

FORMATIVE ASSESSMENT PRACTICES IN ONLINE LEARNING FOR ASSESSING JUNIOR HIGH SCHOOL STUDENTS' WRITING COMPETENCE

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ABSTRACT

Writing is considered as one of the essential language competences which should be mastered by the students because it is highly valued in the academic context. As a result, the teachers have to conduct assessment in helping students to improve their writing competence. One of the assessment types which can be implemented by the teachers is formative assessment. Formative assessment is a process which is continuously conducted by the teachers to collect learning evidences of the students as an input to improve their' learning and improve the quality of learning instructions. However, due to the emergence of Covid-19 Pandemic, the process of formative assessment for assessing students' writing competence should be conducted in online learning. The Phenomena of the formative assessment for assessing students' writing competence in online learning exist in the junior high school English teachers at SMPN 3 Denpasar. This study aimed at analyzing the planning and implementation of formative assessment for assessing students' writing competence in online learning and also the challenges of formative assessment implementation in assessing students' writing competence in online learning. The design of this study was qualitative study particularly case study. The data were obtained by conducting document analysis, survey, and interview. The result of the study showed that the teachers planned and implemented 5 kinds of formative assessment namely self-assessment, peer-assessment, teacher-feedback, sharing an understanding of assessment goals, and varied formative assessment. It was also found that during its implementation, the teachers faced several challenges in assessing student's' writing competence which related to teachers' knowledge, teachers' beliefs, students' learning, and big class.

Keywords: formative Assessment, writing competence, online learning

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Menulis dianggap sebagai salah satu kompetensi bahasa penting yang harus dikuasai oleh siswa karena sangat dihargai dalam konteks akademik. Akibatnya, guru harus melakukan asesmen dalam membantu siswa meningkatkan kompetensi menulisnya. Salah satu jenis penilaian yang dapat dilakukan oleh guru adalah penilaian formatif. Asesmen formatif merupakan proses yang terus menerus dilakukan oleh guru untuk mengumpulkan bukti-bukti belajar siswa sebagai masukan untuk meningkatkan pembelajaran dan meningkatkan kualitas pembelajaran. Namun karena munculnya Pandemi Covid-19, proses asesmen formatif untuk menilai kompetensi menulis siswa harus dilakukan secara online. Fenomena asesmen formatif untuk menilai kompetensi menulis siswa dalam pembelajaran online terjadi pada guru Bahasa Inggris SMP di SMPN 3 Denpasar. Penelitian ini bertujuan untuk menganalisis perencanaan dan implementasi penilaian formatif untuk menilai kompetensi menulis siswa dalam pembelajaran online serta tantangan implementasi penilaian formatif dalam menilai kompetensi menulis siswa dalam pembelajaran online. Desain penelitian ini adalah studi kualitatif khususnya studi kasus. Data diperoleh dengan melakukan analisis dokumen, survei, dan wawancara. Hasil penelitian menunjukkan bahwa guru merencanakan dan mengimplementasikan 5 macam penilaian formatif yaitu penilaian diri sendiri, penilaian teman sebaya, umpan balik guru, berbagi pemahaman tentang tujuan penilaian, dan penilaian formatif yang bervariasi. Ditemukan pula bahwa dalam praktiknya, guru menghadapi berbagai tantangan dalam menilai kompetensi menulis siswa yang berkaitan dengan pengetahuan guru, keyakinan guru, pembelajaran siswa, dan kelas besar.

Kata kunci: assessmen formatif, kompetensi menulis, pembelajaran online