

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

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ABSTRACT

Speaking is one of the major skills to be learnt by the students as it affects the goals of learning English as a foreign language. In evaluating students' speaking competence, formative assessment have to be done during the learning process. This study was conducted in regard to the phenomenon of the online learning process due to the COVID-19 pandemic and the importance of implementing a good formative assessment in assessing the students' speaking competence. This study aimed at analyzing the planning and implementations of formative assessment for assessing students' speaking competence in online learning and the its challenges in junior high school in Denpasar. The subject of the study is three English teachers. The research used qualitative research design. The data were obtained from document analyses, questionnaire and interview. The results indicated that the teachers planned and implemented several kinds of formative assessments; self-assessment, peer-assessment, teacher-feedback, sharing an understanding of assessment goals, and varied formative assessment methods. However, inconsistency was found in the planning and implementation of the formative assessment as they were rarely mentioned in the lesson plan, suggesting the needs of improvement in the planning and implementaion.

Keywords: *Formative Assessment, Speaking Competence, Online Learning*

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Pendidikan Bahasa Inggris

ABSTRAK

Dalam pembelajaran bahasa Inggris sebagai bahasa asing, kompetensi berbicara merupakan salah satu kompetensi yang harus dipelajari oleh siswa karena kompetensi berbicara mempengaruhi tujuan. Dalam mengevaluasi kompetensi berbicara siswa, penilaian formatif harus dilakukan selama proses pembelajaran. Penelitian ini dilakukan sehubungan dengan fenomena proses pembelajaran online akibat pandemi COVID-19 dan pentingnya menerapkan penilaian formatif yang baik dalam menilai kompetensi berbicara siswa. Penelitian ini bertujuan untuk menganalisis perencanaan dan praktik penilaian formatif untuk menilai kompetensi berbicara siswa dalam pembelajaran online dan tantangannya di sekolah menengah pertama di Denpasar. Subyek penelitian ini adalah tiga guru bahasa Inggris. Penelitian ini menggunakan desain penelitian kualitatif. Data diperoleh dari analisis dokumen, kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa guru merencanakan dan melaksanakan beberapa jenis penilaian formatif; penilaian diri, penilaian sejawat, umpan balik guru, berbagi pemahaman tentang tujuan penilaian, dan metode penilaian formatif yang bervariasi. Inkonsistensi juga ditemukan dalam perencanaan dan pelaksanaan penilaian formatif karena jarang disebutkan dalam rancangan pelaksanaan pembelajaran yang menunjukkan bahwa peningkatan dalam hal perencanaan dan pelaksanaan masih diperlukan..

Kata-kata Kunci: asesmen formatif, kompetensi berbicara, pembelajaran online