, reinforcing the idea that students should be at the center of their own educational journeys, taking responsibility for their progress and development with the guidance of well-structured, formative feedback[62].

d) Activating students as instructional resources for one another

Teacher in implementing formative test must provide feedback when they have challenge. The teachers ask the students to involve in learning from each other and evaluating each other. In English, there is a child who finds it a bit difficult or shy to speak English because it's not their native language, but if everyone speaks English, they will automatically follow suit, out of necessity. Because I always say that we are all learning together in English, so now in the 6th class that I teach, everyone wants to speak English.

In the context of the Merdeka curriculum, which champions learner-centered approaches and student empowerment, activating students as

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[62] Cristy, R. (2017). *Analisis kesiapan guru dalam mengimplementasi penilaian otentik pada kompetensi ranah sikap*. Prosiding Semnas FIS Universitas Negeri Medan, 1(1), 477–481.

instructional resources for each other holds particular significance, especially within the framework of formative assessment. This approach resonates with the core principles of independent learning and collaborative engagement that the Merdeka curriculum emphasizes[63].

By fostering a classroom environment where students serve as resources for their peers, educators create a dynamic learning space where knowledge is co-constructed. Students not only absorb information from the teacher but also share insights, clarify concepts, and offer diverse perspectives among themselves. This collaborative learning not only aligns with the Merdeka curriculum's emphasis on active student participation and ownership of their learning but also nurtures valuable skills such as effective communication, critical thinking, and peer assessment. Ultimately, it reinforces the Merdeka curriculum's goal of creating a vibrant and engaging educational experience that empowers students to become proactive, independent, and socially adept learners.

e) Activating students as the owners of their own learning

Here, the teacher used this strategy to trigger students to activate their own interest in learning and doing assessment. The challenge can be solve by involving students in the process of Formative assessment.

Moreover, in the context of the Merdeka Curriculum, which places a strong emphasis on student autonomy and ownership of their

[63] Rosidah, C. T., Pramulia, P., & Susiloningsih, W. (2021). *Analisis kesiapan guru mengimplementasikan asesmen autentik dalam Kurikulum Merdeka Belajar*. Jurnal Pendidikan Dasar UNJ, 12(1), 87–103

educational journey, activating students as the owners of their own learning is a foundational principle when conducting assessments. This approach aligns seamlessly with the curriculum's overarching goal of fostering independent, self-directed learners. By empowering students to take charge of their learning through formative assessment, educators encourage them to actively engage in the learning process[64]. Students become responsible for setting their learning objectives, monitoring their progress, and making informed decisions about their educational pathways. This not only aligns with the Merdeka Curriculum's philosophy but also equips students with crucial life skills, such as self-regulation, self-assessment, and goal-setting. As they become more self-reliant and motivated learners, they are better prepared to navigate the challenges of an increasingly complex and dynamic world, in perfect harmony with the principles of the Merdeka Curriculum.

From the result above, it can be seen that teacher use all the theories proposed by Wiliam & Thompson (2008). The teacher managed the challenge of implementing the formative test through *Merdeka* curriculum at 7th grader of SMPN 01 Rejang Lebong. The researcher

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[64] Syaifuddin, H., & Waluyanti, S. (2016). *Tingkat kesiapan guru dalam sistem penilaian autentik pada mata pelajaran produktif dengan Kurukulum Merdeka Belajar*. Jurnal Pendidikan Teknik, 2(3), 248–255

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestions is the final parts of this research after the analysis and interpretation of the data gained in the previous chapter. The conclusion provides some information to answer to the study's research question. The researcher also provides some recommendations for future researchers who might be interested in this topic.

A. Conclusion

Based on the data in the previous chapter, the researcher conclude the conclusion into two parts; the first part is how How the teacher conduct formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum, and the second component is teacher strategies to manage challenges in implementing formative assessment at of 7th grader SMPN 1 Rejang Lebong based on *Merdeka* Curriculum. The conclusions are;

1. The implementation of formative assessment in Teaching English at 7th grader of SMP Negeri 01 Rejang Lebong based on *Merdeka* curriculum consists of several processes. There are Teacher collected information about learning process by observation and asking students' during class discussion, group work and individual work, Teacher collected information by observe paper work or academic journal, The teacher precedes the assessment score spontaneously and directly giving

interpretation, The teacher establishes assessment guidelines for every conducted assessment, The teacher draws several conclusions about how well the progress made by the students has been achieved, The teacher provides feedback that includes information about the level of mastery of the students, which topics have been mastered and which ones haven't, as well as how the follow-up learning will proceed, The teacher takes actions (interventions) either directly (spontaneously) or they can be postponed.

2. Teacher strategies to manage challenges in implementing formative assessment at of 7th grader SMPN.

There are some Strategies applied by the teacher, there are Clarifying and sharing learning intentions and criteria for success, Engineering effective classroom discussions, questions, and learning tasks, Providing feedback that moves learners forward, Activating students as instructional resources for one another.

B. Suggestions

The suggestions for a brighter future are now offered. Particular suggestions are made as follows:

1. The School

The implementation of Formative Assessment in teaching English at junior high school can be vary so that school need adopt more techniques and involve technology in maintaining the learning process connected to the principal of *Merdeka* Curriculum.

2. Teacher

   The implementation of Formative Assessment in teaching English must be continuing activity that involved students in it so the tecaher must find the best way to conduct the formative assessment to enhance the qulity of learning process and students' achievement

3. The researcher

   The researcher expects that this study will be improved and inspire further research in the field.

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APENDIXCES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan 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

BERITA ACARA
SEMINAR PROPOSAL SKRIPSI TADRIS BAHASA INGGRIS
IAIN CURUP

(Diisi oleh mahasiswa setelah seminar proposal)

Mahasiswa	Dosen Pembimbing
Nama lengkap : Herlina	Dosen pembimbing 1
NIM : 19551078	Nama : Mam Jumatul hidayah, MPd
Angkatan : 2019	NIP/NIDN :
Semester : 8	Dosen pembimbing 2
	Nama : Dr. Prihantoro, SS., MPd
	NIP/NIDN :

Judul Proposal yang diseminarkan:

Teacher's Formative Assessment of English Reading Skill In Junior High School In Merdeka Curriculum

Pelaksanaan Seminar

Waktu			Tempat		Jumlah peserta	
Hari	Tanggal	Jam	Ruang	Gedung	Mahasiswa	Dosen
Rabu	21 Juni 2023	15.00 – 16.00	farm 2		1	2

Hasil Seminar

Pertanyaan dan tanggapan yang relevan mengenai isi proposal

Saran yang relevan dan penting untuk perbaikan proposal

1. jangan difokuskan pada "Reading Skill" coba dibaca lagi
2. Fahami formative assessment dalam Kurikulum Merdeka.
3. Perbaiki Bab 3

Tanggal	Tanda tangan		
	Mahasiswa	Pembimbing 1	Pembimbing 2
21 Juni 2023			

Nomor :   Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 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-141/FT.5 /PP.00.9/06/2023
		2.	Berita Acara Seminar Proposal Pada Hari Rabu, 21 Juni 2023

M E M U T U S K A N :

Menetapkan				
Pertama	:	1.	Jumatul Hidayah, M.Pd	19780224 200212 2 002
		2.	Sarwo Edy, M.Pd	200700810

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

NAMA	:	Herlina
NIM	:	19551028
JUDUL SKRIPSI	:	Teachers Formative Assessment in Teaching English Based on Merdeka Curriculum Implementation

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 berla ku ;

Ditetapkan di Curup,
Pada tanggal 31 Juli 2023
Dekan,

Hamengkubuwono

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

S U R A T   I Z I N
Nomor : 503/ ⅞3 /IP/DPMPTSP/VIII/2023

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. 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
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 919/In.34/FT/PP.00.9/08/2023 tanggal 03 Agustus 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Herlina/ LB.ALAI, 03 November 2001
NIM	:	19551028
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tadris Bahasa Inggris/ Tarbiyah
Judul Proposal Penelitian	:	Teacher Formative Assement in Teaching English Based on Merdeka Curriculum Implementation A Desscriptive Study of Englinsh Teachers at SMPN 01 Rejang Lebong
Lokasi Penelitian	:	SMPN 01 Rejang Lebong
Waktu Penelitian	:	10 Agusus 2023 s/d 03 November 2023
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) 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 : 10 Agustus 2023

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

ZULKARNAIN, SH
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Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPN 01 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : HERLINA
NIM : 1051901.5
FAKULTAS PRODI : TARBIYAH / TADRIS BAHASA INGGRIS
PEMBIMBING I : Jeffry Alderm, M.Pd
PEMBIMBING II : Safio (Dr), M.Pd
JUDUL SKRIPSI : THOMAS Togeth or Argument by Teacher
ON THE BASIS OR MEDIA OPERATION DATA
MOTIVATION

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

* Diwajibkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sekurnya dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 2 (dua) kali disebutkan dengan bobot yang di indakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di sarapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : HERLINA
NIM : 1051901.5
FAKULTAS PRODI : TARBIYAH / TADRIS BAHASA INGGRIS
PEMBIMBING I : Jeffry Alderm, M.Pd
PEMBIMBING II : Safio (Dr), M.Pd
JUDUL SKRIPSI : THOMAS Togeth or Argument by Teacher
ON THE BASIS OR MEDIA OPERATION DATA
MOTIVATION

... berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi (oleh) Cetak

Pembimbing I,

Jeffry Alderm, M.Pd
NIP.

Pembimbing II,

An. Herlina, M.Pd
NIP.

SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 1 Rejang Lebong Menerangkan bahwa:

NAMA   : HERLINA
NIM   : 19551028
FAKULTAS/Program Study   : TARBIYAH/Tadris Bahasa Inggris

Adalah benar nama tersebut di telah melaksanakann wawancara disekolah SMP Negeri 1 Rejang Lebong pada tanggal 12 Agustus 2023 dalam rangka penyusunan skripsi dengan judul: "Teachers Formative Assessment in Teaching English Based on Merdeka Curriculum Implementation".

Demikin surat keterangan ini kami buat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Curup, 11 Agustus 2023
Kepala Sekolah SMPN 1 RL

Eka Susanti, Pd