

Formative Assessment and Self-Regulated Learning: How Formative Assessment Supports Students Self-Regulated in English Language Learning at SMPIT Al Ishmah Bekasi

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Abstrak

Penelitian ini bertujuan untuk mengetahui “Bagaimana Formative Assessment mendukung Siswa Self-Regulated dalam Pembelajaran Bahasa Inggris.” Penelitian ini menggunakan metode kualitatif. Penelitian ini dilakukan di salah satu SMP di Bekasi. Subyek penelitian ini adalah dua orang guru bahasa Inggris yang dipilih secara acak. Penelitian ini menggunakan dua instrumen yaitu wawancara dan kuesioner sebagai pengumpulan data. Temuan ini mengungkapkan bahwa selama pembelajaran berlangsung; Guru bahasa Inggris menggunakan berbagai teknik penilaian formatif dan menggunakan teknik evaluasi seperti tes lisan dan tulisan yang mudah diterapkan. Mereka sepakat bahwa siswa perlu memiliki keterampilan belajar mereka sendiri selama belajar. Hasilnya membuktikan bahwa penilaian formatif dapat mendukung self-regulated learning siswa.

Kata kunci: Penilaian Formatif, Self Regulated Learning, Pembelajaran Bahasa Inggris.

Abstract

This study aims to find out “How Formative Assessment Support Students Self-Regulated in English Language Learning.” This research used qualitative methods. This research was conducted at one of the Junior High Schools in Bekasi. The subjects of this study were two English teachers whom were randomly selected. This study used two instruments, namely interviews and questionnaire as data collection. This finding revealed that during learning took place; English teachers used various formative assessment techniques, and using evaluation techniques such as oral tests and writing that were easily applied. They agreed that students need to have their own learning skills during learning. The result proves that formative assessment can support the students’ self their regulated learning.

Key word: Formative Assessment, Self Regulated Learning, English Language Learning.

INTRODUCTION

Formative assessment is considered one of the most influential ways to improve teaching and learning processes. This type of assessment is conducted to assess students’ understanding, learning needs, and learning progress concerning a particular unit of learning materials (Karimi, 2014). Formative assessments 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 (Ruiz-Primo & Furtak, 2007; Newton, 2007).

The focus on formative assessment necessarily meant that teacher-made assessments and self-regulation and peer assessment s provided the principal criterion for selection of the studies. Black and William (1998) found that, by and large, formative assessment is effective in virtually all educational settings, knowledge, and skill types, and levels of education. In particular, formative assessment and the socialization of students into having to accept a wide variety of practices and teacher dispositions many of which may appear incoherent in consistent. Promote accommodating survival habits among students.

The Researcher purposes to find out “How the formative assessment support and self-regulated in English language learning” at 9th the SMPIT Al Ishmah Bekasi. And also the researcher wants to know the problems and strategies during the learning process.

METHOD

This study used the qualitative method. Qualitative methods was chosen to examine the perspective of a teacher who provides derection to students by using interactive and flexible strategies. And also Qualitative research aims to understand how formative assessment supports students self-regulation in English language from the point of view of a teacher and students and to know the problems and strategies that must be applied to every student who is doing learning. It is relavant to Creswell’s (2012)’s definition of the qualitative method as an approach or search to explore and understand a central phenomenon.

The researcher uses an instrument, it is interview where the teachers as participants give the data during the learning process. It explains the problems and strategies when the formative assessment applied to support self-regulated learning.

Research Design

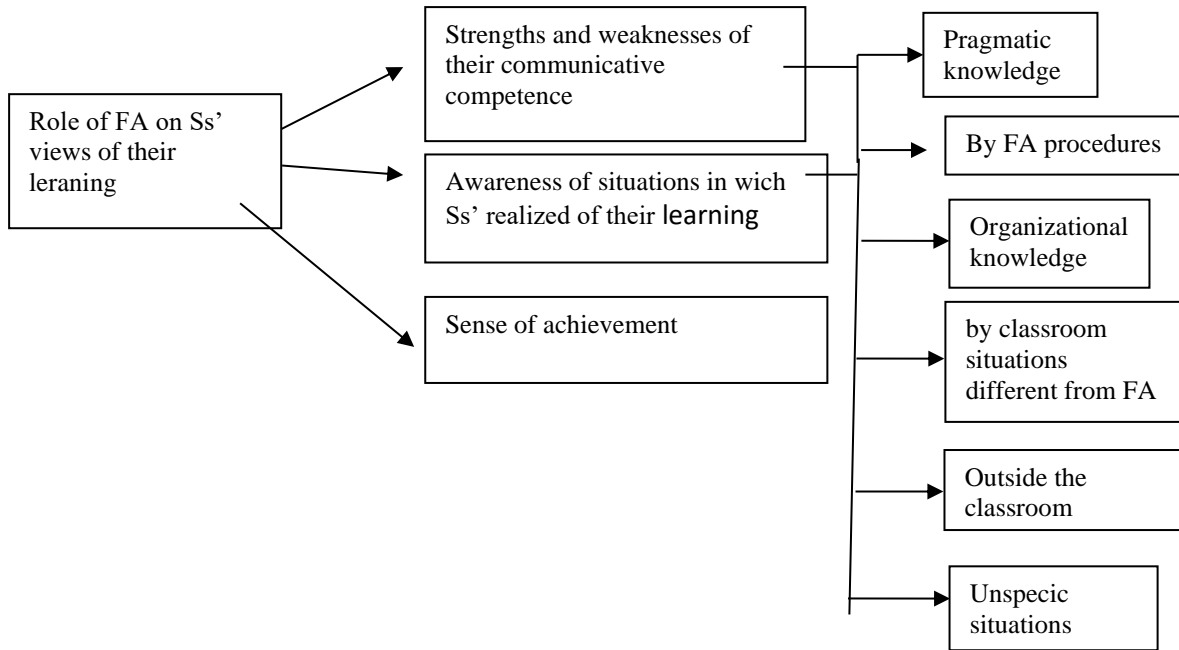
The Research design used a case study. This study focuses in – depth case, namely, about Formative Assesment and Self-Regulated Learning: How Formative Assesment Support Students Self-Regulation In English Language Learning by students class IX.

The case studies are intended to describe, analize and interpret individual knowledge in English learning situations using formative assessment supports students self-regulation in English language learning and presentation reality (Hardy, 2010)

Table 1. Formative Assessment Cycle

1. Task 1: Role play: Survey in the English class	2. Self-assessment of Task 1	3. Conference on performance of the Task 1	4. Remedial work on Task 1
5. Task 2: Written Task: Writing an e-mail/letter	6. Self-assessment of Task 2	7. Conference on performance of the Task 2	8. Remedial work on Task 2
9. Self-assessment of the whole process		10. Conference or interview on their views of learning and SFA	

Role of Systematic Formative Assessment on Students’ Views of Their Learning



FINDINGS

The section describes research that focuses on studies that carry out self-regulated learning in the best English language learning in their experience in learning. Teaching English with formative assessment and self regulated learning is really difficult in the application of formative assessments and independent learning. Because of the students do not have an understanding of what is regulated by itself is that when learning occurs. Some students feel strange about the application of formative assessments and self-regulated learning.

There were two parts. The first part about how the teacher applies formative assessment in learning. The second part is about how the teacher regards the formative assessment role in supporting students' self-learning skill. Results research and discussion findings are presented in the description below:

The Teachers implement formative assessment in learning

Based on the results of the interviews, it's really that the teachers constantly monitor students' progress and adjust instruction to ensure continuous improvement, the students can have a chance to learn and re-learn. It can be seen from the result interview table;

Table 3 the result of Teachers' Interview

Teachers' interview	Answers
1. Apakah dalam mengajar selalu menggunakan method yang bervariasi? Do you always use a variety of teaching methods?	Ya, karena mengajar dengan berbagai method membuat pembelajaran yang menyenangkan dan siswa tidak bosan Yes, Teaching used variety of methods make our student not bore and enjoy learning
2. Apakah mendapat kesulitan-kesulitan ketika mengaplikasikan formative assessment dalam pembelajaran? Do you have any problems when applying formative assessment during the lesson?	Ya, karena banyak siswa yang tidak paham apa itu formative assessment dan self-regulated learning. Yes, because almost students do not

<p>3. Apakah dengan formative assessment dapat mendukung siswa untuk belajar secara mandiri? Whether the formative assessment can support Students in self- learning?</p> <p>4. Apakah selalu memberikan kesempatan kepada siswa untuk bertanya, berpendapat dan mengulang pelajaran? Do you always give a chance and re-learn to your student to ask and give their ideas?</p> <p>5. Apakah terbukti bahwa formative assessment ini dapat menjawab seberapa baik hasil belajar siswa? Is it really that the formative assessment can answers the question about how good a student learning outcomes?</p>	<p>understanding the role of formative assessment and self-regulated learning Ya, sangat mendukung karena menumbuhkan kesadaran siswa akan pentingnya belajar Yes, of course the formative assessment can arise awareness students in self-learning Ya, karena penting untuk mengetahui sejauhmana progress dan peningkatannya Yes, that's important to know the progress and improvement their learning. Ya, terbukti siswa dapat belajar secara mandiri Yes, sure that students can learning itself.</p>
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Formative assessment practice and student regulated

Based on the results of the findings found in the qualitative data indicate that most of the teachers use several ways to do so formative assessments. This was stated in the results of the interview, during the learning process the teacher and students give each other feedback to do the assessment. It can be seen from the results of the statement:

“Regarding the assessment, I personally tend to be full of values from the daily life of the students themselves, in terms of being questions. From that I believe they are truly themselves without help from others.” (Teacher 1)

Moreover, in line with the same statement with the second participants from the following statement:

“I conduct assessments of students based on their daily knowledge, social and spiritual abilities midterm learning exam and final exams.”(Teacher 2)

The second participant (teacher 2) also stated that giving assessments not all students complied with was ordered as well as when giving direct feedback only some students understood. And in the statement both have the same opinion and goal that in conducting the assessment it is taken from how the student's own knowledge and activeness in learning and related to everyday life. And for spiritual and social life to make it easier for students to learn and students can prepare themselves easily when going to carry out midterm and final exams. This is supported by the results of interviews with EFL teachers. This can be seen from the statement:

“We as teachers certainly have a duty to guide students to be better. And certainly do not all students can be in various subjects. For this reason, if there are students who are weak in learning, it is commonplace, our job is to guide and direct them, maybe in other lessons they will be more active.”(Teacher 1)

Moreover, this was also supported by the same statement from the second participant. This can be seen from the statement:

“I always ask first where the students' difficulties are in learning the material, and then I will repeat the discussion slowly gradually.”(Teacher 2)

The same statement from the first and second participants revealed that difficulties in learning are normal because not all students can respond easily; in fact it can be a challenge for a teacher to be able to provide the best teaching. Providing feedback can make sure

students who have difficulty English Learning. This can be seen from the statement:

“Of course, it is my job as a teacher to have creative and innovative ideas. We should not give up our enthusiasm to continue guiding him because that is one of our endeavors by trying various learning models that attract student learning.”(Teacher 1)
“I will continue to motivate students and use other learning methods or strategies to make it easier for students to understand.”(Teacher 2)

Table 4 Teachers’ report their situation of FA used

Assessment	Treatment	Teacher 1	Teacher 2
Daily knowledge	Guiding	√	√
	Repetition	√	-
	Discussion	-	√
Social life	Reinforcement	-	√
Spiritual ability	Motivation	√	√
Midterm exam	Various methods/ innovation	√	√
Final exam	Enthusiasm	√	√

The formative role assessment in supporting students in self-regulated learning skills

Based on the interview results stated that the formative role of assessment in supporting students in self-regulated learning skills. Each teacher provides learning techniques by providing understanding or knowledge to students in order to make it easier for students to learn and provide varied teaching so, that students do not feel bored when the lesson takes place, this is supported by the results of interviews. This can be seen from the statement:

“in my opinion, regarding the way in which the teacher provides understanding and knowledge or students that they are easily understood by students, namely by using a variety of learning techniques, studying outside the classroom occasionally to make students more fresh again, inviting all children to take part and active in a lesson and ongoing by asking questions to everyone.”(Teacher 1)

Moreover, the statement was the same as the second participant. It can be seen from the statement:

“I always give examples starting in the scope of students, for example related to family, to their environment first. So, those students are more focused when learning takes place.”(Teacher 2)

Self-assessment encouragement

Based on interview results, the techniques used to encourage student self-assessment are techniques and evaluation, by means of observation, oral and written tests. This technique is very effective applied to students because with this evaluation of techniques students can develop their abilities according to what is taught. This can be seen from the statement:

“For techniques in evaluating assessments of students, I personally often use oral and observation of students’ daily lives.”(Teacher 1)

Moreover, it was the same statement with the second participant. It can be seen from the statement:

“Usually, to find out student understanding, and evaluation is carried out by conducting and assessment test, giving assignments to students in accordance with the material being taught, observation etc.”(Teacher 2)

Therefore, based on results of the interviews, before arriving at the evaluation stage, the research participants revealed that experiencing difficulties when giving feedback to students because not all students understood what were conveyed was a challenge for a teacher to better understand each student’s characters. This is strongly supported by the expressions of statement from the first participant in expressing the constraints when doing feedback on

students. It can be seen from the statement:

“Of course, because of not all students understand what we convey and there are some students who really think about what we convey, there are also those who act casually.”(Teacher 1)

“Sometimes, the experience of one student is different from another, example, some have had this experience. Some have never had it.”(Teacher 2)

Table 5 Technique in evaluating assessments

Technique	Teacher 1	Teacher2
Observation	√	√
Oral	√	√
written tests	-	√

Self-assessment instructions

Based on the results, the instructions used by the teacher to students are instruction for giving directions given by the English teacher. Where usually the directions given are for carrying out assignments in self-regulated or in group as well as agreeing on learning contracts and everything must be done by the teacher an objective and transparent manner. So, that students understand and direction of the give instructions from research participants. It can be seen from the statement:

“The instructions that I usually apply to students are in carrying out assignments both in self-regulated and in groups. Discipline on time to enter class and politeness in speech and respect for the teacher.”(Teacher 1)

Moreover, from the statement of the second participant revealed that:

“I give instructions for assessment to each student. I must be objective and transparent.”(Teacher 2)

Table 6 Self-assessment instructions

Instructions	Teacher1	Teacher2
1. in self regulated	Discipline	Objective
2. in group	Politeness	Transparent
	Respect	-

CONCLUSION

Based on the data findings and discussion, the researcher concluded that under their guidance students engage informative assessment in a proactive way and appear to emerge as self-directed learners. The students considered the formative classroom assessment activities they experienced and the feedback they received to assist in developing their in-depth understanding and ability to self-regulate in English learning.

And the current study findings contribute to the literature on how formative assessments can be carried out to support students self-learning during classroom learning. Among the formative assessment techniques, in its most time consuming because when pure assessment is done not all students understand it so the evaluation method used by the teacher.

Meanwhile, in conducting the research, there are strengths, weaknesses and uniqueness that appear in this research. During interviews in self-regulated students learning support trough monitoring and learning processes. And it prove that the formative assessment support the self-regulated learning.

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