



Formative Assessment Implementation: Does it Enhance EFL Students' English Learning Motivation?

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ABSTRACT

This study aims to determine the implementation of formative assessment in English teaching to enhance student motivation. The research design of this study is a qualitative descriptive research design. The subjects in this research were 30 class X students at SMA Indonesia Semarang. The instruments used in this research were observation, interviews, and open and closed questionnaires adopted and adapted from Theodoridis & Kraemer (2020). The collected data was then analyzed using descriptive qualitative and closed questionnaires using SPSS 21. The research showed that before implementing formative assessments such as quizzes, discussions, and Google forms in learning English, students experienced various obstacles, including lack of vocabulary, understanding, self-confidence, etc. However, everything changes when this type of assessment is implemented where students show significant results as seen from students being able to understand the learning, increasing students' vocabulary in speaking English, making learning more interesting and not boring. From the above, it can be said that students are very motivated which shows a result of 82.1% in this research.

Keywords: *English Teaching, Formative Assessment, Student Motivation*

Introduction

Foreign language learning is indispensable in the education system, as in international literature, professional, and scientific knowledge (Muho & Taraj, 2022). A student's study habits are considered a complex motive. Because there are strategies used to increase student motivation when learning a foreign language. Assessment is one of the most powerful tools, (Borah; 2021). Assessment is all activities teachers and students carry out to obtain information to change the teaching and learning process (Ekua & Sekyi, 2016). Assessment can be divided into two: The first is summative assessment. A summative assessment is an assessment given at the end of learning in the form of a final test. The second is formative assessment. Formative assessment is an assessment that refers to all activities carried out by teachers and students, where this assessment functions to collect information as feedback to change the teaching (SAOUD Ammar, (2016), Syamsuddin, (2021) and learning activities in which they are involved Ferdinal & Isramirawati, (2021), Sanchez-Lopez et al.(2023). As explained above, formative assessment helps teachers interact with the teaching and learning process. For example, when teachers ask students to carry out self-assessments on their tests. Then the teacher checks and comments on the test results. This will help students to know their strengths and weaknesses. They will understand the material clearly and improve it (Prastikawati et al., 2020)

Formative assessment is designed to support the learning process by producing useful feedback for students in the learning process, thus leading to improved learning outcomes (Evans et al., 2014). Feedback is an important part of the formative assessment framework which involves collecting and providing information about actual student performance and understanding to benefit student learning (Morris et al.(2021), Ugwuanyi et al.(2021), Amaliah et al., (2022). Formative assessment is also integral to learning through student satisfaction, frustration, and motivation. This triggers future action in formative assessment practices through student motivation (Leenknecht et al., 2021). Student motivation is defined as the theory of self-determination. From this theory, motivation is determined by the level of self-support for an activity. Students carry out learning because of support from the individuals themselves which makes them feel motivated Leenknecht et al., (2021). For example, keeping learning notes and receiving teacher explanations can increase students' awareness of progress. The cycle of successful motivation occurs if students apply and reflect on learning goals. A student-focused approach to classroom assessment impacts academic efficacy, motivation, and desire to learn. Looking at theory, research, and practice regarding student-centered formative assessment approaches will produce a better understanding of the relationship between formative assessment, academic motivation, and independent learning (Mr.SAOUD Ammar, 2016).

Some previous studies have shown positive findings on formative assessment (Ferdinal & Isramirawati, 2021) They described the relationship between formative assessment practice and assessment references from students. In this study, they formed into two groups: the experimental and the control groups. The results of this study were from the experimental group and the control group, they preferred the traditional type as their assessment in the form

of a multiple-choice test. On the other hand, there is a new analysis from the experimental group regarding formative assessment preferences that they start to choose formative assessment mode for their preferences. In other words, they add new types to their assessment preferences such as self/peer assessment. In this research study, they found that students like more active roles in their assessment and take new steps to be great learners. In addition (Poliarush, 2021) They described the value of formative assessment within the educational process of professionally oriented English communication, as well as the effect of evaluation on students' willingness to learn English. They identified many forms of motivation in this study, which they discussed, as well as high and low levels of formative assessment, which they investigated, and finally, the link between motivation and assessment in learning English, which they investigated. The sort of formative assessment used in the study of English for professional communication is evaluated at both high and low levels. The degree of motivation of students will be assessed using low and high-level formative assessment circumstances, which will be compared subsequently. Given, in particular, specific educational situations when the formative assessment has a higher influence on student learning. The last (Muho & Taraj, 2022) They explored the impact of formative assessment on student's motivation to learn English adopted by Leahy, Lyon, Thompson, and Wiliam (2005). This study illustrates the relationship between formative assessment and learning motivation. This research was conducted on high school students from public and private schools belonging to three large high schools in Durrës, Albania. The instrument of this research is a questionnaire. The findings of this research are that the strategic questions used by teachers during formative assessments, portfolios, self-assessments, and peer assessments have a positive effect on their motivation to learn English.

Seeing the importance of implementation of formative assessment in English teaching to enhance students learning motivation. In this study, the writer focuses on finding the implementation of formative assessment in English teaching to enhance students' learning motivation in SMA Institut Indonesia Semarang.

The main objective of this study was to identify the implementation of formative assessment in English Teaching to enhance the student's learning motivation. To achieve the research objective, this study answered the following research questions:

1. What are the formative assessments implemented by English teachers in SMA institute Indonesia Semarang?
2. What are the challenges faced by the students in learning English?
3. How is the student's motivation in English Learning when formative assessment is implemented?

Methodology

Qualitative descriptive research is purely data-derived in that codes are generated from the data during the study. Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, individual or focus group interviews. However, data collection may also include observations, and examination of records, reports, photographs, and documents (Holly, 2018). The researcher assumed that qualitative research design would

be an ideal methodology for this study. The methods for gathering data include interviews, open questionnaires, closed questionnaires, and observation. The information collected from interviews is turned into a transcript, a unique aspect of the qualitative technique. This study is objective, where this study researcher will be using classes of tenth-grade students to investigate the implementation of formative assessment in English Teaching to enhance the students' learning motivation at SMA Institut Indonesia Semarang.

The instruments used by researchers to answer the research problem above consist of four instruments including observation and interviews for answerers of the first research problem, followed by an open questionnaire consisting of seven questions regarding the second research problem, and finally, a close questionnaire consisting of fifteen questions. Questions related to research problem number three. Where the subjects in this research consisted of twenty-eight tenth-grade students at SMA Institut Indonesia Semarang

To achieve the research objective, a survey was also conducted to collect the data. The survey aimed to find out about the formative assessments implemented by English teachers in SMA Institut Indonesia Semarang, the challenges faced by students in learning English, and the student's motivation in English Learning when formative assessment is implemented. The methods of data analysis that the writer uses are content analysis and using application of SPSS 21.

Findings

The Formative Assessments implemented by English Teachers in SMA Institut Indonesia Semarang

The writer carried out observations by attending 4 meetings held by Mrs. Ida as an English teacher. Based on the results obtained, the author found several important things regarding the implementation of formative assessment by English teachers. Where Mrs. Ida uses several platform-based formative assessments:

1. Quizizz

After all the learning materials have been explained, the use of Quizizz begins to be applied to students. By sharing the quizziz link with students, this activity is carried out at every English learning meeting. Where the processing time is thirty minutes with multiple-choice questions. Mrs. Ida uses the quizzes application to find out how much students understand the material being studied.

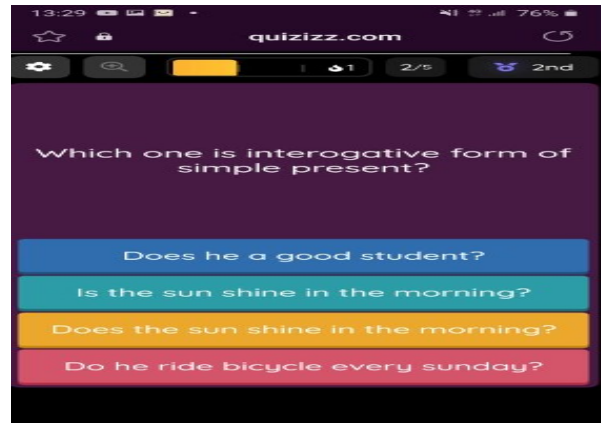


Figure 1. Quizzes

2. Classroom Discussion

When learning English, Mrs. Ida also often holds discussions. Mrs. Ida asked her students to form small groups by asking them to discuss the material that would be discussed that day during one hour of learning. After that, students were asked to present what they got from the results of their discussion. All the explanations that students give are included as daily assessments at the meeting on that day. Mrs. Ida does this with the aim that students can understand the initial concepts of the material being taught later.



Figure 2. Classroom Discussion

3. Google Form

A screenshot of a Google Form titled 'Simple Present'. The form includes a description field, a 'Name' field with a red asterisk, a 'Class' field, and a question: '1. the-in-sun-The-east-rises'. Each field has a 'Teks jawaban panjang' (long text answer) label below it.

Figure 3. Google Form

Formative assessment using Google Form which is used as a test after all the learning material is given with a processing time of thirty minutes. The results from the Google form will then be included in the list of values. Do not forget that after carrying out the assessment using the Google Form, the English teacher, Mrs. Ida, gave feedback to the students regarding the Google Form questions so that the students knew where they were not correct in their work and did not forget to tell them about the material that would be discussed next. Assessment using Google Forms was carried out at one of the four meetings held by the writer. Mrs. Ida uses this Google form assessment at the end of all the material taught. Where this assessment is considered a daily test for students who do it. For Mrs. Ida, this assessment is considered a reflection of herself and the students. From this, Mrs. Ida can find out what needs to be improved and what students need in learning English.

Apart from observing the English teacher in the class, the writer also conducted a series of interviews with several students in the class regarding their responses regarding the use of formative assessment that their teacher implemented. Based on interview sessions with several students, similar findings were revealed. Where they reveal the implementation of formative assessments that are often used by their English teachers, namely formative assessments such as quizzes and discussions, while Google Forms are used as tests in their learning. This fact is supported by the excerpt of the interview below.

(S1): *"Group work is, then presented and quizzes are also carried out at the end of the lesson. It is very interesting and makes me know how much I understand the material being studied and I am motivated because by using this assessment I know how much I understand the material being discussed"*

(S2): *"Formative assessments used by my English teacher include Google Forms, discussions, and Quizziz, By using assessments like this I feel helped because by using this I feel I understand the learning given better and with learning like this it doesn't feel boring and I feel motivated to study because I got a good score after doing this assessment. Plus, after carrying out this assessment, Mrs. Ida always provides feedback regarding the questions she gives "*

(S3): *"Group work and quizzes because they are always used at the end of English learning. It is very interesting and makes me know how much I understand the material being studied and, I am motivated because I can get a grade that is satisfactory for me."*

The Challenges Faced by Students in Learning English

Starting with the first question about what they think about learning English. From this question, various responses emerged from students, such as:

S1: *"Learning English is an important lesson for everyday life so that it doesn't become outdated, and when talking to foreigners or people from abroad you can use English."*

S4: *"Like, I like learning English but I still don't understand or don't understand when someone speaks in English."*

S7: *"In my opinion, maybe the lessons are just ordinary but I like learning English."*

S9: *"Learning English is very important for continuing school to higher education."*

S13: *"My opinion about learning English is that English is very important as it creates a link between individuals from various parts of the world to be able to communicate with each other."*

S14: *"I think learning English is fun, maybe for a moment you will be a little confused if you just learn new words."*

In the second question, the writer asked whether they liked learning English in her questionnaire. Where they got various responses from students such as:

S4: *I like it, but what I like most is English which is about the simple present because it is easy to understand*

S11: *Yes, I like sentences or ways of communicating in English*

S14: *I like English lessons because they are fun*

S24: *Yes, I like it but I doubt I can do it and it seems impossible*

In the third question, the writer asks students to describe what they like when learning English. Their responses were quite varied as follows:

S5: *"I like learning English in groups or discussions."*

S7: *"Various things such as I can broaden my knowledge and being able to speak English add to my satisfaction."*

S11: *"I like learning English because I can explore new vocabulary while solving puzzles."*

S27: *"What I like the most is when reading a text and the teacher will assess the accent, also when the teacher gives an English text."*

Next, the fourth question discusses the role of schools in English learning outcomes. In this case, students gave almost the same responses as follows:

S5: *"Yes because English is very important"*

S11: *"Yes, at school I study English with friends. Starting from difficult to easy"*

S19: *"Yes because the school also provides extra English"*

S27: *"Not really, I think my hobby of reading and my parents' encouragement play a very important role here."*

Followed by the fifth question where students were asked to mention things that made them enthusiastic about learning English. These things are as follows:

S2: *"Learn with games."*

S4: *"Because my dream is to be a flight attendant. That is my dream and if you want to become a flight attendant you have to be smart and master English."*

S6: *"The teacher is cool."*

S11: *"I am happy when learning to add several games such as quizzes, puzzles, word connects, etc."*

S27: *"When learning new vocabulary and also when learning verbs."*

In the sixth question, students are asked to tell what obstacles they have in learning English, including the following:

S4: *"I don't understand the language. Especially when people speak fast English. I don't know what to say."*

S7: *"Maybe because I understand quite a few words, maybe that's what makes it a little difficult for me."*

S11: *"Sometimes I'm confused when I find new vocabulary. And I'm also confused when asked by the teacher and told to answer in English."*

S28: *"Sometimes I don't understand the explanation, but I try to learn to understand it."*

The last question of this questionnaire discusses how students overcome the obstacles they mentioned previously in learning English as follows:

S1: "Be more active in learning English."

S2: "Asking questions, repeating, and taking notes when studying English lessons."

S7: "I have tried to add vocabulary in English that I don't know yet."

S8: "Read the English dictionary more often."

S11: "Export more new vocabulary. You can read comics in English, watch films and cartoons, and try to speak English."

S27: "As much as possible I open social media and study its uses and functions."

Based on the respondents' answers above, it was found that the problems faced by students in learning English were that they had difficulty understanding English speech, lack of English vocabulary, lack of self-confidence, and lack of understanding of the lessons explained. To overcome this problem they use various methods, including asking the teacher who teaches again about which parts they don't understand, looking in the dictionary, using translate, opening the material again, watching films in English, and finally working together with friends.

The Student's Motivation in English Learning When Formative Assessment is Implemented.

The findings of this research show several important points of student motivation in learning English when formative assessment is implemented. Based on closed questionnaire data, students gave positive responses as seen in table 1.

Table 1. The result of the questionnaire on student motivation when formative assessment is implemented.

No	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
1	I like learning English.	3 (10,7)	20 (71,4)	3 (10,7)	2 (7,1)	0
2	Learning English is important because I will need it for my future career.	10 (35,7)	18 (64,3)	0	0	0
3	Being fluent in English makes me a knowledgeable and skilled person.	6 (21,4)	18 (64,3)	4 (14,3)	0	0
4	I learn English so I do not be left behind by my friends.	4 (14,3)	17 (60,7)	6 (21,4)	1 (3,6)	0
5	I am motivated to learn more when other people appreciate my English skills.	4 (14,3)	18 (64,3)	6 (21,4)	0	0

6	I always do my English homework.	7 (25,0)	18 (64,3)	3 (10,7)	0	0
7	I submit my English language task on time.	6 (21,4)	17 (60,7)	5 (17,9)	0	0
8	I always attend English learning classes.	13 (46,4)	14 (50,0)	1 (3,6)	0	0
9	I am involved in full English learning from the beginning to the end	6 (21,4)	12 (42,9)	9 (32,1)	1 (3,6)	0
10	Formative assessment in this form is convenient and flexible.	6(21,4)	13(46,4)	7(25,0)	2(7,1)	0
11	Formative assessment in this form helps students get immediate feedback.	4(14,3)	16(57,1)	6(21,4)	2(7,1)	0
12	The formative assessment in this form allows for self-paced multiple attempts.	4(14,3)	20(71,4)	3(10,7)	1(3,6)	0
13	I feel excited when this formative assessment is used for the first time	3(10,7)	15(53,6)	8(28,6)	2(7,1)	0
14	The formative assessment helped me further my understanding of the topic taught in the English lesson	3(10,7)	23(82,1)	2(7,1)	0	0
15	The formative assessment in this form motivates me to learn the subject better	4(14,3)	21(75,0)	3(10,7)	0	0

From Table 1, researchers found that 100% of respondents expressed some opinion regarding the impact of formative assessment on student motivation when learning English. Starting with the student's interest in learning English, which showed that 10.7% stated that they strongly agreed, then continued with 71.4% stating that they agreed. From this, researchers could find out that they liked learning English, followed by 10.7% expressing their doubts. Regarding interest in learning English, the remaining 7.1% stated that they disagreed with their lack of interest in learning English. This is followed by how important it is to learn English to support their future. In this case, the students showed an interesting response, 35.7% stated that they strongly agreed and 64.3% agreed that if seen from this, they need to learn. English to support their future. Then continued with 21.4% stating that students believe that being fluent in English will

make them knowledgeable and skilled people. This is also supported by 64.3% stating their agreement with the statement above. The remaining 14.3% expressed their doubts about whether the statement above influenced their progress in learning.

Furthermore, 14.3% said they strongly agreed and 60.7% said they agreed that students study English so that they do not feel left behind by their other friends. Meanwhile, 21.4% of them expressed their doubts regarding the above statement while the remaining 3.6% expressed their disagreement regarding the above statement. Followed by the next statement where 14.3% said they strongly agreed and 64.3% said they agreed regarding students being motivated to study harder to get appreciation from someone they want regarding their English skills, the students said 21.4% expressed their doubts regarding this statement.

To support their learning, students do several things to improve their English scores. Among other things, by doing every English assignment given where 25% of the students stated that they strongly agreed 64.3% agreed regarding the statement above and the remaining 10.7 expressed their doubts about whether they should agree with this statement. Furthermore, 21.4% strongly agreed and 60.7% agreed that they should submit English assignments on time and the remaining 17.9% expressed doubts regarding this statement. Next, regarding the attendance of students when learning English, they stated that 46.4% strongly agreed and 50% agreed that they should attend English classes while the remaining 3.6% percent expressed their doubts regarding this matter, where there were factors that caused this doubt to arise. Furthermore, regarding student involvement in learning English from the beginning to the end of learning, several responses emerged from this statement from the students, starting with 21.4% of the students strongly agreeing and 42.9% agreeing with the above statement, while 32.1% expressed doubts. They regarding their involvement in learning English, and the remaining 3.6% disagreed with this statement.

Lastly regarding students' opinions regarding formative assessment when English learning is in progress. Starting with Formative assessment in this form, it is comfortable and flexible. From this statement, several responses were obtained from students where 21.4% stated that they strongly agreed 46.4% stated that they agreed when formative assessment in this form was applied, while 25% expressed doubts regarding its implementation. This type of formative assessment was used while the remaining 7.1% expressed their disagreement with the implementation of this type of formative assessment.

Furthermore, 14.3% stated that they strongly agreed and 57.1% stated that they agreed that this type of formative assessment helps students get immediate feedback while 10.7% expressed their doubts about whether this type of formative assessment helps them or vice versa while 7.1% expressed their disagreement with this statement. 10.7% said they strongly agreed 53.6 percent said they agreed that they felt interested when this type of assessment was first carried out in their learning, 28.6% said they were doubtful whether they felt interested or not and the remaining 7.1% disagreed that they are less interested in the use of this type of formative assessment. 10.7% strongly agreed and 82.1% agreed with the statement that formative assessment helps students understand

topics in English lessons, while 7.1% of students expressed their doubts regarding the above statement. Finally, 14.3% stated that they strongly agreed and 75% stated that they agreed that the use of this type of assessment motivates students to learn the material better, while 10.7% of them still felt unsure whether they felt motivated in using this type of formative assessment. In studying the material provided.

Discussion

All the findings found in this study have been summarized well where the English teacher at the SMA Institut Indonesia Semarang, namely Mrs. Ida, in her learning uses several formative studies in her class. In her class, the types of formative assessments she provides include quizzes, classroom discussions, and Google forms. The reason why she uses this type of formative assessment is because it is easy to apply, free to use, and known to students.

As stated above, the first type of formative assessment used by English teachers is Quizizz. Quizizz is a fun multiplayer game platform or classroom activity application for quiz games where students control their speed in class activities. Quizizz games provide the speed of students' answers to appear. On each student's screen, they can answer questions at their own pace and review their questions. answer at the end (Basuki & Hidayati, 2019). As is known above, apart from being useful for students, this application is also useful for teachers where by using this application teachers can find out the ranking of students directly after carrying out Quizizz which functions as a record for teachers regarding how much they understand in learning English and the results of Quizizz It is saved to be used as evaluation material for students.

Using Quizizz has a positive impact on English language learning. It can be seen from the students' responses that they feel interested when participating in English learning in class and feel helped when understanding the ongoing English learning material. From this interest, motivation arises within them. This motivation makes them compete to get high grades and rankings when learning English is in progress. Further they added that they wanted something more interesting and fun so they wouldn't feel bored and stressed quickly.

The second type of formative assessment applied by English teachers is classroom discussion. Classroom discussion is a classroom environment feature that differentiates the extent to which students are encouraged to express their opinions and discuss different points of view, guided by their teacher (Carrasco et al., 2020). As explained above, students carry out this activity before moving on to the core material to be studied, where the teacher wants students to know in advance what topics of discussion will be studied at the next meeting so that they do not feel confused when English learning is taking place.

The last type of formative assessment implemented by English teachers in the classroom is the use of Google Forms. Google Forms is one platform that provides online form-creation services, which has functions in the world of education, such as giving tests or exercises, collecting other people's opinions, collecting student or teacher data, and as a questionnaire to someone which is done through a website (Khoerul ummah, 2022)

In this research, the writer found that the use of Google Forms in the classroom in English learning as a test grade was carried out at the end of the lesson, where in this case the English teacher was sure that all the material discussed had been completed and saw the

readiness of the students who were ready too. When a test is carried out, the results will be saved and later used as evaluation material by the English teacher.

After knowing what types of formative assessments are used by English teachers at SMA Institut Indonesia Semarang, the discussion continued with what were the challenges for students in class when English learning was taking place. The writer discovered the fact that they have the desire and interest to be able to master English language learning. The reason why they want to do that is because these students think that learning English can help them when they continue their studies to a higher level and will prepare them to achieve their dreams later. This cannot be separated from the role of schools in helping them achieve what they want. Students' interest when learning English is taking place is when the English teacher provides a game that makes them interested and competes to get the additional value promised by the teacher.

Apart from that, they also help each other in learning English. It can be seen that they created a study group that made them feel helped when they faced a problem when learning English. Returning to the core of the problem regarding the challenges they face when learning English is ongoing, including the following, they stated difficulties in understanding the language when someone speaks it too fast, then the lack of English vocabulary that they know, and a lack of confidence when speaking English in front of the class.

To deal with the problems they face when learning English, they do several things, including asking the teacher again to repeat what has just been discussed, reading an English dictionary, writing notes that can help in understanding English lessons, and reading language books. English such as comics and novels in English, watching English-based films, trying to pronounce English words and sentences, and using various websites that can help you learn English.

From the explanation above regarding the problems faced by students in learning English. The writer can state that the problems above can be categorized under student conditions. This is reinforced by findings from Sakkir et al. (2023) which state that the problems faced by students in learning English are divided into several categories, including student conditions, school conditions, learning process, material conditions, and technology Implementation.

Conclusion

According to the findings, English teachers in SMA Institut Indonesia Semarang used three types of formative assessment in teaching and learning English, such as quizzes, discussions, and Google forms. Meanwhile, the problems faced by students in learning English include a lack of self-confidence, lack of English vocabulary, lack of understanding of the material studied, lack of understanding of English pronunciation, etc. Lastly, students' motivation in learning English when formative assessment is implemented produces satisfactory results where students look more interested in learning, easily understand the lessons taught, have high self-confidence, increase their vocabulary, and very motivated as shown by 82.1% of tenth-grade students at Institut Indonesia Semarang High School have high motivation. Further research needs to elaborate the effectiveness of each formative assessment to improve some English skills.

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