
THE STRATEGIES AND CHALLENGES OF ENGLISH TEACHERS IN DEVELOPING ASSESSMENT FORMATIVE TEST?

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Abstract:

This article purposed to describe the strategies and challenges of English teacher in developing assessment formative test. This study was conducted at SMK Negeri I Gorontalo in the 2014/2015 academic years with six English teachers as the participant. The focus of research is formative test. The study used case study and data collection were obtained from interview to the English teachers as participants of research. The result indicates that teacher strategy mostly used to develop assessment in formative test was objective test, notably multiple choices than essay form. Then, the challenges of developing formative test are various; the lack of resources (teacher handbook) and in service teacher training did not give a detail information or material related to the developing of English assessment. Based on this result, it is recommended that school principals or supervisor give more attention to the English teacher to develop English assessment such as to provide various model of test conducted in several activities such as in service teacher training. Besides, the teacher should be given motivation to do to explore some models of test in many sources.

Keywords: *Assessment, Formative Test, Objective Test*

1. INTRODUCTION

1.1. Introduction

The one of the way to measure the success of the learning is testing. Testing is doing in purposing to know how far the understanding of student about the material. The effect of testing and teaching in learning is known as harmful or beneficial. It is important to know that, testing is the important part of teaching process. If a test is regarded to the high level, the preparation of the test must take a long time. However, if the test is taken to low high and variance with the objective of course, it will be easier to prepare and not take a long time.

The one kind of test that always does by teacher is formative test. This kind of test is known as test informally. Means, this test is not the kind of that used for graduation or for addition of the grade in formal or informal school. Testing is the part of teacher' job to serve the student. Otherwise, students must give their effort to pass it. A lot of efforts given by teacher in order that to make the student more pay attention about the test. Like, give them overtime in learning process. However, the teachers always encounter the challenges in developing the test.

This is happened to all of school around the world. The one is in Indonesia. Especially,

in SMK Negeri I Gorontalo, Gorontalo. This school is known as the great school in Gorontalo. This school is the one of SMK that used International standard. The one of SMK that received more than one achievement based on the student 'achievement. So that, this school put much expectation to their student, are more creative and can compete with other school. Not only the student but also to the teacher. The school put much expectation to both roles of the school.

The teachers as the main role who construct the question and answer in testing encounter many challenges. It may cause by the changing curriculum and different style in their teaching and learning process. It also may cause by the teacher who must construct the test based on the background information of student. Like, sex and attitudes toward learning. Everyone have their own way to more know their students in class activity.

This mini research investigates five teachers to find out the way of teacher to develop formative test, especially in the SMK Negeri I, Gorontalo Town. It found that, to develop the test, teacher must attention to the kind of test itself. Most of the teacher is choose the objective test.

1.2. Research Question

The research question is following two questions. They are;

1. What kind of formative test that used by English Foreign Teacher?
2. What are strategies and challenges find the English teacher in developing assessment / formative test?

1.3. Limitation of Research

This mini research is investigated the formative test in SMK I Negeri Gorontalo.

1.4. Significance of research

This research is expected to give contribution to the teacher of English Foreign Language. It is also for the student of English Foreign Language. This research is investigated the formative in classroom testing. So, both English' teacher and student can use this research as the reference when they make research that used same topic.

2. THEORETICAL BASES

2.1. Defining Formative Test

On this issue, formative test become the one kind of test which used by teacher in SMK Negeri I Gorontalo. According to Sadler, 1989, "Formative test is concerned how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning". It emphasizes that formative test is used to measure the student understanding about knowledge that happened in the short time. Goal of this test is to improve the student' competence about the material and knowledge.

According to Brown, 2004, formative assessment purposed to evaluate students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. This statement emphasizes that the formative give the access to the student to give more progress of themselves such as competencies and skills.

Based on, Hughes, 2003, formative test is use to check the progress of their student, to see how deep they mastered their lesson then use the information to design their future plan. It explained that formative test is used to measure the student mastery what have they learned previously.

These three of the theory above emphasizes that formative test is used to measure and judgments how student mastery the lesson. It helped the teacher to understand the ability of student through the material and lesson.

2.2. Literature review

This literature reviews some researches which have done the formative researches. The one of that are Black and William' research entitled 'in praise of educational research': Formative Assessment. This research is purposed to develop the formative assessment program from its origin in diagnostic testing in the 1970s through the graded assessment movement in the 1980s. Then, this research also investigated the development of formative test by teacher.

These researches uses qualitative research and in the end they use describe the things are happened in the class. Then the goal makes suggestion about the educational research on policy and practice would be improved.

The similarities of these researches are both of this research and mine is to investigate the formative test. Then, this research also made an investigation about developing the formative test that used by teacher. And the last is, they describe it into the result of their research.

On the contrary, both of these researches are frequently do the opposite time. This research does in its origin in different point of view. It is about 1970s and 1980s. They compared the application of the formative test in 1970s through graded 1980s. Also, they also decided the last goal of their research is about the educational research on policy and practice.

On the other side, the different with my research only investigate the formative use in one school. Especially, in the state school in Gorontalo. While, their research analysis the formative in its origin, means there are some schools involves into their research. The other dissimilarity is my research not discusses about the educational research. It only takes the formative as the main issued. Dissimilarities are, the teachers that have been taken are not like them. Their teacher must be influenced in English, it truly contrary with my

research, where English is not our first language but as Foreign Language. The use of curriculum is totally different.

The lack is when there is no standard to develop formative test in Indonesia. Standard means, when teacher create the test, it must pay attention to the following factors that supporting the student' ability in receive the material. Like, student' psychology and ability. Another lack is when researcher does not observe the test process in class. Unfortunately, it most gives the explanation about making and doing the formative test.

3. METHODOLOGY

3.1. Method

This research is taken into qualitative research. And describe the process also the result in the end.

3.2. Data Collection

The first thing that researcher do was making the companion letter to SMK Negeri I Gorontalo. Then, researcher met with curriculum staff in SMK I Gorontalo. Next, researcher collect the data by using questionnaire that given to the teacher in SMK I Gorontalo.

3.3. Data Analysis

The researcher make the questionnaire to help when make the analysis, Then, researcher make little note to classify the answer from the participant. Researcher makes the analysis based on the classification in the questionnaire.

4. Result and Finding

4.1. Result

#Data I

This data is collected from the teacher who teaches in grade X of SMK I Negeri I Gorontalo. The teacher used curriculum 2013 in assessing the student that included the self-assessment and attitude assessment. It included the calculate the percentage of the student to divide the student successful and unsuccessful in material. Besides, the teacher also calculates the percentage of governance in the classroom through the material. The goal of those assessments is the proficiency of each student about the material in learning process.

The teacher choose to use objective test and essay test as the test that always use to measure the mastery of student through the material in classroom learning. To apply this

model, teacher encountered the problem. They are; time, program, agreement of student to face the different program. To solve this problems, the teacher applied strategies, which are, determine the material in learning, aspects and the step of proficiency, give connection all components of material in learning, create the questions, and prepare the next act in learning process.

#Data II

This data is collected from the teachers who teach in grade XII of SMK I Negeri Gorontalo. The teacher used the objective test, because this model refers to National Examination, easy to investigate and to analyze. It will calculate the right answer by the student. To assess this one, teachers apply the oral and written assessment.

However, a teacher also encounters the challenges in creating the objective test. Such, must make many differences questions, use many references to support in making questions, and the control when student have an examination to avoid the cheating between students. On the contrary, teacher must solve this problem. Then, teacher takes strategy, like organized the question based on the material in basic competence.

#Data III

This data is collected from teacher in grade XII. The teacher choose objective test to examine student' mastery in learning material. It may cause by this test refers to the National Examination. Otherwise, teacher needs strategy to develop the test. In this case, the teacher used to arrange the questions based on basic competence in learning activity.

On the other side, it is not easy to create a good test. There are challenges. Like, teacher must create many questions based on material, needs many reference in constructing the test, and test form must be easy, so teacher needs to control the student in examining them to avoid the cheat.

Same as the other, test need to asses. Teacher gives the effort to assess the student well, like calculate the true answers and assessing in written.

#Data IV

This data collected from teacher in grade XII. Teachers choose the formative test to evaluate the student mastery about the learning

material. Because, this kind of test is putting to be more easy to assess and refers the National Examination. However, to create a good test, teacher must put the effort and use strategy, in order that it can easily make. Like, construct the questions to the basic competence of learning material.

Teacher must encounter the challenges. Such as, must construct many questions and lack of the reference to use in making the test. It proved that, teacher must considered that the reference usefully for developing the test. Whereas, it needs to assess the student' mastery. Like written assessment and accumulate the true answer.

#Data V

This data is collected from teacher in grade XI. Teacher choose written test. It may cause by this test facilitate the teacher to measure the student mastery about learning material. To reach the good goal of learning in testing, teacher put the strategy. It divided into the easy, middle and difficult. It purposed to avoid the challenges. Like the test which must cover all the materials that give attention to the student' ability in learning. The last is the assessment; the assessment is doing in process of teaching and learning. Such as the assessment of attitude, knowledge, and creativity.

#Data VI

This data is collected from the teacher in grade X. The teachers choose the objective test as the test to evaluate the student understanding about the material, because this test is suit to evaluate reading comprehension. The strategy that is used teacher constructed the test based on student' ability.

Teacher also encounters the challenges to determine student' difficulties in understanding the meaning of word also make the option of the question. The evaluation form is used the objective and essay test.

4.2. Discussion

These findings proved that there are some findings in the application. It brings to the formative test as the test that used by teacher to evaluate the student' mastery in learning material. It also portrayed the strategy and challenges by teacher in constructing the test.

Objective Test

It referred into two kinds of objective test. There are multiple choice and essay test.

Multiple Choices

This test is kind of tested that by most English teacher in teaching and learning material. It purposed that this test more easy to assess. Not only to the student, but also teacher who made the evaluation. This test only used to calculate the true answer in the test. Generally, to calculate this kind of test, the true answer number to 1 and wrong number get 0. It also explains that this test referred to the national examination test. It is expected that this test describe National Examination. Purposed that student be familiar with the kind of test in graduation test.

Essay Test

This test makes the teacher easily to analyze the answer by student. The teacher used this test into daily test to evaluate student understanding about the learning material. The test may use in two weeks or after one basic competence already teach. It also can measure the student mastery about the current material, so that student would not to ignore the material. The test may include five or more questions in the application. It gives the student to give their answer based on material and own knowledge. Teacher can develop it into own creativity to make student easy to answer the question.

The Strategies That Teacher Brings Into the Learning Material

There are some strategies uses by teacher in developing the test. They are;

1. Based on student' ability. It may cause that, student' ability is main role to develop the test. Means, test is created based on student knowledge, psychology, and social environment of student itself,
2. Based on the basic competence. It emphasizes that basic competence influence the material and test. In testing, teacher must have already finished all the material in basic competence. So, teacher can evaluate the student,
3. Create the learning material,
4. Determine the aspects and steps of proficiency,

5. Linking all components in learning material
6. Arrange the questions,
7. Prepared the next steps to create the test,
8. Create the test into easy, middle, and difficult.

These eight strategies are available for the teacher to develop the test.

The Challenges When Developing The Test

There are some challenges of teacher in developing the test:

1. Teacher must construct many number of questions
2. Teacher must have many references
3. The time to control the measurement
4. Test must cover the three stages. Like, easy, middle, and difficult that appropriate with the basic competence in curriculum
5. The optional of test must create into random.

4.3. Conclusion

This research is found there are some strategies and challenges when teacher construct the test. Like, teacher must construct the test use more than one references. Then, the strategy of teacher to avoid this one is, teacher must find the resources.

On the contrary, objective test make teacher easier to analyze. Objective test helped teacher to give student the task, when teacher must number the true answer, objective test only give the easily to teacher when analyzed it. Objective test, give 1 for true and 0 for fail.

4.4. Suggestion

This research is more than expected. So, researcher needs more suggestion to develop this research.

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