

FORMATIVE ASSESSMENT PRACTICES IN ONLINE LEARNING FOR ASSESSING THE JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION

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ABSTRACT

The development of students' reading comprehension can be reached by implementing formative assessment during the reading instruction so that the teachers are able to monitor students' reading comprehension progress and make a development. Due to the Covid-19 Pandemic, the teachers faced a new learning situation namely online learning. However, conducting formative assessment for assessing students' reading comprehension has to be conducted constantly. Thus, there were two aims of this study. First is to investigate how formative assessments were planned and implemented for assessing students' reading comprehension in online learning from the teachers' point of view. Second, to investigate the challenges that might be faced by the teachers in the formative assessment implementations from their point of view. The study involved four junior high school English teachers at SMPN 7 Denpasar. The design of the study was qualitative study. The data were collected by using three methods namely document analysis, survey, and interview. The result of the study showed that there were several formative assessment methods that were planned and implemented by teachers. The methods were categorized into self-assessment, peer-assessment, teacher-feedback, sharing an understanding of formative assessment goals, and varied assessment methods. Furthermore, there were also several challenges that faced by the teachers in formative assessment implementations and have been categorized into four categories namely teachers' knowledge, teachers' beliefs, students' learning, and big class.

Keywords: formative assessment, reading comprehension, online learning

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Perkembangan pemahaman membaca siswa dapat dicapai dengan mengimplementasikan penilaian formatif selama instruksi membaca sehingga guru dapat mengamati proses pemahaman membaca siswa dan membuat perkembangan. Karena pandemic Covid-19, guru menghadapi situasi pembelajaran baru yaitu pembelajaran daring. Namun, melakukan penilaian formatif untuk menilai pemahaman membaca siswa harus tetap dilakukan. Maka dari itu, penelitian ini memiliki dua tujuan. Tujuan pertama adalah untuk menginvestigasi bagaimana asesmen formatif direncanakan dan diimplementasikan untuk menilai pemahaman membaca siswa dalam pembelajaran daring dari sudut pandang guru. Tujuan kedua adalah untuk menginvestigasi tantangan yang dihadapi dalam pengimplementasian penilaian formatif dari sudut pandang guru. Penelitian ini melibatkan empat guru bahasa Inggris di SMPN 7 Denpasar. Desain penelitian ini adalah studi kualitatif. Data dikumpulkan melalui tiga metode yaitu analisis dokumen, survey, dan wawancara. Hasil penelitian menunjukkan bahwa terdapat beberapa metode asesmen formatif yang direncanakan dan diimplementasikan oleh guru. Metode-metode tersebut dikategorikan menjadi penilaian diri, penilaian teman sebaya, umpan balik guru, berbagi pemahaman mengenai tujuan penilaian, dan metode penilaian formatif yang bervariasi. Selain itu, terdapat pula beberapa tantangan yang dihadapi oleh guru dalam mengimplementasikan penilaian formatif dan dikategorikan menjadi 4 kategori yaitu pengetahuan guru, keyakinan guru, pembelajaran siswa dan kelas yang besar.

Kata kunci: penilaian formatif, pemahaman membaca, pembelajaran daring