

AN ANALYSIS OF FORMATIVE AND SUMMATIVE ASSESSMENT BY ENGLISH FOREIGN LANGUAGE (EFL) TEACHER

Fittrizah Listiani¹, Nasrullah²

Postgraduate program at PGRI University

Palembang, South Sumatera

Email: fitri.bee88@gmail.com

Abstract : This article discusses the significance of assessment in English language education and its role in improving learning quality and student motivation. The implementation of formative and summative assessments is explored, highlighting their differences and benefits. The article emphasizes the importance of understanding and employing these assessment types, particularly for English as a Foreign Language (EFL) teachers. The findings and discussion section delves into the implementation of formative and summative assessments in English classrooms, including strategies employed and their effects on student learning. The conclusion underscores the significance of both assessment types in English language education, emphasizing their ability to provide valuable insights into student progress, tailor instruction, and foster an engaging learning environment. The article concludes by emphasizing the importance of recognizing the purpose and applicability of formative and summative assessments and their role in enhancing student learning outcomes.

Keyword : *Summative, Formative, Assessment*

INTRODUCTION

Assessment, or the process of evaluation, holds a pivotal position within the realm of education by furnishing a methodical and structured framework for the collection of data, enabling educators to discern the degree to which pre-established educational goals and learning objectives have been successfully attained, thereby facilitating informed decisions about further instruction and curricular development (Ridwan, 2017). It encompasses various sources of information, including input from teachers, parents, and students themselves, as well as the quality of educational materials and assessments of learning outcomes. This holistic approach to assessment enables a comprehensive understanding of the educational process, ensuring that not only the achievement of specific objectives but also the overall quality of education is thoroughly examined and improved (Aprianti, 2017). By considering both the outcomes and the learning process itself,

assessment provides valuable insights into an individual's knowledge, skills, and abilities, offering a comprehensive view of their educational journey and the extent to which they have not only acquired specific competencies but also developed a deeper understanding of the subject matter (Ismail et al., 2022). In order to effectively assess student learning, educators employ a variety of assessment methods and tools aimed at obtaining a comprehensive understanding of their progress and identifying areas that may require further attention or improvement. These assessments encompass diverse strategies, ranging from traditional exams and assignments to project-based assessments, formative evaluations, and peer reviews, all designed to provide a well-rounded picture of students' development and competencies (Rachmawati et al., 2023). This data-driven approach to evaluation not only informs instructional strategies but also supports the refinement of educational materials and fosters

continuous improvement in the teaching and learning process. It empowers educators to adapt their teaching methods in response to the specific needs and strengths of individual students, creating a dynamic and responsive educational environment that promotes ongoing growth and development (Masruddin, 2014; Syathroh et al., 2021).

According to Yuksel (2017) highlights that there are several types of assessment that can be conducted in language learning, with two prominent ones being formative and summative assessments.

1. Formative Assessment:

Formative evaluation, often regarded as a dynamic and continuous method, facilitates a sustained exchange of information and insights between educators and their students throughout the course of instruction. Its fundamental aim is to seamlessly synchronize the processes of learning and teaching, thereby fostering an environment conducive to heightened levels of student accomplishment. According to Sri (2022) Formative assessment encompasses the establishment of well-defined objectives and criteria, which in turn empowers students with a comprehensive understanding of both what they are capable of learning and the rationale behind their learning endeavors. By equipping students with this knowledge, formative assessment catalyzes their active engagement in the learning process, effectively transmuted from a potentially passive experience into an active and immersive journey. As a result, the implementation of formative assessment fosters a nurturing and cooperative learning environment, one in which educators are not only able but also encouraged to make timely adaptations to their instructional methods, guided by the invaluable feedback they receive from their students (Dann, 2020).

2. Summative Assessment:

Conversely, summative assessment takes place at the conclusion of a defined learning period, be it a course, a unit of study, or some other predetermined time frame (Siskawati & Sari, 2018). The primary objective of summative assessment is to assess students' comprehensive mastery and grasp of the subject matter. It serves as a conclusive evaluation of their overall performance and understanding at the culmination of a learning period, such as a course or unit of study.

In contrast, initial assessments, conducted at the beginning of a course, also have a summative nature, as they assist in identifying students' initial strengths and weaknesses, establishing a starting point for their educational journey. Furthermore, diagnostic evaluations are utilized to gauge students' current knowledge and proficiency levels, allowing educators to customize learning experiences to address their specific requirements and areas that need improvement.

Summative assessment functions as a comprehensive summary of student learning, offering a holistic perspective on their achievements and knowledge acquisition. It also serves as a valuable tool for assessing the effectiveness of both the instruction and the curriculum, providing insights into whether the educational objectives have been met.

To summarize, assessment functions as a methodical and data-driven approach that offers educators valuable insights into student learning and informs instructional choices. Through the utilization of diverse assessment techniques, including formative and summative evaluations, educators can glean a comprehensive understanding of student advancement, customize instruction to cater to individual requirements, and cultivate an environment conducive to supportive and engaging learning experiences. Effective assessment practices are the cornerstone upon which educators can continuously

refine their teaching strategies, ultimately leading to improved student learning outcomes.

Assessment holds immense significance in the realm of English language education as it plays a pivotal role in enhancing the quality of learning and fostering student motivation (Ridwan, 2017). While the anticipation for formative assessment is high, it remains disheartening that its full implementation remains a challenge in schools worldwide (Fitriani et al., 2021).

The evaluation of learners' performance forms an integral part of a teacher's daily routine within the school setting. Teachers employ diverse assessment methods, ranging from formative assessments conducted through classroom observations to summative assessments that utilize students' course experience results. These assessments enable teachers to gauge the effectiveness of their teaching and evaluate learners' achievements (Anisah, 2022). By employing a range of assessment strategies, teachers gain valuable insights into their students' progress and comprehension, enabling them to tailor instruction and provide targeted support when necessary (Ayuningtyas Palupi, 2017).

The acquisition of information during and after a course holds tremendous value in assisting teachers in developing more effective evaluation techniques (Adinda et al., 2021). Systematically collecting data on students' performance, understanding, and progress equips teachers with insights into the efficacy of their instructional strategies and identifies areas that require further attention or improvement (Suherdi & Mian, 2017). Armed with this information, teachers can refine their teaching methods, adjust lesson plans, and offer targeted interventions to enhance student learning outcomes. Additionally, the analysis of collected data allows teachers to identify patterns, trends, and

areas of strength or weakness in their students' academic development. Such insights enable informed decisions about instructional practices, empowering teachers to adapt their teaching approaches to cater to the individual needs of their learners. Ultimately, the utilization of comprehensive and ongoing assessment data empowers teachers to optimize their evaluation techniques, thereby cultivating a more conducive learning environment (Sri Mertasari & Candiasa, 2022).

Formative and summative assessments are prominent evaluation techniques within the larger landscape of evaluation theories (Iliya, 2014). However, their theoretical existence alone does not guarantee functional and practical implementation unless teachers revise their conceptions of assessment. Recognizing the purpose and applicability of these assessment techniques is essential for educators. It is worth noting that this paper's ideas are based on the premise that assessment can take the form of either formative or summative evaluations (Iliya, 2014).

In the field of language education, the need to understand and implement these assessment types is a common occurrence. The writer emphasizes that such understanding and implementation can be particularly beneficial for English as a Foreign Language (EFL) teachers and educators across various teaching disciplines (Haswani, 2014). The ensuing discussion will explore specific procedures that differentiate formative and summative assessments, shedding light on how they are employed, characterized, and utilized by teachers. Addressing this issue in education, specifically within instructional design, is of paramount importance for teachers who serve as classroom evaluators (Meliani Syukri et al., 2021). By effectively embracing and implementing formative and summative assessments, educators can elevate their instructional practices and ultimately

enhance student learning outcomes (Prayudi et al., 2021).

RESEARCH METHOD

This research employs a qualitative research methodology. Qualitative research is a methodological approach that focuses on exploring and understanding the underlying meanings, perspectives, and nuances of a particular phenomenon. It involves collecting and analyzing non-numerical data, such as textual information, interviews, observations, or open-ended surveys, to gain insights into the complex nature of the subject under investigation (Fauzi & dkk, 2022). Qualitative research is well-suited for topics that require an in-depth examination, especially when dealing with the intricate aspects of human behavior, experiences, and social phenomena. Researchers utilizing this method aim to uncover and interpret the underlying themes, patterns, and contextual factors that contribute to a more comprehensive understanding of the subject matter.

The primary data collection techniques in qualitative research often include interviews, focus groups, participant observations, content analysis, and thematic coding. These methods allow researchers to gather rich and context-specific information, enabling them to draw meaningful conclusions and generate theory grounded in the data. In summary, this research employs qualitative methodology as it offers a robust framework for delving into the intricate and nuanced aspects of the subject matter, providing a deeper understanding of the phenomena being investigated through the analysis of non-numerical data and the exploration of underlying meanings and perspectives. The method is written descriptively and should provide a statement of the research methodology. It should provide the reader with an overview of the methods used.

FINDINGS AND DISCUSSION

Summative assessment, a pivotal component of the educational assessment landscape, takes place at the culmination of a learning program with the explicit purpose of evaluating the overall attainment of established learning

objectives. Its fundamental design is to methodically and comprehensively document and record the accomplishments of all students, ultimately contributing to the classification of awards, grades, or certifications. While it may not directly shape the learning process, its outcomes frequently exert a significant influence on the subsequent learning journey and, subsequently, student learning outcomes. Summative assessment is essentially a retrospective lens through which to view and evaluate students' achievements and proficiency levels as they reach the end of their educational voyage.

Conversely, formative assessment emerges as a dynamic process characterized by the systematic collection of data to enhance student learning outcomes and promote an in-depth understanding of the competencies or materials covered within instructional sessions. The information gleaned from formative assessment serves as a foundation for crafting tailored learning activities that are meticulously designed to propel students toward an optimal comprehension of the prescribed competencies. Often referred to as "assessment for learning," formative assessment distinctly centers on the utilization of assessment data as a guiding compass for instructional decisions, providing ongoing support to nurture student progress and success. It is not solely confined to the evaluation of students by educators; rather, it encompasses elements of "assessment as learning," where students actively participate in self-assessment and reflection, thus becoming active agents in monitoring their own learning journey. This dual role of formative assessment engenders a collaborative and holistic approach to education, enhancing not only the teaching process but also the students' journey of self-discovery and continuous improvement.

(Educational Assessment Center Team, 2019).

1. The implementation of formative assessment in learning process

The implementation of formative assessment in the learning process involves utilizing data gathered through observation. In English classes, teachers employ an interactive approach that allows students to actively participate and express their ideas. This method also promotes collaboration and teamwork among students. However, managing large class sizes and effectively managing time remain challenges for teachers during the learning process.

The interviews conducted shed light on how teachers navigate these challenges and effectively manage their classes. The following questions were explored to gain further insights:

Here is a summary of the interview with two participants regarding the use of formative assessment strategies in their English classrooms:

Interviewer: What type of formative assessment strategies do you employ in your English classroom?

Participant Y1: In my English classroom, I use planned formative assessment to engage all students effectively. By incorporating assessments at the beginning and end of each class, I can gauge understanding, provide timely feedback, and tailor instruction. This approach ensures active participation and supports individual student progress.

Participant Y2: I use planned and interactive formative assessments to create an engaging learning environment that encourages student participation and idea expression. Planned assessments provide structure and insights into understanding, while interactive assessments promote active participation and collaboration. This combination fosters a dynamic classroom where students contribute to their learning journey.

Interviewer: What formative assessment strategies do you employ?

Participant Y1: It varies based on the material. It can be spontaneous, planned for interaction, or integrated into the curriculum. The primary aim is to promote student interaction in a non-threatening environment.

Participant Y2: I primarily utilize embedded curriculum as it aligns with my goal of increasing student participation and gathering information about their progress in the learning process.

Interviewer: What are the effects of using formative assessment in your English classroom?

Participant Y1: Formative assessment in the classroom enhances learning, increases student participation, and provides valuable data on students' language skills.

Participant Y2: Formative assessment in my classroom has a positive impact on both the learning and teaching process. It makes learning more engaging, reduces anxiety, promotes active student participation, and motivates students to become proficient English users.

Based on the interview results with two participants regarding the use of formative assessment strategies in their English classrooms, several key points can be summarized. Both participants employ a variety of formative assessment strategies in their teaching. They incorporate planned formative assessments at the beginning and end of each class to gauge student understanding, provide timely feedback, and customize instruction. Additionally, they both emphasize the importance of fostering student interaction in a non-threatening environment.

Participant Y1 and Y2 use formative assessments that are both spontaneous and planned, with a focus on promoting active student participation. While Participant Y1 varies their approach based on the material

being taught, Participant Y2 primarily integrates formative assessment into their curriculum to increase student involvement and gather information about their learning progress.

Moreover, the effects of using formative assessment in their English classrooms have been predominantly positive. Both participants noted that formative assessment enhances learning, boosts student participation, and provides valuable insights into students' language skills. Furthermore, it was highlighted that these assessment strategies make the learning experience more engaging, alleviate student anxiety, promote active participation, and motivate students to become proficient English users. In conclusion, formative assessment strategies play a pivotal role in creating an interactive and effective learning environment in their English classrooms, ultimately benefiting students' language development and confidence.

2. The implementation of summative assessment in learning process

During the learning process, summative assessment is implemented to evaluate students' progress and determine their level of achievement. It is typically conducted at the end of a learning program or unit and aims to provide a comprehensive overview of students' overall performance. Summative assessment helps inform decisions regarding student advancement, award classifications, or the completion of a particular course or program. By systematically recording students' achievements, summative assessment plays a crucial role in assessing learning outcomes and informing educational decisions.

The interviews conducted shed light on how teachers navigate these challenges and effectively manage their classes. The following questions were explored to gain further insights:

Here is a summary of the interview with two participants regarding the use of summative assessment strategies in their English classrooms:

Interviewer: What type of summative assessment strategies do you employ in your English classroom?

Participant Y1: In English classrooms, teachers may use various summative assessment methods such as exams, projects, presentations, essays, or portfolios. These strategies assess students' overall proficiency in reading, writing, speaking, and listening skills. The selection of specific strategies depends on learning objectives, curriculum requirements, and teacher preferences.

Participant Y2: I use a variety of assessment strategies, including standardized tests, performance assessments, end-of-unit exams, oral presentations, and written reports. These strategies assess students' knowledge, skills, and understanding of the English language. The choice of strategies depends on educational standards, curriculum requirements, and instructional goals.

Interviewer: What summative assessment strategies do you employ?

Participant Y1: The summative assessment strategies I use include exams, projects, presentations, essays, portfolios, and standardized tests. These strategies evaluate students' overall knowledge, skills, and understanding at the end of a learning period. Factors such as educational standards, curriculum requirements, and instructional goals influence the choice of specific summative assessment strategies.

Participant Y2: The strategies I choose depend on factors like educational standards, curriculum requirements, and instructional goals.

Interviewer: What are the effects of using summative assessment in your English classroom?

Participant Y1: The effects of using summative assessment in an English classroom can vary. Summative assessment provides a comprehensive evaluation of students' overall knowledge, skills, and understanding at the end of a learning period.

Participant Y2: The effects of using summative assessment in an English classroom can be diverse.

The utilization of summative assessment in an English classroom is a multifaceted endeavor that assumes a pivotal role in providing a holistic evaluation of students' overall knowledge, skills, and understanding at the culmination of a learning period. These assessments are instrumental in determining the extent to which students have comprehended the material presented throughout a given academic unit. The summative assessment landscape is diverse, encompassing a plethora of strategies that teachers employ to encapsulate the breadth and depth of student learning. These strategies include traditional written exams, open-ended projects, oral presentations, essays, comprehensive portfolios, and standardized tests designed to measure students' language proficiency.

One of the hallmark attributes of summative assessments is their capacity to offer a comprehensive snapshot of students' achievements. They often serve as the bedrock for grading and accountability, guiding educators in their evaluation of students' performance against predetermined standards and learning objectives. The results of summative assessments enable teachers to gauge the effectiveness of their instructional methods, allowing them to identify areas of proficiency and those that require improvement. Furthermore, these assessments serve as a compass to make informed decisions about student progress, which, in turn, informs future lesson planning and curriculum development.

Summative assessments are not solely the domain of educators; they also serve as a platform for students to showcase their learning. These assessments provide students with the opportunity to synthesize their knowledge, apply their acquired skills, and demonstrate their understanding of the English language. By submitting to summative assessments, students receive valuable feedback on their performance, helping them identify areas of strength and areas in need of further development. Moreover, these evaluations are an essential part of the educational process as they support students in their journey to becoming proficient English users.

Concurrently, the educational landscape is not solely defined by summative assessments. Formative assessments coexist as equally critical components of the teaching and learning process. Formative assessments are ongoing evaluations designed to transpire throughout the learning journey, acting as integral barometers of student comprehension and progress. They are dynamic tools that capture real-time information about students' evolving understanding of the English language. Formative assessments provide an essential source of timely feedback, allowing students to recalibrate their learning paths and educators to adjust their teaching methodologies. They promote active student engagement, foster self-reflection, and enable timely interventions when necessary.

The significance of both summative and formative assessments is profound, as each type serves distinct purposes in the educational sphere. Summative assessments offer a final evaluation of students' accomplishments and provide essential data for accountability. In contrast, formative assessments operate as dynamic mechanisms for ongoing feedback and support, aimed at enhancing learning outcomes. These two assessment types coalesce harmoniously, allowing

educators to gain a comprehensive understanding of student progress, tailor instruction to meet individual needs, and foster an environment that champions perpetual growth and improvement in the pursuit of academic excellence.

In conclusion, the judicious integration of summative and formative assessments is the cornerstone of effective pedagogy. These assessments are not isolated entities; rather, they constitute a comprehensive framework that empowers educators to deliver impactful instruction and guide students toward their educational goals. The synergy between summative and formative assessments is instrumental in nurturing a learning environment that values individual growth and collective academic excellence.

CONCLUSION

In conclusion, both summative and formative assessments hold immense significance in the realm of English language education. Summative assessments provide a comprehensive evaluation of students' overall knowledge, skills, and understanding at the end of a learning period. They serve as a snapshot of student achievement, aiding in grading, accountability, and decision-making about student progress. On the other hand, formative assessments are ongoing assessments that occur throughout the learning process. They gather information about students' understanding and progress, guiding instruction and supporting student learning.

By employing both summative and formative assessments, educators gain valuable insights into student progress, tailor instruction to individual needs, and foster a supportive and engaging learning environment. Summative assessments provide a final evaluation, while formative assessments offer timely feedback and support for improvement. These assessment types empower teachers to refine their teaching strategies, adjust lesson plans, and provide targeted

interventions. Additionally, comprehensive assessment data enables informed decisions about instructional practices, leading to continuous improvement and enhanced student learning outcomes.

Recognizing the purpose and applicability of both summative and formative assessments is essential for educators. Their implementation can significantly benefit English as a Foreign Language (EFL) teachers and educators across various teaching disciplines. By effectively embracing and implementing these assessment types, educators can elevate their instructional practices and ultimately enhance student learning outcomes. Assessment serves as a systematic and data-driven process that informs educators about student learning and guides instructional decisions. It is through effective assessment practices that educators can continuously improve their teaching strategies and cultivate a more conducive learning environment.

REFERENCES

- Adinda, A. H., Siahaan, H. E., Raihani, I. F., Aprida, N., Fitri, N., & Suryanda, A. (2021). Penilaian Sumatif dan Penilaian Formatif Pembelajaran Online. *Report Of Biology Education*, 2(1), 1–10. <https://doi.org/https://doi.org/10.37150/rebion.v2i1.1024>
- Anisah, G. (2022). Kerangka Konsep Assessment of Learning, Assessment for Learning, Dan Assessment As Learning Serta Penerapannya Pada Pembelajaran. *Al-Aufa: Jurnal Pendidikan Dan Kajian Keislaman*, 3(2), 65–76. <https://doi.org/10.32665/alaufa.v3i2.1201>
- Aprianti, F. (2017). Efl Teachers' Perceptions on Ict Use for Continuing Professional Development. *Journal of English Language Teaching and Technology*, 1(1), 12–21. <https://ejournal.upi.edu/index.php/EL>

- TTech/article/view/9427/6183
- Ayuningtyas Palupi, R. E. (2017). Selangkah Lebih Dekat Bersama Formative Assessment. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 5(1), 40–43. <https://doi.org/10.24269/dpp.v5i1.315>
- Dann, R. (2020). Formative assessment. *Promoting Assessment as Learning*, 10(19), 36–54. <https://doi.org/10.4324/9780203470152-8>
- Fauzi, A., & dkk. (2022). Metodologi Penelitian. In *Suparyanto dan Rosad (2015)*.
- Fitriani, D., Loeneto, B. A., & Inderawati, R. (2021). Formative Assessment in English Learning of Junior High School. *English Review: Journal of English Education*, 9(2), 463–474. <https://doi.org/10.25134/erjee.v9i2.4982>
- Haswani, F. (2014). the Role of Technology in Efl Classroom. *IJEE (Indonesian Journal of English Education)*, 1(2), 107–118. <https://doi.org/10.15408/ijee.v1i2.1303>
- Iliya, A. (2014). Formative and summative assessment in online educational Enterprise. *Journal of Research in Innovative Teaching*, 7(1), 130–142. <http://www.nu.edu/OurPrograms/ResearchCouncil/%5Cnpapers3://publication/uuid/B43A4C50-A20E-4257-8056-3973232E933C>
- Ismail, S. M., Rahul, D. R., Patra, I., & Rezvani, E. (2022). Formative vs. summative assessment: impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill. *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00191-4>
- Masruddin. (2014). The Importance of Using Technology in English Teaching and Learning. *Journal of English and Education*, 10, 2–4.
- Meliani Syukri, N. R., Pratiwi, Y. S., Ariyanto, E. F., Bashari, M. H., Achadiyani, A., Ghozali, M., & Rahman, P. H. (2021). Correlation Between Weekly Formative and Summative Assessment of Medical Students in Multidisciplinary Examination and Oral Examination Reproductive System Block. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 10(3), 298. <https://doi.org/10.22146/jpki.62850>
- Prayudi, R. A., Hakiki, A. K., Putra, N. R. D., Anzka, T. O., & Ihsan, M. T. (2021). the Use of Technology in English Teaching & Learning Process. *Jurnal Riset Dan Inovasi Pembelajaran*, 1(2), 102–111. <https://doi.org/10.51574/jrip.v1i2.38>
- Rachmawati, D. L., Oktafiah, Y., & Budiarti, D. (2023). Formative Assessment Vs Summative Assessment: A Case Study Of Esp Lecturers in University In Indonesia and Thailand. *Jurnal Pendidikan Bahasa Inggris*, 12(May), 74–87. <https://doi.org/https://doi.org/10.26618/exposure.v12i1.10071>
- Ridwan, M. (2017). Understanding Formative and Summative Assessment. *Journal of English for Academic*, 4, No 1, 40–50. [https://doi.org/https://doi.org/10.25299/jshmic.2017.vol4\(1\).505](https://doi.org/https://doi.org/10.25299/jshmic.2017.vol4(1).505)
- Siskawati, Z., & Sari, I. N. (2018). Students' Attitude to English Summative and Formative Assessment at The Eight Grade Students of MTs Hubbulwathan Duri. *AL-ISHLAH: Jurnal Pendidikan*, 10(2), 144–155. <http://journal.staihubbulwathan.id/index.php/alishlah/article/view/80>
- Sri Mertasari, N. M., & Candiasa, I. M. (2022). Formative Evaluation of Digital Learning Materials. *Journal of Education Technology*, 6(3), 507–514.

<https://doi.org/10.23887/jet.v6i3.4416>

5

Suherdi, D., & Mian, Y. (2017). Towards the Establishment of Teachers' Multicontext Information and Communication (Ict) Training. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 1(1), 1–11.

Syathroh, I. L., Kareviati, E., Lestari, A., & Fitria, N. (2021). Exploring the Potentials of Technology Integration for Teaching Language Skills: a Literature Review. *PROJECT (Professional Journal of English Education)*, 4(3), 488. <https://doi.org/10.22460/project.v4i3.p488-496>

Yüksel, H. S., & Gündüz, N. (2017). Formative and Summative Assessment in Higher Education: Opinions and Practices of Instructors. *Tojet - The Turkish Online Journal of Educational Technology*, 3(8), 336–356. <https://doi.org/10.5281/zenodo.83299>

9