

APPENDIX E



Appendix 01.



PEMERINTAH KOTA DENPASAR
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
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Dengan ini *menerangkan bahwa* :

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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
Kepala 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 Gonzales (2012) Earl (2013)	This dimension discusses about the process of reflecting students' ability by themselves. Self-assessment help students to improve their self-awareness in developing their reading comprehension	Teacher ask students to reflect on their reading comprehension	9,10,11,2
		Teacher asks students to do self adjustment	13,14,15,16
Conducting Peer-Assessment Gonzales (2012) Panadero & Alqassab (2019)	This dimension discusses about the assessment process where the students have responsibility to assess their friends' work or understanding. The assessment can be in	Teacher asks students to conduct peer feedback for their friends' reading comprehension	17, 18, 19, 20
		Teacher asks students to conduct peer grading to	21, 22,23,24

	form of comments or suggestion that are given in synchronous and asynchronous online learning	their friends' work related to reading comprehension tasks	
Conducting Teacher Feedback Gonzales (2012) Hadzic (2016)	Teacher Feedback dimension focuses on how the teachers provides feedback to the students in synchronous and asynchronous online learning. It can be oral or written feedback	Teacher provides oral feedback on students' reading comprehension	25,26,27,28,29
		Teacher provides written feedback on students' reading comprehension ability	30,31,32,33,34
Sharing an Understanding of Assessment Goals Gonzales (2012)	Sharing an understanding of assessment goals focuses on the process of assessing students reading comprehension in which the teacher is actively involved to share and discuss and understanding of the assessment's goals in online learning	Teacher involves students to conduct formative assessment during teaching reading comprehension in online learning	1,2,3,4
		Teacher is openly share about the learning goals and how formative assessment will be conducted in assessing students' reading comprehension in	5,6,7,8

		online learning	
Conducting Varied Assessment Methods Gonzales (2012)	This dimension focuses on how teacher uses varied assessment method in assessing students' reading comprehension in online learning	Teacher provides comprehension questions after the students read a text by giving questions that can be answered by the students in detail about a text, such as : what do you think about the text?, or what do you think about the story? or short answered question such as Yes/No questions	35,36,37,38,39

		Teacher asks students to reflect their understanding of a text and questions related to the text by using checklist contains of reading comprehension aspects	
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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
Teacher Knowledge	In this dimension, teacher knowledge is the crucial factor in implementing formative assessment. The success of formative assessment in online learning is affected by teachers' professionalism and knowledge	Teacher do not understand what is formative assessment and how to implement formative assessment effectively in online learning Teachers lack of professional developments	40

		<p>activities of formative assessment towards students reading comprehension in online learning</p> <p>Lack of experiences in conducting formative assessment towards students reading comprehension in online learning</p>	
Teacher Beliefs toward Teaching, Learning and Assessment	This dimension discusses about teacher's attitude toward formative assessment in assessing reading comprehension in online learning	Teacher believes that students only need to master the basic knowledge of reading comprehension by memorizing and drilling	

		<p>Teacher prefer to use “only-right-answer” for assessing students’ reading comprehension in online learning</p>	
		<p>Teacher thinks that grading and scoring is more important than giving feedback to students’ reading comprehension and assignment</p>	41
		<p>Teacher thinks that students will have negative perception toward the implementation of formative assessment in their reading assignment.</p>	

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

		<p>in assessing students' reading comprehension in online learning</p> <p>The instructional time is quite short to assess students' reading comprehension by using formative assessment in online learning</p>	
School Authorities	<p>This dimension focuses on school authorities that limit the teacher to implement formative assessment in assessing students' reading comprehension in online learning</p>	<p>School do not support the teacher to conduct formative assessment in assessing students' reading comprehension in online learning</p> <p>School forces teachers to conduct test</p>	44

		through many small test and quizzes to assess students' reading comprehension	
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