Students' Attitudes toward Online Formative Assessments in English Language Learning in SMA Negeri 1 Kembang

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ABSTRAK

Pembelajaran online adalah bagian dari semua pendidikan jarak jauh yang memberikan akses pendidikan yang lebih fleksibel dalam pendidikan ruang dan waktu. Sebagaimana diketahui, penilaian menjadi salah satu aspek pembelajaran yang berubah dalam pembelajaran online, termasuk penilaian formatif yang harus dilakukan secara online juga. Dalam hal ini, penting untuk mengetahui bagaimana sikap siswa terhadap penilaian formatif online dalam proses belajar mengajar. Dengan menggunakan desain penelitian metode campuran, penulis mengumpulkan data dengan bantuan beberapa instrumen yaitu observasi, MSLQ, angket tertutup, dan wawancara semi terstruktur. Dalam penelitian ini, 50 siswa dimasukkan sebagai sampel penelitian. Data akhir menunjukkan bahwa siswa memiliki motivasi yang tinggi terhadap penilaian formatif online. Dalam pelaksanaan penilaian formatif online, siswa juga mengalami beberapa kendala seperti koneksi internet, kurangnya perangkat pendukung, dan lain-lain.
Kata Kunci: Penilaian Online Formatif, Sikap Siswa

ABSTRACT

Online learning is part of all distance education, always providing access to education that is at least more flexible in time and space education. As it is known assessment becomes one of the learning aspects that change in online learning, including formative assessment that must be done online too. In this case, it is important to know how students' attitudes towards online formative assessment in teaching and learning are. By using a mixed-method research design, the authors collect data with the help of several instruments, namely observation, MSLQ, Closed-questionnaire, and semi-structured interviews. In this study, 50 students were included as the research sample. Final data shows that students have high motivation toward online formative assessment. In the implementation of online formative assessment, students also experience several obstacles such as internet connection, lack of supporting devices, etc.
Keywords: Assessment, Online Formative Assessment, Students' Attitude

INTRODUCTION

The Covid19 pandemic has changed normal activities and many aspects of the world. Education is one of the aspects that changed in any shift that happens from face to face (f2f) teaching-learning process into online learning (Prastikawati et al.,2020). Online learning is part of all distance education, always providing access to education that is at least more flexible in time and space education (Basilaia and Kvavadze,2020). A common technique used in formal online learning is requiring students to post comments as assessments for students. As it is known assessment becomes one of the learning aspects that change in online learning.

The most to online learning forces changes the teacher to use online assessments (Jiang and Ting, 2000) .

The online formative assessment has some of the obstacles faced by the teaching and learning process. The students informed the design of an online assessment and the benefits that online assessment brings to education practice. Has some of the teaching, learning, and assessment as well as the low motivation students (Padayachee, 2018). In education practice, there are many kinds of assessments conducted by the teacher one of them is formative assessment. Benefiting from assessment practices, known as formative assessment or assessment for learning, teachers can modify their teaching practices based on the result (Johnston,2003; Lee & Norbaizura, 2016).

Formative assessment also has been defined as activities undertaken by teachers and by their students in assessing themselves that provide information to be used as feedback to modify teaching and learning activities (Black&William,2010). Teachers can also use the result of the assessment to analyze which material should be explained again and which instrument should be repaired. Formative assessment informs both teachers and students about students understanding at a point when timely adjustments can be made.

Formative assessment helps teachers determine the next steps during the learning process as the instruction approaches the summative assessment of the study learning. The teachers assess not only the product but also the process. So, the teachers also know the improvement of each student in learning English. When students know what they do well and what they need to work harder on, it can help them take greater responsibility for their learning and academic progress.

Todays, the English curriculum 2013 asks the teacher to emphasize the process-oriented whether then product-oriented. This is in line with the concept of online formative assessment which encourages the students' participation and improvement before continuing to the next. This online formative assessment will help the students to decide what step they need to change or improve during the online learning process. Based on the explanation above it is clear that online formative assessment is an effective assessment in the English teaching-learning process. Also, online formative assessment becomes one of the solutions for students to improve online learning, to improve students' attitude toward online formative assessment in English language teaching.

In line with the use of online formative assessment for the improvement of the English teaching and learning process, the writer investigated whether online formative assessments are well used at school or not. It is precious to know-how (especially English students) apply online formative assessments in students' attitude toward online assessments in English language teaching.

KAJIAN TEORI

Assessments in English language teaching

The assessment is central to teaching and learning. The assessment information is needed to make informed decisions regarding students learning abilities, their placement at apropriate levels, and their achievement. Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement(Alister, 2009). When learners know and understand these principles, the quality of learning will improve, and sharing this information with learners will promote ownership of the learning aims and a sense of shared responsibility between the teacher and learner to achieve those aims. Improving learners' confidence and self-esteem reflects positively in learners' work and their motivation is improved (Salvia & Ysseldyke, 2007)

Assessment for learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance (Sally, 2005). Teachers need to create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary(Dylan, 2011). Assessment for Learning strategies should be implemented in such a way that quality feedback is provided to learners based on the individuality of feedback, by its very nature, has the facility to support weaker learners and challenge more able learners (Jhon, 2012)

Formative Assessment

Formative assessment can be used alongside data walls (DET - Professional Practice Note 6 – 2019) in that it provides teachers with evidence of student learning. Both formative assessment and data walls feed into the design of learning and actionable classroom strategies and build collective efficacy – that is, teachers' collective power to improve learning outcomes for students. Formative assessments refer to "The fundamental purpose of assessment in education is to establish and understand the points that students (either as individuals or groups) have reached in their learning at the time of assessment" Masters, (2015). Formative assessment can be used alongside data walls10 in that it provides teachers with evidence of student learning. Both formative assessment and data walls feed into the design of learning and actionable classroom strategies and build collective efficacy – that is, teachers' collective power to improve learning outcomes for

Formative assessment is increasingly becoming a focus in policy documents on educational assessment and in the professional development of teachers. The term "formative assessment" is not new, but is now being used in more detailed and specific ways. As this happens, there is a call for further research and theorizing on formative assessment (Black &William,1998). Formative assessment is increasingly being used to refer only to assessment which provides feedback to students (and teachers) about the learning which is occurring during the teaching and learning and not after. The feedback or dialogue is seen as an essential component of formative assessment interaction where the intention is to support learning (Clarke,1995;Perrenoud,1998;Sadler,1989). It is through the teachers' student interaction during learning activities (Newman,Griffin&Cole,1989) that formative

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assessment is done and that students receive feedback on what they know, understand, and can do. It is also in these student-teacher interactions during learning activities that teachers and students can generate opportunities for furthering the students' understanding.

Online Teaching and Learning Process in Senior High School

Following the current globalization, the teaching and learning process is not only done manually but online, especially during the Covid19 pandemic, all activities are carried out online, including the teaching and learning system in the world of education and implementing a distance education system. The big change that occurred was from face to face (f2f) teaching-learning to online teaching-learning(Richard et al, 2020).

All affected countries have tried to make their best policies in maintaining the continuity of education services facing several real challenges that must be addressed immediately, namely technological imbalances between schools in big cities and regions, limited teacher competence in the use of learning applications, limited resources for utilizing educational technology such as the internet and quotas, teacher-student-parent relations in online teaching-learning (Oliver, R, 1999)

The implementation of the physical distancing policy which then becomes the basis for implementing learning from home, with the use of information technology that applies suddenly, often shocks educators and students, including parents and even everyone who is at home (Victoria, 2014). Learning information technology has been implemented in the last few years in the education system (Peter et al.,2001) Online teaching-learning that took place as a surprise from the Covid-19 pandemic, shocked almost all lines, from districts/cities, provinces, the center, and even the international world (Tickner S, 2001) Online teaching and learning is a distance education process that is carried out used by internet technology (Kim,2020). Online teaching and learning need a specific process that is in the competencies, role, and professional development approaches in the assessments.

METHODOLOGY

In conducting research, the writer used mixed-methods research design. Meanwhile, to collect the data, there were fifty students from three classes in SMA N 1 Kembang as sample of this study. The sample was chosen using purposive random sampling, the samples was selected with several criteria, such as at least students who are active in online classes and have high and low motivation.

Further, to get the richer data, there were some instruments used by the writer such as observation, Motivation Students' for Learning Questionnaire (MSLQ), closed-questionnaire, and interview. The observation was done to know how the implementation of a formative assessments teaching and learning process. The MSLQ was adopted from Wilbert J.McKeachie (1991), which consisted of a self-report instrument designed to assess college students' motivational orientations and their use of different learning strategies for a college

course. Meanwhile, the closed-questionnaire was consisted of fifteen questionaires to investigate of high and low motivation students on the implementation of online formative assessment. Moreover, in this study, a semi-structured interview was used to find out the students obstacles in having online formative assessment in their learning. In this case not all fifty students agreed to be interviewed, there were students twelve who agreed to be interviewed.

FINDING AND DISCUSSION

Finding

1. The Online Formative Assessment in English Language Teaching Perceived by the Students with Low and High Motivation in SMAN 1 Kembang

Regarding on closed questionnaire and semi interview data, students attitudes showed positive conceptions toward online formative assessment on the online learning. The data get from a closed questionnaire was then analyzed statistically using SPSS 23 to get the Mean (M) score. There are Q1 until Q15, it means question 1 until question 15.

As presented in Table 4.1 the result data from the closed ended questionnaire about the students attitudes of online formative assessment. The data of students attitudes of online formative assessment are presented in the table below.

Tabel 1. students attitudes of online formative assessments

Items	Mean	Category
Q1. The students like more a challenging assignment, so that I can study a new things	2.94	Low
Q2. The students can implement what they have been studied in English class with other subject.	2.84	Low
Q3. The students believe will get a good score in English lesson.	2.94	Low
Q4. The students though that it was important for understanding the material in English class	3.40	High
Q5. The student really confident get the basic concept in English lesson	2.98	Low
Q6. The students will get the best score compare will other students on the English class	2.66	Low
Q7. The students really confident can understand the most difficult material that given by the teacher in English class	2.44	Low
Q8. The students very interested in the English classroom materials	3.04	High
Q9. I will work hard for understanding English lesson materials	3.38	High

Q10. The most satisfied things for is that I can understand all the materials in English lesson	3.22	High
Q11. I think study English is very useful	3.28	High
Q12. I will try my best for understanding English lesson	3.26	High
Q13. I really like English lesson	2.86	Low
Q14. I believe I can master my English skill that have teached by my teacher at the classroom	3.26	High
Q15. I will do my best in English lesson because it is very important for me to showed my skill for my family, friends, and people around me.	3.40	High
Overall	3.06	High

Based on the table 4.2, it shows that students have high motivation of the online formative assessments. It can be seen from the overall Mean (M) of 3.06. But, there were some students that have low motivation of online formative assessment. It showed in some items of closed-questionnaire; Q1 & Q3 (2.94), Q3 (2.84), Q5 (2.98), Q6 (2.66), Q7 (2.44), and Q13 (2.86).

2. **The Online Formative Assessment Perceived by Students with High Motivation**

Regarding to the finding overall the students attitudes on the online formative assessment is high motivation level category. The average data show the 3.06 score by using SPSS statistics data. The data is supported by the students with the high motivation. The students with high motivation categorize by the score up to three until score four. Here the data of the students score with high motivation.

Tabel 2. The students with high motivation

NO	Respondents	Mean
1	R4	3,666667
2	R5	3,2
3	R6	3,266667
4	R7	3,4
5	R8	3,466667
6	R9	3,4
7	R10	3,866667
8	R11	3,466667
9	R17	3,266667
10	R18	3,266667
11	R19	3,733333
12	R20	3,266667
13	R21	3,2
14	R22	3,333333

15	R23	3,133333
16	R24	3,133333
17	R30	3
18	R33	3,066667
19	R34	3,266667
20	R36	3,133333
21	R37	3,266667
22	R38	3,133333
23	R39	3,2
24	R49	3,266667
25	R50	3,266667

Regarding to the data above we can see that most of the students having high motivation on the online assessment. The data shows that there is 25 respondents having high motivation level. It means that the formative online assessment giving some students attittudes toward this assessment.

3. **The Online Formative Assessment Perceived by Students with Low Motivation**

Regarding to the finding the students attitudes on the online formative assessment with low motivation category is three question. The data above supported by the students with the low motivation. The students with low motivation categorize by the score under three until score one. Here the data of the students score with low motivation.

Table 4.3. The students with low motivation

No	Respondents	Mean
1	R1	2,733333
2	R2	2,933333
3	R3	2,8
4	R12	2,733333
5	R13	2,733333
6	R14	2,933333
7	R15	2,866667
8	R16	2,933333
9	R25	2,928571
10	R26	2,857143

11	R27	2,4
12	R28	2,933333
13	R29	2,857143
14	R31	2,8
15	R32	2,866667
16	R35	2,866667
17	R40	2,866667
18	R41	2,4
19	R42	2,933333
20	R43	2,928571
21	R44	2,857143
22	R45	2,928571
23	R46	2,857143
24	R47	2,4
25	R48	2,933333

Regarding to the data above we can see that most of the students who have low motivation on the online assessment. The data shows that there is 25 respondents having low motivation level. It can be concluded that the high and low motivation have the same result with the respondent that the online formative assessment have low and hihgh motivation level for the students.

4. **The obstacles that the students in SMA N 1 Kembang faced in using online formative assessment in English language learning**

To describe the construed that faced perception by students in using online formative assessments in English language learning, the respondents here interviewed. In conducting the semi interview, the writer allowed the participants to ask and clarify the question they did not understand. The data from the semi interview are presented by the writer as follows:

> "My first challenges are difficult to access the internet, so this is difficult to get the materials, understanding materials given by the teacher, and difficult to send the assignment to the teacher." (S1)

> "I think all of my students don't have a smartphone, and most of them are difficult to access the signal and the internet data. So the students doesn't get the same materials."

The two interview experts show that the kind of online formative assessment used are have almost the same opinion regarding the use of the online formative assessment that are the students difficult to access the internet connection, so the materials can't deliver well to the students.

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In line with the data above another opinion of online formative assessment are presented below.

> "The online class is not the same as the offline class. It means that I prefer to have an offline class that is in school, directly meet. An online class is not effective since I am difficult to get the materials and understanding the materials" (S4)

"During the interview they mentioned another obstacles that they faced when their English teacher conducted online formative assessment. Those the obstacles their computer skills and their lack of devices.

> "I think my friends and I don't have the same skill of using computer. There are still of students can't operate computer well. They don't know how to use it, so it difficult for us to follow the lesson together." (S6)

According to the explanation above, it showed that there are still a lack of computer skill by the students. It makes the teacher also difficult to deliver the materials well. Sometimes they are late to come the online classroom because they didn't know the instruction how to follow the online classroom.

Then there are still lack of devices from the students that doesn't have device to join the online classroom.

> "I think not all of my friends have smartphone and computer. There are lack of devices that the students use. It makes the students can't join the classroom." (S9)

Regarding to the interview the respondents said that there are some obstacles that faced by the students. There are the internet connection is very hard for them. They don't have stable internet connection. Some of them feel difficult for the online formative assessment. Then, their computer skill also become their obstacles which are not all of the students still lack of using computer. They feel panic during the online formative assessment. Lastly, they lack of devices which means not all students have a computer devices. So it is not support them to did their online formative assessment.

Discussion

Based on the research findings, there were three kinds of data that become the discussion. Those are the students perception with low motivation, the students with high motivation, and the students construct in facing online formative assessment.

The online formative assessment is an assessments that conducted through online devices. As stated by Sorensen & Takle (2005), assessment tools' effective integration in learning environments has powerful potential to show a proper structure and organization for continuous significant interactions among teachers and learners. It is also to foster effective learning communities' development and expansion as to expedite its significant learning and appraisal (Wiyaka & Prastikawati, 2020).

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The use of technology may also help the teacher to give a new experience of learning for students. Some studies have proven that technology involvement in students' learning drives to a new learning environment. A study showed that technology aided in empowering course learning relevancy with modern centered teaching (Andrei, 2017; Kim et al., 2013) citied on Prastikawati, et all (2020). In using the technology, teachers should focus on how it links and create a good interaction between the users and tools. Likewise, a study by Greenhow and Robelia (2009) revealed how the use of technology was absolutely needed in creating successful learning. They mentioned that an educational institution needed to use technology to deliver courses that enabled an effective learning delivery.

The students attitudes toward online formative assessments in English language teaching. The online assessment help the students to decide what step they need to change or improve during the online learning process. Among all kinds of assessments, formative assessment is considered an appropriate one applied in today's curriculum. Formative assessment aims to investigate the activities conducted by the teachers to give students beneficial information as ongoing feedback. This ongoing feedback can be used to evaluate teachers to improve their teaching activity (Ruiz-Primo, 2011). Besides, it is regarded as a process-oriented assessment applied to determine and counter students' learning results (Zulfiqar et al., 2017). An insertion of online environments in the formative assessments issued several advantages for students (Shute & Rahimi, 2017). First, online formative assessment was considered a flexible assessment since it permitted the students to assess their flexible time to reach the assessment deadline. Then, online formative assessments let the students have several attempts until they could achieve their minimum grade. Third, students were given prompt feedback. This kind of feedback was demanded by the students to identify what happened in their learning process. It helped them to determine their learning weakness.

There some obstacles that the students faced like the internet connection, their computer skills, and the lack of devices. Thus, based on the research findings, the researcher found that the students or teachers dealing the challenges, difficult to get good internet access, and even several students do not have a smartphone. Besides, the researcher concluded that since this pandemic situation the normal class at school cannot be used, so conduct online classes is better ways. However, the normal activity in the classroom is giving another atmosphere to the teaching learning processes.

The researcher concluded that the problems caused by internet access and the teaching ways between online and normal classes are the main problem. The teacher and students surely want to back to the normal class, although the internet easier the teaching-learning process, however teaching online may not effective applied if the teacher and students do not ready yet. The solution are providing internet data packages for the students and the teacher, additional time for the students to send their assignment.

CONCLUSSION AND SUGGESTION

There was a low motivation on the students attitudes toward online assessment. There was students faced obstacles in using online formative assessment in English language learning. Regarding to the interview the respondents said that there are some obstacles that faced by the students. There are the internet connection is very hard for them. They don't have stable internet connection. Some of them feel difficult for the online formative assessment. Then, their computer skill also become their obstacles which are not all of the students still lack of using computer. They feel panic during the online formative assessment. Lastly, they lack of devices which means not all students have a computer devices. So it is not support them to did their online formative assessment.

After getting the results of this research, the researcher would like to give some suggestions. Further research The students teacher should be more active in doing the online formative assessment, it means more prepare before doing the online formative assessment. So the assessment will be more effective and conduct the assessment in a good way, because when they get their achievement in the test it can motivate themselves to study hard and make improvement in preparing the online formative assessment. Meanwhile, the researcher must learn more about all about the online formative assessment in order to get more knowledge and can implement the assessment when the researcher become a real teacher.

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