THE IMPLEMENTATION OF FORMATIVE ASSESSMENT ON STUDENT SPEAKING SKILLS DURING ONLINE LEARNING

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A B S T R A C T

This study aims to analyse the teacher's perception of online formative assessment of student's speaking skills and to know the teacher's implementation of online formative assessment. This study used a mixed-method research approach. The subjects in this study were three English teachers at Mahasaraswati Denpasar University who implemented online formative assessments. The data was collected through observation, interviews via WhatsApp chat, and close-ended questionnaires. The result showed that the teacher positively perceived online formative assessment regarding peer collaboration of student tests and enhancing test material. The teacher could help the students identify strengths and weaknesses in their speaking skills to improve their speaking performance. However, teachers have faced challenges in assessing online, such as students' ability to assess their attitude optimally, a lack of teacher technology knowledge, and time consumption when assessing numerous students. The study's implication is to provide teachers with an understanding of how to conduct formative speaking assessments in online classrooms without dismissing the character of formative assessment and preparation.

Introduction

Based on advancements in science, technology, and education, English has become a crucial language in global communication. In Indonesia, English is considered a foreign language, taught in every school, from elementary to university level. When students learn English, they learn the four foundational English skills: listening, reading, speaking, and writing. All language skills are crucial to study, but speaking is one of the most important and is also considered the most challenging skill to be assessed by higher education teachers (Cisse et al., 2021; Forrester, 2020; Rahman et al., 2022). In the educational background, students should be taught to speak English primarily because speaking becomes part of the global community, and students need to prepare to practice individually and communicate effectively (Sufrisa et al., 2019). It occurs to the student to find better job opportunities, gain knowledge in science and technology, and, importantly, more confidence to communicate with people from another country. Thus, to gain success in speaking English skills, the student should learn the language and master the language targeted (Zaim et al., 2018). In measuring students' speaking ability, the teacher should get their performance and achievement by conducting an assessment. Implementing assessments in the form of pedagogical and real-life tasks and procedures is necessary, alongside the students' roles as seekers of knowledge, problem solvers, collaborators, critical thinkers, and creators (Padmadewi et al., 2022).

The assessment aims to collect student performance and information on students' learning outcomes (Gautami & Santosa, 2021). Many of the challenges faced in assessing speaking skills are related to many factors, including how well students can speak the language and how appropriately the teacher measures students' speaking

ability. Moreover, with the current situation of the COVID-19 pandemic, many teachers in Indonesia have had difficulties assessing students online. In this situation, online learning is necessary due to the concern to overcome the situation between teacher and student that they could meet face to face on the way out. Moreover, most schools and universities do not provide English lessons as appropriate. For instance, in producing language skills such as speaking skills, students should practice speaking in pairs, have group discussions, and have a response from the teacher (Purnawarman & Darajati, 2020). Many schools and universities are unprepared to accommodate speaking activities and have limited speaking assessments. Several studies found challenges, such as teachers' lack of knowledge in assessing students (Cisse et al., 2021; Gautami & Santosa, 2021; Karaman, 2021; Tapingkae et al., 2020). In this case, teachers should start to use technology as an essential part of education (Nofrion & Wijayanto, 2018).

There are two kinds of functional assessment, namely, formative assessment and summative assessment. The distinction between formative and summative assessment differs from one to another, where formative assessment tends to be the learning process and the focus of the learning product. In contrast, summative assessment is what students have learned at the end of the instructional period (Dixson & Worrell, 2016). The presence of this research concerns its formative assessment. The formative assessment is an assessment for learning to compute tests and responses in processing employed by the teacher, and students can utilise it in pairs to recognise their capabilities (Fatahhela Dewi et al., 2020; Karaman, 2021). It means that formative assessment analyses, predicts, or examines students' tasks or performance to manage and improve their performance (Tang, 2016). The characteristics of formative assessment are responsive, with teachers assessing the performance and accuracy of student tasks as part of the assessment multiple times during the learning process. The analytic abilities of teachers are highlighted during the assessment process. In addition, another statement stated that formative assessment is conducted to analyse the achievement of learning objectives and is more focused on product learning (Asare, 2020; Cisse et al., 2021).

Meanwhile, formative assessment is the focus of feedback which is an essential aspect of effective learning. It can help students improve their learning and to know their strengths and weaknesses to achieve the target learning (Widiastuti, 2021). Likewise, formative assessment assists students in learning by allowing them to assess their work based on their learning progress - feedback for various types of teacher-made tests and performance assignments such as student portfolios (Koroglu, 2021). Previous studies have identified the formative assessment method as an effective system for remediating deficient learners by offering active feedback and supporting learning materials during guidance to improve student's learning outcomes (Fatahhela Dewi et al., 2020; Karaman, 2021; Tapingkae et al., 2020). Despite the effectiveness of formative assessment, teachers also find difficulties in conducting formative assessments in online learning. Several studies of countries have found that challenges are faced in formative assessment. Firstly, in Hong Kong, an unsupportive environment in which the undervalued activities prioritise performance over activities that promote independent learning and thought. There is also insufficient knowledge and competence by the teacher and a lack of professional support (Xie & Cui, 2021). Second, in Quebec, teachers get misconceptions and feel confused about testing in implementing formative assessment (Cisse et al., 2021). Third, in Iraq, teachers' failure to develop evaluation criteria for their tasks and activities and the time-consuming constraints of the

classroom lessons make it difficult for teachers to incorporate these strategies into their teaching (Husam AlMofti, 2020a). Fourth, in Saudi Arabia, besides the lack of knowledge of integrated formative assessment, the cultural challenges in this country mean social-cultural values dishearten interactions in gender between male and female members of society. It means that a teacher cannot put the opposite gender in a group discussion because university members are more expected than the modern generation to hold beliefs to discourage social interactions (Alsubaiai, 2021). Fifth, in Indonesia, teachers still lack the technology tools and internet connection, making it hard for teachers to implement and assess their students (Gautami & Santosa, 2021). Mostly, those studies were conducted the effect of using formative assessment, benefit and the challenges faced.

To enhance students in oral communication, EFL teachers struggle to get students to speak English in class. Many students found difficulty with grammar and pronounciation and lacked vocabulary. Moreover, it also needs special assessment treatment when teachers assess student speaking ability. In the context of speaking, the teachers evaluate the students based on formative assessment criteria. Based on previous discussions, formative assessment provides many benefits to students in measuring their speaking test (Gautami & Santosa, 2021; Koroglu, 2021; Widiastuti, 2021). However, many teachers implement traditional assessments to assess students' speaking skills. After the pandemic, teacher should change their way to online or digital formative assessments. Online formative assessment is quite a new term for speaking assessment, and the study has limited research. Thus, the teacher should be able to create innovative designs in assessment, especially in students' speaking skills. It assists the student in the knowledge of their progress in speaking ability. Besides that, it did not specifically discuss teachers' perception of implementing formative assessment in online learning in speaking skills. Furthermore, this study aims to investigate teacher perception of implementing online formative assessments to students in speaking skills.

Research Method

This research study intends to use a mixed method to obtain the data. According to (Creswell, 2012), a mixed-method method integrates qualitative and quantitative data collection methods. This study employed the quantitative data in the first phase and then the qualitative data in the second phase. This research aims to provide the reader with trustworthy and reliable information. According to (Creswell, 2012), the sequence of mix-methods to gain the data information is shown below.
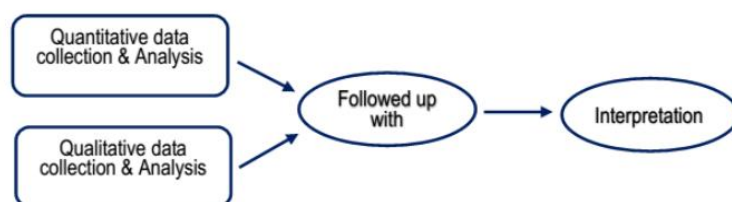
This study was conducted at Mahasaraswati Denpasar University. This university is located at Jl. Kamboja No. 11A, Denpasar, Bali. Ten English teachers are teaching a speaking class for students as the subject of the research study. This subject was chosen because it meets the criteria, and this university is applying the law to provide online learning to students during the pandemic. The researcher used several instruments to obtain information from the English teacher at Mahasaraswati Denpasar University.

The researcher used observation in a virtual classroom, questionnaires, interviews, and document analysis to collect the data. In collecting data, Likert scale questionnaires were given in the survey using Google form to gain the information. The questionnaire consists of ten adapted from a previous study by Prastikawati (2021). In order to enhance the support and obtain a more comprehensive understanding of the questionnaire, the participants were extended an invitation to engage in a semi-structured interview. The semi-structured interview invited 3 English teachers who taught speaking skills. This interview was conducted in an online environment utilising the voice call from Whatsapp.

After collecting the data from the questionnaires, quantitative data is analysed using SPSS 26 in terms of mean (M) and standard deviation (SD) in descriptive statistics. Measuring the validity and reliability, the researcher employed for validity Pearson product Moment and reliability employed Cronbach Alpha (α) = 0.903, which means the instrument was reliable. In data analysis, the researcher used ten closed-ended questions items on a 5-point Likert scale ranging from strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5) of teachers' perception of their knowledge in online formative assessment. Therefore, the qualification of teachers' knowledge in implementing online formative assessment used by Koyan (2012) is shown in Table 1.

No.	Criteria	Interval	Categorisation	Qualification
1	Mi + 1.5 Sdi < M < Mi + 3.0 Sdi	4.0005 ≤ M ≥ 5.0001	Very High	Very Strong
2	Mi + 0.5 Sdi ≤ Sr < M < Mi + 1.5 Sdi	3.3335 ≤ M ≥ 4.0005	High	Strong
3	Mi - 0.5 Sdi < M < Mi + 0.5 Sdi	2.6665 ≤ M ≥ 3.3335	Average	Neutral
4	Mi - 1.5 Sdi < M < Mi - 0.5 Sdi	1.9995 ≤ M ≥ 2.6665	Low	Weak
5	Mi – 3.0 Sdi < X X < Mi - 1.5 Sdi	0.999 ≤ M ≥ 1.9995	Very Low	Very Weak

Table 1. The Qualification for Teachers' Knowledge of Formative Assessment

Furthermore, the instrument employed document analysis, in which the researcher examined the syllabus and lesson plans developed by teachers to assess their students. The interviews were used to verify and recheck their teaching strategy and to analyse the natural implementation and difficulty faced by online formative assessment. Likewise, a result was confirmed based on the findings of the analysis and the researcher's interpretation.

Result and Discussion

The result and discussion of this study focus on three main points, English teacher perception of the implementation of online formative assessment, the benefit of online assessment, and the challenges faced by online formative assessment.

Quantitative Result

All participants in this research were analysed for teachers' perceptions of online formative assessment in teaching speaking skills. According to Table 2, the English teachers perceive value online formative assessment in teaching speaking skills positively. The result showed with average mean score (M) of 4.06 and a standard

deviation (SD) of 0.58, which means the value score was a very high categorisation with qualification very strong compared to the guideline qualification level by Koyan (2012).

No	Items	Mean	Std. Deviation
1	The inclusion of formative assessment is crucial in the facilitation of effective teaching and learning processes.	4.40	0.699
2	Formative assessment enables teachers to evaluate students' comprehension of the lessons they have gained.	4.10	0.738
3	The online formative assessment in speaking test decrease student's stress and speaking anxiety	3.70	0.949
4	In implementation, online formative assessment gives the opportunity students in preparation speaking test peer collaboration before and during the speaking test	4.20	0.632
5	The integration of technology into formative assessment practices offers teachers the opportunity to decrease their workload.	4.60	0.516
6	Technology-enhanced formative assessment enables students to engage in independent and collaborative learning.	4.40	0.699
7	The online assessment allows students to assess their scores promptly.	4.10	0.568
8	Technological formative assessment in online quizzes provides a stimulating task environment.	3.90	0.738
9	The implementation of formative assessment in online learning has faced technological problems in the digital formative speaking test	4.00	0.667
10	The lack of facilities and the internet connection problem to create online formative assessment	3.90	0.738
	Total Average	4.06	0.58

Table 2. Result of English Teacher Perception in Online Formative Assessment

Table 2 shows that the English teacher at Mahasaraswati Denpasar University has a positive Implementation of online formative assessment in teaching speaking skills and perception experience of assessing a student's speaking skills in online formative assessment. They agreed that online formative assessment is crucial in facilitating teaching and learning. It can be shown in Item no 1, with a mean score of 4.40, which indicated very strongly agree related to online formative assessment.

All English teachers fulfil the criteria to implement online formative assessments of students' speaking skills. As seen in the above result regarding ten English teachers' assessment implementation, it is mentioned that they often assess students speaking skills and give attention to feedback to students from the beginning to the end of the learning process. The teacher conducted the assessment to assess students through test skills and performance assessment. Teachers gather the assessment, sufficient individual student assessment, and conduct students' group activities in pairs. It is effective to decrease time consumption.

Qualitative Result

Teacher Perception toward the Implementation of online formative Assessment in speaking class

In order to gain the result of the questionnaire and interview, it was obtained that most of the teachers had a positive perception of formative assessment. This study's qualitative results were collected through a written semi-structured interview that included a series of questions. Themes and codes were established for each question in response to the participants' answers. These can be represented based on the provided excerpts as follows.

T1: Formative assessment provides teachers timely and specific feedback on students' understanding and progress. This feedback allows teachers to identify areas where students struggle and adjust their instruction accordingly. It helps them make informed decisions about instructional strategies, pacing, and content delivery to meet the individual needs of their students.

T2: Online formative assessment enables teachers to monitor student progress continuously. Instead of relying solely on periodic exams or assignments, teachers can gather data on student performance throughout the learning process. This ongoing monitoring helps identify areas of difficulty or gaps in understanding, allowing for timely interventions and adjustments in instruction.

T3:Online formative assessment can involve providing students with speaking prompts or activities that require them to express their thoughts orally. It can be done through video, audio, or live video conferences where students engage in discussions or presentations.

T4: Positively when teachers use online formative assessment to decrease stress and speaking anxiety.

Based on the statement above showed that teachers have a positive toward online formative assessment plays a crucial role in promoting effective teaching and learning. In addition, it can make it easier for teachers to evaluate students' comprehension and give them the opportunity to prepare before test speaking, then promote peer collaboration. On the other hand, implementing online formative assessment also makes teachers believe that appropriate material lesson techniques and technology integration decrease teacher workload. Based on the statements, provide an excerpt as follow.

T5: I strongly agree that online formative assessment techniques create my work easily. I usually use speaking assessment activities such as role-play. It recommends implementing technique activity through role-playing. Role-play is a more powerful assessment tool. Teachers should provide good criteria for overcoming the factors that inhibit students' willingness to speak. As a result, when students participate in this communicative activity, they will feel more knowledgeable, confident, and empowered. In the end, students must be continuously evaluated using rubrics to identify problems requiring them to improve their speaking abilities. This analysis will also enable teachers to take the appropriate assessment to improve role-play as an assessment tool. It encourages the students to generate their reality and develops the skill to interact with others, problem-solve, and work collaboratively in groups.

T6: I measure student speaking tests by using Games. The games presented in this innovation recommendation are while-tasks used to enhance comprehension and production, which should be prompted by pre-tasks to activate prior knowledge and followed by post-tasks to enable the students to recognise a particular linguistic

competence or topic. In addition, the intended games could be applied as while-tasks to achieve what they must understand to be ready to perform the post-tasks. Based on the teacher's lesson plan, used in the Quizizz online game to enhance student motivation to learn. It is suitable for use in distance learning and reduces learning anxiety in university students.

T7: Besides role-play, I generally test students speaking through digital storytelling. I often use this technique to develop higher-level thinking skills because students can use it to solve the problem. In activities, I ask students to retell their experiences with the topic story. Retelling the story helps students focus on listening, participating, and understanding the story. Then, students are asked to describe and make video recordings of themselves to tell the story. Students can create appropriate songs, pictures, and creative content with multimedia elements in digital storytelling, such as video makers. Students submitted their digital stories in various formats as a group assignment, but I asked them to upload them on Instagram or TikTok applications. The link to each digital story is provided under the story analysis. The story provided a clear video record and picture of their digital stories and helped them develop their speaking skills. In assessing, uses rubrics considered with five scores: pronunciation, grammar, content, vocabulary, and fluency.

It can be revealed that implementing formative assessment on student speaking skills in online learning had positive perceptions from teachers. It can be seen that formative assessment can analyse, predicts, or examines students' tasks or performance to manage and improve their performance (Tang, 2016).

The Perceived Benefit of Implementation of online formative assessment

Table 2 states the mean and standard deviation related to the survey questionnaire number 5 to 8 about the benefit of online formative assessment. Most teachers strongly agreed that online formative assessment gives benefits with a high mean score (M=4.60). It stated that integrating technology into formative assessment practices allows teachers to decrease their workload. In addition, a low mean score (M=3.90) from The utilisation of technologically formative assessment in online quizzes provides a stimulating task environment. The interview result was consistent with the questionnaire findings in the following excerpt.

T2: The online formative assessment help teachers in having an initial understanding of their student's progress. I actively contribute to developing formative assessments, ensuring their optimal design and implementing them effectively within my classroom. This approach aims to enhance the overall quality of instruction and foster the English language proficiency of my students.

T5: Online formative assessment allows for timely and immediate feedback on students' speaking performances. Teachers can provide specific feedback on pronunciation, fluency, vocabulary usage, and other aspects of oral communication. Immediate feedback enables students to adjust and improve their speaking skills while the learning experience is still fresh in their minds.

T8: Online formative assessment offers flexibility in terms of timing and location. Students can complete speaking activities and assessments at their convenience, eliminating the constraints of scheduling and physical classroom settings. This flexibility accommodates students' circumstances and enables them to engage in speaking practice at their own pace.

Based on the teacher's statement above, the benefits of online formative assessment were useful for teachers and students to achieve the target learning (Widiastuti, 2021). They found that most teachers believe that online formative assessment is an essential aspect of effective learning, effective specific feedback and supporting learning material, flexible time, and guidance to improve student's learning outcomes (Fatahhela Dewi et al., 2020; Karaman, 2021; Tapingkae et al., 2020).

The Teachers' Challenges of Using Online Formative Assessment

Although modern techniques provide various digital assessment tools, only a small percentage of teachers are ready and willing to use them. Teachers using digital assessment tools can lead to challenges and struggles. In online learning, teachers cannot observe students' attitudes. Some teachers require more training time and workshops to adopt new strategies for formulating formative assessments online. These can be represented based on the provided excerpts as follows:

T4: Sometimes, teachers get the misconception of using digital formative assessment and need more time if the large class is in assessment. We need training to get more knowledge to use it.

T9: Considering good facilities of technology, subject material and internet data. I could not see the student's gestures or how to speak.

T10: It is a common problem when students upload the video with large sizes and sometimes have problems with unstable internet connection

Based on the teacher's explanation implementing online formative assessment were quite challenging because some teachers had insufficient knowledge and lacked teacher competence to use digital tools (Xie & Cui, 2021). Similar to the challenges found by Husam AlMofti (2020), not all teachers are eager to use digital assessment tools due to a lack of technological knowledge and time-consuming when assessing numerous large students. In addition, every student has a different understanding of the task to be submitted in an online environment. Sometimes students are unclear about the instructions (Gautami & Santosa, 2021). Moreover, teachers must spend money on internet access and digital devices (Diarsini et al., 2022).

Conclusion

The result and discussion raised in this research showed highly effective formative assessment. It can be concluded that English teachers at Mahasaraswati Denpasar University have positive attitudes toward implementing formative assessments of students' speaking skills in online learning. Referring to the result investigated, those teachers implied online formative assessment to improve students' performance in speaking skills and increase their understanding of the content learning process by allowing them feedback (Gautami & Santosa, 2021). However, the teacher also has challenges implementing online formative assessment in speaking classes, such as a lack of teacher technology knowledge and time consumption when assessing numerous students, which is difficult if assessed in large classes (Husam AlMofti, 2020; Xie & Cui, 2021). Therefore, putting technology into planning and use assessment is an attempt to teach 21st Century skills through English lessons (Padmadewi et al., 2022).

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