

#### Appendix 01.



#### PEMERINTAH KOTA DENPASAR DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA SMP NEGERI 7 DENPASAR

## NPSN : 50103134 NSS : 201220903040

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Memang benar nama tersebut diatas telah melaksanakan penelitian di SMP N 7 Denpasar. Penelitian tersebut berjudul "An Analysis of Formative Assessment Conducted by Junior High School English Teachers in Assessing Students Reading Comprehension in Online Learning"

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan dimana perlunya.

Denpasar, 8. Maret 2021 Kepata SMP Negeri 7 Denpasar

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#### Appendix 02. Blueprints

An Analysis of Formative Assessment Conducted by Junior High School English Teachers in Assessing Students' Reading Comprehension in Online Learning

### Table. 01

Five Categories of Formative Assessment Conducted by Junior High School English Teachers in Assessing Students' Reading Comprehension in Online Learning Adapted from Gonzales (2012), Earl (2013, Panadero &Alqassab (2019), Hadzic (2016)

DIMENSIONS	DESCRIPTION	INDICATOR	NUMBERS OF ITEM
Conducting Self- Assessment	This dimension discusses about the process of reflecting students' ability by themselves. Self-	students to reflect on their reading	9,10,11,2
Gonzales (2012) Earl (2013)	assessment help students to improve their self-awareness in developing their reading comprehension	Teacher asks students to do self adjustment	13,14,15,16
Conducting Peer-Assessment Gonzales (2012) Panadero &Alqassab	This dimension discusses about the assessment process where the students have responsibility to assess their friends'	Teacherasksstudents to conductpeerfeedbackfortheirfriends'readingcomprehension	17, 18, 19, 20
(2019)	workorunderstanding.Theassessment can be in		21, 22,23,24

	form of comments or	their friends' work	
	suggestion that are	related to reading	
	given in synchronous	comprehension	
	and asynchronous	tasks	
	online learning		
	Teacher Feedback	Teacher provides	
	dimension focuses on	-	25.26.27.28.2
	how the teachers	students' reading	9
	provides feedback to	e	,
Conducting	the students in		
Teacher	synchronous and	written feedback on	
Feedback	asynchronous online		
			30,31,32,33,3
Gonzales (2012)	learning. It can be		4
Hadzic (2016)	oral or written	ability	
	feedback	72 2	7
		64.98	
	V (h)	Teacher involves	
	Sharing an	students to conduct	
Sharing an	understanding of	formative	$\boldsymbol{<}$
Understanding of	assessment goals	assessment during	1,2,3,4
Assessment	focuses on the	teaching reading	
Goals	process of assessing		
Gonzales (2012)	students reading	online learning	
	comprehension in	Teacher is openly	
	which the teacher is	share about the	
	actively involved to	learning goals and	
	share and discuss and	how formative	
	understanding of the	assessment will be	5,6,7,8
	assessment's goals in	conducted in	
	online learning	assessing students'	
		reading	
		comprehension in	
		•	

		online learning	
	This dimension	Teacher provides	
	focuses on how	comprehension	
	teacher uses varied	questions after the	
	assessment method in	students read a text	
Conducting	assessing students'	by giving questions	
Varied	reading	that can be	
Assessment	comprehension in	answered by the	
Methods	online learning	students in detail	
Gonzales (2012)	N 14	about a text, such	35 <mark>,36,3</mark> 7,38,3
		as : what do you	9
		think about the	
	× 58/1	text?, or what do	
		you think about the	
7	C C C C C C C C C C C C C C C C C C C	story? or short	1
		answered question	
		such as Yes/No	
	VNDIV	questions	

Teacher asks
students to reflect
their understanding
of a text and
questions related to
the text by using
checklist contains
of reading
comprehension
aspects

# Table. 02

The Challenges that Junior High School English Teachers Faced in Assessing Students' Reading Comprehension by Using Formative Assessment in Online Learning Adapted from Quyen &Khairani (2016)

DIMENSIONS DESCRIPTION		INDICATOR	NUMBER
			OF ITEMS
	In this dimension,	Teacher do not	
Teacher	teacher knowledge is	understand	1
Knowledge	the crucial factor in	what is	
	implementing	formative	
	formative assessment.	assessment and	
	The success of	how to	
	formative assessment in	implement	40
	online learning is	formative	40
	affected by teachers'	assessment	
	professionalism and	effectively in	
	knowledge	online learning	
		Teachers lack	
		of professional	
		developments	

		activities of formative	
		assessment	
		towards	
		students	
		reading	
		comprehension	
		in online	
		learning	
		Lack of	
		experiences in	
	TNDID	conducting	
	SPENDID,	formative	
	All A	assessment	
	S 283	towards	
		students	
		reading	
		comprehension	
		in online	
		learning	
		$\sim$	
Teacher Beliefs toward Teaching,	This dimension discusses about	Teacher	
Learning and	teacher's attitude	believes that	
Assessment	toward formative assessment in assessing	students only	
	reading comprehension	need to master	
	in online learning	the basic	
		knowledge of	
		reading	
		comprehension	
		by memorizing	
		and drilling	

	Teacher prefer
	to use "only-
	right-answer"
	for assessing
	students'
	reading
	comprehension
	in online
	learning
	Teacher thinks
	that grading
DENDIN.	and scoring is
TAS PENDID	more important
	than giving
	feedback to
	students' 41
	reading
	comprehension
	and assignment
	Teacher thinks
	that students
	will have
AAD IKS	negative
	perception
	toward the
	implementation
	of formative
	assessment in
	their reading
	assignment.

	This dimension focuses	Students are not serious in implementing formative assessment for assessing their	
Student Learning	on the conflict of Asian students with the principles of formative assessment, especially	reading comprehension in online learning	
	self-assessment and peer-assessment in assessing reading comprehension in online learning	Students are lack of understanding of formative assessment implementation for assessing	42
	N DIKS	their reading comprehension in online learning	
Big Class	This dimension focuses on a large number of students in a class which can interfere the	of students in class	43
	formative assessment process for assessing reading comprehension in online learning	Many numbers of period per week or teaching load	

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