

**CAPTURING EFL TEACHER'S PERCEPTION AND
IMPLEMENTATION OF FORMATIVE ASSESSMENT IN
TEACHING WRITING**

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor
Degree of English Education Department



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DEDICATION

This thesis was successfully completed thanks to the patience and support of many individuals, whose contributions cannot be fully expressed by simply mentioning their names. I dedicate this thesis to all of them, with special dedication to:

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ABSTRACT

Title : **Capturing Efl Teacher's Perception and Implementation of Formative Assessment in Teaching Writing**

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Formative assessment plays a crucial role in enhancing EFL students' writing skills through continuous practice and detailed feedbacks. However, its implementation in EFL secondary school contexts remains limited, with a predominant focus on summative assessment. This study explores EFL teacher's perception and practice of formative assessment in teaching writing. Using a qualitative case study approach, data were collected through semi-structured interviews and classroom observations with one teacher at SMPN 18 Semarang. Data were analyzed using Gay's four-step process: memoing, describing, classifying, and interpreting. The findings reveal that the teacher perceived formative assessment as essential for improving students' grammar and writing structure through consistent feedbacks and targeted activities. In practice, the teacher implemented strategies such as peer review, self-assessment, and the use of engaging tools. Despite these efforts, challenges such as balancing student workload and time constraints were noted. This research highlights the significant role of formative assessment in fostering writing skills and offers insights for teacher development and improved classroom practices.

Keywords: *EFL Teacher, Formative Assessment, Secondary School, Teaching Writing*

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MOTTO

“The secret to success is consistency in effort.”

– **Benjamin Disraeli**

"Dream big, work hard, and trust in the journey, for every effort made with sincerity will lead to the path of success."

-Unknown

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the research question, the research objective, and the research limitation.

A. Background of the Research

A key component of improving learning and teaching is assessment, which is the process of gathering evidence of students' learning in a variety of areas (such as the learning process and learning outcomes), interpreting data, and evaluating students' performance in order to provide feedback to parents, teachers, schools, and other stakeholders as well as the educational system. As a result, evaluation plays a crucial role in the cycle of teaching, learning, and feedback. (Council, 2014)

One kind of instructional strategy that has been proposed as a viable, (Andrade & Brookhart, 2016) and perhaps especially appropriate (Clark, 2012), means of assisting students engage Formative assessment helps learners become self-regulated. When formative assessment is used, the instructor collects evidence of the students' learning and, in accordance with the determined learning needs, modifies feedback or instruction to suit these needs.

Students can also act as change agents for these formative assessment techniques by evaluating themselves

and their peers and providing feedback to both. In order to implement a formative assessment practice where students actively participate in the fundamental formative assessment processes, teachers must assist students in developing the motivation and proficiency to carry out these processes. Furthermore, to optimize the efficacy of formative assessment procedures, the educator and students should collaborate to develop a shared understanding of the learning objectives and define standards for achieving these objectives at various proficiency levels (Black & Wiliam, 2009).

Writing is one of the most important and challenging skills for English as a Foreign Language (EFL) or English as a Second Language (ESL) student. Writing in English might be more difficult than other skills like listening, speaking and reading (Hinkel & Hinkel, 2003). At the secondary level, students who are learning EFL or ESL required to succeed in writing.

One of the most problems students face in writing is what should be written and how to write (Raimes, 1985). One of the writing aspects that most students faced is grammar. Grammar tends to make students hesitant to write. In this case, students regarded have difficulties in writing (Ferris, 1999). Sometimes, difficulties bring students to feel nervous, anxious, and lack motivation (Cheng, 2002). Many students are worried about writing in English, especially due to the

challenges mentioned previously. Fortunately, there are several ways to overcome these difficulties, one of them being the use of formative assessment in the classroom.

Formative assessment has a good effect on EFL writing, as several studies have shown. These studies provide insightful information about the efficacious ways in which formative assessment approaches enhance students' writing abilities. For instance, students in Lahore, Pakistan, believe that formative evaluation and feedback are crucial to improving their writing skills (Zia, 2019). For students to succeed, this study highlights the significance of prompt feedback and precise evaluation standards. Furthermore, an additional study demonstrated the efficacy of particular formative assessment procedures, like instructor feedback and peer review. Student writing performance is enhanced when formative evaluation is incorporated into the teaching and learning process, particularly in writing classes. This is so that teachers can modify their instruction and assist students in achieving better results. The fundamental goal of formative assessment is to give students continuous feedback throughout the learning process (Trismayanti, 2021).

Scholars have studied how formative assessment is perceived and implemented in classrooms at various educational levels and in different contexts. Teachers and students have shown positive attitudes towards formative

assessment in the studies. As a case in point, formative assessment was well-regarded by lecturers and students in Scotland. According to McCallum & Milner (2021), students found formative assessment helpful for monitoring their learning while lecturers acquired insights for improving their lessons. Another study conducted by Naghdipour (2017) explores formative assessment among Iranian EFL undergraduate students studying English. Other study examined how formative assessment of writing is conducted in an EFL context, specifically exploring the viewpoints of both teachers and students (Burner, 2016). When applied in a different context, these studies demonstrated the significant effects of formative assessment on the assessment and improvement of writing skills in English as a Foreign Language (EFL).

Extensive research has been conducted on formative assessment in teaching writing, particularly in high school and university contexts. However, there remains a significant gap in understanding the perceptions and practices of frontline teachers when it comes to formative writing assessment, especially in EFL secondary school settings where the primary focus lies on summative assessment and scoring (Wang et al., 2020). In EFL secondary school classrooms, students are at the beginning of their English learning journey and have limited chances to practice writing in English

outside of school (Lee, 2017). In these circumstances, teachers' role in shaping students' learning experiences and outcomes is crucial, as they are one of the few reliable sources for students to learn L2 writing skills and get feedback on their written work.

Based on background above, the researcher want to gain a deeper understanding of how EFL teachers perceive the concept of formative assessment in teaching writing, and how this understanding is reflected in their daily teaching practices, because Researching the title "Capturing EFL Teacher's Perception and Practice of Formative Assessment in Teaching Writing" is important for the following reasons: Teaching Quality, Understanding teachers' conceptions of formative assessment and how they apply it in teaching writing can help improve teaching quality. By knowing how teachers understand and implement formative assessment, we can provide better support for their professional development. Assessment Effectiveness, Formative assessment plays a crucial role in enhancing student learning. By understanding teacher's practice in using formative assessment in teaching writing, we can evaluate its effectiveness and find ways to enhance it.

The research findings can provide valuable insights for developing better curricula in teaching writing in the context of EFL learning. Contribution to Research, This

research can contribute to the literature on English language education by exploring important and relevant topics in the context of EFL education. Thus, this research can provide a better understanding of formative assessment in the context of EFL writing instruction, which can positively impact teaching practices and student learning.

B. Research Questions

The problems that are going to be discussed in this research can be stated as follows:

1. What are EFL teacher's perception of formative assessment in teaching writing?
2. How do EFL teacher implement formative assessment in teaching writing?

C. Research Objectives

Based on the research question that mentioned above. The purpose of the research are :

1. To explain EFL teacher's perception of formative assessment in teaching writing
2. To describe how EFL teacher implement formative assessment in teaching writing

D. Pedagogical Significance

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as followers:

1. Theoretically
 - a. Broadening understanding of the concept of formative assessment in the context of teaching writing for EFL teachers.
 - b. Explaining the theories that underpin formative assessment in writing learning, such as feedback theory and responsive teaching.
2. Practically
 - a. The For the students
Allowing them to receive more meaningful feedback that can enhance their writing abilities.
 - b. For the teachers
Providing insights into how to implement formative assessment in the context of teaching foreign languages, which can enhance their teaching quality.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of relevant literature, including previous research and theoretical review. The literature review presents some theories to support the data of this study, while previous research was used to identify the research gap and shortcomings so that the researcher can improve and complete it.

A. Previous Research

This study of teachers' perceptions and practices regarding formative assessment in EFL writing complements Icy Lee's (2017) work, which demonstrated that using formative assessment improves student writing and motivation. Students exposed to formative assessment practices, such as feedback, revision, and self or peer evaluation, showed improvements in writing abilities, increased confidence, and a deeper understanding of their strengths and weaknesses. The teacher's instructional approach, which focused on pre-writing input and modeling writing tasks, played a crucial role in enhancing student outcomes. However, unlike Lee's research, which primarily examined the effectiveness of formative assessment strategies from the perspective of students, this study emphasizes understanding teachers' perceptions and practices in implementing formative assessment in EFL writing classes.

In comparison, another previous study conducted by Zhang (2017) involved the application of formative assessment in one class and summative assessment in another, comparing their effects on 100 senior high school students. Research methods included questionnaires, writing tests, and writing portfolios. The findings demonstrated that formative assessment significantly enhanced students' interest, reflection ability, and writing proficiency. Unlike Zhang's focus on high school students, this study concentrates on secondary school teachers' perspectives and their practices in formative assessment for teaching writing.

The study by Guadu et al., (2018) also shares similarities with this research as it employed a mixed-methods approach, combining quantitative and qualitative data collection to investigate 25 EFL instructors' beliefs and practices regarding formative assessment in teaching writing. This approach provided a comprehensive understanding of the correlation between beliefs and practices. While the previous research utilized extensive questionnaires and student assessment analysis, this study differentiates itself by employing semi-structured interviews to explore the nuances of teachers' perceptions and classroom practices.

Similarly, Zia (2019), in her case study "Students' Perceptions of the Effectiveness of Formative Assessment and Feedback for Improvement of English Writing

Composition Skills," focused on secondary level ESL students in Lahore, Pakistan. The study highlighted the positive impact of formative assessments, such as essay writing tasks, on students' vocabulary, creativity, and writing skills. Unlike Zia's student-centered approach, this study shifts the focus to the teachers' perspectives, particularly their practices and experiences in using formative assessment in EFL classrooms.

On the other hand, Oswalt (2013) conducted research entitled "Identifying Formative Assessment in Classroom Instruction: Creating an Instrument to Observe Use of Formative Assessment in Practice," which developed an observational tool for identifying formative assessment strategies in classrooms. The study emphasized the need for consistent observation and evaluation to improve formative assessment practices. While Oswalt's work concentrated on developing tools for assessing formative assessment presence, this research explores teachers' perceptions and their specific implementation practices, particularly in teaching writing.

In contrast to this study, which employs in-depth interviews to gather nuanced insights, the study "Formative Assessment in Timor-Leste: Teachers' Perception and Practice" by Costa Akoyt (2024) highlighted the disparity between teachers' positive perceptions and their limited implementation of formative assessment. The study called for

enhanced pedagogical training and government support to address challenges such as large class sizes. Unlike Akoyt's research, which involved a larger sample of 50 teachers using surveys, this study employs a smaller, more focused group of participants.

Previous studies have highlighted the crucial role of formative assessment, particularly through written corrective feedback (WCF), in enhancing students' writing performance in EFL contexts. Wirantaka (2022) emphasized that effective WCF when understandable, focused, and direct serves as a powerful formative tool that helps students revise their work meaningfully and improve writing accuracy. Similarly, research by Sutrisno, Abbas, and Annury (2024) demonstrated that integrating culturally-responsive writing instruction, which includes formative feedback practices, significantly improved students' grammar, vocabulary, and critical thinking. This suggests that culturally relevant and feedback-oriented instruction fosters deeper engagement and better learning outcomes. In addition, Azis et al. (2024) showed that differentiated learning supported by formative strategies can increase student interest and participation. Collectively, these studies affirm that teacher feedback, when framed as formative assessment, not only addresses language errors but also supports learner development through personalized and context-aware instruction.

Lastly, while this study hones in on formative assessment practices in writing and their practical application in classroom settings, the research by Thuy Ho Hoang Nguyen and Anh Thi Truong (2021) explored EFL teachers' perceptions of writing assessment in Central Vietnam, using a combination of questionnaires and interviews. The findings emphasized the importance of setting clear assessment criteria and providing feedback, though teachers were hesitant to adopt alternative methods. In contrast to Nguyen and Truong's broader investigation of assessment methods, this study focuses specifically on formative assessment practices for improving writing skills.

B. Literature Review

1. Perception

a. Definition of Perception

According to Amin et al. (2022), perception involves connecting visual and tactile experiences with objects and events to draw conclusions. Perception is the internal process of an individual comprehending stimuli to understand themselves and their surroundings (Husna, 2021). Perception happens when external stimuli are received and processed by the body to create understanding and awareness. According to Sari et al. (2022), perception involves receiving a stimulus through

the five senses and interpreting it to understand the observed object or environment.

Perception is a selective process based on categorizing interpretations (Destrianti et al., 2018). Yunita & Maisarah (2020) stated that perception is an individual's assessment of an object. Perception is the interpretation of sensory stimuli when observing an object. Perception is a person's reaction to their surroundings. Perception occurs when someone can feel and see objects or events.

Human eyes function as windows to their world. They help humans see and understand themselves and their surroundings. Human senses contribute physically and psychologically (Barry, 2002). Humans understand by transferring what they see to their feelings. Humans perceive and sense to experience their surroundings (Demuth, 2013, p.16). Their perception of the information is influenced by their mindset and behavior.

b. Types of Perception

According to Noviska et al. (2021), positive and negative categories are used to categorize perception. To better understand these perceptions, let's analyze them with the following explanations.

1) Positive Perception

Positive perception encompasses continuous knowledge and responses related to the object being perceived. Positive perception is when someone interprets all information and knowledge in a positive way. Observing the object from a good vantage point leads to a favorable perception (Muhlisin et al., 2022).

2) Negative Perception

A negative perception involves knowledge and responses that don't match the perceived object. When knowledge and responses do not match the perceived object, it creates a negative perception. Negative perception involves rejecting or disapproving of the perceived object through responses, actions, or attitudes.

c. **Factors Affecting Perception**

It is a known fact that every human being has their own distinct way of processing and responding to stimuli. Knowledge, experience, and perspective are some variables that can lead to these differences. Toha (2003:154) concludes that there are two main factors that may contribute to these differences: internal and external factors. Within internal factors, we can find a person's views, personality, attitudes, biases, expectations, attention, learning process, physical and mental health,

values, needs, interests, and motivation. External factors encompass the data background, environment knowledge, demands, size, intensity, contradictions, motion repetition, and object familiarity.

d. Indicators of Perception

The surrounding environment presents many stimuli to an individual, not just one. Nevertheless, not all stimuli capture the attention of individuals who are subsequently evaluated or perceived. The indicators of perception, as stated by Walgito (2004), are as follows:

- 1) Absorption of stimuli or objects from outside the individual

The five senses can receive and absorb stimuli or objects, either individually or in combination. When the five senses absorb information, it triggers a response in the brain, resulting in an image, response, or impression.

- 2) Understanding or understanding of an object

Once an image is formed in the brain, it undergoes a process of organization, grouping, and interpretation in order to achieve a comprehensive understanding.

- 3) Individual assessment or evaluation of the object

Once understanding is established, the next step involves assessing the individual. People

compare their newly acquired understanding with their own subjective criteria or norms. Different people can have varying opinions on the same object. Thus, perception varies from person to person.

The three indicators of perception, as explained earlier, are absorption, understanding, and evaluation. The first indicator involves the reception of a stimulus by the five senses, resulting in a mental image. Furthermore, the image will be analyzed to generate comprehension, which will subsequently facilitate an evaluation of the person.

2. Learning Assessment

a. Definition of Learning Assessment

Teachers rely on assessment and evaluation strategies to obtain data that enables them to assess the extent to which students meet the designated learning objectives. The information presented can be derived from different perspectives, such as those of parents, instructors, or even the quality of the course materials. According to Nunung Nuriyah (2016), evaluation is not limited to measuring learning results; it can also evaluate student attitudes and the learning process itself.

In the field of education, assessment entails obtaining and examining data to determine whether or not students have met learning goals. This covers a range of

techniques, such as competency tests, national exams, daily, mid-semester, and final exams, portfolios, and self-evaluation (Salamah, 2018). According to research by Lisiswanti et al. (2016), assessments may even serve as a source of motivation for students since they serve as a reflection of their growth in social skills and learning.

According to Walvoord (2010), learning assessment is a complex process that involves collecting and analyzing information about student learning to improve individual outcomes and program effectiveness. This definition highlights how assessment plays a proactive role in enhancing student learning experiences, not just assessing them. By collecting, analyzing, and interpreting data, educators can acquire insights into students' strengths, weaknesses, and areas for improvement, allowing them to customize their teaching methods.

b. Type of Assessment

Luis Alberto Lazaro (1996: 12) states that the following are the minimal forms of assessment that should be carried out when learning a language:

1) Diagnostics Assessment

At the beginning of the course, an initial evaluation is conducted to identify the fundamental strengths and weaknesses of the pupils. In order to

customize learning opportunities to match the needs of each student, the diagnosis and assessment activity is utilized to ascertain the student's present awareness and skill level.

2) Summative Assessment

Summative evaluation acts as a final snapshot of what students have learned. It involves assessing their answers to judge their understanding and skill development. This helps determine if they're ready to move on or qualify for something new.

3) Formative Assessment

McManus (2008) describes formative evaluation as a two-way feedback loop. Teachers and students exchange ideas during lessons. This helps them adjust their teaching and learning approaches together, ultimately leading to better student achievement. Heritage (2008) emphasizes the importance of clear goals and criteria. Students need to understand what they'll learn and why, transforming them from passive learners into active participants in the process.

3. Formative Assessment

a. Definition of Formative Assessment

Several academics have defined the phrase formative evaluation. Formative assessment is defined as "any assessment for which the first priority is to serve the

purpose of advancing student learning" by Black and William (2003). According to these academics, formative assessment doesn't try to hold schools responsible or give pupils with certifications. Rather, the focus is on gathering feedback regarding instruction and students' understanding in order to enhance the process.

Formative assessment, as defined by Black and Wiliam (1998) , is feedback used to modify teaching and learning activities. It is designed to improve student learning, not just evaluate knowledge. According to Guadu and Boersma (2018), formative assessment is an activity that aims to promote student learning and teaching by identifying flaws, deciding, and taking corrective action to repair them. Bugg (2013) explains that formative assessment is specifically designed to enable teachers to consistently monitor and assess students' performance throughout a unit or chapter of a course.

Formative assessment serves a purpose beyond simple evaluation. Additionally, formative assessment is vital for supporting teachers in course development and lesson planning. Its importance has developed to include understanding decision-making methods, enabling educators to adapt their teaching strategies using current data and student input. Therefore, formative assessment

acts as a flexible instrument that enhances both teaching practices and student learning outcomes. Thus, the overarching goal of formative assessment is to promote better teaching and learning outcomes (Aswar, 2018).

One of the most common strategies employed in formative assessment of writing is WCF. Studies have shown that effective WCF should be understandable, focused, and direct (Wirantaka, 2022). These characteristics ensure that feedback is usable and actionable, allowing students to revise and improve their writing meaningfully. Furthermore, effective WCF contributes to learners' writing accuracy, especially in EFL contexts where students often struggle with grammar, syntax, and vocabulary. Thus, WCF serves not only as a tool for language correction but also as an instructional support embedded in formative assessment practices.

b. Benefits of Formative Assessment

Formative assessment techniques have been shown to enhance student learning by providing timely feedback, promoting self-regulation, and supporting student engagement. By giving students feedback on their progress, they can identify areas for improvement and take steps to address them. This ongoing feedback loop helps students stay on track and make continuous progress

in their learning (Kirilova, 2022). The effectiveness of formative assessment is determined by the caliber of feedback teachers and students receive regarding their instruction (H. Andrade & Brookhart, 2016).

Formative feedback is defined as information given to students that enables or motivates them to organize their ideas or behaviors in order to enhance their learning, according to Shute (2008). According to Luckett and Sutherland (2000), formative assessment feedback has a major positive impact on students' motivation, ability to learn, reinforcement of their work, and development of a learning profile. According to Snowball and Sayigh (2007), there is no questioning the importance of teaching teachers to provide specific feedback to each student on their progress in learning and performance.

Formative assessment actively involves students in evaluating and monitoring their progress, leading to increased engagement, intrinsic motivation, and a strong sense of responsibility. Additionally, formative assessment promotes reflection among educators and students, aiding in the identification of areas for improvement and the formulation of more effective strategies to enhance learning, thus facilitating valuable feedback and catalyzing continuous growth in the learning process (Broadfoot, 1999).

Culturally-responsive writing instruction aligns well with the formative assessment framework because it emphasizes personalized feedback, student engagement, and meaningful context. In the study conducted by Sutrisno, Abbas, and Annury (2024), students in EFL classrooms showed significant improvement in key writing areas—including grammar (40.9%), critical thinking (41.7%), and vocabulary (35.3%)—after receiving instruction that integrated their cultural identities into writing tasks. These improvements reflect how formative feedback embedded in culturally-relevant contexts leads to more effective writing outcomes.

c. Types of Formative Assessment in Writing

Formative assessment is a key part of writing instruction, enabling teachers to provide targeted feedback for student growth. Using formative assessments helps teachers gather valuable data and make informed decisions. According to H. L. Andrade & Heritage (2018) there are several types of formative assessment in writing:

1) Cognitive and Non-Cognitive Formative Assessment

Formative assessment is a process that supports learning by providing feedback to improve students' performance and understanding. Cognitive formative assessment focuses on assessing students'

knowledge, reasoning, and critical thinking skills. Black and Wiliam (1998) highlight that cognitive assessments, such as quizzes, concept maps, and classroom discussions, are instrumental in identifying gaps in knowledge and guiding instructional adjustments. Andersson and Palm (2017) argue that such practices enhance students' understanding of concepts and promote active engagement with the material, fostering deeper learning.

In contrast, non-cognitive formative assessment evaluates attributes like motivation, perseverance, and social-emotional skills, which play a significant role in students' overall development. Gutman and Schoon (2013) suggest that assessing these traits can positively impact academic outcomes by fostering resilience and self-regulation. Tools such as peer feedback, reflective journals, and group activities are common approaches for non-cognitive assessment (Duckworth & Yeager, 2015). Integrating cognitive and non-cognitive assessments provides a holistic understanding of student progress, enabling educators to create supportive learning environments that address both academic and personal growth.

2) Reflective Journals

Reflective journals prompt students to introspect on their writing process and outcomes. By encouraging self-reflection, reflective journals deepen students' understanding of their writing. This process promotes self-awareness and ownership of one's writing development. By using reflective journals, students can effectively track their progress, identify any patterns that emerge, and establish meaningful goals for their writing. By engaging in the practice of keeping reflective journals, students are empowered to develop their skills as confident writers.

3) Peer Assessment

In these sessions, students evaluate one another's work and give feedback according to specific criteria. Peer reviews aid writers in recognizing areas for improvement and enhance the reviewer's analytical abilities through critical evaluation of others' writing.

4) Teacher Feedback

Teachers frequently give detailed feedback on student drafts, indicating strengths and weaknesses. The feedback can consist of positive comments and constructive criticism, highlighting

areas for improvement. Students are provided with specific guidance to revise and enhance their writing using this approach.

5) Model Papers

Through the review and discussion of exemplary writing instances, students can comprehend the expected standards and strategies to reach them. Students can self-assess and make revisions based on the provided examples to improve their work. These models act as standards to enhance students' writing quality.

6) Project-Based Portfolios

Students gather a collection of their writings and reflect on their progress using this approach. Portfolio assessment highlights the significance of continuous self-assessment and reflection on writing process and product. Students can assess their progress and establish future goals by reviewing their portfolios.

These methods are designed to actively involve students in their learning process, encouraging self-regulation, reflection, and continuous improvement in their writing skills. Students can develop critical writing skills by using formative assessment strategies, improving their

ability to evaluate and enhance their writing independently and with others.

d. Key Strategies in Implementing Formative Assessment

Creating a successful learning environment heavily relies on implementing formative assessment. The process in place for this focuses on continuously monitoring student understanding and adjusting the instruction accordingly. These are five key strategies of formative assessment by Black & Wiliam (1998a).

1) Clarifying and Sharing Learning Intentions and Criteria for Success

Ensuring that both teachers and students understand the learning goals is foundational in formative assessment. This involves clearly communicating what is expected from students by the end of a lesson or unit and how their success will be measured. For example, teachers can write learning objectives on the board, distribute worksheets with success criteria, or initiate discussions that help students understand the purpose of their learning. This clarity helps students stay focused, motivated, and provides them with a framework to evaluate their own progress.

2) Engineering Effective Classroom Discussions, Questions, and Learning Tasks

Designing learning activities that allow teachers to gather information about student understanding is essential. This can be achieved through engaging classroom discussions, posing challenging questions, and assigning tasks that require students to apply their knowledge and skills. For instance, teachers can use open-ended questions to stimulate critical thinking, collaborative tasks to foster peer learning, or formative assessments to gauge student comprehension regularly. These well-crafted activities enable teachers to monitor student progress in real-time and identify areas that need further attention.

3) Providing Feedback that Moves Learners Forward

Effective feedback plays a pivotal role in formative assessment. Feedback should be specific, timely, and focused on guiding students on how to enhance their understanding and skills. Teachers can provide feedback through written comments on assignments, verbal feedback during class discussions, or peer assessment tools that encourage students to provide constructive feedback to each other. This progress-oriented feedback helps students

recognize their strengths and areas for improvement, empowering them to take ownership of their learning journey.

4) Activating Students as the Owners of Their Own Learning

Actively involving students in their learning process is key. This includes encouraging them to monitor their progress, set learning goals, and seek assistance when needed. Teachers can facilitate this by incorporating reflective activities, self-assessment tools, or self-directed learning strategies into their teaching. When students take ownership of their learning, they become more motivated, responsible for their progress, and develop into independent learners who are better equipped to navigate challenges.

5) Activating Students as Instructional Resources for One Another

Leveraging the collective knowledge and skills of students can enhance the learning experience. Teachers can create opportunities for students to collaborate, teach one another, and provide feedback within a peer-learning framework. This can be accomplished through peer learning strategies, group projects, or collaborative learning

activities. Engaging in peer learning not only deepens students' understanding but also cultivates communication skills, teamwork, and a sense of community within the classroom.

e. Limitations of Formative Assessment for Educators and Students

According to Taras (2005) Formative assessment has limitations that educators should know. Teachers often struggle with implementing formative assessment strategies because of time constraints and a hectic classroom environment. Inconsistencies in grading because of the subjective nature of formative assessment can undermine its reliability. Moreover, educators may interpret formative assessment data differently, which can create discrepancies in understanding student progress and hinder the effectiveness of instructional interventions.

The practices of formative assessment may place a higher emphasis on testing rather than learning, which can result in increased accentuate levels for students. It is important to note that formative assessment is contextual, which means it may not give a holistic perspective on a student's performance. Implementing these practices effectively requires a shift in teaching paradigms and classroom dynamics, which some educators may resist or

lack training for. Educators can address these limitations to maximize the benefits of formative assessment.

One of the main limitations that formative assessment encounters is its ability to effectively provide feedback and resources. Providing effective feedback to students is a challenging task that educators often struggle with. Students' motivation and engagement can be impacted by improper feedback. Successful formative assessment needs resources like time, training, and infrastructure. Limited resources hinder educators in effectively implementing formative assessment. This condition undermines the use of formative assessment to support student learning (Broadfoot, 1999).

Formative assessment is a critical tool for enhancing learning, but it also has limitations that affect its implementation and impact on students. One significant challenge is the substantial demand on teachers to provide individualized feedback and adapt teaching strategies for diverse student needs. Research highlights that formative assessment practices are labor-intensive, requiring high levels of teacher expertise in pedagogy, content knowledge, and data literacy. This complexity often leads to inconsistent implementation across classrooms, as seen in studies of large-scale educational programs. Moreover, the feedback process

central to formative assessment can be diluted or misaligned when teachers lack proper training or when institutional support is insufficient (Hopfenbeck et al., 2015; Wylie & Lyon, 2015)

Another limitation lies in the contextual and cultural variability of formative assessment practices. For instance, formative assessment relies heavily on students' ability to engage in self-regulated learning and collaborative dialogue, which may conflict with cultural norms in certain educational settings. Large class sizes, resource constraints, and high-stakes examination pressures further hinder its effectiveness. For example, in under-resourced schools, formative practices may fail to support individualized learning due to logistical challenges. Additionally, there is a risk that formative assessment might focus excessively on performance metrics rather than fostering genuine learning, particularly in systems with accountability pressures (Halai et al., 2022; Ratnam-Lim & Tan, 2015).

4. Teaching Writing

a. Concept of Teaching Writing

According to Coffin, Curry, and Goodman (2005) teaching writing involves the teacher helping students comprehend how to write by emphasizing content, language, and text structure, including argument

construction and grammar and punctuation. The importance of grammatical correctness is crucial in producing good writing. In this scenario, teachers must provide guidance to students during the writing process to enhance their writing skills. Teachers should not shy away from sharing their own experiences, even if they feel hesitant or uncertain. Insufficient instructions and rules are a problem in the teaching process.

The personal approach is crucial for supporting teaching and learning. The teacher can teach writing skills more effortlessly by adopting an individualized approach. The goal of teaching writing is to help students develop the abilities and skills necessary to create written texts similar to those produced by educated English speakers. Educators must teach writing effectively as one of their essential skills for students. To help students learn to write, teachers must select suitable resources and supporting materials, which proves to be the most effective approach (Ur, 2012).

The success of any teaching approach depends heavily on the teacher's ability to creatively manage the class. For teaching writing, the teacher's role primarily revolves around facilitating the process, motivating students to engage, and encouraging them to confidently express their ideas through writing. The main goal of

writing is to communicate and interact with individuals through written language. As a result, a strong bond can be formed between each person involved. Additionally, the task of the teacher is to enable students to effectively communicate their thoughts in writing (Virdyna, 2016).

b. Assessment in Teaching Writing

The evaluation of writing skills in the teaching process holds immense importance, as it involves both formative and summative assessments, both of which are crucial in gauging progress and learning outcomes. The significance of understanding how students and instructors respond to these assessments is emphasized by Adilah (2016), while Weigle (2007) contributes practical suggestions on how to incorporate assessment considerations into writing courses. The value of formative assessment in enhancing student achievement and promoting learning is a key finding highlighted by both Lee (2011) and Ping (2007) in their studies. The studies taken together emphasize the importance of adopting a balanced approach to writing assessment, which takes into account both the final written work and the writing process.

Writing assessment is the evaluation of a student's writing skills, including their ability to convey ideas effectively, use proper grammar and punctuation,

and organize their thoughts cohesively in written form. This assessment can take various forms, such as essays, reports, creative writing pieces, or standardized writing tests, and is used to measure a student's writing proficiency and development over time. Writing assessment plays a crucial role in determining a student's writing abilities and progress, providing valuable feedback for both students and educators to enhance writing skills and communication effectiveness. (Guadu et al., 2018)

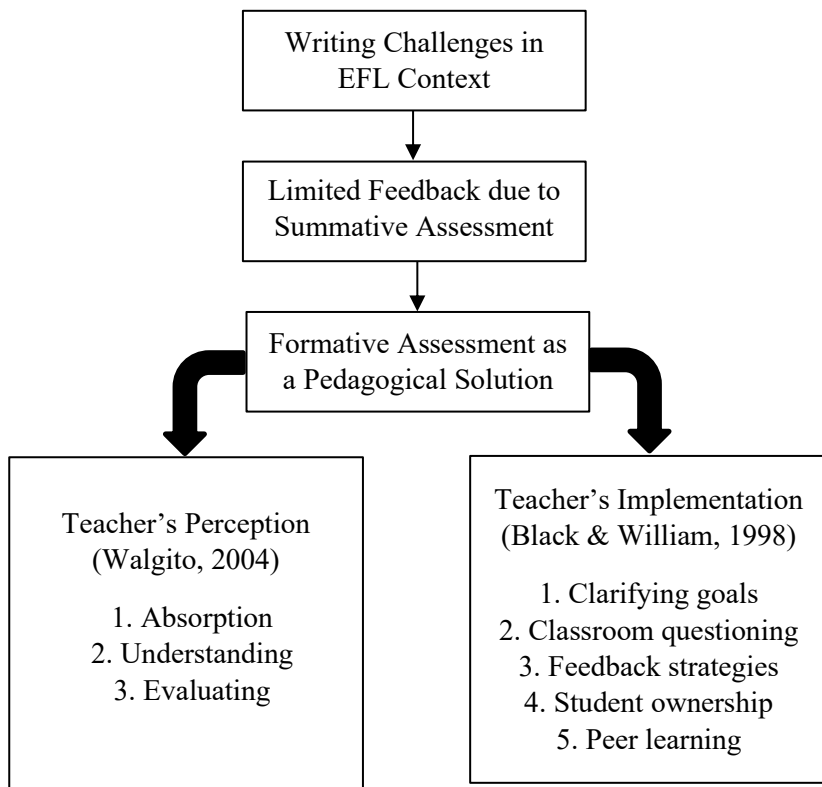
c. The Role of Formative Assessment in Teaching Writing

Assessment in teaching writing often takes the form of summative evaluation, prioritizing the students' writing output and providing only a score without additional feedback to enhance their writing skills. In Iran, the emphasis on writing assessment is mainly on students' final work, with limited feedback (Naghdipour, 2017). In Indonesia, teachers typically use traditional assessments to grade students' achievements (Ratminingsih et al., 2017). The final outcome in writing appears to be the score. To put it differently, students have very little participation in writing assessment. The process of assessment does not adequately consider the role of students.

It can be extremely challenging to write in the EFL context. Writing includes various aspects like vocabulary, grammar, and cohesion. Students require thorough and comprehensive assessments to support their learning. Birjandi and Tamjid (2012) found that self and peer-assessment greatly impact students' writing and promote self-regulated learning. The teacher should consider incorporating self and peer assessment into EFL writing evaluations. Furthermore, teachers offer feedback to students, highlighting what is correct, incorrect, strong, and weak, facilitating improvement (Nicol & Macfarlane - Dick, 2006). According to those principles, formative assessment shows great promise in assessing students' writing in EFL.

Writing instruction benefits from formative assessment, which offers valuable feedback for students to enhance their writing skills. Teachers need to communicate writing objectives and success criteria, monitor students' progress, offer constructive feedback, engage students in assessment, and adapt instruction based on feedback. Through formative assessment, teachers can support students in gradually developing and improving their writing skills, while also involving them actively in the learning process and providing valuable feedback (William & Leahy, 2016).

C. Conceptual Framework



In the context of EFL classrooms, especially at the secondary school level, writing is considered one of the most complex skills. Many students struggle with grammar, organization, and expressing ideas clearly in writing. Despite this, the assessment practices used in schools tend to prioritize summative assessment, focusing only on final products and scores, rather than the learning process itself. As a result, students have limited opportunities to receive constructive feedback that can help them grow as writers.

Formative assessment offers a promising solution. Unlike summative assessment, formative assessment is conducted continuously during the learning process, providing students with timely feedback and allowing teachers to adjust their instruction accordingly. Formative assessment supports student improvement, fosters motivation, and helps students become more self-regulated in their learning—particularly beneficial in writing classes.

However, the success of formative assessment depends largely on how teachers perceive and implement it in their classrooms. Therefore, this study explores two major aspects.

Based on Bimo Walgito's (2004) theory, perception consists of three key indicators:

- Absorption: How teacher first encounter and receive information about formative assessment (e.g., through training, teaching experience, or curriculum demands).

- Understanding: Teacher's ability to define, distinguish, and internalize the concept of formative assessment, especially compared to summative assessment.
- Evaluation: Teacher's appraisal of the value and effectiveness of formative assessment in helping students improve their writing.

Teacher's perception determine their willingness and readiness to integrate formative assessment into their teaching practices.

Referring to the five key strategies by Black and Wiliam (1998), teacher's implementation of formative assessment in writing instruction includes:

- Clarifying learning goals and success criteria (e.g., making writing objectives and standards clear to students).
- Engineering effective classroom discussions and activities (e.g., tasks that elicit student thinking and responses).
- Providing feedback that moves learning forward (e.g., written or verbal feedback that helps students revise their writing).
- Activating students as owners of their own learning (e.g., through self-assessment and reflection on writing).
- Activating students as instructional resources for one another (e.g., peer assessment and collaborative writing feedback).

These practices aim to enhance student writing skills gradually and supportively, focusing on improvement rather than judgment.

CHAPTER III

METHOD

This chapter contains information about the research design, setting and participant, data collection technique, and data analysis used in the study. Each of these is explained in the discussion that follows.

A. Research Design

This research utilized a case study qualitative approach to examine the implementation and perception of formative assessment in the teaching writing process. Yin (2018) stated that the case study is a method to examine real-world phenomena as a whole. Case study is a form of qualitative research based on human understanding and behavior based on human opinion (Polit & Beck, 2004). Key characteristics in a case study are: (1) focus on one or several cases, studied in real-life context; (2) explaining causal relationships; (3) theory development theory development in the research design phase; (4) dependent on multiple sources of evidence; and (5) generalizing theory.

This case study thoroughly analyzed a specific group or context, like EFL teacher in a particular setting, and how the teacher use formative assessment strategies to improve students' writing skills. This method is perfect for understanding the subtle viewpoints and methods of teachers in their actual classrooms. Using a case study design,

researchers can collect data from multiple sources like interview, classroom observation, and document analysis to fully grasp the relationship between teacher's perception and their classroom practices. The case study fitted this research because of the phenomena that occur in the implementation of formative assessment for teaching writing in secondary school.

B. Participants

One English teacher from SMPN 18 Semarang participated in this research. This teacher has extensive experience using various teaching methods and techniques, including formative assessment. The researcher selected this participant based on the following criteria: (1) the teacher has more than five years of teaching experience, (2) the teacher is actively involved in teaching writing to students, (3) the teacher consistently applies formative assessment strategies in writing classes, and (4) the teacher showed willingness and availability to participate in the research. Due to the limited availability of teachers implementing formative assessment in their writing classes and the constraints in identifying those willing and eligible to participate, the researcher was able to involve only one participant in this study.

C. Method of Collecting Data

In order to achieve the main goal of studies, which is data collection, it is essential to employ effective data

collection techniques. The research employs a technique that is focused on collecting data in a way that ensures the information gathered is both detailed and pertinent. The researcher employed various methods such as observation, interviews, and documentation in order to gather data for this research.

1. Interview

This study utilizes semi-structured interviews to investigate EFL teacher's view and approach to formative assessment in teaching writing. These interviews aim to gather detailed information on teacher's perspective on assessment techniques, challenges in formative assessment, and strategies for improving students' writing skills.

Interviews were selected as a data collection method because they offer opportunities for in-depth insights and diverse responses, enabling researchers to tailor questions based on respondent feedback and requirements. Semi-structured interviews are considered a suitable method for obtaining comprehensive and relevant information about the research topic.

2. Observation

The Observation was conducted to gain a direct and detailed understanding of how the EFL teacher implemented formative assessment in teaching writing.

Through this classroom observation, the researcher was able to witness firsthand how the teacher applied formative assessment strategies during the learning process. This included observing how the teacher explained learning objectives, assigned writing tasks, and delivered feedback to students. The observation also focused on how the teacher guided students in improving their writing, either through verbal comments, written suggestions, or structured activities such as peer review and self-assessment. In addition, the use of learning media such as PowerPoint, Kahoot, or worksheets was noted, as these tools supported the formative assessment process and engaged students in meaningful writing practice.

The researcher also paid close attention to student responses during the lesson. This included how students reacted to the teacher's feedback, whether they revised their work, collaborated with peers, or asked questions to clarify their understanding. The teacher's monitoring strategies were also observed, such as walking around the class to check student progress and giving individual support. Observation was chosen not only to enrich the data from interviews but also to validate it by capturing what actually happened in real classroom situations. By directly observing the teaching and learning process, the researcher was able to reduce bias and obtain authentic

insights into how formative assessment was applied in writing instruction.

D. Instrument

1. Interview Guideline

The researcher employed semi-structured interviews to examine teacher's perception of formative assessment on teaching writing. The three indicators of perception, as outlined by Bimo Walgito's framework, are absorption, understanding, and evaluation (Bimo Walgito, 2004). The researcher formulated interview questions using this theory. The interview used list of questions to interview the participants. **–Refer to appendix 1 for Interview Guideline**

2. Observation Guideline

To capture EFL teacher's implementation of formative assessment in teaching writing, this study employed non-participant observation in the classroom where formative assessment is being used in writing class. This approach focused on understanding the classroom activities without directly interfering with the flow of instruction. Field notes served as the primary instrument for this data collection, Thoroughly documenting the processes of teaching and learning writing. The observation instrument used in this study was adopted

from a recent study by Oswalt (2013). **–Refer to appendix 2 for Observation Guideline**

E. Method of Analyzing Data

The researcher analyzed the data after collecting it. The focus of data analysis was to describe the contents of the data. The research findings were derived from collected data. The researcher followed Gay's four-step process for analyzing qualitative data, which included reading or memoing, description, classification, and interpretation (Gay et al., 2012). The following are the explanations for those steps.

a. Reading or memoing

At the start of data analysis, the researcher reviewed the interview guide and recorded the main points from the interviews with EFL teachers. The researcher analyzed the teacher's responses to the questions about formative assessment in writing instruction after the interviews. Additionally, the researcher examined the observation notes to gain insight into how teachers implemented formative assessment.

b. Describing

The researcher conducted a thorough analysis of EFL teacher's responses to acquire insight into their views on formative assessment in writing instruction. The analysis explored how teachers interpreted formative

assessment and incorporated it into their everyday teaching methods. The challenges teachers encounter in using formative assessment to enhance students' writing were also discovered through interviews and observations.

c. Classifying

When analyzing qualitative data, researcher break down interview and observation data into smaller units and determine the significance of each unit. The data was categorized into broader groups using a coding procedure. The researcher analyzed interview and observation data to classify ideas and concepts, identifying relationships and patterns relevant to teacher's perception and practice of formative assessment.

d. Interpreting

During the final stage of data analysis, the researcher made sense of the classified data by applying different relevant theories. The researcher connected the analysis results to the previously formulated research questions, enhancing understanding of EFL teacher's perception and practice in formative assessment for writing instruction. The interpretation results will offer a complete understanding of formative assessment implementation and the challenges teachers encounter.

F. Data Validity

Data validity refers to the degree to which the data collected in a study accurately represents the phenomenon being investigated. This concept plays a crucial role in ensuring the credibility, reliability, and relevance of research findings. Validity is not just an abstract ideal; it directly influences whether the conclusions drawn from a study are trustworthy and applicable to broader contexts. In both qualitative and quantitative research, the validity of methods, instruments, and processes determines their appropriateness in capturing the intended information. By focusing on validity, researchers can enhance the trustworthiness, dependability, and generalizability of their outcomes, thereby reinforcing the overall quality of the study.

1. Member Checking

Member checking is a process where researchers return collected data, such as interview transcriptions or summaries, to participants for review and verification. This method allows participants to confirm the accuracy of their responses, clarify any ambiguities, and correct potential misinterpretations. Additionally, participants can add, remove, or re-state the data to ensure it fully represents their perspectives. In this study, member checking involved sharing interview transcriptions with participants, giving them the opportunity to validate their

perspectives. By ensuring the data accurately reflected participants' views, member checking reduced the risk of errors and enhanced the credibility and reliability of the findings. This step is essential in qualitative research to maintain authenticity and trustworthiness in the data collection process.

2. Researcher Triangulation

Researcher triangulation refers to the involvement of multiple researchers in data collection, analysis, or interpretation to reduce subjective biases and ensure consistency. In this study, researcher triangulation was applied during classroom observations of formative assessment implementation. Each researcher followed a standardized observation guide to collect comparable data. After the observations, the researchers discussed their findings, resolved discrepancies, and reached a consensus. This collaborative approach minimized individual biases and improved the accuracy of the analysis. By combining multiple perspectives, researcher triangulation strengthened the reliability, validity, and overall quality of the study's conclusions.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings of the study. The research findings, which consists of the result of data analysis and data interpretation, answer the research questions formulated in the previous chapter and reflect teacher's perception and implementation of formative assessment in teaching writing. The researcher also connects these findings to existing theories on formative assessment, providing context within the broader educational framework. This chapter aims to clarify how formative assessment influences students' writing skills and to capture the perspectives of teachers who implement these practices.

A. Research Finding

In the research findings, the researcher analyzed the data by organizing it into two primary categories: the perception of EFL teacher regarding formative assessment in teaching writing, and the ways in which formative assessment practice is applied by EFL teacher in their writing instruction.

1. EFL Teacher Perception of Formative Assessment in Teaching Writing

This chapter presents the findings of the study based on the interview responses from the teacher regarding the perception and practice with formative assessment in teaching writing. There is only one participant in this study. The results

are categorized into three main indicators: absorption, understanding, and evaluating, as adopted from Walgito's framework. To facilitate a more focused examination, each section has been meticulously divided into relevant themes, all of which are directly based on the data's inherent structure and content.

1.1 Absorption

Absorption is the process of receiving and taking in stimuli or information from the external environment through the senses. It is the initial stage in the perception process where individuals are exposed to raw data, such as sounds, visuals, or tactile sensations. In the context of this study, it refers to how teachers initially encounter information about formative assessment, such as through workshops. This stage involves receiving raw data without yet analyzing or interpreting it.

Table 4.1 Teacher's Absorption of Formative Assessment

Category	Data
The teacher was sceptical about formative assessment	...Was skeptical at first...was used to summative assessments...(P.A.1)
Realizing the function of formative assessment	...After training, I understood it focuses on the process....(P.A.2)

Adaptation in using formative assessment	... Shifting to formative was challenging, but I saw its impact on student growth.....(P.A.3)
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As with many educators encountering a new teaching method, the teacher expressed initial skepticism about the value of formative assessment.

They mentioned,

"I was skeptical at first... was used to summative assessments..."

Teachers often hesitate when asked to switch from familiar summative assessments to formative ones. Summative assessments, which evaluate students at the end of a learning period, are seen as more straightforward and easier to implement. This hesitation reflects uncertainty about how formative assessments fit into established teaching methods, as they are typically seen as less objective. This skepticism is part of the absorption process, where teachers question how formative assessment can be integrated, ultimately challenging old habits and considering its benefits, such as continuous feedback and promoting student growth. Over time, after receiving more training, the teacher came to understand the true value of formative assessment.

The teacher shared,

"After training, I understood it focuses on the process...."

This statement highlights a key moment in the absorption process, where the teacher shifts from skepticism to a deeper understanding. Through training and reflection, the teacher realizes that formative assessment isn't just about grading at the end of a lesson, but about fostering ongoing development. It helps monitor and guide student progress, offering real-time feedback for improvement. This shift moves formative assessment from being seen as an extra task to an essential tool for student growth.

The teacher also highlights the challenges and benefits of transitioning from summative to formative assessment. Initially, the shift required significant effort and a change in teaching mindset, as formative assessment emphasizes continuous feedback rather than final evaluations. Despite these challenges, the teacher notes a "profound impact on student growth," demonstrating that formative assessment promotes deeper student engagement by providing regular opportunities for improvement. This shift fosters a dynamic and responsive learning environment, where teachers can adjust their methods based on ongoing student progress,

leading to more personalized and effective learning experiences. Ultimately, the teacher recognizes that the move to formative assessment, although difficult at first, enhances student development and the overall learning process.

1.2 Understanding

The understanding indicator evaluates Teacher's ability to define, differentiate, and apply formative assessment in their teaching practices. It involves recognizing the distinction between formative and summative assessments, appreciating the continuous nature of formative assessment, and integrating it effectively into classroom activities.

Table 4.2 Teacher's Understanding of Formative Assessment

Category	Data
Definition of Formative Assessment	Formative assessment is used throughout the learning process...(P.U.4)
Teacher must use Formative and Summative Assessment	...Teachers should use both formative and summative assessments...(P.U.5)
Formative Assessment is used in every meeting	I use formative assessment in every meeting...(P.U.6)
Providing examples for contextual writing	...I provide examples and instructions for contextual writing...(P.U.7)

The difference between formative and summative assessment	Formative assessment is continuous, with feedback during learning...summative is at the end...(P.U.8)
Use of technology in formative assessment	...I use PowerPoint, Kahoot, and Quizizz...(P.U.9)

Formative assessment is understood as a critical process used throughout the learning journey. Participants described it as a way to assess student progress while they are actively engaged in learning, enabling teachers to provide timely feedback and make necessary adjustments to their instructional strategies.

The teacher specifically stated,

"Formative assessment is used throughout the learning process,"

Emphasizing its role as an ongoing activity rather than a one-time evaluation. This perspective aligns with established theories, which position formative assessment as a continuous cycle aimed at improving both teaching and learning outcomes.

The teacher emphasize the importance of teachers utilizing both formative and summative assessments to achieve a balanced and comprehensive evaluation of student learning. Participants consistently noted that relying solely on one type of assessment would not

provide an accurate picture of students' abilities and progress.

The participant stated,

"Teachers should use both formative and summative assessments,"

Underscoring the complementary roles these assessment types play in education. Formative assessments are seen as tools to support learning through continuous feedback and adjustment, while summative assessments are used to measure the culmination of learning at specific points in time.

Teachers integrate formative assessment into their writing lessons by providing examples and contextual instructions.

Teacher explained,

"I provide examples and instructions for contextual writing, like invitations, to understand structure."

This illustrates that teachers tailor their approaches to align with the specific needs of writing tasks. For instance, teaching students how to write invitations involves breaking down the structure into manageable parts, such as greetings, content, and closing remarks. By guiding students through these components, teachers ensure that the process is clear and accessible, enabling students to develop their skills effectively.

A key aspect of teacher's understanding lies in distinguishing formative assessment from summative assessment.

The teacher explained,

"Formative assessment is continuous, with feedback during learning; summative is at the end."

This distinction underscores the role of formative assessment as a tool for real-time evaluation and support during the learning process. In contrast, summative assessment serves as a measure of achievement at the conclusion of a learning period. Teacher's ability to differentiate between these two types of assessments enables them to design balanced evaluation strategies that cater to both immediate learning needs and long-term academic goals.

Technology plays a significant role in facilitating formative assessment. Teachers utilize digital tools such as PowerPoint, Kahoot, and Quizizz to make lessons more engaging and interactive.

The teacher shared,

"I use PowerPoint, Kahoot, and Quizizz to reinforce structure and grammar, making it engaging."

These tools allow teachers to create dynamic learning environments where students can actively

participate and receive instant feedback. For instance, Kahoot and Quizizz gamify the assessment process, motivating students to perform well while enjoying the experience. PowerPoint, on the other hand, enables teachers to present structured content visually, enhancing students' understanding of complex grammatical concepts.

1.3 Evaluating

The evaluation indicator focuses on assessing the influence of formative assessment on student learning outcomes and the challenges faced by teachers during its implementation. This process includes understanding the positive impacts of formative assessment on students' academic progress and identifying the obstacles that may arise. Additionally, it involves formulating effective strategies to overcome these challenges, ensuring that formative assessment can be utilized more efficiently in the classroom to support student development.

Table 4.3 Teacher's Evaluating of Formative Assessment

Category	Data
Improve writing skills, especially grammar	Formative assessment improves skills, especially grammar...(P.E.10)

Students more motivated in classroom	Some students are more motivated...(P.E.11)
Enhancing writing and grammar skills	...It helps students practice writing and grammar, building their skills and understanding...(P.E.12)
Students sometimes complains such as feeling overwhelmed by the increased workload	...Frequent assessments lead to student complaints... feeling overwhelmed by the increased workload...(P.E.13)
Strategies to overcome challenges	I adjust complexity and provide encouragement, reminding students that practice leads to improvement...(P.E.14)

Teacher observed significant improvements in students' writing skills, particularly in grammar, as a result of formative assessment.

The teacher noted:

"Formative assessment improves skills, especially grammar, through practice and feedback."

This demonstrates the effectiveness of formative assessment in reinforcing critical writing elements. By providing regular opportunities for practice and constructive feedback, teachers help students internalize grammar rules and apply them accurately in their writing tasks.

While formative assessment has positive effects, it also presents challenges in terms of student motivation.

The Teacher explained:

"Some students are more motivated, but others find the workload challenging and sometimes complain."

This highlights a mixed response from students, with some embracing the continuous learning process and others struggling to keep up with the demands. Understanding these varied reactions is crucial for teachers to adapt their strategies and foster a supportive learning environment.

Despite the challenges, teachers recognize the significant benefits of formative assessment.

The Teacher emphasized,

"It helps students practice writing and grammar, building their skills and understanding."

This underscores the role of formative assessment in developing students' abilities over time. Through consistent practice, students not only improve their technical skills but also gain a deeper understanding of writing conventions and structures.

Frequent assessments can sometimes lead to student complaints, as the teacher pointed out:

"Frequent assessments lead to student complaints."

This challenge reflects the need for a balanced approach that ensures thorough evaluation without overwhelming students. Teachers must consider the pacing and frequency of assessments to maintain student engagement and reduce resistance.

To address these challenges, teachers employ strategies such as adjusting task complexity and providing encouragement.

The teacher shared,

"I adjust complexity and provide encouragement, reminding students that practice leads to improvement."

By tailoring tasks to match students' abilities and offering motivational support, teachers create an environment where students feel empowered to persevere.

2. EFL Teacher Implementation of Formative Assessment in Teaching Writing

This section presents the findings from classroom observations of EFL teachers using formative assessment strategies to teach writing. Based on Black & Wiliam's framework, the observations revealed how teachers applied five key formative assessment strategies: clarifying learning intentions, facilitating classroom

discussions, providing feedback, empowering students as owners of their learning, and utilizing students as resources for one another. The data indicates specific practices associated with each strategy and demonstrates how teachers guided students in enhancing their writing skills, particularly in short message materials.

Table 4.4 The Activity of the Teacher in the Classroom

Learning Material	Short Message
Method	Project-Based Learning
Media	PPT, Projector, Laptop
The Implementation	
Steps/Sintaks	Activity
Set a Basic Question	The teacher starts the lesson by recalling the previous material and introducing the project's focus. The main question: <i>"How can we create a clear, correct, and engaging short message using appropriate tenses?"</i>
Design a Plan	<p>The teacher and students work together to design the steps for the project:</p> <ol style="list-style-type: none"> 1. Understand the structure of short messages (opening, content, closing). 2. Use appropriate tenses (simple present, present continuous, past simple, present perfect, future tense).

	<ol style="list-style-type: none"> 3. Write short messages based on given situations. 4. Conduct peer review and present their results.
Create a Schedule	<p>The teacher creates a schedule for the project:</p> <ol style="list-style-type: none"> 1. Day 1: Review the structure of short messages and tenses. Practice writing short messages based on specific situations. 2. Day 2: Peer review and revisions. Present the results of the project
Monitor Students	<p>The teacher monitors students during the project by:</p> <ol style="list-style-type: none"> 1. Asking questions and explaining tenses (simple present, present continuous, past simple, present perfect, future tense). 2. Providing examples and prompting students to give additional examples. 3. Observing students' work during peer review and providing guidance where necessary.
Evaluate the Results	<p>Students present their completed short messages. The teacher evaluates the results based on these criteria:</p> <ol style="list-style-type: none"> 1. Clarity: Is the message easy to understand?

	<ol style="list-style-type: none"> 2. Accuracy: Are grammar and structure correct? 3. Engagement: Is the message relevant and appealing?
Evaluate the Experience	<p>The teacher guides students to reflect on their project experience:</p> <ol style="list-style-type: none"> 1. What have you learned? 2. What is still difficult? 3. How can you use short messages in real life?

The implementation of formative assessment in teaching short messages using a Project-Based Learning (PBL) approach focuses on continuous feedback throughout the learning process. The teacher begins by presenting a guiding question: "How can we create a clear, correct, and engaging short message using appropriate tenses?" This question sets the stage for the lesson, aligning the objectives with students' practical communication needs. Students collaboratively plan steps, including understanding short message structure, applying tenses such as simple present and present perfect, and conducting peer reviews. At each stage, the teacher assesses students' understanding and progress, ensuring they grasp foundational concepts before advancing.

Monitoring student activities is a critical aspect of formative assessment in this project. The teacher actively engages with students by providing examples, asking probing questions, and guiding them to refine their understanding of short message construction. Peer reviews further enhance the process by enabling students to evaluate each other's work based on established criteria, such as clarity, accuracy, and engagement. These interactions promote collaborative learning and offer students multiple opportunities to improve. Formative assessment helps the teacher identify challenges in real-time, allowing targeted interventions that ensure all students meet the learning objectives effectively while developing their communication skills.

The project concludes with evaluation and reflection activities, highlighting the importance of formative assessment in supporting both learning and teaching goals. Students present their short messages, receiving constructive feedback on aspects like grammar, structure, and relevance. Reflection questions, such as “What have you learned?” and “What remains challenging?” prompt students to evaluate their learning process and consider how to apply these skills in real-life contexts. The teacher uses these insights to improve future lessons, demonstrating how formative assessment

provides meaningful data to enhance instructional practices. This approach ensures continuous student development while maintaining an engaging and supportive learning environment.

The table above represents the implementation of formative assessment in the classroom. The implementation is then analyzed using the six indicator strategies proposed by Black and Wiliam (1998). These strategies are widely recognized as essential components of effective formative assessment. Below is the analysis of the implementation based on each of the five strategies.

2.1 Clarifying Learning Intentions and Success Criteria

Teachers should clearly articulate the goals of a lesson and the criteria for success. This helps students understand what they are working towards and how their progress will be measured. For example, if the objective is to write a persuasive essay, students should know the specific elements of a good essay, such as a clear thesis, supporting arguments, and proper structure. Sharing these criteria empowers students to self-assess their work and understand teacher feedback better. This transparency ensures students are focused on

meaningful learning and can align their efforts with the intended learning outcomes effectively.

Table 4.5 Clarifying Learning Intentions and Success Criteria

Stage	Representation of Stage
Teacher ensured students understood the learning intentions for the class session	The teacher explained the learning objectives of short messages and related tenses like present simple, past simple, and present perfect (I.CL.1)
The teacher provided examples of high and low-quality work	The teacher gave two examples of short messages, one of good quality and one of poor quality, and discussed the reasons why one was more effective (I.CL.2)
The teacher addressed potential misunderstandings regarding criteria for success	The teacher explained the short message structure (opening, purpose, closing) and its clarity, relevance, and

	adherence to proper criteria (I.CL.3)
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The teacher began the session by clearly outlining the learning objectives to ensure that the students understood the purpose of the lesson. The focus would be on writing effective short messages and correctly using tenses such as the present simple, past simple, and present perfect tense. This emphasis on making the learning goals explicit provided a clear roadmap for the students. By stating, "Jadi sekarang kita akan belajar tentang short message dan tenses-nya," the teacher established a shared understanding of the session's purpose.

Through examples of high and low-quality short messages, The teacher guided students in recognizing effective and ineffective writing.

The high-quality example,

"Hi, Sarah! Don't forget to bring your book tomorrow. See you!"

Contrasted with the low-quality message,

"Hi! U forgot ur book. Tmrw bring it pls."

The teacher discussed these examples in detail, highlighting why the first message met the criteria for success, focusing on clarity, grammar, and context, while the second message fell short.

Additionally, the teacher addressed potential misunderstandings by explaining the structural elements of short messages, which include the opening, purpose, and closing. The importance of clarity and grammar was emphasized, with the teacher reminding students,

"Grammar itu adalah tata bahasa... kalau di Bahasa Indonesia kan ada subjek, predikat, objek,"

Reinforcing the expectations for writing clear and correct messages.

2.2 Engineering Effective Classroom Discussions, Questions, and Learning Tasks

Classroom discussions and activities should be designed to uncover students' understanding and misconceptions. Teachers can ask open-ended questions, facilitate group discussions, or use problem-solving tasks that require students to explain their thinking. For instance, asking “Why do you think this solution works?” encourages deeper reasoning. The evidence gathered from these interactions allows teachers to gauge students' comprehension and adjust their teaching accordingly. These activities also engage students in active learning, prompting them to think critically and

communicate effectively, while helping teachers identify areas where students need more support or clarification.

Table 4.6 Engineering Effective Classroom Discussions, Questions, and Learning Tasks

Stage	Representation of Stage
The teacher monitored student learning on an ongoing basis	The teacher monitored students' progress through direct discussion, question and answer, and observation while students were writing short messages (I.EC.4)
The teacher gave students a variety of opportunities and methods to respond to questions	The teacher provided opportunities for students to answer verbally and write messages on paper (I.EC.5)
The teacher used effective questioning strategies to elicit evidence of learning	The teacher used open-ended questions, such as asking students to name examples of present continuous tense to explain the concept of tenses (I.EC.6)

The teacher actively monitored student learning throughout the session, using various strategies to gather evidence of understanding. The teacher engaged students in direct discussions, asked open-ended questions, and observed their progress as they wrote short messages.

For example, the teacher asked,

"What do you remember about the use of the present simple tense?"

And followed up by walking around the classroom to check individual progress. Statements such as,

"Okay, saya akan keliling untuk mengecek progress kalian. Bagaimana pesanmu, sudah selesai?"

Demonstrated consistent monitoring of student work.

Students were provided with multiple ways to respond to questions, including verbal explanations and written tasks. This approach encouraged participation from a diverse group of learners and accommodated different learning preferences. The teacher also employed open-ended questioning strategies, asking students to provide examples of the present continuous tense and to explain their reasoning. However, there was no evidence that the teacher explicitly targeted deeper conceptual

knowledge or encouraged the transfer of knowledge across different contexts.

2.3 Providing Feedback That Moves Learners Forward

Peer assessment and collaboration enable students to support and learn from each other. By engaging in peer review, students can develop critical thinking and communication skills while gaining new perspectives on their work. For example, students might exchange essays and provide feedback on clarity, organization, and content. Collaborative tasks like group problem-solving also allow students to pool their knowledge and challenge one another's ideas constructively. This mutual exchange of insights fosters a sense of community in the classroom, where students feel empowered to help each other succeed and develop a deeper understanding of the material.

Table 4.7 Providing Feedback That Moves Learners Forward

Stage	Representation of Stage
The teacher provided meaningful feedback immediately following evaluations	The teacher gave immediate feedback when students asked questions or showed

of student progress	their work (I.PF.7)
Feedback described specific areas of needed improvement and suggested alternative strategies for making that improvement	The teacher told students the areas that were lacking and explained good strategies to improve (I.PF.8)
Feedback described specific student strengths and suggested strategies for continued learning in those areas	The teacher praised the students' strengths in writing short messages and encouraged them to stay strong in that area (I.PF.9)

Feedback was prompt and specific. For example, when reviewing a student's message, the teacher suggested adding warmth:

"Itu sudah bagus, tapi bisa ditambah sedikit agar lebih hangat."

The feedback focused on both content and tone. Areas for improvement included lengthy sentences, with advice like,

"Tulisanmu sudah oke, tapi agak panjang. Coba hilangkan kata-kata yang tidak perlu."

Although the feedback was prompt and personalized to meet individual needs, there was no

evidence that it consistently aligned with a criterion-based standard. Furthermore, while the feedback highlighted areas for improvement, it did not consistently connect to the overall learning objectives or rubrics.

2.4 Activating Students as Owners of Their Own Learning

Peer assessment and collaboration enable students to support and learn from each other. By engaging in peer review, students can develop critical thinking and communication skills while gaining new perspectives on their work. For example, students might exchange essays and provide feedback on clarity, organization, and content. Collaborative tasks like group problem-solving also allow students to pool their knowledge and challenge one another’s ideas constructively. This mutual exchange of insights fosters a sense of community in the classroom, where students feel empowered to help each other succeed and develop a deeper understanding of the material.

Table 4.8 Activating Students as Owners of Their Own Learning

Stage	Representation of Stage
The teacher	Students were asked to

provided opportunities for students to self-assess their writing	self-assess the messages they wrote to ensure the structure and clarity of the message (I.AL.10)
The teacher made efforts to develop self-monitoring competencies in students	Students were asked to evaluate whether their messages had met the success criteria (I.AL.11)

The teacher encouraged self-assessment by having students evaluate their short messages against specific success criteria. This practice focuses on helping students take ownership of their learning. For instance, students were instructed to re-read their messages and ask themselves,

"Is this message concise and clear? Is it appropriate for the situation?"

This reflective process enabled students to identify their strengths and weaknesses, thereby promoting self-monitoring skills.

However, despite the emphasis on self-assessment, there was no evidence that students utilized this process to make informed decisions about how to improve their learning based on ongoing

assessment data. This indicates a missed opportunity to fully develop the students' self-regulatory skills.

2.5 Activating Students as Instructional Resources for One Another

Students should take an active role in their learning by setting goals, monitoring progress, and reflecting on their achievements. This can be achieved through self-assessment checklists, reflective journals, or setting personal improvement targets. For example, students might evaluate their own essay using a rubric before submitting it. Such practices encourage metacognition, where students think about their own thinking processes and identify strategies for improvement. When students are actively involved in assessing their work, they become more aware of their strengths and weaknesses. This sense of ownership enhances motivation and responsibility, leading to more meaningful and sustained learning outcomes.

Table 4.9 Activating Students as Instructional Resources for One Another

Stage	Representation of Stage
The teacher gave students opportunities to	Students were asked to exchange messages with friends to read and give

engage in peer-monitoring	feedback (I.AR.12)
The teacher utilized the results of peer activities to strengthen ongoing assessment of student learning	Teachers motivated students to give specific suggestions, but the results of peer monitoring were not used in formal assessments by teachers (I.AR.13)
The teacher used peer assessment activities to help students understand common mistakes	Students were asked to identify common mistakes and provide alternative improvements to their friends (I.AR.14)

Peer assessment activities were incorporated into the lesson as students exchanged messages with their classmates to provide feedback.

The teacher facilitated this process by instructing,

"Tukar pesan kalian dengan teman di depan kalian. Bacalah pesan teman kalian dan beri masukan,"

This activity encouraged students to identify common mistakes and offer constructive feedback, fostering collaborative learning.

The teacher further emphasized the importance of specific feedback, stating,

"Bagus! Berikan saran perbaikan yang spesifik,"

However, there was limited evidence of the teacher using the outcomes of the peer assessments to inform future instruction or formal assessments. While the activity helped students recognize and address common errors, its potential to enhance ongoing assessments and guide instructional adjustments was not fully utilized.

B. Discussion

This discussion compares the findings of this study with previous research and relevant theories. At this stage, the researcher focuses on the central issues or research questions: teacher's perception of formative assessment in teaching writing and their implementation of formative assessment in the classroom. The discussion is organized into several key aspects, as follows:

1. EFL Teacher Perception of The Concept of Formative Assessment in Teaching Writing

The interview findings provide valuable insights into EFL teacher's perspective on formative assessment, based on Bimo Walgito's (2004) framework of absorption, understanding, and evaluation. Each component significantly influences teacher's perceptions and teaching practices, particularly in writing. Teacher's positive views on formative assessment exemplify this,

with responses offering a nuanced understanding that aligns with existing research.

The first stage of perception, known as absorption, involves the teacher becoming familiar with formative assessment concepts, mainly through the Teacher Professional Education (PPG) program. Research shows that professional training for teachers plays a crucial role in their ability to adopt and effectively implement assessment strategies (Andersson & Palm, 2018). In Teacher's case, the PPG program highlighted the significance of incorporating formative assessments across various language skills to enhance overall learning outcomes, particularly in writing. This finding aligns with Robinson et al. (2014), who found that professional development programs are crucial for cultivating teacher's formative assessment practices.

The teacher also reported using formative assessment frequently, particularly in writing lessons, where student worksheets (LKPD) serve as a core tool to assess students' understanding of new material. This high frequency of formative assessment application reflects an absorption of its principles and an understanding of its potential to support learning continuity. This aligns with research by Allal & Lopez (2005), who found that continuous, formative assessments in language

instruction foster greater engagement and learning retention among students.

The second component, understanding, emphasizes Teacher's grasp of formative assessment's role and purpose within writing instruction. The teacher applies a contextual approach by designing activities relevant to students' experiences, such as creating invitations or short messages. This approach is well-supported in the literature, with Black and Wiliam (2009) noting that contextualized formative assessments encourage students to connect learning material with real-life applications, thus reinforcing their understanding of structural elements in writing.

Additionally, Teacher recognizes that formative assessment offers continuous practice and feedback, distinguishing it from summative assessments, which focus on final evaluations. This view aligns with Sadler (1989), who argued that formative assessment serves as a feedback loop that enables students to refine their understanding and skills progressively. The use of technology, such as PowerPoint, Kahoot, and Quizizz, to facilitate formative assessments in grammar and structure was also reported by Teacher. Studies, such as by Spector et al. (2016), confirm thsat technological integration

enhances formative assessment, making learning interactive and motivating students to participate actively.

Teacher's approach reflects an in-depth understanding of formative assessment as not merely evaluative but also instructive, helping students develop critical writing skills through regular practice. The use of technology, further supported by Hattie (2013), shows that formative assessments conducted through engaging tools can have a positive impact on student learning outcomes, particularly in enhancing understanding of writing structures and grammatical accuracy.

The final stage, evaluation, involves Teacher's reflection on the effectiveness and challenges of implementing formative assessment. Teacher perceives formative assessment as beneficial, especially in terms of its positive impact on students' writing skills and grammar understanding. Feedback provided in real-time allows students to self-correct and gradually enhance their skills, which is in line with Brookhart's (2008) findings on the value of formative feedback in language learning. Brookhart argues that formative feedback enables learners to monitor and evaluate their own progress, which fosters a deeper engagement with the learning material.

However, Teacher also noted challenges related to student motivation and workload. Regular formative assessments may lead to fatigue, as some students expressed feeling overwhelmed. This drawback is noted in Wiliam (2010) work, which found that while formative assessments promote learning, they can also lead to assessment fatigue if not balanced with students' workload. Teacher addresses this by adjusting the complexity of tasks and providing encouragement, highlighting the importance of continuous practice for skill improvement. This adaptive approach to addressing challenges is supported by Black and Wiliam's (1998a) research on effective formative assessment strategies, where they advocate for balancing assessments with a focus on constructive feedback to mitigate student frustration.

2. EFL Teacher Implementation on Formative Assessment in Teaching Writing

The findings show that Teacher used Black & Wiliam's (1998a) formative assessment strategies in their EFL writing classroom. These approaches encouraged student participation in clarifying expectations, improving writing skills, and engaging in peer feedback and self-assessment. This focus on formative assessment created an environment that valued continuous

improvement and active engagement, empowering students to take ownership of their learning.

Teacher effectively communicated the learning intentions and success criteria, which enhanced students' understanding of the lesson expectations. By providing examples of both high- and low-quality short messages, students were able to visualize the criteria for success. This approach aligns with the work of Hattie & Timperley (2007), who emphasize the importance of clear learning goals and standards for improving student performance. Teacher's emphasis on clarity, appropriateness, and grammar in messaging also supported students in self-regulating their learning, demonstrating alignment with formative assessment principles. This practice helps students understand what is expected of them and guides them in working towards meeting those standards.

The effective use of open-ended questions and continuous monitoring of student progress by Teacher were key strengths of their formative assessment. For instance, questions like "What do you remember about using the present simple?" helped gauge students' understanding. Chin (2006) emphasize the importance of questioning and monitoring to adjust teaching strategies based on student needs. However, while The teacher's questioning was effective for assessing procedural

knowledge, it did not deeply engage students with the underlying concepts, such as the implications of tense usage. To make formative assessment more impactful, it should aim to foster a deeper conceptual understanding (Wiliam, 2011).

Timely and constructive feedback was provided, focusing on specific areas for improvement, such as suggesting a clearer message structure. This aligns with Hattie and Timperley's (2007) view that feedback should be actionable. However, Teacher's feedback did not consistently reference predetermined success criteria, which are essential for students to gauge their progress against expected standards. Without clear criteria, students may find it challenging to apply the feedback effectively. Furthermore, the feedback lacked long-term strategies for improvement, missing an opportunity to help students plan their future learning steps, as emphasized by Nicol & Macfarlane - Dick (2006).

The teacher has effectively encouraged students to take ownership of their learning through self-evaluation. The focus on self-regulation aligns with students' perceptions of the clarity and appropriateness of their reflections. Zimmerman (2002) asserts that self-assessment plays a crucial role in enabling students to track their learning progress while fostering

metacognitive skills. However, it is important to note that the potential benefits of self-assessment data are somewhat constrained by the limited evidence indicating that students have utilized this feedback to enhance their work. For self-assessment to realize its full impact, it is essential that students apply the insights gained from their evaluations to make timely adjustments and improve their writing (Harris & Brown, 2018).

Peer assessment was integrated into the learning process, allowing students to collaborate and learn from one another. This approach aligns with Vygotsky's (1978) sociocultural theory, which highlights the significance of social interaction in learning. Peer feedback provided valuable insights into common mistakes and ways to improve writing. However, there is no evidence that peer feedback informed formal assessments or influenced future teaching. To be truly effective, peer assessment should be incorporated into the broader formative assessment cycle, enabling insights to guide teaching strategies and support individual learning needs (Wiliam, 2011).

The classroom observations were limited to a single lesson period of about one hour, which likely affected the completeness of the data and its reflection of Teacher's overall formative assessment practices.

Notably, there were some discrepancies between the observations and the interview findings. For instance, the teacher did not utilize learning activity sheets (LKPD) or Kahoot during the observed sessions; instead, the focus was on teaching tenses using PowerPoint. These limitations suggest that the observations may not fully capture the depth of the teacher's strategies.

Despite these limitations, Teacher has implemented effective formative assessment practices, however there are areas that could be improved. Feedback should explicitly reference criterion-based standards to help students understand how their work aligns with expectations. Incorporating peer feedback into formal assessments would provide more comprehensive insights to inform teaching strategies. Encouraging students to engage in self-assessment and use peer feedback for ongoing improvement would foster a greater sense of ownership over their learning. As Clark (2012) suggest, formative assessment should promote continuous student involvement, allowing them to monitor their progress and make enhancements to their work.

Teacher's formative assessment practices mostly align with Black & Wiliam's (1998a) framework. However, the study indicates that there is room for improvement in areas such as criterion-based feedback,

deeper conceptual engagement, and more effective use of peer feedback. These findings reflect broader research on formative assessment, which highlights the significance of feedback that promotes long-term improvement and self-regulation (Hattie & Timperley, 2007; Wiliam, 2011). Future research should investigate how to optimize these strategies to enhance student engagement and support sustained learning progress.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions and recommendations made by the researcher. The conclusions are drawn from the data analysis presented in Chapter IV.

A. Conclusion

EFL teacher has a favorable view of formative assessment when it comes to teaching writing. They believe that it serves as an effective tool for helping students grasp writing structures through consistent practice and thorough feedback. This perspective highlights the advantages of formative assessments over summative assessments, which tend to concentrate solely on final results. Moreover, teachers recognize the value of technology, including tools like PowerPoint, Kahoot, and Quizizz, in enhancing students' learning experiences and facilitating formative assessment methods.

The implementation of formative assessment is demonstrated through strategies such as clearly communicating learning objectives, providing examples of both high- and low-quality writing, and offering immediate feedback. Teachers also use peer review and self-assessment to actively engage students in the learning process. However, challenges exist, including the lack of standardized criteria for providing feedback and time constraints in the classroom,

which limit the depth and effectiveness of formative assessment practices.

The study has limitations, such as focusing on a single teacher and short observation periods, which affect the generalizability of the findings. Future research should use a larger sample for a broader perspective on formative assessment practices. Educators are encouraged to apply the findings for practical improvements, while policymakers should allocate resources for effective implementation. This research emphasizes the transformative potential of formative assessment in EFL writing instruction, contributing to both educational theory and practice.

B. Suggestion

Based on this study's findings and conclusions, the researcher provides several recommendations for future exploration of this topic. These suggestions are directed toward both teachers and future research, as outlined below:

1. For Teachers
 - a. Engage in continuous training to deepen understanding and enhance skills in applying formative assessment effectively, especially in writing instruction.
 - b. Provide feedback aligned with clear, established criteria to guide students in meeting learning objectives and improving their writing.

- c. Encourage students to reflect on feedback and self-assess their work regularly, promoting self-regulation and a deeper understanding of writing skills.
2. For Future Researchers
- a. Conduct studies involving a larger sample size of EFL teachers across diverse contexts to obtain more generalizable findings.
 - b. Explore students' views on formative assessment to complement teacher's perspective and provide a holistic understanding of its impact.
 - c. Examine the integration of formative assessment with emerging technologies, such as AI-powered tools, to further enhance teaching practices.

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APPENDICES

Appendix 1: Interview Guideline

Interviewer : Sifa Imnatul Janani

Date :

Grade Level :

Teacher :

Variable	Indicator	Question
EFL Teachers' Perception of Formative Assessment In Teaching Writing	Absorption	<p>1. What was your initial reaction when you first learned about formative assessment?</p> <p>2. How did you come to understand the concept of formative assessment?</p> <p>3. How did you switch from summative assessment to formative assessment?</p>

	Understanding	<p>1. What do you know about formative assessment? How would you define formative assessment in the context of teaching writing?</p> <p>2. Do you ever used formative assessment before? If so, in which subjects-reading, writing, speaking, or listening? Please tell us about your experiences.</p> <p>3. How often do you use formative assessment in your writing classes?</p> <p>4. How do you integrate formative assessment in writing instruction? Can you tell us about the specific process or strategies you use?</p> <p>5. How does formative assessment differ from</p>
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		<p>summative assessment in your writing class?</p> <p>6. Do you use technology when implementing formative assessment? Was it helpful? Explain it.</p>
	Evaluating	<p>1. How does formative assessment impact student writing outcomes? Can you share specific examples of its positive influence?</p> <p>2. Do you see any changes in students' learning motivation after implementing formative assessment? Can you elaborate?</p> <p>3. Do you think there are other benefits of implementing formative assessment in teaching writing? explain it.</p>

		<p>4. What challenges and limitations do you face when implementing formative assessment in writing instruction?</p> <p>5. How do you overcome the challenges and limitations you face in implementing formative assessment?</p>
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Indicators from theory perception by Bimo Walgito (2004)

Appendix 2: Observation Guideline

Observer : Sifa Imnatul Janani

Date :

Grade Level :

Teacher:

Process of Formative Assessment (Black & Wiliam, 1998a).	Indicator	Yes/No	Field Notes
Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success	Does the teacher make certain that students understand the learning intentions for the class session?		
	Does the teacher provide examples of high and low quality work?		
	Does the teacher address potential misunderstandings		

	regarding the criteria for success?		
Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks That Elicit Evidence of Learning	Does the teacher make efforts to monitor student learning on an ongoing basis (i.e., minute-to-minute & day-to-day)?		
	Does the teacher give students a variety of opportunities and methods (e.g., verbal, written, electronic, & visual) to respond to questions?		
	Does the teacher use effective questioning strategies (e.g., adequate wait time, open-ended questions) to elicit evidence of learning?		
	Does teacher monitoring seek to elicit evidence from students of both factual/procedural		

	knowledge and of deeper conceptual knowledge?		
	Does teacher monitoring seek to elicit evidence of whether students can transfer knowledge within and between disciplines/subjects?		
Feedback: Providing Feedback That Moves Learners Forward	Does the teacher provide meaningful feedback (i.e., information with which a learner can confirm, add to, overwrite, tune, or restructure understanding) immediately following formal and/or informal evaluations of student progress?		
	Does the teacher provide accurate feedback that assists learning?		

	Does the teacher provide feedback in reference to a criterionbased standard, avoiding feedback based in comparison to other students?		
	Does feedback describe specific areas of needed improvement and suggest alternative strategies for making that improvement?		
	Does feedback describe specific student strengths and suggest strategies for continued learning in those areas?		
Self-Assessment: Activating Students as the Owners of Their Own Learning	Does the teacher give students opportunities to use selfregulatory competencies, such as the ability to accurately assess their own knowledge?		

	Does the teacher make efforts to develop self-monitoring competencies in students (i.e., meta-cognitive skills)?		
	Are students making decisions related to their own improvement on the basis of ongoing assessment data (i.e., ownership of learning)?		
Peer Assessment: Activating Students as Instructional Resources for One Another	Does the teacher give students opportunities (e.g., discussions, questions, learning tasks) to engage in peer-monitoring?		
	Does the teacher utilize the results of peer activities to strengthen ongoing assessment of student learning?		
	Does the teacher utilize peer activities to help		

	students deepen their understanding of common errors and alternative strategies?		
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Adopted from Oswalt (2013)

Appendix 3: Interview Result on Teacher's Perception

Interviewer : Sifa Imnatul Janani

Date : 22 October 2024

Indicators	Researcher	Teacher's Response
Absorption	What was your initial reaction when you first learned about formative assessment?	At first, I was a bit skeptical because I was more accustomed to using summative assessments like quizzes and tests. I wasn't sure how effective continuous feedback would be for student learning. (P.A.1)
	How did you come to understand the concept of formative assessment?	I started understanding formative assessment better through discussions and practical exercises during the PPG. The instructors emphasized that formative assessment isn't just about testing knowledge but about helping students identify their strengths and areas

		<p>of improvement. We were taught how to use various strategies, such as quizzes, peer reviews, and observations, to continuously assess students and guide them through their learning process. This approach really appealed to me as it focused on the improvement of students, rather than just grading them. (P.A.2)</p>
	<p>How did you switch from summative assessment to formative assessment?</p>	<p>Adaptation in using formative assessment instead of summative assessment was challenging at first, as it required a shift in mindset and approach. However, I began to see its profound impact on student growth, fostering a more dynamic and responsive learning</p>

		environment that allowed students to improve continuously through feedback and reflection. (P.A.3)
Understanding	What do you know about formative assessment, and how would you define it in teaching writing?	Formative assessment is a method used throughout the learning process, unlike summative assessment, which is used at the end of a unit. I apply formative assessment every time I introduce new material, often using LKPD (student worksheets) as part of formative assessment in writing. (P.U.4)
	Do you use formative assessment in every skill—reading, speaking,	Yes, I use formative assessment in every skill, especially in writing. For listening, I ask direct questions about the material; for speaking, I

	writing, and listening?	ask about students' routines. In reading, I assign stories to review and discuss, which enhances literacy skills. (P.U.5)
	How often do you use formative assessment in your writing classes?	I use formative assessment in every meeting. For instance, when teaching short messages, I introduce the structure and then provide LKPD for analyzing message structure. This helps ensure understanding after every new material introduction. (P.U.6)
	How do you integrate formative assessment in writing instruction?	I start by providing an example, then give instructions to create similar writing based on their situations, such as a birthday or choir club invitation. This

		contextual approach helps students understand structure. (P.U.7)
	How does formative assessment differ from summative assessment in your writing class?	Formative assessment is continuous, allowing practice and feedback during learning, while summative assessment is at the end, often involving quizzes or multiple-choice questions on structure or translation. Formative assessment encourages understanding through practice. (P.U.8)
	Do you use technology for formative assessment? Was it helpful?	Yes, I use technology like PowerPoint for visual examples and Kahoot or Quizizz for quizzes. These tools help reinforce structure, tenses, and grammar, making formative assessment

		more engaging and effective. (P.U.9)
Evaluating	How does formative assessment impact student learning outcomes?	Formative assessment has a positive impact by giving students practice and feedback, which improves their skills, especially grammar. I also provide feedback after writing to enhance understanding. (P.E.10)
	Have you noticed changes in students' motivation after implementing formative assessment?	Some students show increased motivation due to regular assignments that help them improve, while others find the workload challenging and sometimes complain. Not all students respond positively to frequent formative assessment. (P.E.11)
	Do you think there are benefits of implementing	Yes, it has many benefits, helping students understand and practice

	formative assessment in teaching writing?	writing, which builds their skills. Integrating grammar and writing practice allows students to gain a better understanding of English grammar. (P.E.12)
	What challenges or limitations do you face when implementing formative assessment in reading instruction?	The main challenge is that the frequent nature of formative assessments sometimes leads to student complaints such as feeling overwhelmed by the increased workload, experiencing stress from constant evaluations. (P.E.13)
	How do you overcome these challenges?	I balance the workload by adjusting complexity and providing encouragement. I remind students that regular practice is key to improvement. (P.E.14)

Appendix 4: Observation Result

Observer : Sifa Imnatul Janani

Date : 17 October 2024

Grade Level : 8H

Process	Indicator	Field Notes
Clarifying Learning Intentions and Sharing Criteria for Success	Does the teacher ensure students understand the learning intentions for the class session?	Yes, the teacher explains the learning objectives of learning about short messages and the use of related tenses such as present simple, past simple, and present perfect tense. Evidence : <i>Jadi sekarang kita akan belajar tentang short message dan tenses nya. (I.CL.1)</i>
	Does the teacher provide examples of high and low-quality work?	Yes, the teacher gives two examples of <i>short messages</i> , one of good quality and one of poor quality, and discusses the reasons why one is more effective.

		<p>Evidence : <i>Saya kasih contoh 2, yaitu 1. Hi, Sarah! Don't forget to bring your book tomorrow. See you! 2. Hi! U forgot ur book. Tmrw bring it pls. (I.CL.2)</i></p>
	Does the teacher address potential misunderstandings regarding criteria for success?.	<p>Yes, the teacher explains the structure of the <i>short message</i> (opening, purpose, closing) and how the message should be clear and appropriate to the situation so that there is no misunderstanding and in accordance with the correct short message criteria.</p> <p>Evidence : <i>Ingat, kalian kalo menulis short message itu kan ada syaratnya, yaitu clear/jelas, terus correct/benar, correct nya itu dinilai dari segi apa, yaitu dari segi grammarnya, jadi</i></p>

		<p><i>grammar itu adalaha tata Bahasa, kalau di Bahasa Indonesia kan ada kan, subjek predikat objek.</i></p> <p><i>(I.CL.3)</i></p>
<p>Engineering Effective Classroom Discussions, Questions, and Learning Tasks That Elicit Evidence of Learning</p>	<p>Does the teacher monitor student learning on an ongoing basis?</p>	<p>Yes, the teacher monitors students' progress through direct discussion, question and answer, and observation while students are writing short messages.</p> <p>Evidence : <i>What do you remember about the use of present simple?</i></p> <p><i>Oke saya akan keliling ya untuk mengecek progress kalian. Bagaimana pesanmu, sudah selesai?</i></p> <p><i>(I.EL.4)</i></p>
	<p>Does the teacher give students a variety of opportunities and methods to respond to questions?</p>	<p>Yes, the teacher provides opportunities for students to answer verbally, write messages on paper</p> <p>Evidence : <i>Please write your answers on paper or</i></p>

		<i>share them verbally. (I.EL.5)</i>
	Does the teacher use effective questioning strategies to elicit evidence of learning?	Yes, the teacher uses open-ended questions such as asking students to name examples of present continuous tense to explain the concept of tenses. Evidence : <i>Can you explain another example of using present continuous?</i> (I.EL.6)
Providing Feedback That Moves Learners Forward	Does the teacher provide meaningful feedback immediately following evaluations of student progress?	Yes, the teacher gives immediate feedback when students ask questions or show their work. Evidence : <i>Itu sudah bagus, tapi bisa ditambah sedikit agar lebih hangat, misalnya, 'Hope you have a wonderful day with family and friends. (I.PF.7)</i>
	Does feedback describe specific areas of needed	Yes, the teacher tells you the areas that are lacking and explains good

	improvement and suggest alternative strategies for making that improvement?	strategies to improvise. Evidence : Tulisanmu sudah oke dalam grammarnya tapi terlalu agak Panjang, coba hilangkan kata kata yang tidak perlu seperti “I hope all of my friends are well” kecuali jika itu penting untuk konteksnya. (I.PF.8)
	Does feedback describe specific student strengths and suggest strategies for continued learning in those areas?	Yes, the teacher praises the students' strengths in writing short messages and tells them to stay strong in that area. Evidence : <i>kamu bagus dalam menulis formal language, pertahankan yah, ingat inga tapa saja kata yang termasuk dalam formal dan informal.</i> (I.PF.9)
Activating Students as the Owners of	The teacher provides opportunities for	Yes, students are asked to <i>self-assess</i> the messages they write to ensure the

Their Own Learning	students to self-assess their writing.	structure and clarity of the message. Evidence : <i>Sekarang, kita lakukan self-assessment. Baca lagi pesan kalian dan tanyakan pada diri sendiri. (I.AL.10)</i>
	Does the teacher make efforts to develop self-monitoring competencies in students?	Yes, students are asked to evaluate whether their messages have met the success criteria. Evidence : <i>Tanyakan pada diri sendiri. Apakah pesan ini singkat dan jelas? Apakah sesuai dengan situasi? (I.AL.11)</i>
Activating Students as Instructional Resources for One Another	Does the teacher give students opportunities to engage in peer-monitoring?	Yes, students are asked to exchange messages with friends to read and give feedback. Evidence : <i>Tukar tulisan kalian dengan teman di depan kalian. Bacalah pesan teman kalian dan beri masukan. (I.AR.12)</i>

	<p>Does the teacher utilize the results of peer activities to strengthen ongoing assessment of student learning?</p>	<p>Teachers motivate students to give specific suggestions, but the results of <i>peer monitoring</i> do not appear to be used in formal assessments by teachers.</p> <p>Evidence : <i>Bagus! Berikan saran perbaikan yang spesifik. (I.AR.13)</i></p>
	<p>The teacher uses peer assessment activities to help students understand common mistakes.</p>	<p>Yes, students are asked to identify common mistakes and provide alternative improvements.</p> <p>Evidence : <i>Dengan saling membantu memberikan masukan kepada teman, kalian bisa memperbaiki kesalahan dan menulis pesan yang lebih baik. (I.AR.13)</i></p>

DOCUMENTATION



Figure 7.1 Interview Session with the Teacher



Figure 7.2 Classroom Observation at 8th Grade in SMPN 18
Semarang

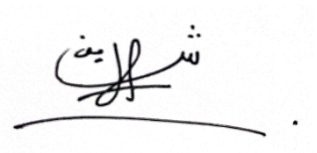
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Background of the study

1. MI Mifathul Ulum (2009 – 2015)
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3. MA Nurul Huda (2018 – 2021)
4. UIN Walisongo Semarang (2021 – 2024)

Semarang, 01st November 2024
Researcher



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