

Analysis of English Formative Tests for Junior High School Students

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tes formatif bahasa Inggris pada siswa sekolah menengah pertama. Metode penelitian yang digunakan adalah metode penelitian deskriptif kualitatif. Responden penelitian berjumlah 34 siswa, dengan komposisi 20 siswa laki-laki, dan 14 siswa perempuan serta satu orang guru bidang studi bahasa Inggris. Tahapan penelitian yang dilakukan meliputi pralapangan, lapangan, dan analisis data. Hasil penelitian menunjukkan bahwa tes formatif bahasa Inggris siswa sekolah menengah pertama berada pada kategori amat tinggi. Hasil ini tercapai dikarenakan tes formatif bahasa Inggris yang diberikan memiliki tingkat reliabilitas dan validitas yang sangat tinggi. Guru bidang studi bahasa Inggris yang membelajarkan pembelajaran sangat paham betul bagaimana merancang dan membelajarkan bahasa Inggris di kelas. Hal ini sangat patut dicontoh bagi guru-guru bahasa Inggris lainnya agar tes formatif yang didapatkan siswa juga amat tinggi. Prasarana dan sarana lainnya untuk terus mendukung keterampilan berbahasa Inggris ini perlu dijaga dan dipertahankan oleh pihak sekolah.

Kata kunci: bahasa Inggris, siswa, sekolah menengah pertama, tes formatif.

Abstract

This study aims to describe the formative test of English in junior high school students. The research method used is descriptive qualitative research method. The research respondents were 34 students, with the composition of 20 male students, 14 female students and one teacher in the field of English studies. The stages of research carried out include pre-field, field, and data analysis. The results showed that the English formative tests of junior high school students were in the very high category. This result was achieved because the formative test of English given had a very high level of reliability and validity. Teachers in the field of English studies who teach learning very well understand how to design and teach English in the classroom. This is very exemplary for other English teachers so that the formative tests that students get are also very high. Infrastructure and other facilities to continue to support these English language skills need to be maintained and maintained by the school.

Keywords: English, students, junior high school, formative tests.

INTRODUCTION

One of the challenges in today's life faced by most students in Asian countries, one of which is the challenge of mastering English as an international language that must be mastered. This of course must be prepared by the younger generation so that they are not left far behind, especially the aspects of knowledge that students must possess if they want to survive in the next generation. The young generation referred to in this case is starting from the junior high school level.

The quality of English language skills of junior high school students is the responsibility of all parties involved in preparing a generation of adequate English skills, especially for junior high school teachers who are the spearheads in building students' foundations for further education. Improving the English skills of junior high school students is something that is not

foreign to researchers, moreover researchers are engaged in English language education. English education is one of the basic education that must be mastered by students to create a reliable generation in the future (Ferretti et al., 2021).

One of the demands of society towards junior high school students is the aspect of English knowledge as indicated by formative test scores. Developments in the world will always change from time to time very quickly, and of course requires preparation of knowledge and skills in English which are increasingly developing. This of course has an impact on learning English in every class at the junior high school level which has changed in line with the demands and needs of society towards progress. Therefore, teachers must be able to encourage students to improve their knowledge and skills in English which are beneficial for themselves (Nudjlan, 2021).

The existence of English subjects as one of the subjects in junior high schools must be able to increase knowledge and skills to develop life related to the development of students as members of society. One of the goals of learning English is to be able to increase students' knowledge to a higher level as indicated by formative test scores. The English formative test score is one of the assessments of English subjects at the junior high school level that seeks to show the value of students' English knowledge, how students as individuals can answer English language problems through their knowledge (Utomo, 2016).

The implementation of the 2013 curriculum is a strategic step in facing globalization and the demands of the Indonesian people in the future. The development of the 2013 curriculum is carried out on the basis of several principles. One of the principles is that all subjects must contribute to the formation of students' attitudes, skills, and knowledge. Likewise with English subjects in junior high school. The 2013 curriculum shows that all subjects are interconnected, students are required to be able to increase their knowledge gradually according to their age level (Fitriani et al., 2021).

Improving students' knowledge well is the teacher's task to help students understand teaching materials in the English learning process. Learning English besides aims to help students gain knowledge and information and be able to apply their knowledge of English in the future. The teacher's obligation in learning English is to be able to help students interact well in their environment through their knowledge of English through high English formative test scores. Therefore, learning English as much as possible should be given as close as possible to various formative tests of English that are relevant to the needs of students (Semiun, T. & Luruk, F., 2020).

Formative test-based English learning is learning where students are encouraged to learn through a variety of formative tests given through test examples commonly encountered in formative English tests. In addition, in learning English, students also learn to be sensitive to test questions independently and their thinking skills will automatically improve, because they have to analyze and manipulate information on each test they face. This is one of the obstacles in the English learning process that takes place at the 2 State Junior High School in Bandung.

The opportunity given by the teacher to the researcher when interviewing the teacher found that the data of grade VII students in learning English at the state junior high school 2 Bandung City was very diverse and there was still an asymmetry between English skills and formative test scores. There are students who are skilled in English, but their English formative test scores are low, and vice versa. The teacher shows student learning outcomes by showing some student learning outcomes whose results are not as expected. This has been a concern for teachers so far.

The researcher concludes that an obstacle why learning English is often seen by researchers is still teacher-centered when explaining so that students just sit quietly, passively, and listen to what the teacher says and also very little in practice questions through existing formative tests. There are very few opportunities for students to practice solving formative test questions. Thus, the learning atmosphere is not conducive to increasing students' knowledge based on formative tests. There are no opportunities that can help students to practice questions in the form of formative tests.

The researcher's solution in solving the problems that have been disclosed, the researcher applies English language learning through the analysis of formative test questions. Learning English is based on the analysis of the formative test questions. It is also compiled and adapted to the 2013 curriculum. The learning steps taken are in the form of scientific steps in the English learning process that can be linked to formative test questions that have been used previously related to students' real lives. This is believed to increase students' knowledge as indicated by very high formative test scores. The 2013 curriculum mandates the essence of learning as goodness in development and increasing student knowledge, which is indicated by one of the high formative test scores.

The steps of learning English carried out in this study are as follows: a) Determine the objectives to be studied by students, b) Choose a method that is suitable for English learning activities, c) Determine various formative test question sheets for students, d) Completely prepare relevant tools and materials, e) Carefully determine the formative test questions given first. Based on this description, the purpose of this study was to analyze the formative test of English for junior high school students.

METHODS

The research method used is descriptive qualitative research method. Qualitative descriptive research is research carried out with the aim of understanding the phenomenon of what is experienced by the sample naturally and as it is (Zaim, 2013). This research was conducted at the Junior High School 2 of Bandung City, which is located at Jalan Sumatra No. 42, Merdeka, Bandung City, West Java Province.

The source of this research data comes from key people. The key people that the researcher refers to are all students of class 7F of Junior High School 2 Bandung, totaling 34 students, consisting of 20 male students and 14 female students. Students can provide data on formative tests of English and also provide information about English learning carried out by teachers in the classroom. Another key person is the 7F class teacher of English studies who carries out English learning activities. Teachers in the field of English studies are expected to be able to provide detailed, complete, and accurate data regarding the formative tests given in the English learning process that takes place in class. The role of key people in this research is the main thing because from the information they provide, researchers obtain the necessary research data. The stages of research implementation are described as follows:

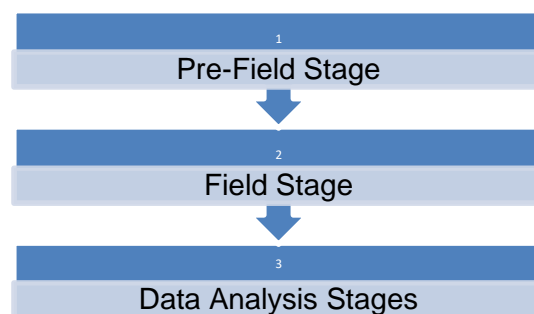


Figure 1. Stages of Research Implementation
(Source: Azizah, 2018)

In the pre-field stage, the preparations carried out by the researchers were compiling and preparing the instruments used in this study, such as observation sheets for students' English formative tests and teacher interview guidelines. In the field stage, observations were made on the indicators of students' formative tests and observations on English learning conducted by the teacher. The data analysis stage is carried out by organizing the data. The data is organized and marked using numbers

or simple codes. The numbers and simple codes are intended to make it easier for researchers to analyze data when making conclusions. All the results of the analysis and discussions with key people are organized and arranged in tabular form.

Data collection techniques used are documentation, observation sheets, and interviews. Documentation is carried out to obtain data in the form of archives, documents, and reports that are used to complete research data. Student observation sheets were used to observe the indicators of the students' English formative tests and also to observe the steps of learning English carried out by the teacher in the classroom. Interview sheets are used when researchers conduct in-depth interviews. The researcher conducted in-depth interviews with students and teachers to collect data directly to obtain valid data related to the students' English formative tests and the teacher's English learning.

Testing the validity and reliability is done by checking the validity of the data. The data validity technique in this study used the triangulation technique of data sources. Triangulation of data sources means data collection techniques to prepare data from different sources with the same technique by means of documentation, participatory observation, and structured interviews. The validity of the data was also carried out by verifying and validating the instruments used by two experts. Experts are selected based on the research focus contained in the title. Furthermore, the data that has been collected is analyzed using percentages and categorized based on the following values:

Table 1. Category of Student Formative Tests

Value (%)	Category	Code
85 – 100	Very High	AT
70 – 84	High	T
55 – 69	Currently	S
45 – 54	Low	R
0 – 44	Very Low	AR

(Source: Sugiarto, 2017)

RESULTS AND DISCUSSION

This research was carried out at the State Junior High School 2 Bandung City, which is located at Jalan Sumatra No.42, Merdeka, Bandung City, West Java Province. The following is Figure 1 of the research location:



Figure 1. Research Location

In the pre-field stage, the preparations carried out by the researchers were compiling and preparing the instruments used in this study, such as observation sheets for students' English formative tests and teacher interview guidelines. The next stage is the field. This stage is carried out in the classroom. This field stage is also carried out simultaneously with the observation stage. The data of students' English formative test results can be seen in the following table:

Table 1. Student's English Formative Test Score Data

Number	Student Code	Value	Category
1	MS	82	T
2	DA	82	T
3	KA	85	AT
4	RP	86	AT
5	IB	85	AT
6	AM	83	T
7	IG	82	T
8	AN	92	AT
9	HS	92	AT
10	IS	89	AT
11	DN	93	AT
12	FN	88	AT
13	NI	91	AT
14	AR	86	AT
15	MSA	82	T
16	DAB	82	T
17	KAC	85	AT
18	RPD	86	AT
19	IBE	85	AT
20	AMF	83	T
21	IGG	82	T
22	ANH	92	AT
23	HSI	92	AT
24	ISJ	82	T
25	DNK	82	T
26	FNL	95	AT
27	NIM	82	T
28	ARN	82	T
29	HSO	85	AT
30	ISP	86	AT
31	DNQ	85	AT
32	FNR	83	T
33	NIS	82	T
34	ART	92	AT
Avarage		85,91	AT

The average score of students' English formative test results is 85.91, which means that the average score of students' English formative test results is in the very high category, this happens because the formative tests used are very reliable and valid. This is also in line with the results of research conducted by Riadi (2017) and Sugianto (2016) which revealed that teachers were able to understand evaluation techniques and procedures, and were able to carry out evaluations so that very satisfactory evaluation results were obtained. School

success in English subjects cannot be separated from the synergy between the concept and implementation of good English learning management. This means that a reliable English teacher must understand the concept of English learning management well so that the implementation of the previously planned English learning objectives can be achieved effectively and efficiently in accordance with standard principles and a good English teacher has a sincere nature. and high dedication to his profession (Wijaya, 2017; Baran-Lucard, 2019).

During learning English, it was found that there were still students who got formative test scores in the high category (14 students). The lowest English formative test score is 82. This is in line with the results of research conducted by Huda et al. (2017) and Pradanti, S. & Sarosa (2018) which revealed that in general English teachers have been able to implement the concept of a fun learning pedagogy through various methods and techniques that vary, especially in brainstorming and ice breaking which ultimately greatly influences the students' English formative test results. There is a significant interaction between formative tests and learning methods on students' verbal linguistic abilities (Dewi, 2012; Sofyana, A. et al., 2020).

The demonstration learning method has a positive effect on the learning motivation of junior high school students, and the demonstration learning model can be used as an alternative to learning English subjects (Suramto, 2012; Listyowati et al., 2021). Another method that can be used is the TGT model of cooperative learning. This is in line with what was expressed by Lestari, S. (2018) dan Hidayati (2016) that the TGT learning model can have a positive effect on the learning motivation of junior high school students.

Formative assessment needs to be seen as a process rather than a product. This brings the researcher to the point that formative assessment has no impact on students unless the teacher's beliefs and perceptions are not brought into concentration. In addition, teachers need to feel comfortable taking formative assessment strategies and incorporating them into their classroom practice patterns (Karim, B., H., 2015; Qu & Zhang, 2013; Arrafii, M. & Sumarni, 2018).

CONCLUSION

The formative test of English in one of the junior high schools in Bandung showed a very high average score for the formative test. This result was achieved because the formative test of English given had a very high level of reliability and validity. Teachers in the field of English studies who teach learning very well understand how to design and teach English in the classroom. This is very exemplary for other English teachers so that the formative tests that students get are also very high. Infrastructure and other facilities to continue to support these English language skills need to be maintained and maintained by the school.

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