# ABSTRACT

This study was conducted to find out formative assessment on students’ writing skills. The research design used in this study was a qualitative descriptive method and it was conducted at one of Junior High Schools in Garut. The participants in this study were two English teachers. The data were collected by interviews, observation, and document analysis. The interview was taken to find out the specific information about backgrounds of teachers, knowledges of teachers about formative assessment, strategies of teachers in formative assessment of students’ writing skills, media in formative assessment, and difficulty in formative assessment. The observation was taken to find out the specific information about the formative assessment on students’ writing skills has been conducted by the teacher in teaching and learning. The document analysis was taken to find out the specific information about the record’s teacher in formative assessment on students’ writing skills. As a result, it can be concluded that the formative assessment on students’ writing skills has different results according to backgrounds of teachers, knowledges of teachers about formative assessment, strategies of teachers in formative assessment of students’ writing skills, media in formative assessment, and difficulty in formative assessment.

**Keywords:** *Assessment, Formative assessment, Writing skills*

**ABSTRAK**

Penelitian ini dilakukan untuk mengetahui penilaian formatif terhadap kemampuan menulis siswa. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskripsi kualitatif dan dilakukan di salah satu Sekolah Menengah Pertama di Garut. Partisipan dalam penelitian ini adalah dua orang guru bahasa Inggris. Pengumpulan data dilakukan dengan wawancara, observasi, dan analisis dokumen. Wawancara dilakukan untuk mengetahui informasi spesifik tentang latar belakang guru, pengetahuan guru tentang penilaian formatif, strategi guru didalam penilaian formatif terhadap kemampuan menulis siswa, media didalam penilaian formatif, dan kesulitan didalam penilaian formatif. Observasi dilakukan untuk mengetahui penilaian formatif terhadap kemampuan menulis siswa yang telah dilakukan oleh guru didalam pembelajaran. Analisis dokumen dilakukan untuk mengetahui rekam jejak guru didalam penilaian formatif terhadap kemampuan menulis siswa. Hasilnya, dapat disimpulkan bahwa penilaian formatif terhadap kemampuan menulis siswa memiliki perbedaan hasil berdasarkan latar belakang guru, pengetahuan guru tentang penilaian formatif, strategi guru didalam penilaian formatif terhadap kemampuan menulis siswa, media didalam penilaian formatif, dan kesulitan didalam penilaian formatif.

**Kata kunci:** *Penilaian, Penilaian formatif, Kemampuan menulis*