# CHAPTER II

# REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that support this study. It deals with the theories related to formative assessment. Before stepping further down in the challenges and opportunities of formative assessment under the 2013 curriculum, better for us to know definition of formative assessment system and key principles of formative assessment.

## A. Review of Related Literature

### 1. Formative Assessment

Formative assessment is diagnostic in that it provides relatively immediate feedback to aid teachers and students during the learning process. Using this feedback, teachers can alter instruction to help students learn more effectively. Indeed, research has suggested that good formative assessment is one of the most powerful instructional devices in a teacher's toolbox. Formative assessment is an extremely valuable means for improving students' learning. It helps identify areas in which students are struggling in time for teachers to take corrective action. It assists teachers in making instructional decisions.

Formative assessments tend to be embedded within the learning process. Helpful formative assessment options include some tests, homework, quizzes, research reports, oral questions with adequate time for students to answer, feedback on seatwork, thoughtful, reflective class dialogues, grading rubrics,

comments, checklists, self-evaluations, teacher conferences, in-class writing assignment, lab worksheet, and students' journal.[1] To know more about Formative Assessment, the researcher gave the detail explanation about formative assessment system, key elements of formative assessment, key principles of formative assessment, seven dimensions of formative assessment, formative assessment techniques, and challenges of formative assessment.

a. Formative Assessment System

Hattie and Timperley cited in Frey and Fisher mention that formative assessment system has tree components.[2] Those components support the stages of giving opportunities for students to improve their understanding before and after self- and peer- assessment. They are explained in detail bellow:

1) Feed-up (Where am I going?)

Frey and Fisher stated that feed-up process is described as "Where I am going?" question that students and teacher ask.[3] It should be jointly shared by teacher and students. It gives benefit to establish the purpose, increase motivation, and set a goal. By using feed-up teacher is able to decide how best to teach students, how much time it would take to conduct

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[1] Partin, *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducible for New or Experienced Teacher* ( San Francisco: Jossey-Bass, 2009) 243.
[2] Frey and Fisher, *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and learning* (Virginia: ASCD, 2011), 2.
[3] Frey and Fisher, *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and learning* (Virginia: ASCD, 2011), 2.

the lesson, and what he or she needs along the lesson. Like a journey, feed-up is part of learning process to decide where the teacher wants to go.

To motivate students to be actively involved in their learning begins with establishing the purpose of the lesson. It contains what is learned, what the learner do, and the expectation of the interaction. Student feels that they are included in the lesson as an active partner. It make easy to transfer the knowledge because transfer of learning does not automatically occur by announcing it.

Another benefit of feed-up is to motivate learners. Motivation is the important part in learning process. The motivation of learners increases when they see themselves as capable learner. Students who realize for their effort make development in their mind-set to enjoy their process in learning and decide to use their learning strategies for instance; meeting with the teacher, asking question, getting homework help, and studying for exams. Learners always find their development process as challenges that it means they are learning.

Goals are keys to put a plan into action and are closely linked to motivation. Goals are usually characterized in terms of mastery (learning) and performance (outcomes). These can be further stated as approach (positive) and avoidance (negative) goals. Learner with positive-oriented goals has desire to move toward something to be success but learner with negative approach always thinks a fear of failure.

2) Feedback (How I am doing?)

Frey and Fisher stated that there are four levels of feedback which influence the effectiveness of feedback.[4] They are:

a). Feedback about the task

At this level, the learner gets feedback about how well he or she is performing. It is always called corrective feedback because it corrects misunderstanding. Commonly used in learning process, corrective feedback is always used by teacher when used to address mistakes.

b). Feedback about the processing of the task

This level of feedback gives all attention to student in the process of completing task or assignment. Teacher can give feedback and scaffold students' use of those processes when they understand the processes students need to use. Students feel enjoy to complete the new tasks.

c). Feedback about self-regulation

This level of feedback relates to students' self-appraisal and self-management. Student must be able to evaluate their ability, knowledge, cognitive strategies, and achievement. They achieve the goal that has been explained by regulating their behavior and actions.

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[4] Frey and Fisher, *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and learning* (Virginia: ASCD, 2011), 3.

3) Feed-forward (Where I am going next?)

Feed-forward gives opportunities the teacher to make purposeful decision about which students need further instruction and in what areas. Feed-forward system includes an analysis of misconceptions and errors. Feed-forward instruction can be conducted by using questions, prompts, and cues.

Implementing feed-forward does not need consuming more time. It does not mean feed-forward takes students away from the teachers but it is a better use of time because teachers give half of their grading time to feed-forward analysis.

b. Key Elements of Formative Assessment

Loony et. al. cited in the Organization for Economic Co-operating and Development (OECD) in the study in international research of formative assessment mentions six key elements that have emerged from the case studies and related research.[5] Those elements should appear when teacher conducts formative assessment especially in self- and peer- assessment. The elements help student to enjoy their learning process. They are explained in detail bellow:

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[5] OECD, *Formative Assessment: Improving Learning in secondary classrooms*. (Paris: OECD, 2005), 47.
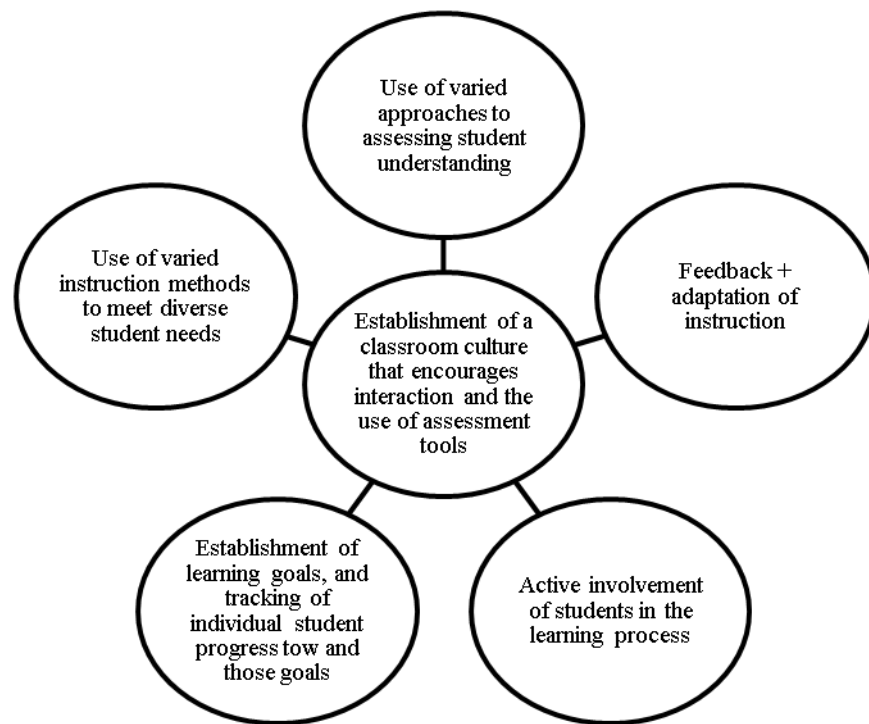
Figure 2.1 The six key elements of formative assessment

1)  Establishment of a Classroom Culture That Encourages Interaction and the

    Use of Assessment Tools

    Most experts believe formative assessment as an *ongoing* part of the

teaching and learning process[6]. Formative assessment becomes a central

element in teaching and learning. Teachers across the case study schools

have integrated formative assessment into their teaching, establishing

classroom cultures that encourage interaction and use of assessment tools.

In each of the case studies by OECD, teachers noted the importance of

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[6] OECD, *Formative Assessment: Improving Learning in secondary classrooms*. (Paris: OECD, 2005), 47.

helping students to feel safe to take risks and make mistakes in the classroom. This is simply practical: children who feel safe to take risks are more likely to reveal what they do and do not understand, an important feature of the formative process. Research also highlights the importance of focusing students' attention on mastering tasks, rather than on competition with peers, and in developing emotional competencies.

2) Use of varied approaches to assess student understanding

OECD finds teachers in the case study schools use varied approaches to assess individual student progress all time, in realistic settings, and in a variety of contexts. Students who do not perform well in certain tasks have the opportunity to show their knowledge and skills in other tasks. Such varied assessments also find information on students' ability to transfer learning to new situations. These varied assessments may include tests and other summative forms of assessment, and the information on student performance gathered in the tests is used to inform further learning. Summative results, when embedded in the wider teaching and learning environment, are more likely to be used formatively.

3) Feedback + adaptation of instruction

Feedback is the most important thing in formative assessment, but not all feedback is effective. Feedback needs to be timely and specific and includes suggestions how to improve future performance. Teachers also get benefit from the feedback process. When providing feedback, teacher

gives carefully attention to what students do and do not understand well. Teacher also can adjust teaching strategies to meet identified student needs.[7]

4) Active involvement of students in the learning process

The target of formative assessment is to guide students to the development of their own "learning to learn" skills which can strengthen their ability to develop strategies for addressing problems with which they are not familiar. In other words, they hand strong control strategies for their own learning. Teachers in the case study schools model such learning behavior, teach self-assessment skills and help students to analyze of how well different learning strategies that they did in the past.[8]

5) Establishment of learning goals, and tracking of individual student progress tow and those goals

In situations of comparison, weaker students absorb the idea that they lack ability, and thus lose motivation and confidence. Indeed, the learning process is much more transparent with the establishment of learning goals and tracking of student progress toward those goals. So that students do not need to guess what they need to do to perform well. Tracking students' progress and building their confidence is conducted by teachers.

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[7] OECD, *Formative Assessment: Improving Learning in secondary classrooms*. (Paris: OECD, 2005), 47.
[8] OECD, *Formative Assessment: Improving Learning in secondary classrooms*. (Paris: OECD, 2005), 47.

6) Use of varied instruction methods to meet diverse student needs

Teachers in the case study schools adjust their teaching methods to find the needs of a variety of students. This means that they adjust their teaching to find different emotional styles. These teachers are concerned with building students' confidence in their own skills and knowledge and in their ability to manage their own learning. Teachers can help students learn new ideas and concepts in ways that connect to students' planned understandings and ways of looking at the world[9]. Bransford et al. cited in OECD found that parents can play an important role here, too, because they share their children's life experiences to the teacher. It is well experienced with their abilities and interests and can help their children make connections between ideas.

c. Key Principles of Formative Assessment

The Assessment Reform Group cited in Ecclestone publicizes ten keys principles of formative assessment.[10] Those key principles help teachers to carefully design formative assessment that focuses on students' improvement. In addition, those key principles influence the process of build self-regulated learning. Those key principles are:

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[9] OECD, *Formative Assessment: Improving Learning in secondary classrooms*. (Paris: OECD, 2005), 49.

[10] Ecclestone et.al. *Transforming Formative Assessment in Lifelong Learning* (New York: Mc.GrawHill Open University Press, 2010) 38-39.

1) Be part of effective planning for teaching and learning so that learners and teachers should obtain and use information about progress towards learning goals; planning should processes for feedback and engaging learners.

2) Focus on how students learn; learners should become as aware of the 'how' of their learning as they are of the 'what'.

3) Be recognized as central to classroom practice, including demonstration, observation, feedback and questioning for diagnosis, reflection and dialogue.

4) Be regarded as a key professional skill for teachers, requiring proper training and support in the diverse activities and processes that comprise assessment for learning.

5) Should take account of the importance of learner motivation by emphasizing progress and achievement rather than and by protecting learners' autonomy.

6) Promote commitment to learning goals and shared understanding of the criteria by which they are being assessed.

7) Enable learners to receive constructive feedback about how to improve, through information and guidance, constructive feedback on weakness and opportunities to practice improvements.

8) Develop learners' capacity for self-assessment so that they become reflective and self-managing.

9) Recognize the full range of achievement of all learners.

10) Promote fundamental care principles.

d. Seven Dimensions of Formative Assessment

There are seven important dimensions of formative assessment that distinguish them from other kinds of assessments.[11] Dimensions in this case are about how formative assessment successfully designed. Those dimensions show that formative assessment is assessment for learning, not for grading. The dimensions are explained in detail bellow:

1) Purpose of the Assessment

Teachers must be able to identify the "gap" between the learners current understanding with respect to the desired learning goals and apply informed instructional actions to close the gap. Purpose also includes being clear about what you want from the assessments and having confidence that the assessment is valid.

2) Degree of Spontaneity

Formative assessment appears spontaneously in the middle of instructional activity. It is also planned in advance to elicit evidence through questioning, discussion, writing, or analysis of student records.

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[11] Bailey, et.al., *Formative assessment for literacy, grades K-6 : building reading and academic language skills across the curriculum* (United States of America: Corwin Press, 2008), 45.

3) Interpretive Framework

     Learning progressions give an interpretive framework that make formative assessments to locate students' current learning status on a continuum along which students are expected to progress.

4) Feedback

     Formative assessment is a process that provides feedback to the teacher about current levels of student understanding and to students about their learning and how they can improve. It also feeds back into the teaching and learning to guide what the next steps in learning should be and provides feedback.

5) Student Involvement

     Students have an explicit role in formative assessment and through peer- and self-assessment they reflect on their learning and actively take steps to move their learning forward. Effective feedback supports student self-assessment. This research is focused on peer- and self-assessment.

6) Time Interval

     The period between when the teacher collects the information and when she or he uses it for planning instruction is not too long. Action is taken in the course of learning spontaneously.

7) Locus of Control

     The teacher decides when to use formative assessment strategies, what strategies used, who assesses, and when the assessment takes place.

e.  Formative Assessment Techniques

Fisher and Frey use the term checking for understanding to explain formative assessment techniques since it is a systematical approach to formative assessment. Those techniques can be used by the teachers as the option to conduct formative assessment. Those techniques are explained in detail bellow:

1)  Using Oral Language to Check for Understanding

Oral language is used to check for understanding by some strategies, they are; **Accountable Talk** that describes the agreements students and their teachers commit to as they engage in partner conversation, **Noticing Nonverbal Cues** that students give, **Retelling** that allow students to consider information and then summarizing, Think-Pair-Share that allows students to discuss their responses with a peer before sharing with the whole class.

2)  Using Question to Check for Understanding

Well skilled questions are a great way for teachers to find what their students know, need to know, and misunderstand. Well-designed questioning techniques and instructional practice helps to develop effective questioning.

3)  Using Writing to Check for Understanding

Based on The National Assessment and Education Progress (NAEP) cited in Fisher and Frey stated that "Writing is one of important skill that

young people can acquire and develop throughout their lives." Using writing to check for understanding is to look at how the form and the content interact. The message and the way the message is communicated are interrelated because writing is thinking. the ability to narrate, to inform, or to persuade the reader becomes a step for looking at the ways how students understand.

4) Using Projects and Performance to Check for Understanding

Effective teachers include projects and performances in their classrooms to find students' understanding of the content. They must be carefully designed to maximize the potential of projects and performances to check for understanding. Projects and performances are never used by teachers but they are a critical method to check for understanding. These techniques give students an opportunity to use new learning to create original works.

5) Using Test to Check for Understanding

Lapp, Fisher, Flood, and Cabello cited in Fisher and Frey stated four reasons why tests and assessments are commonly used, they are to diagnose individual student's need, to inform instruction, to evaluate program, and to provide accountability information. The teachers do something with the result of the test to make better understanding to students.

6) Using Common Assessment and Consensus to Check for Understanding

   Fisher and Frey emphasize important issues related to improving student achievement through checking for understanding. First, teachers must understand their content standards. Second, when teachers analyze students' responses to test items, they get a greater understanding of students' thinking and can use that information in their instruction. Third, when groups of students clearly do not understand content information, teachers can interrogate. Teachers have the information they need to form intervention groups and do not have to wait until the school year is over to find out who needed additional help to achieve standards.

f. Challenges of Formative Assessment

   Based on Andrade and Cizak, formative assessment has two level challenges. They are classroom challenges and large-scale challenges. In this research the researcher focuses on classroom challenges.[12] Indeed, the Opportunities come when the challenges can be solved by the teachers. At the classroom level, seven important challenges exist. Each of these challenges is listed and briefly described below:

1) Purpose

   To identify a clear and focused purpose for the assessments is the biggest challenge to implement formative assessment in the classroom. Andrade and Cizek has indicated that the power of formative assessments

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[12] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 91.

lies in their nonevaluative nature, their focus on providing timely, specific, corrective feedback, and on actively interest the learner in valuable educational experiences.

2) Resources

Based on the activity, the implementation of a formative assessment needs additional costs for supplies, space, or other real items. Indeed, the second challenge of formative assessment at the classroom level involves the commitment of resources to support professional development, time for planning, administration and feedback. It also supports for additional materials as needed to implement an effective assessment activity.

3) Preparation

To make formative assessment to be successfully implemented in classrooms, an essential challenge must be addressed: Preservice and in-service training for educators must be developed to provide two different competencies: the concepts necessary to administer and interpret traditional summative assessments, and the skills required for developing and interpreting classroom-based formative assessments.

4) Validity

Validity means the degree that evidence supports the interpretations or inferences that are intended to be decided from assessment information. Many sources of invalidity threaten the confidence that can be placed in a

designed inference. One threat to validity seems particularly powerful in the classroom assessment context.

5) Accommodations

The goal of giving any accommodation is to make all test takers that include students with special needs, to demonstrate their true levels of knowledge, skill, and abilities. In formative assessment contexts, the requirement for standardized administration conditions is less important.

6) Compliance

Andrade and Cizek stated that rules in formative assessment must be obeyed. [13]

> "Whereas much of the existing legislation related to assessment has been enacted primarily with summative testing as a frame of reference, the relevance of law, policy, and administrative rules to emerging formative assessment should be considered. For example, should formative assessments be considered when crafting a student's Individualized Education Plan (IEP)? Should important formative assessment information be documented? Does formative assessment information constitute protected educational records? Answering these and numerous other questions that have been considered almost exclusively in a summative context represents a looming challenge for implementing formative assessments in a more systematic way."

Based on statement above, formative assessment must be conducted in the rules of each school, for instance about documentation of formative assessment.

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[13] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 91.

7) Time

The development of high-quality assessment events, the purposeful integration of formative assessment into classroom activities, and the iterative use of formative assessment results to inform the next instructional steps for teachers and refinement of learning goals for students require a considerable investment in time to plan and conduct the activity. Assuming a constant school day, a major challenge for implementing and sustaining formative assessment  be the reallocation of time and effort to support instructional planning, modified instructional practices, and individualization of instruction on the part of teachers and students.

2. **Self- and Peer- Assessment**

According to Brown, self- and peer- assessment are the best way to conduct formative assessment, but they must be carefully designed and administered to their potential.[14] Therefore, there are some challenges and opportunities to conduct formative assessment through self- and peer- assessment. Moreover, they can be involved to another assessment in the 2013 curriculum such as portfolio assessment and students performance. Partin stated that student self-

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[14] Brown, *Language Assessment: Principles and Classroom Practices* (California: Longman, 2003), 276.

assessment can be included into every evaluation process.[15] Thus, the ability of teacher to conduct formative assessment is needed.

Moss stated that Feedback that is given by teacher to students and student self- assessment are related activity.[16] In addition, Andrade stated that a central purpose of self- assessment is to provide feedback to learner that they use to improve learning and increase understanding.[17] Feedback itself can be used to improve their learning because it helps students to grade their own test and gives them positive attitude. Moss also stated self- assessment gives students opportunities to review their work and become more aware of their strengths, their progress, and gaps in learning that still need to be addressed. Thus, students have good responsibility to improve their ability.

Self- assessment is important to implement in the classroom. O'Malley stated that "apprising students of the performance standards and criteria to which they are held accountable helps students focus on precisely what is that their work must show".[18] Therefore, Students become more responsible to the way how their learning progress. In addition, Andrade stated that self- assessment involves

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[15] Partin, *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducible for New or Experienced Teacher* ( San Francisco: Jossey-Bass, 2009) 254.

[16] Moss, and Brokhart. *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD, 2009), 79.

[17] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 91.

[18] O'Malley et al., *Authentic Assessment for English Language Learners: Practical Approach to Teachers.* 38.

students in thinking about the quality of their own product.[19] In this way, students enjoy their process rather than focus on their score.

3. **The 2013 curriculum**

The development of the 2013 curriculum is a continual step from the KTSP curriculum (the 2006 curriculum) and the KBK curriculum that are in scope of attitude competence, knowledge and integrated skill[20]. One of the fundamental changes in the 2013 curriculum is the learning model. The learning model in the 2013 curriculum uses five steps learning (observing, questioning, collecting, associating, and communicating). It is different from the previous curriculum used three step learning (elaboration, exploration, and confirmation)[21]. Attitude, skill and cognitive competence is developed and balanced to improve student achievement. Those competences are better than just memorizing. It does not force students to understand the high level lesson[22].

In the 2013 curriculum, the main teacher has responsibility in guiding teacher class and subject teacher in learning and teaching process. The main teacher in this context means teacher who has gotten good post test score during

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[19] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 91.

[20] Badan Pengembangan Sumber daya Manusia Pendidikan dan Kebudayaan dan Penjamin mutu pendidikan.

[21] **Desliana Maulipaksi**, *Model Pembelajaran Kurikulum 2013 Berbasis Saintifik* (http://kemdikbud.go.id/kemdikbud/berita/2011, accessed on May 12, 2014)

[22] Kemendikbud, *Kurikulum 2013 Menyeimbangkan Kompetensi Sikap, Ketrampilan dan Pengetahuan,* (http://kemdikbud.go.id/kemdikbud/berita/1067, accessed on May 12, 2014)

the training. Before guiding, the main teacher was taken apart at additional training from the minister of education[23].

In the 2006 curriculum teacher and school have authority to arrange syllabus but it is different from the 2013 curriculum whose syllabus has been prepared by the government. The benefit of that is to decrease teachers' responsibility in managing the class and preparing the lesson. Thus the teachers have many times to prepare teaching and develop learning process. Through this way, the learning process is more effective[24]. The responsibility of the teachers to arrange syllabus that take a long time is reduced but the teachers are still able to design the lesson by using their own creativity because they just develop the indicator of the lesson.

The arrangement of the 2013 curriculum is a simplification of integrative thematic of the 2006 curriculum that has many problems.[25] They are:

a. The content of curriculum is still complicated. Many material and subject have difficulties above children development process.

b. The aim and function of national education is not fully based on competency yet.

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[23] **Ratih Anbarini**, *Implementasi Kurikulum 2013, Guru Inti Jadi Tenaga Pendamping* (http://kemdikbud.go.id/kemdikbud/berita/2019, accessed on May 12, 2014)
[24] Kemendikbud, *Kurikulum 2013 Kurangi Beban Guru*, (http://kemdikbud.go.id/kemdikbud/berita/1005, accessed on May 12, 2014)
[25] Kemendikbud, *Bahan uji public kurikulum 2013*, (http://kemendikbud.go.id, accessed on April 10, 2014)

c. The competency does not explain attitude, skill, and cognitive domain holistically.

d. The competency is not shown the holistic of attitude domain, skill and knowledge. Some competencies that are needed by student as character education, active learning method, the balance of soft skill and hard skill and entrepreneur are not in curriculum yet.

e. It does not hire the social changing that happens in local, national and international level.

f. Learning process standard does not explain the complete order so that it makes many interpretations that produce teacher center learning.

g. Assessment standard is not based on competency (process and result) and does not provide remedial occasionally. This is the focus part of this research.

h. The 2006 curriculum needs curriculum document to prevent misinterpret.

a. Assessment in the 2013 curriculum

In the 2006 curriculum, the assessment is just for cognitive only and test becomes the dominant assessment, but in the 2013 curriculum the assessment emphasizes on cognitive, affective and psychomotor proportionally. In this case, test and portfolio assessment fits out each other[26].

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[26] Kemendikbud, *Bahan uji public kurikulum 2013*, (http://kemendikbud.go.id, accessed on April 10, 2014)

One of the changing element in the 2013 curriculum is the assessment standard. The descriptions of the changing elements are explained bellow[27]:

1) Competency-based assessment that assess competency that is the goal of the lesson.

2) The movement of test assessment (just measuring cognitive only) to authentic assessment (measuring attitude, skill and cognitive based on process and result).

3) To strengthen PAP (*Penilaian Acuan Patokan*) means that the learning achievement based on the score position that is gotten to maximum score.

4) Assessment is not only at basic competency level but also at main competency and passing standard.

5) Support the using of portfolio that is made by student as the main instrument.

b. Way of Assessment

Based on teacher book of English subject that is written by Asep et al. with the tittle "When English Rings the Bell" there are many ways how to assess in teaching English[28].

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[27] Kemendikbud, *Bahan uji public kurikulum 2013*, (http://kemendikbud.go.id, accessed on April 10, 2014)

[28] Asep Gunawan et. al. *When English Rings the Bell*. (Jakarta: Kemendikbud, 2013), 10.

1) Students' Performance

The aim of this way of assessment is to use English productively for instance, pasting painting, presentation, reading and another activity authentically. The student shows their high level thinking process and autonomously. Assessment is not only based on the product but also on process. Deep learning is the main purpose. It can be integrated with observation, self-assessment and peer assessment.

2) Observation.

The aim of this way of assessment is to know the students' activity (speaking, listening, reading and writing) spontaneously. The students are aware that they were asked to do the best but they do not realize that they are assessed. It involves verbal and nonverbal activity and in class and out class activity. The result of the assessment is for giving feedback. Feedback is given direct and indirect way. The amount of students that be observed has decided before.

3) Portfolio

The aim of using portfolio is to assess students' diligence, desire, achievement, and successfulness in doing many activities. The things that support learning process are school report card, timeline, project outline, journal, daily book, and so on. The parts of portfolio are test results, score, practicing, record of self-assessment and peer assessment that are in the form of comments, checklist and assessment.

Portfolio is worth applying in schools today because it provides authentic assessment that gives accurate picture of students' specific achievement and procedures. It is used to support traditional assessment procedure[29]. Students are able to evaluate their learning progress in their own portfolio.

4) Self and Peer Assessment

The process and result is the main in self and peer assessment. Metacognitive assessment in this way of assessment is to increase learning achievement. Students are asked to make diary, journal that has particular format (commence, checklist, and assessment). Students are given workshop before doing it.

5) Middle and Final Test

Achievement test as middle and final test are categorized as summative assessment that is administered in the end of a unit or term of study[30]. The score of those tests is graded and appeared in student's record book.

## B. Previous Studies

The research by Ying from Shenzen City Xin'an Middle School, China, with the tittle "A Case Study of Formative Assessment in Chinese High School," shows that formative assessment method using portfolio can give students

[29] Partin, *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducible for New or Experienced Teacher* ( San Francisco: Jossey-Bass, 2009), 272.
[30] Brown. *Language Assessment: Principles and Classroom Practices*. California: Longman, 2003.

successful assessment in their daily study. It can increase their interest and confidence in learning English. Portfolio gives benefit not only for good students but also poor student. This research has proved that formative assessment is warmly welcomed by students. They enjoy going to school more and have made good progress on their daily learning[31].

The research by Collet and Hrasky from University of Tasmania with the tittle "Optional Formative Assessment and Class Attendance: Their Impact on Students' Performance", the result shows that formative assessment which is delivered exclusively on-line can improve students' performance on summative assessment task. That learning tool can support the effectiveness of course objective on-line formative assessment play an important role in providing access to tertiary education for student who cannot attend to university for example because of the geographical remote. But it is suggested that students participate in both the class and on-line activity[32].

The research by Wei from Hechi University with the tittle "Formative Assessment: Opportunities and Challenge" shows some findings. Formative assessment helps the learner easy to understand the importance and the rule of self-assessment in their evaluation in learning progress and to know better their strength and weakness. Formative assessment strengthens students' motivation

[31] Tang. "A Case Study of Formative Assessment in Chinese High School". *Indonesian Journal of Applied Lingusitics*. Vol. 2 No. 2, January 2013, 224-234
[32] Collet et al. "Optional Formative Assessment and Class Attendance: Their Impact on Students' Performance". *Global Perspectives on Accounting Education*. Vol 4, 2007, 41- 59

and effort moreover for low-achieving learners' self-esteem. It also makes students more pay attention to the learning process and trains student independent learning. If formative assessment is used appropriately and frequently it can improve student English achievement[33].

The research by Lai-wah from Hongkong institute of education with the tittle "Formative Assessment in General Studies Classroom" finds that most student teachers admitted that they keep the effectiveness of students learning when implementing formative assessment. They find hard to implement formative assessment, but it is easier if the principle and teachers educate students about their role in learning process. So that students not only receive the lesson but also have role in their own learning. Thus the successfulness of the implementation of formative assessment depends on the principle, teachers and students. Teachers should conduct action research together. Then they can share about their own experience with other subject teacher to make improvement[34].

The research by Dunn and Mulvenon from University of Alaska with the tittle "A Critical Review of Research on Formative Assessment: The Limited Scientific Evidence of The Impact Formative Assessment in Education" finds that to make productive assessment to help successful student achievement certain condition need to be convinced. The first must be all the need assessment must be shared to all educational stake holders to build good communication

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[33] Wei. *Formative Assessment: Opportunities and Challenge*. Journal of Language Teaching and Research. Vol. 1 No. 6, November 2010, 838-841

[34] Wong Yu Lai-wah. Formative assessment in general studies classroom

among teachers, researchers, policy makers, parents and students. Secondly particular set of ideas for best practice in formative assessment must be introduced to all those involved in order to get maximum benefit[35].

The research by Jones from University of London with the tittle "Developing Effective Formative Assessment Practices in the Primary Modern Foreign Language (MFL) Classroom" shows results from assessing primary modern foreign language (MFL). It is needed that teachers identify and create assessment opportunities in the learning progress. In this case, formative assessment is a good tool to develop low achievement of passive students and develop learning and thinking skill. The students can also exchange thoughts, share ideas and challenge each other. In this way, teacher has opportunities to make observation. MFL has a particular role to play in language awareness training that enable students to be self-monitoring. In MFL, portfolio is very useful in the learning process to record students' progress[36].

Hwang and Changin in their research "A Formative Assessment-Based Mobile Learning Approach to Improving the Learning Attitudes and Achievements of Students" developed formative assessment by using mobile learning environment. Student spent the whole time on browsing and reading the material. The result of this innovation in formative assessment is successful to

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[35] Dunn and Mulvenon. *A critical review of research on formative assessment: the limited scientific evidence of the impact formative assessment in education*. Practical Assessment, Research & Evaluation. Vol. 14 No. 7, March 2009, 1- 10

[36] Jane. *Developing effective formative assessment practices in the primary modern foreign language (MFL) classroom*. Encuentro Journal of Research and Innovation in the Language Classsroom. 15, 2005, 39- 47

help students to improve their learning achievements but this technique of formative assessment brings vague feedback rather than direct feedback[37].

The research by Carless from University of Hong Kong with the tittle "Conceptualizing Pre-emptive Formative Assessment" has conceptualized pre-emptive formative assessment. It is teacher action which tries to clarify student understandings before misconceptions appear to make ineffective learning or performance and to give bad effect in marks. It motivates students and increases students' understanding before a piece of work is submitted or an examination is taken. Pre-emptive formative assessment has the potential to improve performance of all level students in their previews knowledge[38].

The research by Nedzinskaitė et al. from Kaunas University of Technology, Lithuania with the tittle "Achievements in Language Learning through Students' Self-assessment" finds that the method of students' self-assessment in the foreign language learning is rewarding, meaningful and affective when perceived individually. It promotes students' autonomy and independent learning skills, makes students more active in judging their own progress and encourages them to see the value of what they have learned.[39] Through self- assessment, students are able to encourage themselves to promote their learning. This research focused

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[37] Hwang and Chang. *a formative assessment-based mobile learning approach to improving the learning attitudes and achievements of students.* ELSEVIER Computers and Education. Vol. 56, 2011, 1023- 1031

[38] Carless. *Conceptualizing pre-emptive formative assessment*. Routledge Assessment in Education. Vol. 14 No. 2, July 2007, 171-184

[39] Nedzinskaitė et.al. *Achievements in Language Learning through Students' Self-assessment.* Studies about Languages. Vol. 8 No. 8, 2006, 86

on the way students evaluate their achievements themselves, but it is different with this research that focus on teachers challenge, opportunities and responses to such challenges and opportunities.

The research by Kayler and Weller from George Mason University with the tittle "Pedagogy, Self- Assessment, and Online Discussion Groups" finds that self-assessment allows students to identify areas of difficulty and problem-solve in order to become more fully engaged and make important contributions to their discussion group. This aspect of self- assessment encourages students to have ownership, voice, and direction of their own learning.[40] Students are able to know their weaknesses and make improvement to solve the problem. In this research, self- assessment is conducted by online discussion. It is different with this research that self- assessment is conducted in the class.

Finally, the researcher briefly concludes that all the previous studies have similarity and difference areas of study. Those previous studies above could be one of the foundations to continue conducting this research. In this research the researcher focuses on deep analysis about the implementation of formative assessment under the 2013 curriculum, challenges and opportunities and how teachers respond to such challenges and opportunities. The researcher chooses the first grade of junior high school teacher because the 2013 curriculum has been just implemented in that grade. Indeed, aspects that make this research

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[40] Kayler and Weller. *Pedagogy, Self- Assessment, and Online Discussion Groups*. Educational Technology & Society. Vol. 10 No. 1. 2007. 136-147

different from the research above are; this research investigates the implementation of formative assessment under the 2013 curriculum, this research focuses on seventh grade of junior high school teachers.