# STUDENTS' ATTITUDE TO ENGLISH SUMMATIVE AND FORMATIVE ASSESSMENT AT THE EIGHTH GRADE STUDENTS OF MTs HUBBULWATHAN DURI

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**Abstrak**

*Penelitian ini bertujuan untuk mengetahui sikap siswa terhadap penilaian sumatif dan formatif bahasa Inggris pada siswa kelas VIII MTs Hubbulwathan Duri, tahun ajaran 2017/2018. Jenis penelitian ini adalah penelitian survei yang menggunakan angket untuk mengumpulkan data. Angket tersebut terdiri dari 30 pernyataan yang berkaitan dengan sikap siswa terhadap penilaian sumatif dan penilaian formatif. Subjek penelitian ini adalah siswa kelas VIII MTs Hubbulwathan Duri. Ada 75 siswa sebagai sampel. Berdasarkan analisis data, peneliti menemukan bahwa sikap siswa bervariasi pada kedua komponen. Total rata-rata jawaban siswa 69.16% pada penilaian sumatif dan 78.54% pada penilaian formatif. Berdasarkan hasil penelitian, ini menunjukkan bahwa sikap siswa terhadap penilaian sumatif dan formatif di kelas VIII MTs Hubbulwathan Duri adalah tinggi.*

*This research was aimed to find out the students' attitude to English summative and formative assessment at the eighth grade students of MTs Hubbulwathan Duri, in the academic year 2017/2018. The type of the research was survey research which used questionnaire to collect the data. The questionnaire consisted of 30 items dealing with students' attitude to summative and formative assessment. The subject of this research was the eighth grade students of MTs Hubbulwathan Duri. There were 75 students as sample. Based on the data analysis, the researcher found that the students' attitude had various numbers for each component. The total mean of students' answer was 69.16% in summative assessment and 78.54% in formative assessment. Based on the research finding, it*

*shows that the students' attitude to English summative and formative assessment at the eighth grade of MTs Hubbulwathan Duri was high.*

**Key Words**: Attitude, Summative Assessment, Formative Assessment

## INTRODUCTION

Students' knowledge and skill that they get during learning process need to be assessed by the teacher to know the students' progress in learning English which is called assessment. The assessment can be done when a student responds to a question, offers a comment, or tries out a new word or structure, and students' performance (Brown, 2004: 4).

Feedback and interaction during assessment process will influence the way of students think and behave to assessment itself. It will be represented by their attitude that appears when they do the school task. An attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan in McLeod: 2014). It can be said that attitude is a positive or negative response toward something.

A study by Gavin Brown and Gerrit Hirschfeld over 3000 New Zealand Secondary School students found that students who view assessment as a mean of taking responsibility for their learning achieve more than those who see assessment as irrelevant (Routledge: 2008). This study shows that positive attitude to assessment gives positive impact. The positive impact deals with the achievement of the student in learning. In this case, the researcher wants to investigate students' attitude to English Summative and Formative Assessment at the Eighth Grade Students of MTs Hubbulwathan Duri because of its positive contribution on students' achievement.

### Students' Attitude

Attitude is the way people think and behave toward an object. People will show their attitude if they have done interaction with the object. Pickens (2005: 44) clarified that an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. It means that attitude can be formed if someone has interacted and had experienced in a situation or object which is represented by their response to the situation or object. As such, attitudes may play a very crucial role in language learning as they can influence students' success or failure in their learning. On the other word, attitude refers to our feelings and shapes our behaviors towards learning.

According to Oosterhof (2003: 26), attitudes are the learned mental states that influence a student typical behavior. In the context of classroom, the thing that is occurred during teaching and learning process will not only in the form of changing knowledge and skill but also influence their motivation that is represented by attitude as a respond toward teaching and learning process.

In addition, Moss and Brookhart (2009: 10) stated that attitude is a positive or negative reaction to a person, object or idea. It means that attitude can be in the form of positive or negative. It depends on how students will view the things by their perspectives. The way they view that things will reflect their attitude. Moreover, the students who have positive attitude when they have a tendency to focus, pay attention and take a part in the object they like. In contrast, the one who has negative attitude is represented by negative response that they appear toward an object they dislike.

Some theories regard to students' attitude in the classroom. Positive and negative attitude will be appeared depend on how students perceive themselves in learning. First, according to Openheim (2001: 175), attitude consists of three elements or contributing factors. They are an affective component, a cognitive component, and a behavioral component.

1. The affective component consists of emotion, positive or negative feelings associated with an object or a person for example: good or bad feeling, enjoyment, likes, comfort, or anxiety.

2. The cognitive component is an evaluative belief refers to thinking something is valuable, useful, worthless, etc.

3. The behavioral component indicates a willingness or desire to engage in specific actions.

**Theory of Assessment**

All learning is the process of obtaining knowledge and skill to make an individual change. To know how deep and far the learning may be obtained, it needs to be monitored. This monitoring activity is called assessment. According to Nitko (1996: 4) assessment is a process for obtaining information about students, curricula, programs and educational policy. It indicates that all of school components which consist of students, teachers, programs, curricula and policy need to be assessed in order to have further development in the future.

Then, Angelo and Cross (1993: 4), classroom assessment can be defined as an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. It shows that assessment will help the teacher to get information about the strengthens and weaknesses of learning in

order to make decision what is better to do next to build students' understanding about the lesson given.

Furthermore, Mansell and James et al (2009: 7) defined that assessment is the process of helping teachers and students to build shared understanding of the progress of the students in order to provide pointers for further development. It shows that formative assessment will inform both teacher and students about students' understanding during learning process. Then, that information will help the teacher to give certain treatment for those who are still weak in catching the point of the lesson for better learning outcomes.

Based on the definitions given by some experts above, it can be concluded that assessment is a crucial thing to do in the classroom because assessment will benefit for both teacher and students to know how much the learning goals have been achieved. Besides, the teacher will be able to identify and give further treatment for both students' strengthens and weaknesses in learning. For the students, they will be able to help themselves to monitor how much they have learned in a set of learning.

**Kinds of Assessment**

According to Brown (2004: 6), there are two kinds of assessment that commonly identified in literature. They are summative and formative assessment.

1. Summative Assessment

Brown (2004: 6) clarified that summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. It means that the teacher sum up what a student has learned during a period of time. Additionally, final examination is an example of summative assessment.

Mansell and James et al (2007: 9) explained that summative assessment is the more formal summing-up of a students' progress that can then be used for purposes ranging from providing information to parents to certification as part of a formal examination course. It can be said that students' knowledge about a lesson will be graded and reported in order not only the students but also the parents can know about the students' progress during a unit of course.

In schools, the most visible assessments are summative. Summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards on the way to earn certification for school completion or to enter certain occupations, or as a method for selecting students for entry into further education. Ministries or departments of

education may use summative assessments and evaluations as a way to hold publicly funded schools accountable for providing quality education.

According to Mansell and James et al (2007: 13), summative assessment has purposes for both classrooms and school.

1) Quality summative assessment within the classroom calls for:

a. Pupils to be actively engaged in monitoring their own progress.

b. Teachers to understand and be able to articulate the nature of the progress being aimed at.

c. Teachers to be skilled at using a range of methods to assess pupil learning.

d. Teachers to adopt manageable recording procedures that enable them to keep track of each    pupil's learning, without feeling obliged to record everything.

e. Teachers to be able to communicate effectively with each pupil.

2) Quality summative assessment across a school calls for:

a. Manageable expectations of the teacher to report at intervals on the pupils for whom they have a responsibility.

b. Provision to minimize both the variations in the standards applied by different teachers and the possibility of biased judgments.

c. Schools to act in a considered way on the summative assessments received from teachers (rather than simply filing them away).

d. A sense of audience in the ways in which information about progress is communicated to parents/ guardians.

2. Formative Assessment

According to Moss and Brookhart (2009: 76), formative assessment conducted periodically throughout the instructional unit, course, semester or year to monitor progress and feedback concerning progress toward learning goals. Its intention is to facilitate or form learning. It indicates that it is equally important to involve both teacher and students in this process for two reasons. First, they provide students with feedback concerning the progress they are making toward achieving their learning goals. Through feedback, students can plan what they need to do next to advance their learning. Second, formative assessments provide teachers with feedback concerning their progress in providing effective instruction.

In classrooms, formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs through differentiation and

adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes.

Formative assessment shall be one of alternative assessments to make learning outcomes be successful because it helps both teacher and students in the classroom. For the teachers, formative assessment can help them to know the problem that may be faced by the students. On the other side, formative assessment will help the students to identify what they understand or not. Furthermore, if both teacher and students have known the strengthens and weaknesses of learning in a chapter, it will make them easier to decide what they should do next for getting better such as review the lesson or do more assignment. Then, teacher can plan what to do next to help students in achieving their learning goals. Besides, the teacher can know the lesson or learning sources that the students can catch in teaching and learning process so that the teacher can review or re-explain for those who do not understand. Therefore, assessment will benefit both students and teacher to enhance learning.

It can be concluded that formative assessment is a way to obtain information as well as ongoing process of learning process throughout a unit of course to help both students and teacher toward learning goals. First, the students will be able to help themselves about what they had known and in what point they are weak in which they need to be guided by the teacher. Then, the teacher will be able to analyze the area of strengthens and weaknesses of the students and then help the students to get better learning by further treatment such as review or re-explain in which area of weaknesses. Therefore, both teacher and students have relation each other to progress learning outcomes.

According to Nitko (1996: 102), formative uses help teachers to monitor or guide student learning while it is still in progress. He explains the purpose of formative assessment specifically as follows:

1) Sizing-up uses help a teacher to form initial impressions of students' strengths, weaknesses, learning characteristics, personalities at the beginning of the year or course.
2) Diagnosing the group's learning needs help a teacher to identify what the student has learned and what still needs to be learned, as well as to decide how instruction needs to be adapted to the students.
3) Diagnosing the group's learning needs helps a teacher to identify how the class as a whole has progressed in its learning, what might need to be reinforced or re-taught, and when the group is ready to move on to new learning.
4) Planning instruction uses help a teacher to design and implement appropriate learning and instruction activities, to decide what content to

include or emphasize, and to organize and manage the classroom as a learning environment.

In the process of assessing, the teacher will involve the students to assess their task in two ways. They are self and peer assessment. Moreover, this assessment will be guided and monitored by the teacher in which the teacher will review the result of assessment not just for correctness but for the students' errors or misunderstanding that needs corrections. In assessing formative, teacher involves students' assessment through self and peer assessment that is guided by the teacher, the students will recognize strengths and weaknesses of themselves and their friends.

In conclusion, formative assessment is a set of process both teacher and students do to improve learning. Firstly, it will be a way for the teacher to make up the competencies and skills of the students. Then, for the students, it will be a way to help them knowing level of their proficiency in a unit of lesson or course. Then Peng, in his study, (2010: 90) explained that direct involvement through peer assessment in learning process enhances students' sense of ownership, responsibility and students' motivation.

**METHOD**

The type of the research was survey research which used questionnaire to collect the data. The questionnaire consists of 30 items. The aim of this research was to analyze students' attitude on summative and formative assessment. This research was conducted at MTs Hubbulwathan Duri from April – July 2017. The population of the research was the eighth grade students of MTs Hubbulwathan Duri in the academic year 2017 – 2018. The total number of the population was 75 students. All of the populations were sample of this research.

The data was collected through questionnaire. There are 25 statements about students' attitude on summative and formative assessment; self and peer assessment.

**Table 1. Indicators of Students' Attitude in English Formative Assessment; Self and Peer Assessment**

| Indicators | Sub Indicators | Statements |
|---|---|---|
| 1. Cognitive | Valuable | 1. I believe that I am more motivated to learn when I know I will be assessed. |

| | | |
|---|---|---|
| | | 2. Formative assessment activities motivate you to learn. |
| | Useful | 1. I find it helpful when a teacher does lots of small assessments throughout a topic, rather than a big assessment at the end. |
| | | 2. Formative assessment is helpful to your learning. |
| | | 3. Being graded by peers motivates you to participate more in your group. |
| | | 4. Peer assessment helps you develop a sense of participation. |
| | | 5. Comments and suggestions are helpful to improve my performance in the future. |
| | Worthless | 1. I do schoolwork to make my parents happy. |
| | | 2. I do school work to keep my teacher from getting mad at me. |
| 2. Affective | Like/dislike | 1. I don't like it only if the person who is marking my work is better than me and is a responsible person. |
| | | 2. I don't like it because they might not mark it correctly. May not be responsible for their action. |
| | | 3. I don't like it because people may laugh at my mistakes. |
| | | 4. I don't like it because people may laugh at my mistakes. |
| | | 5. I feel embarrassed for my own task because I have limited English. |
| | | 6. They may misunderstand my answer because of the language barrier. |
| | Enjoyment | 1. We normally just check wrong or correct. It did not doing anything to help us understand better so usually we still don't know how to do after the marking. |

| | | |
|---|---|---|
| | | 2. Do you think you will feel comfortable in making peer assessments? |
| | Anxiety | 1. Peer assessment may be hard, especially evaluating friends. |
| | | 2. Self / peer assessment gave pressure to those who normally took advantage of group work and forced them to contribute. |
| | | 3. It's hard to evaluate my friends. I feel obligated to reward them good grades. |
| | | 4. Sometimes peer assessment is subjective. |
| | | 5. Do you think you will make a fair and responsible assessment of your peers? |
| 3. Behavioral Component | Desire/ Willingness | 1. I feel good about my learning when I get a good mark in an assessment. |
| | | 2. I believe that formative assessment increasing the amount of testing will help my learning. |
| | | 3. Do you think students should take part in assessing their peers? |

*Adapted and compiled from Mc. Millan (1997), Feng (2007), Chengand Warren (2005), Peng (2010)*

The researcher distributed the questionnaire as the instrument to the sample, asked them to answer it, and collected it. After that, the researcher gave score for each item by using Likert Scale. In classifying the result of the questionnaire, the researcher calculated the percentage of sample answer by using the following formula (Heaton, 1990: 178):

$$P = \frac{F}{N} \times 100\%$$

Where:
P = Percentage of students' answer in the questionnaire
F = Total of students' answer in the questionnaire
N = Total of Ideal Score

To determine the score of interpretation criteria, it as follow:
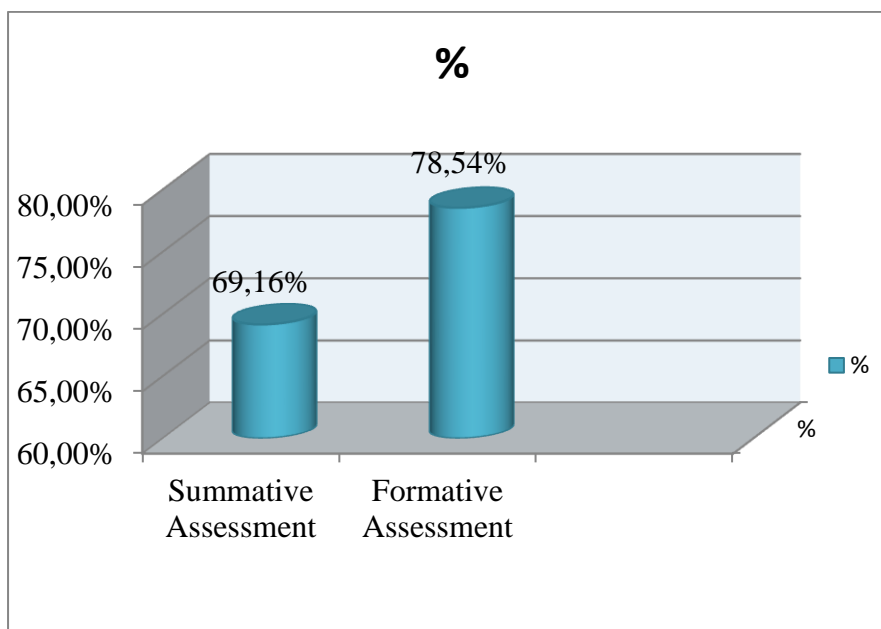
**Table 2. Scores of Students' Attitude**

| No. | Percentage | Category |
|-----|-----------|----------|
| 1 | 0 % - 20 % | Very Low |
| 2 | 21 % - 40 % | Low |
| 3 | 41 % - 60 % | Adequate |
| 4 | 61 % - 80 % | High |
| 5 | 81 % - 100 % | Very High |

*Source: Yogesh (2006: 89)*

**FINDINGS AND DISCUSSION**

Students' attitude on English summative and formative assessment; self and peer assessment was shown in the following graphic:

**Graphic 1**
**Percentage of Students' Attitude**



The result of this study showed that the highest percentage among three indicators of students' attitude was behavioral component. It meant that their willingness to do English formative assessment; self and peer assessment was the

highest among two others. Based on the graphic above, it showed that 69.16% of the eighth grade students of MTs Hubbulwathan Duri had a good attitude on English summative assessment; self and peer assessment. Meanwhile, 30.84% of students had a bad attitude toward English summative assessment. It was known that the percentage of total students' answer in English summative; self and peer assessment was 69.16%. This number indicated that students' attitude in high level. The graphic above indicated that 78.54% of the eighth grade students of MTs Hubbulwathan Duri had a good willingness to involve in English formative assessment; self and peer assessment. However, 21.46% students did not have a good willingness to follow English formative assessment; self and peer assessment. It was known that the percentage of students' attitude on English summative; self and peer assessment was 69.16%. This number indicated that students' attitude in high level. While the percentage of students' attitude to English formative assessment; self and peer assessment was 78.54%. This number indicated that students' attitude also in high level.

## CONCLUSION AND SUGGESTION

The purpose of the research was to know the attitude of the eighth grade students of MTs Hubbulwathan Duri to English summative and formative assessment; self and peer assessment. Based on analyzing of the scores of questionnaires, it can be concluded that the students' attitude to English summative assessment; self and peer assessment of the eight grade students of MTs Hubbulwathan Duri was high category level. It can be seen from the total mean score was 69.16%. While, the students' attitude to English formative assessment; self and peer assessment of the eight grade students of MTs Hubbulwathan Duri was high category level. It can be seen from the total mean score was 78.54%.

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