

THE MEASURING FORMATIVE PERFORMANCE IN NARRATIVE MATERIAL ASSISTED BY ASSESMENT TECHNOLOGY

Putriyanti Susilaningrum ✉

Universitas Pekalongan

Email: Putrisusila99@gmail.com ✉

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana konstruksi penilaian formatif pada materi naratif untuk konteks home learning dan bagaimana kinerja siswa dalam penguasaan materi naratif menggunakan penilaian formatif. Metode penelitian yang digunakan adalah metode deskriptif kualitatif, yaitu mendeskripsikan konstruksi penilaian formatif pada materi naratif dibantu oleh teknologi penilaian. Data penelitian berupa hasil pemahaman siswa dalam penguasaan materi narrative menggunakan penilaian formatif. Teknik pengumpulan data dilakukan melalui observasi, tes, dan angket. Penelitian ini mengambil tempat di SMA Negeri 1 Bojong. Objek penelitian ini adalah siswa kelas XI ilmu pengetahuan social 4. Hasil penelitian ini diharapkan peserta didik dapat memahami teks naratif dengan penilaian formatif yang dibantu oleh teknologi penilaian. Selain itu dapat dimanfaatkan guru untuk lebih mengembangkan metode, strategi dan cara belajar mengajar di kelas. Peneliti memberikan angket dan tes kepada semua siswa untuk mendukung data. Berdasarkan temuan dan pembahasan, penelitian menunjukkan bahwa pengukuran kinerja formatif pada materi naratif berbantuan teknologi penilaian tidak berjalan dengan sempurna dan hasilnya tidak optimal. karena pembelajaran dilakukan secara online sehingga siswa masih kesulitan dalam memahami materi, dan antara guru dengan siswa.

Kata Kunci: *penilaian formative, naratif, penilaian teknologi*

Abstract

This study aims to determine how formative assessment of narrative material is used in the context of home learning and how students' performance in mastering narrative material uses formative. The research method used is descriptive qualitative method, which describes formative assessment of narrative material assisted by assessment technology. Research data in the form of students' understanding of narrative material mastery using formative. Data collection techniques were carried out through observation, tests, and questionnaires. This research took place at SMA Negeri 1 Bojong. The object of this research is the students of class XI social science 4. The results of this study are expected that participants can understand narrative texts with formative assessment assisted by assessment technology. Besides that, teachers can use it to further develop methods, strategies and ways of teaching and learning in the classroom. The researcher gave questionnaires and tests to all students to support the data. Based on the findings and discussion, the research shows that formative performance measurement on narrative materials assisted by assessment technology does not work perfectly and the results are not optimal. because learning is done online so students still have difficulty in understanding the material, and between teachers and students.

Keywords: *formative performance, narrative, assessment technology*

Pendahuluan

English is one of the languages that is considered important by the world community. Mastery of English is a great asset to be able to compete in the face of globalization. In narrative text students can learn how to distinguish characters that are good to imitate and characters that are not good to imitate. Every student is considered to have mastered the material with good grades and good language mastery. Brown (2004: 4) said that assessment is a process which covered a much of wider domain in

general competence of all skills of a language. He added (2004:5) an assessment is not a product but a test is a form of assessment .

Basically, there is no one appropriate assessment to be used in all learning so it must be adjusted accordingly with the character of students, indicators, learning objectives, and according to the material to be taught to students. When the teacher cannot choose the appropriate assessment, it will make it difficult for students to understand the material and the learning objectives are not well achieved by students. So that students will get unsatisfactory scores.

When alternative test strategies cannot be implemented, using existing technology is the main solution when it is urgent. To make it easier for teachers to provide assessment to students, technology can also be used as an alternative as an assessment assistance. Technology can help teachers track and assess their students' as well as their own performance in the classroom. Such as during the pandemic, which requires the use of technology in every lesson, because it is in a state of urgency and all students can take advantage of technology including in taking the test too. So, using technology must appropriate and match, adjusting the circumstances.

In a pandemic , when all students learn from home and teachers do not use or adapt to make in measuring test , it will be very difficult to make assessments, with a large number of which will overwhelm teachers in calculating student scores. Formative assessment is the best choice because it could measure student mastery each sub topic of material. By applying the formative assessment, students are expected to enjoy the learning process, because the assessment is not only based on the final result but from each learning process. The teacher will also prioritize the process of their students in understanding the material.

To measure formative performance in narrative material learning assisted by technology assessment. As supporting arguments of the research, the researcher takes some previous study. First, the research conducted by Taher Bahrani in 2011 entitled "Technology as an Assessment Tool in Language Learning. The research result examines the employment of different technology-based tools such as computer, podcast, and chat for assessing language proficiency in EFL classrooms. That method which are referred to as alternative assessments differ from traditional paper-and-pencil assessments. The technology-based assessment incorporates innovative methods and techniques to measure language proficiency improvement. This kind of assessment is effective when it gives the language learners a chance to use what they have learnt. This paper aims at illustrating several activities that teachers can use with the help of technology to measure and monitor their students' achievements in language learning.

The second research is from Ahmadi International Journal of Research in English Education in 2018 entitled the use of technology in English language learning. That study focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language learning skills, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills.

Even though the researches above have similarity with this research about Assessment using Technology the use of technology in learning. But this researcher

will focus on the measuring formative performance in narrative material (Home Learning Case In Eleventh Grade Students Of Senior High School). So, there are fundamentals differentiation in object and also research method.

There are some terms in this research that need to be clarified to avoid misinterpretation and unnecessary misunderstanding of the terms used in this research. Some terms are clarified as follows; Popham (2011, p. 270) defined formative assessment as “a planned process in which assessment-elicited evidence of student's' status is used by teacher to adjust their on-going instructional procedure or by students to adjust their current learning tactics”. Narrative text is one of genre which is taught at the tenth grade students. According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Home Learning, According Longman dictionary home is place where one lives and learning is knowledge gained by study.

There are several theoretical reviews used, including The formative assessment in curriculum 2013 ; (a). formative assessment, according to Brown, 2003 formative assessment is evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization by the students of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning.(b) Daily quiz in curriculum 2013, according to Permendikbud no 23 (2016) daily test is done periodically to access the learners' competence after completing one basic competence one more. It is done to measure the students competence achievement continually in the learning process to monitor the progress and improvement the students' result of learning.

The second is narrative text; (a) Narrative text is one of genre which is taught at the tenth grade students. According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. (b) The Generic Structure of Narrative Text, according to Anderson (1997: 8) The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda.

The third is Assessment technology for home learning; (a) Assessment technology, technologies are well suited to support many of the data-collection, complex analysis, and individualized feedback and scaffolding features needed for the formative use of assessment (Brown, Hinze, & Pellegrino, 2008). (b) Home learning, according to Article by Weni Fitria (2020), Home Learning is carrying out learning activities at home during the Covid-19 pandemic.

This study aims to know how is the construction of formative assessment in narrative material for home learning context and how is the performance of student in mastery narrative material using formative assessment. This topic is interesting to discuss because in a pandemic situation will formative performance be effectively used to master narrative material assisted by technology assessment.

Researchers hope this research is also useful for teachers and students, because this study provides examples and analyses of the measuring formative performance in narrative material assisted by assessment technology in high schools. Can be reference for the reader to know how to use technology for assessment. This research is useful for other researchers, although in different materials. And can be used as an additional reference related to formative assessment.

Research Methods

This research used the descriptive qualitative method to identify the measuring formative performance in narrative material assisted by Assessment technology. The theory used in this study uses from Brown (2003) regarding formative assessment, *Permendikbud* no 24 (2016) about daily test, Anderson (1997: 8) about narrative text, and uses the theory of Brown, Hinze, & Pellegrino. (2008) about assessment technology.

This study take place in Senior High School 1 Bojong . This study chose this school because it is an on going internship activity by the writer. Furthermore, in collecting data done by the researcher in 26 September 2020. The object of this study is students at eleventh grade of SMA N 1 Bojong of XI grade of Social Science 4.

According to Sukandarmudi (2006: p. 44), Data source that has qualitative in research, it is not subjective, therefore it needs to give quality. Data source used in qualitative research, that is; (1) Primary Data, in this research, the primary source was obtained from the instrument. In this study using observation, questionnaire and test. (2) Secondary Data; in this research, a secondary source was obtained from the relevant source such as lesson plan, textbook and syllabus. (3) Population and Sample; In this research students at Eleventh Grade Students of Senior High School 1 Bojong is the research population. Eleventh social science 1 is the sample in this research.

The researcher conducted the observation, test, and questionnaire to collect the data. Data analysis in this study was carried out in the following ways (1) data reduction, (2) data display and (3) Conclusion Drawing / Verification

Finding and Discussion

The results of the research that the researchers carried out through observation, tests and questionnaires obtained the following results:

1. Observation

The results in the form of elaboration and explanation of the data that have been obtained by researchers are as follows, from the results of student observations about learning at home related to narrative material. The observation contains the teacher when teaching narrative material including teaching social functions, generic structure, and language features using social media and each component has different teaching techniques. The conclusion is that students can understand the narrative material even though they are studying from home.

Research analysis through student observations about the text construction instrument, contains a description of the construction of the test, starting from the selected test items, the cognitive level used and adapted to the students, indicators and answers to each question are explained. it can be concluded that from the test items used a lot at the cognitive level C1.

The results of student observations about the Rubric Criteria, containing the number of students who were right or wrong in answering Narrative questions, to determine students' understanding of the material taught by the teacher. So that teachers can conclude what the next strategy is to improve or maintain their understanding. because from the observations, it was found that most of the students' scores were above average but should be maximized again.

2. Test

Through student observations about students' understanding of narrative text , containing the percentage of students understanding the narrative material given by the teacher, from social functions, generic structures, and linguistic elements.

From the results of students' scores on the tests that have been carried out. It can be concluded that of the 36 students, there are 24 students who have scores above the average.

3. Questionnaire

Research analysis through questionnaires, the English language learning questionnaire understanding and mastering narrative material, From the questionnaire distributed to students of SMA 1 BOJONG, regarding the understanding of English and Narrative Text. From one IPS 4 class consisting of 36 students, we can conclude that all students can use learning support applications such as WhatsApp and Google Classroom. Although there are some obstacles but they can be overcome well. However, they claimed to feel more comfortable when studying at school.

All students have received narrative text material, they can define meaning, know the purpose, mention several types, and can even identify the differences between each type of narrative text, especially those in their environment. Because each region usually has its own myth or legend. Social Studies 4 students still find it difficult when asked to understand narrative texts, but they are quite good at making sentences.

From the questionnaire, it can be concluded that students prefer film or video elements, text accompanied by pictures, and in groups by choosing their own group of friends. Most of the students prefer to watch videos but some of them find it difficult to hear native speakers. For understanding the material they also know the general structure, language style, conflicts that occur, and moral messages that can be taken from narrative texts. They can also create narrative texts based on their own experiences.

Discussion of the results of research conducted by researchers will be explained below:

1. The construction of formative assessment in narrative material for home learning

The form of the formative assessment is in the form of written test and uses multiple choices, the number of test items is 22 questions and the function of the multiple choice is to determine the extent to which students can understand the narrative material that has been studied. The results in general they have a good average score of 70. The process in compiling the multiple choice adjusts between the KD used and all the questions in the test represent what is contained in KD. Questions number 1,3,5,7,8,11, and 13 relates to the forced KD, because contains questions about social functions in narrative material. questions number 2,5 and 12 relate to the forced KD, because the question related to the generic structure. Questions number 4,9,10, and 14-22 relates to KD, because these questions are related to the language features of the narrative material.

Code of basic-competences are KD 3.2 Distinguishing social functions, text structure and linguistic elements of several oral and written narrative texts related to short stories, according to the context of their use and KD 4.2 Capturing contextual meaning related to social functions, text structure and linguistic elements of narrative, spoken and written texts related to short stories.

Formative assessment is made to evaluate students in the teaching and learning process in this case especially in narrative theory by taking written tests,

with the aim of helping them to continue the process of understanding the narrative text material. but the key to the success of student understanding comes from the teacher's delivery to students, so that students can capture every important point of the material.

In the implementation of the test, using media in the form of Google form. Because students can be sure to understand about how to use Google form, Google form is included in the use of technology assessment, so that students do not find it difficult, the conclusion is from the results of the questions made in the form of soft files because during this pandemic they cannot carry out the test offline and replaced by using Google forms.

2. The performance of students in mastery narrative material using formative assessment

a. The understand text mastery

From 7 questions related to social functions, there are approximately 70 % of students who can answer these questions , most of the problems in answering questions about social functions are the students' lack of understanding in understanding the text, because of unfamiliar words, so that they do not fit in determining the social function of narrative texts and they are difficult to answer questions. To overcome this problem, teachers and students are expected to learn more vocabulary every time, for example, students are given a narrative text and then write down all unfamiliar vocabulary and have to memorize them for the next meeting.

b. The generic structure mastery

The questions related to the generic structure, there are 68% of students who can answer correctly. Students' problems in answering these generic structure questions occur because students sometimes mistakenly distinguish the parts of the text that are included in the orientation, complication, climax, resolution and reorientation sections. So that students have difficulty in answering questions. When students are given a narrative text they should try to read more carefully and understand the storyline of the text, making it easier for students to answer questions.

c. The language features mastery

From several questions related to language features, 73% students were able to answer questions about language features, because many of the language features used in Narrative materials include action verbs, specific nouns as pronouns of person, using adjectives, time connectives and conjunctions, adverbs. and adverbial phrases, and using past tense, so that students sometimes find it difficult to answer questions, especially the grammar part, complete missing sentences, and change past tense sentences.

Conclusion

Based on the data in research finding which were presented in the previous chapter, there are several-points that can be concluded in the following description:

In research question one, about how is the construction of formative assessment in narrative material for home learning context can be conclude that the form of the formative assessment is in the form of written test and uses multiple choices, the number of test items is 22 questions and the function of the multiple choice is to

determine the extent to which students can understand the narrative material that has been studied. The results in general they have a good average score of 70. The process in compiling the multiple choice adjusts between the Basic competence used and all the questions in the test represent what is contained in basic competence.

In research question two, about how is the performance of student in mastery narrative material using formative assessment can be concluded that in understanding a text, generic structure, and language features using formative performance is quite good, but there are some obstacles experienced by students when learning including the lack of understanding of vocabulary making it difficult for students to know the contents of the text, the number of generic structure sections so that students are misled between the complications section. and climax. So formative assessment can be applied in learning to determine students' character and students' understanding of narrative texts assisted by technology, but the results are not yet maximal because learning currently uses online classes so that the application of strategies and media is not optimal.

Based on the conclusion of the research, researcher offers suggestions to the students of teachers training department to understanding some urgency of formative assessment in measuring student ability performance. And for future researchers who desire to do the same field research, this research is to developing more analysis on formative assessment and how technology could influence in assisting measurement towards student ability.

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