CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. They are; the challenges and opportunities of formative assessment through self- and peer-assessment under the 2013 curriculum and teachers' response to such challenges and opportunities.

A. Research Findings

1. The First Meeting

In the first meeting of observation, both of the teachers delivered the same material, but they had different way to deliver their lesson. In these findings, the researcher presented the data from two classes in one discussion in each meeting. It made easy to find, to identify, and to understand the data that were found during observation. In addition, the writer presented the data from teachers and students interview.

a. Challenges of Formative Assessment in Self- and Peer Assessment and Teachers' Response to such Challenges

This is the result of observation, teachers' interview and students' interview. Both of the teachers explain about the last chapter of the book of the 2013 curriculum, Chapter 8 "Attention please?" In the first meeting of observation in B and D class, both of teachers explained the lesson page

171, 172, and 173. The schedule of A class which is taught by teacher A was on Tuesday at the fifth and sixth school hour in the morning shift class, while C class which was taught by B teacher was on Tuesday at the first and second school hour in the day shift class.

At the beginning of the lesson, teacher gave explanation about the purpose of the lesson of that day. The purpose of that day lesson was about instruction, short notice and warning. All students listened and paid attention carefully to the teacher. Teacher A and B gave chance to researcher to sit behind the students to conduct classroom observation. Before beginning the lesson, the researcher introduced himself and explained about what the purpose of his coming to the class. To support the data of observation, the researcher used field note to give additional data.

The first time teacher checked students' understanding about the lesson by asking some questions related to the material on that day. Students raise their hand and together answer the question, but there was confusing in student's mind about what they would do. The students of the class that is taught by teacher A clearly understand about the purpose of the lesson. On the contrary, the students of the class which is taught by teacher B is confused with the purpose of the lesson. Teacher B did not explain the clear purpose of the lesson. To solve that problem, teacher B repeated explaining the purpose of the lesson. Finally, in the second time, students understood and had picture what they would do then.

In the first stage of the lesson, teacher gave example about instructions, short notices and warning or cautions that are found everyday by the students. The function or the aim of those lessons was clearly understood by the students after teacher mentioned each example. Considering that students understood enough about instructions, short notices and warning or cautions, teacher asked students to do the task in page 165 of the book of the 2013 curriculum. Teacher firstly explained about the purpose of the assessment in page 173. Self- assessment was conducted in this exercise. The success criteria done by the teacher herself was shared to students before doing the activity. After finishing the task, the teacher would ask some students to present their work in front of the class.

Teacher came to each student who could not describe the picture and did not understand the instruction. Teacher did not schedule individual sessions to discuss students' progress if students did not ask for help to solve their problem. Indeed, students felt embarrassed to ask question. They think that teacher would give them bad score because of their misunderstanding. They preferred to ask question to their friends next to or behind them. Both of the teachers did not stay to sit in their own chair when waited for their students to complete the task. They walked around the class to do observation about their students' progress. Teacher A said that by walking around the class, she would know which student that did not understand and needed help. In addition, teacher B said that it would be

useful to control the students who did behavior problems such as cheating with their friend.

To define the task clearly is important for the students. This is the challenge for the teacher to make clear and concise instruction. Teacher took much time to find how to deliver the effective instruction. In other side, teachers were difficult to give instruction because of students' misbehavior in the class. This problem appeared in both of the classes, class of teacher A and teacher B. Both of teachers preferred to left students who make misbehavior after giving the second instruction. The class that was taught by teacher A was big enough. The distance between students in the last line and teacher in front of the class is far enough, so that the students who sit behind the class could not hear the instruction clearly. In other side, the class that was taught by teacher A was crowded because the class was small. The distance of the chair and table of students is very near. It made a chance to students talk to friends that sit beside, in front of or behind them. Thus, the teacher strategies to address those problems were needed.

Providing a clear concept of the learning goal and criteria was necessary for teacher. The clear concept was prepared by the teacher before attending the class. Sometimes both of the teachers worked together to design learning goal and criteria. The clear concept of learning goal had to be prepared well before teaching to avoid misunderstanding in students' mind.

Internet is one of the sources to support learning concept that was used both of teachers. Teacher A wrote the learning goal on the white board in the beginning of the lesson. This way was used to remind students every time about what they should achieve in the end of the lesson. Teacher B just told to students what the learning goal in the beginning of the lesson, without writing in the white board because in the student's book, there was learning goal. Based on the data of teachers' interview, they said that sometimes learning goal was not delivered because of some factors. The factors to deliver the purpose were forgotten because homework was discussed in the beginning, many students came late to the class, and lack of teacher preparation.

Teachers were aware of the validity and reliability of the self- and peer-assessment. They gave appropriate number of assessment, not to give too much assessment and too difficult task. In English book of the 2013 curriculum, the number of tasks was appropriate, not too long and not too short. Both of the teachers assessed material that has been taught by them, instruction, short notice and warning. They used additional task that was from another book. They gave enough time to complete the assessment. The condition of the student became the considerable to conduct the assessment, but the crowded sound of the vehicle such as big truck could not be avoided because SMP Wachid Hasyim 7 is located near the street. This made the test was not reliable. Based on the data from students'

interview, students said they are used to listen to noisy sound. In addition, the validity of the test was the challenges if the used the additional book such as *Access English Book* because there were many exercises, tasks, and assessment that was not suitable to the material. Thus the teacher did not use all of the material with from additional book.

After presenting the work, students were asked to grade in term of evaluation what they have done. Teachers provided rubric to students and helped them to understand scoring rubrics. Teacher A asked students to draw a smile face when the criteria were successfully achieved and a sad face when the criteria were not achieved. In other hand, teacher B asked students to draw star to indicate students' understanding about the lesson. Both of teachers said that this way was very helpful to support their learning progress and encouraged students to focus on their process rather than their score.

Teacher always reminded students to be objective to assess their own assessment. Students had to be honest to assess themselves. Based on field note result, students who always did misbehavior problem such as not to pay attention to teacher were not honest to assess themselves. They made a deal to their partner or friends who sit next to them to make unreal score. They were shy to show their ability to their teachers. To avoid this problem, both of the teachers walked around to monitor students' process in assessing themselves.

b. Opportunities of Formative Assessment in Self- and Peer Assessment

In this part, researcher presented about the opportunities that were found when conducting research at SMP Wachid Hasyim 7 Surabaya. Beside challenges, there were opportunities that found by the teacher.

Based on classroom observation data, teachers encouraged students to keep in mind the aims of their work and to assess their own progress. That was the first step given by the teachers before students started to complete the task. Teacher A and B were afraid if the aim was not explained clearly, there would be subjectivity to assess the task because students would not be able to self- assess themselves. Indeed, students would not be able to give feed back to them. This was based on the aim of character development in this material. Both of the teachers said that it was the part that gave them opportunities to scaffold character education to their students. In addition, Teachers articulated expectation for the task or performance in the beginning of the lesson when they explained about self- and peer assessment activity. By conducting this way, students were able to articulate expectation for the task or performance by themselves. Students knew what the successful criteria that became indicators to be successful learner

In describing picture in page 171, students got critique of work from their friends and teachers. The critique could be from the teacher if it was self- assessment and from their peer if it is peer- assessment. Some

students were aware that critique was for improvement but some said that critique make them upset if it was from their friend. To face that problem, teacher A decided to always give critique directly rather than asking their peer to give critique. Teacher expected that critique or comment that was given to students would be the consideration to make improvement in students learning.

In term of giving feedback, not only students but also teacher gets feedback from self- and peer assessment. During the activities, teacher monitored students' progress. Teacher made a note for each student by considering what the weakness that needs more explanation. This note was just for the teachers to adjust their strategy to deliver next lesson. Teacher A used a note book to keep the note, but teacher B kept it in the classroom journal using many symbols. The reason for taking a note each student of both of the teachers was to change their teaching method for the next lesson since sometimes they forgot to use the same way to the same class.

Teacher gives students descriptive feedback on the quality of their self- assessment. This feedback was given in students' seat. Both of teachers said that feedback was useful to students to improve their use of strategies after an assignment. Students would have big effort to achieve their learning target. Students said that if they were aware of their weaknesses, achievement would be very easy to engage. Their motivation

to improve their learning sometimes came from their friends who did the best for their learning.

In the end of the lesson, teacher provided feedback to students. Students used it for improving their learning. Sometimes teacher gave feedback their way of completing the work and feedback toward their misconception. If the feedback was for the way how to completing the task, they just listened to teacher without taking note. They just wrote the feedback of misconception.

Before closing the lesson, teachers provided information about student's progress. Teacher A preferred to praise the success of student and then delivered their weakness and gave advice to make improvement for the next lesson. Teacher A thinks that by delivering about the achievement for that day lesson first, it would give great motivation to students to make improvement rather than delivering their weakness, student would feel upset. In other hand, teacher B gave feedback to their weakness first and then gave them motivation to improve next performance. Teacher B thinks that it was structured step to have students think about what their current level in learning.

2. **The Second Meeting**

a. **Challenges of Formative Assessment in Self- and Peer Assessment and Teacher Response to such Challenges**

In the second meeting of observation, both of teachers used peer activity. The schedule of B class which is taught by teacher A was on Wednesday at the first and second school hour in the morning shift class, while D class which was taught by B teacher was on Thursday at the third and fourth school hour in the day shift class. Page 178, 179, 180 was chosen to conduct the lesson. In the first stage, teachers explained the purpose of the lesson. Teacher A wrote the lesson on the white board and then explained the purpose in detail. In other hand, teacher B just explained the purpose directly after greeting the students. The purpose of the lesson was "students were able to make several sign that could be used in the school." Teachers gave review for the last meeting to remind students about the kinds of sign that they ever met. Some students forgot about the last material. The students admitted that they forgot the material because they did not read the last lesson in their home.

Before conducting the activities, teachers divided the class into pairs. These pairs were used till the end of the lesson. To make easy in dividing the students, pairs were based on the students who sit in one table. There were many noisy outside the class that disturbed the teacher to explain the activities. The sounds were from the class the other class and from

the street in front of the school. This problem sometimes made students loss of concentration. It was the challenges faced by teachers regularly. Both of the teachers had unique way to engage students' focus. Teacher A chose to move around the class while explaining the lesson or instruction of assessment. In other side, teacher B used ice breaker activity for two minutes to make students focus.

When the teachers asked students to start their activity, there were some pairs that did not understand what they should do. This made teachers sometimes got angry because teachers had carefully delivered the purpose and the instruction. To solve this problem, teacher came to their seat and explained the purpose and the activity of the lesson. In this activity, students draw signs that they could find at school. Before drawing signs, they discussed what signs that should appeared in their picture. According to the teachers, peer- assessment appeared unpredictable in the pears activity. Student gave comment and advice to their partner to decide whether the sign was true or not. They shared their knowledge to each other and then they knew the right answer.

Teachers gave fifteen minutes to complete the task, but students needed additional time to finish. Both of the classes needed additional time. Finally teachers gave five minutes to complete the work. Teacher B said that timing in conducting assessment cannot be predicted because it depended on students' condition. If they had big spirit, it did not take

long time. In other hand, if they felt tired, they were lazy to complete the work. Thus, this was the challenge for the teacher to design appropriate time to conduct formative assessment.

In the second meeting of observation, teachers used student's book of the 2013 curriculum only. They did not use other resources. This made students difficult to complete the task. In the classroom observation the researcher found some students who needed examples of signs that appeared in school. They just used the signs that appeared in the student book. This condition did not allow students to explore more about the material. This school had *wifi* area to connect with internet, but almost students did not have laptop to support their learning. Although this school had library, but the students were lazy to go to library to look for additional resources. This was the challenges for the teachers to have many resources to support teaching and learning process.

After completing the work, teachers chose five groups to come in front of the class and presented their work one by one. Teachers asked groups that were not asked to come in front of the class to give comment and advice to students who presented their work. Teacher A said that impartial evaluation to their friends in peer- assessment appeared regularly. Students were subjective to their friends that were close to them. To avoid subjectivity in assessing, teacher reminded regularly about the importance of being honest to evaluate their friends.

The next material was in page 179. In this page, teacher reminded students about the kinds of signs that they have learned. Teachers asked student to explain the meaning of the signs in page 179 one by one. Both of teachers were aware about the student center learning, so that in every meeting, students got turn to share their knowledge. In this stage, teachers checked whether students understood or not. Three students were wrong to explain the sign. In this occasion, teacher gave feedback about students' progress. They encouraged students to be more active in English class. Because time was over, for the next page, page 180 was the last take home assignment that was submitted before they got final examination. Before finishing the class, teachers always provided self-assessment by using some symbols. In teacher A class, students draw smile face to indicate that they understood and in teacher B class, students draw stars to indicate the level of understanding. Students draw the picture in page 179.

b. Opportunities of Formative Assessment in Self- and Peer Assessment

Education based character is developed in the 2013 curriculum. Teachers of SMP Wachid Hasyim 7 chose self- and peer- assessment as the tool to develop education based character. In the second meeting of classroom observation, teachers used peer- assessment to develop team work, communicative action, care, confidence, honest, and respect. On the seat, they got feedback from their partner. In this activity, students

developed their team work and communication action. When they presented the work in front of the class, they got feedback from another group. Both of students who gave and got feedback developed care, honest and respect. In addition, when they draw the picture of smile face and stars to indicate their understanding, they got feedback from themselves. In this last session, students developed their honest and responsibility to assess themselves. Students insensibly developed their character during the activities provided by teachers. Thus, teachers got the opportunities of formative assessment through self- and peer- assessment to build character in students.

Both of teachers encouraged students to keep in mind the aims of their work. This was delivered by the teacher clearly before students started to do self- and peer- assessment activity. Based on teachers' interview, it could avoid subjectivity in self- and peer- assessment. In the first stage of activity they were able to give true feedback to their partner in peer assessment. Students made big effort to make improvement. Thus, this was the opportunities of the teacher to improve students' achievement.

Drawing smiling face and stars, students had confidence to tell their strengths and weaknesses to teachers. That was the opportunities of teachers to show what students should do to improve their understanding and to defend their achievement. In every meeting, teacher provided success criteria or asked students to draw smiling face and stars. Students

were able to monitor and understand their own progress in learning. Thus, students were able to assess themselves and make improvement. Teacher A said that in the end of each chapter they regularly collected the book of students to know students' progress in order to adjust their teaching.

It was similar to the first meeting, at the end of the lesson, teacher provided feedback to students. Students used it for improving their learning. Sometimes teacher gave feedback their way of completing the work and feedback toward their misconception. If the feedback was for the way how to complete the task, they just listened to teacher without taking note. They just wrote the feedback of misconception, but this second meeting of observation was the last meeting and next week they got final examination. Both of teachers said some students showed that self- regulated learning appeared in their behavior in the class. Some students were able to indicate their strengths and weaknesses. Moreover, students always monitored their learning process through being active in the class and questioning to clear their understanding.

B. Discussion

1. **Challenges and Opportunities of Formative Assessment in Self- and Peer Assessment under the 2013 Curriculum**

    After doing observation and interview to the teachers and students, the researcher could get the data about the challenges and opportunities which appeared during teaching and learning process in English teaching under the

2013 curriculum. The challenges and opportunities that appeared are as follow:

a. Challenges of Formative Assessment in Self- and Pee Assessment

    1) Purpose of the Assessment

        The biggest challenge of conducting formative assessment is to identify and adherence the clear and focused purpose. Indeed, the central purpose of self- assessment and self- regulation is to give students feedback that they can use to increase their understandings and improve their performance[1]. In the beginning of the lesson, both of English teachers of SMP Wachid Hasyim 7 gave explanation to students about the purpose of the lesson, but some students were confused about the purpose of assessment. Students still asked to their friends next to them what teacher explained. Clear purpose gave the right way where the lesson would be aimed. It gave benefit to teacher and students. For the teacher, it would be the guidance to boost student's achievement. For the student, it made them to see the learning goal. Therefore the aims of giving clear purpose in self- and peer assessment is to improve students' performance.

        To design effective purpose, teacher should consider carefully what students' need. Brown stated that the opportunities of self- and peer assessment would appear if teacher was able to analyze carefully

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[1] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 8.

the purpose[2]. It had relation in giving feedback to students. Based on the interview to both of teachers, they stated that clear purpose was to help them provide feedback. In this case, the learning goal could be identified clearly through designing clear purpose and providing feedback to students.

2) Commitment of Resources

The second challenge to conduct self- and peer- assessment is to provide additional resources to support professional development. Another book that supports the implementation the new curriculum at SMP Wachid Hasyim 7 was student work sheet from independent publisher. Teacher A and B said that sometimes that book had no relation with the material that appear in the 2013 curriculum. Thus, not all part of the book could be used to support learning. That book was still chosen since teachers had limited time to look for other sources. It was not enough to support assessment process. Andrade and Cizek indicated that the implementation of effective assessment program needed time for planning, commitment of resources, feedback on assessment and administration.[3] If both of teachers had limited time, designing some strategies to solve the problem is essential.

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[2] Brown, *Language Assessment: Principles and Classroom Practices* (California: Longman, 2003), 277.
[3] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 8.

3) Preparation in Assessment

Before conducting teaching and learning in the classroom, teacher had to be well prepared to the material. Lack of preparation appeared to both of the teachers in the first meeting of classroom observation. Although student book and teacher book had been prepared in the 2013 curriculum by the government, and the designs of those books were very good, teachers had to prepare their teaching. Andrade and Cizek mentioned that to implement formative assessment successfully, the significant challenge such as preparation had to be addressed.[4] Students were able to indicate whether the teacher had good preparation or not. Preparation that the researcher means is not only for the material but also the time management, the way how to give instructions, and how to set the rubric of success criteria in self- and peer- assessment.

4) Reliability and Validity of Assessment

To successfully conduct self- and peer- assessment, teacher had to be aware of the validity of the assessment. There were many factors that influenced reliability of the test. One of them was that students felt tired if the assessment was conducted at the end of the lesson. Another was English lesson was not scheduled in the beginning of school hour.

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[4] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 9.

Brown mentioned that unreliability might result from the condition in which the test was administered.[5]

To design reliable test and to respond such challenges, before conducting the test, teacher gave ice-breaker activities to the students. This activity increased students' spirit and energy to follow the assessment. Teacher also gave appropriate number of question in assessment. Jamal Abedi cited in Andrade and Cizek stated that teacher should use reasonable number of questions.[6] Assessment with too many question might take too much time for instruction and could make students feel bored.

Not only reliability but also the validity had to be aware. According to Andrade and Cizek, the invalidity of the test appeared when the test measured anything the vocal constructs. To get accurate and real result of students' current knowledge about the lesson that had been given, a valid test had to be administered carefully, so that the result of the test was appropriate with the learning goal. This result would be useful to the teachers to adjust their learning for the next meeting.

5) Consideration Investment in Time

Andrade and Cizek stated that considering investment in time to plan and conduct the activity was required to successful formative

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[5] Brown, *Language Assessment: Principles and Classroom Practices* (California: Longman, 2003), 21.
[6] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 192.

assessment activity.[7] To implement new curriculum, teachers needed time to support instructional planning, modified teaching strategies, and the way how to conduct assessment. In self- and peer- assessment, time is needed to prepare the material and to develop the goal and successful criteria. Planning in time was used to decide when teacher should conduct assessment in teaching and learning process. The result of assessment was used to design next class. So that teacher had much time to prepare for the next lesson but it should not take too long time, for instance the result of assessment was used for improvement for next two meeting or more. The period between when the teacher collected the information and when she or he used it for planning instruction is not too long.[8] It made some important information would be lost.

6) Defining the Task Clearly

Before getting students to complete the task, teacher had to explain the instruction clearly, so that the students were not confused. Brown suggested that teacher should make sure the students know what they are supposed to do.[9] Based on the condition in the class, students sometimes were disturbed by the noise of other classes or the

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[7] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 11.

[8] 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.

[9] Brown, *Language Assessment: Principles and Classroom Practices* (California: Longman, 2003), 277.

vehicles. It made students loss of concentration. The big problem was from students in the class that did misbehavior problem. They disturbed the teachers to explain the task, so that it made misunderstanding.

7) Encouragement impartial evaluation of performance or ability

Based on the data of students' interview, students stated that sometime they did not admit that they did not achieve the standard. To face this problem, Brown suggested that teacher should show to students the advantage of being honest and objective.[10] In peer-assessment, partial evaluation came from their partner. Sometimes this condition was caused by exhaustion of students and the desire to complete the activity. Unreliable assessment would appear to such condition.

b. Opportunities of Formative Assessment in Self- and Pee Assessment

1) Teachers are able to train students becoming self-regulated learners.

Self-regulated learner appeared when students tried to check their understanding, prepared question that should be asked and assessed their own progress. Responsibility to assess their progress encouraged students to make great effort. Indeed, teacher provided information about students' progress. Connie and Brokhart mentioned that students

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[10] Brown, *Language Assessment: Principles and Classroom Practices* (California: Longman, 2003), 277.

were more realistic and attainable goals for continuously raising achievement because of the information about their own progress.[11] Their progress gave them feedback to improve their learning.

Based on Andrade, self-regulated learning was an interesting and full energy process of achieving to meet learning goals by generating, monitoring, and modifying one's own thoughts and actions. [12] In this case, teacher should provide learning goal and criteria. Indeed, self-regulation influenced and was influenced by many factors, including motivation. Therefore the role of teacher to motivate students is important. Based on classroom observation data, teacher provided motivation to students through helping students in scoring rubric and scheduling individual session to discuss students' progress.

Self-regulated learners that found in the class showed some habit that they were more aware to their learning. Students knew when they need to ask question, how to assess their progress, how to monitor their work and what the goal of the lesson. Self- regulated learner would be easily to get success in learning and achievement.

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[11] Moss, et.al., *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD, 2009), 82.

[12] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 94.

2) Students are Able to Tell the Teacher about their Strengths and Weaknesses.

Both self- and peer assessment provided information about strengths and weaknesses of students to teachers. The effective students' self- assessment was present when students can tell teacher about their strengths and weaknesses[13]. It was very rare if students told about their weaknesses. Students always told about their strengths. Students saw that mistakes were opportunities for learning. Knowing their weaknesses, teacher would help students to solve their problems.

Support that came from teacher was very needed to encourage students tell about their strengths and weaknesses. They feel afraid and ashamed to tell their weaknesses. To face this problem, teachers came to the students on their seat and asked them what the difficulties that they felt. This way was effective to support self- and peer- assessment process but it took much time. To avoid using much time, teachers did not come to all students in the class. Teachers had plan to whom they would come in each meeting. To come on students' seat made students feel that teacher cared with them. This way is worth to build relationship between students and teachers.

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[13] Moss and Brokhart. *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD. 2009) 80.

In the self-assessment students were able to monitor through comparing their current knowledge to the learning goal, so that, they became more aware to their weaknesses. In other hand in the peer assessment, students were able to understand the learning goal from their peer. It could occur when students set their goals and monitored their progress toward them.[14] The model of successful product of assessment could be the guide to know about their understanding. In the end of the lesson, students got chances to grade their own test. Thus, through self- and peer assessment, student center in learning is successfully applied.

3) Students' Effort can Make Improvement.

In classroom observation, researcher found that some students showed their effort to make improvement which based on their self-assessment. They were aware about their mistakes that they found after completing self-assessment. Andrade mentioned 3 steps of self-assessment; the last step was revising.[15] In that step, students used the feedback from their self-assessments to guide revision. This is the last part of self- assessment that was crucial. Teachers should appreciate what students had done and completed. In addition, teacher had to encourage students to enjoy their process in learning. In this way,

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[14] Moss, et.al., *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD, 2009), 91.

[15] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 11.

students never given up when something wrong was on their learning process.

Feed-forward was worth for teachers to support students' improvement. Feed-forward gave opportunities the teacher to make purposeful decision about which students need further instruction and in what areas and feed-forward system includes an analysis of misconceptions and errors.[16] Teachers did not need to take long time to give feed- forward. As teachers of SMP Wachid Hasyim 7 did, they conducted feed-forward on students' seat, especially for students who asked question. Teachers did not give feed-forward to students who showed misbehavior problem because it took long time and students were not aware of their weaknesses.

2. **Teachers' Response to such Challenges of Formative Assessment in Self- and Peer Assessment under the 2013 Curriculum**

After doing observation and interview to the teachers and students, the researcher could get the data about the challenges and opportunities which appeared during teaching and learning process in English teaching under the 2013 curriculum. The teachers' response to such challenges that appeared are as follow:

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[16] Frey and Fisher, *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and learning* (Virginia: ASCD, 2011), 2.

a. Purpose of the Assessment

   To respond such challenge, teacher A and B provided investment time to share their planning to their colleague. Because the 2013 curriculum was the new curriculum for them, they always learned the guideline that they got from workshop to enrich their knowledge. The learning goal appeared when they follow the guideline in teacher book. In the teacher book, there was syllabus that helped teachers to design classroom activity, especially for assessment. Each purpose of the lesson was different. Teacher shared their purpose of the assessment to check whether the assessment was match to the lesson or not. In addition, sharing their purpose of assessment gave benefit to get new ways of assessment from their colleague because in the 2013 curriculum, the creativity to design student center environment was needed. Thus, students would enjoy their learning process.

b. Commitment of Resources

   To respond this challenge, teacher decided to divide job to design material that support self- and peer- assessment. Teacher A got responsibility to design assessment in the first and third week and teacher B got responsibility in the second and fourth weak each month. Such good distribution responsibility was effective to face limited time. In addition, using this cooperation all students got the same design of assessments and teachers were able to evaluate which class that was good

and needed attention. Both of teachers did this good cooperation until they prepared for final exam questions.

c. Preparation in Assessment

To respond the lack of preparation, teacher used questioning to check students' understanding. Well skilled questions were a great way for teachers to find what their students know, need to know, and misunderstand.[17] This was the easiest way to conduct self- assessment. Using questioning teachers were able to indicate whether the student understood or not. In addition, students paid more attention when teacher gave them questions.

Another response which was conducted by the teachers before coming to the class was designing the materials of the week by preparing them in the beginning of the week. In addition, The Assessment Reform Group cited in Ecclestone publicizes ten keys principles of formative assessment, stated that teacher should 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.[18] Thus, preparation was

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[17] Fisher and Frey, *Checking for Understanding; Formative Assessment Technique for Your Classroom* (Alexandria: ASCD, 2007), 36.
[18] Ecclestone et.al. *Transforming Formative Assessment in Lifelong Learning* (New York: Mc.GrawHill Open University Press, 2010) 38-39.

very important to conduct assessment especially in self- and peer-assessment that needed more consideration.

d. Reliability and Validity of Assessment

To design reliable test and to respond such challenges, before conducting the test, teacher gave ice-breaker activities to the students. This activity increased students' spirit and energy to follow the assessment. Teacher also gave appropriate number of question in assessment. Jamal Abedi cited in Andrade and Cizek stated that teacher should use reasonable number of questions.[19] Assessment with too many questions might take too much time for instruction and could make students feel bored.

To respond the challenge of valid assessment, teachers checked whether or not the evidence of the task was appropriate to what they wanted to measure. It could be helped by their colleague to check the validity of the test. Both of teachers shared their opinion about that validity. Validity could be supported by clear purpose of the assessment.

e. Consideration Investment in Time

To respond such challenge, teachers put timing in the lesson plan. Although sometimes teachers forgot about their timing, they always tried to remember about the time arrangement using small note in the teacher book of the 2013 curriculum. If the lesson took much time, teachers used

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[19] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 192.

the 10 minutes before finishing the lesson to conduct self- assessment. This limited time was enough to check students' understanding.

f. Defining the Task Clearly

To prevent misunderstanding and to respond this challenge, teachers provided guidelines and models to help clarifying the procedures. In addition, another solution was used well skilled questions to students. Well skilled questions are a great way for teachers to find what their students know, need to know, and misunderstand and well-designed questioning techniques and instructional practice helps to develop effective questioning.[20] It was good response if students did not understand what teachers mean. By using questioning, students would be more active to get much knowledge and the teacher would be able to indicate which students that sill did not understand.

g. Encouragement Impartial Evaluation of Performance or Ability

To respond impartial evaluation, teachers encourage students to be honest to evaluate themselves or their partner. It would make students felt enjoy to tell their weaknesses. Teachers should take account of the importance of learner motivation by emphasizing progress and achievement rather than and by protecting learners' autonomy.[21] Impartial

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[20] Fisher and Frey, *Checking for Understanding; Formative Assessment Technique for Your Classroom* (Alexandria: ASCD, 2007), 36.
[21] Ecclestone et.al. *Transforming Formative Assessment in Lifelong Learning* (New York: Mc.GrawHill Open University Press, 2010) 38-39.

evaluation would be chosen by some students to improve their learning but some students who always did misbehavior problems were dishonest to tell their problems. They felt that everything was running well. In addition to respond this challenges, teacher showed their result of assessment. That made students could not tell partial evaluation because the teacher had evidence about what their weaknesses.