# CHAPTER IINTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with the background of the study, the reason for choosing the topic, the scope of the study, the research question, the purpose of the study, the significance of the study, and clarification of terms.

## 1.1 Background of the Study

Formative assessment is a process to collect the data of student skills in progress. Formative assessment is intended to monitor the learning progress of students during the learning process, to provide feedback for the improvement of the learning program, and to identify weaknesses that require improvement so that student learning outcomes and teacher learning processes are better. Based on the Education Assessment Center of the Ministry of Education and Culture in the Formative Assessment Model for 21st Century Learning for Primary Schools page 13 states that,

Formative assessment which is commonly called assessment for learning is the process of collecting data or information or evidence regarding the extent (how much good) the progress of students in mastering competence, interpreting data or information, and decide which learning activities are most effective for students in order to be able to master the material or competencies optimally.

In collecting the data or information, 3 types of data collected are student’s understanding, learning needs, and learning progress. Formative assessment is considered one of the most influential ways two improve teaching and learning process. This type of assessment is conducted to assess students’ understanding, learning needs, and learning progress concerning a particular unit of learning materials (Karimi, 2014). Arrafii and Sumarni (2018) have stated that it is also considered that formative assessment is an alternative solution for meaningful instruction which is likely able to improve the quality of education. However, in the

Indonesian context, the formative assessment seems to have a peripheral rule in assessing the students’ performance.

 Indonesia’s formative assessment has been implemented. This is evident in the various policies that have been, are being, and have been in effect in Indonesia. For example, Regulation of the Minister of Education and Culture Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies; Permendikbud No. 20/2007 and No. 23/2016 on Education Assessment Standards states that one of the assessment concepts adopted is assessment for learning – another name for formative assessment.

Writing skills are specific abilities which help writers put their thoughts. into words in a meaningful form and to mentally interact with the message. Javed, Juan, & Nazli (2013) state that “writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing.” Writing skill is the ability of ideas or idea into an essay. In putting together beautiful sentences,the importance of language. Shared language skills into four, namely listening, speaking, reading, and writing. Writing skill is one of the four aspects language skills in learning. Always writing skills attention because it is very important for students to practice the game in giving ideas for each article.

Based on the results of the observation, the formative assessment on students' writing skills conducted by teachers, can be said to be relatively low. There are two issues that cause formative assessment on sudents’ writing skills is still relatively low.

The first issue is majority of teachers still do not have the knowledge or understanding to properly implement formative assessment. This is in accordance with a study conducted by Ida Ayu Made Sri Widiastuti and Ali Saukah (2017) who showed that there are three English teachers involved in that research still had difficulty implementing formative assessment.

The second issue is the majority of students at the school do not understand and know how to write properly and correctly, so the formative assessment on students' writing skills is still relatively low.

The formative assessment on students’ writing skills should be implemented properly and correctly. The implementation of formative assessment is closely related to teacher’s knowledge and teacher’s understanding of formative assessment. The teachers should have knowledge and understanding of formative assessment so that it’s implementation is good and correct. Widiastuti & Saukah (2017) stated that “Theoretically, teachers who have a good understanding of formative assessment would carried out appropriate follow up actions since their understanding would influence their ability to effectively implement these actions.” With the teacher’s knowledge and teacher’s understanding of formative assessment, it is also hoped that the teachers can implement the formative assessment.

In line with the topic of this study found by the researcher, there are three related previous studies. The first previous study was a journal with the title ”A Study of Students’ Assessment in Writing Skills of the English Language”. This journal concluded that writing skill plays a pivotal role to improve students’ exposure and competency for the purpose of communication and interaction. According to the nature of the examination system in Pakistan, the students are required to show their worth in writing in the classroom and examination hall as well. According to the results of this study, it can be concluded that the students can fill the missing letter where a single letter is required to fill in a word rather than filling the missing letters where more than one letter is required in a word. The results of this study reflect that students can use common parts of speech like verbs and nouns in sentences but they feel difficulty in making sentences of adverbs and idioms (Javed, Juan, & Nazli, 2013).

The second previous study that discussed translation was “Formative Assessment of Academic English Writing for Chinese EFL Learners” written by Chen & Zhang (2017). This journal intended to discuss formative assessment results using two different variables on students’ writing skills. Although the results of the present study are encouraging, there was limitation in the study. The sample for doing research was relatively small and the period for the experiment was relatively short as the cultivation of writing skill was not easily facilitated over a short period.

The third previous study was a journal with the title “Impact of Formative Assessment on Students’ English Writing Skills at Elementary Level”. This journal is written by Yasmin, Qadri, & Pasha (2021). This journal concluded that formative evaluation has a positive effect on student learning. Teachers may use formative testing to help inform their instruction and determine what students know versus what they don't know. Students may benefit from the use of formative evaluation to help evaluate what material is understood and to act as a reference for what needs to be changed.

Previous studies have similarities with this study in that they all examined formative assessment on students' writing skills. However, this study is different from the research above where this study analyzes formative assessment on students' writing skills which can be used for further research on assessment. In addition, a striking difference from this study is the time, participant, and place in this study.

Considering the issues of formative assessment on students’ writing skills and previous studies motivated this research to conduct “An Analysis of Formative Assessment on Students’ Writing Skills”. This study aims to analyze formative assessment on students’ writing skills.

## 1.2 The Reasons for Choosing the Topic

 This research focuses on the analysis of formative assessment on students’ writing skills at one of Junior High Schools in Garut. There are two reasons why the researcher chose the topic,

1. Formative assessment is one of the most widely used in assessment for learning.
2. Writing is one of four language skills that must be mastered by students.

## 1.3 The Scope of the Study

 This research focuses on formative assessment on students’ writing skills at one of Junior High Schools in Garut. So, the researcher analyzes how formative assessment on students’ writing skills can be implemented. The participants of this research are teachers at one of Junior High Schools in Garut.

## 1.4 Research Question

 Based on the background of the research above, the research question in this study is:

“How is the analysis of formative assessment on students’ writing skills?”

## 1.5 The Purpose of the Study

 Based on research question that mention before, thus the purpose of this research is to analyze formative assessment of students’ writing skills.

## 1.6 Significance of the Study

 This study will be undertaken to describe the formative assessment on students’ writing skills, to identify the formative assessment on students’ writing skills, and to classify the formative assessment on students’ writing skills. The benefits of the study are two sectors are as follows:

### 1.6.1 Theoretically

 The theoretical purposes of this research are as follows:

1. As a contribution to knowledge for educators or teachers about it’s importance the implementation of formative assessment on students’ writing skills.
2. As a reference for those who will conduct research on the material which relates to the implementation of formative assessment on students’ writing skills at the future.
3. As a reference or case study for educators, teachers, school principals, and competent parties for the implementation of formative assessment on students’ writing skills.

### 1.6.2 Practically

 The practical purposes of this research are as follows:

1. For policy diclosers, this research can be used as input for related institutions to pay more attention to process evaluation learning especially formative assessment on students’ writing skills.
2. For school principals, this research can be a reference regarding the importance of implementation formative assessment on students’ writing skills.
3. For teachers, the results of this research can be used as a reference regarding the implementation of evaluation using formative assessment model’s on students’ writing skills.

## 1.7 Clarification of Terms

 In this section, the researcher presents the clarification of key terms to avoid ambiguity, misunderstanding, and misinterpretation. There are:

1. Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. (Kizlik, 2019)
2. Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. (CCSSO, 2018)
3. Writing skill is a hard skill among others because it has to be a concern more about it, and we need to follow some rules that related to every single step, they are word choice, coherent, correlation, and grammar. (Sa'adah, 2020)