

Formative Assessment Practices in Online Learning for Assessing Students' Writing Competence

Diah Ayu Manik Pradnyadewi¹, Ni Luh Putu Eka Sulistia Dewi², Ni Putu Era Marsakawati³, & A.A Gede Yudha Paramartha⁴

¹⁻²⁻³Universitas Pendidikan Ganesha

Bali, Indonesia

E-mail: ¹diahayumanik06@gmail.com, ²sulistia.dewi@undiksha.ac.id,
³era.marsakawati@undiksha.ac.id &
⁴yudhaparamartha@undiksha.ac.id

Abstract

Writing is considered as one of the essential language competences which should be mastered by the students because it is highly valued in the academic context. As a result, the teachers have to conduct assessment in helping students to improve their writing competence. One of the assessment types which can be implemented by the teachers is formative assessment. Formative assessment is a process which is continuously conducted by the teachers to collect learning evidences of the students as an input to improve their' learning and improve the quality of learning instructions. However, due to the emergence of Covid-19 Pandemic, the process of formative assessment for assessing students' writing competence should be conducted in online learning. The phenomena of the formative assessment for assessing students' writing competence in online learning existed in the junior high school English teachers at SMPN 3 Denpasar. This study aimed at analyzing the planning and implementation of formative assessment for assessing students' writing competence in online learning. The design of this study was qualitative study particularly case study. The data were obtained by conducting document analysis, survey, and interview. The result of the study showed that the teachers planned and implemented 5 kinds of formative assessment namely self-assessment, peer-assessment, teacher-feedback, sharing an understanding of assessment goals, and varied formative assessment.

Keywords: formative assessment, writing competence, online learning

1. INTRODUCTION

Writing in English is highly valued in the academic context as well as future career development. Writing competence is a language skill which demonstrates students' skills, knowledge, and ability (Ratminingsih et al., 2018). Furthermore, writing can be defined as an activity which quite challenging to be mastered by students in English learning. As it is mentioned by Rahman and Sarker (2019),

writing is categorized to the most difficult skill because when someone writes, he or she will through a mental process. Therefore, suitable various techniques or strategies needed to be applied by teacher so that the students can be good in writing. As it is stated by Alsmari (2019), teachers' role in overcoming students' writing problems is significant because they need to identify the appropriate techniques and methods in helping students develop their writing competence.

In other hands, there is another task which is essential in improving students' writing competence which also considered as part of teaching writing. According to Wihastyanang et al., (2020), the task which is considered as the most important in teaching writing is conducting an assessment. Dewi (2014) states that conducting assessment can provide many benefits not only for teachers but also for the students. Wihastyanang et al., (2020) found that most students think that one of the parts of assessment such as feedback was crucial for their writing performance. Ismail (2011) has found that even minimal feedback given to the ESL students' writing competence was helpful and made students to do self-revision. Additionally, teachers should consider the nature of assessment from the modern view, not from traditional view (Conrad & Openo, 2018). Assessment from the traditional view sees that an activity that is used to evaluate students' understanding about factual knowledge. Meanwhile, the modern view sees assessment as an activity that is designed to motivate students in learning.

Assessment from the modern view is also known as formative assessment (Ni'ma et al., 2020). Formative assessment is a process which is conducted during the learning process and it process allow the teacher to collect learning evidences of students' knowledge, skills, and attitude to as an input to improve students' learning and also to adjust learning instructions. As mentions by Brown (2004), formative assessment is ongoing process which focuses on the development of students. The ongoing process means that whenever teacher gives feedback, comment, or suggestion, all those things are offered in order to improve students' language ability particularly in writing competence. Formative assessment is essential to be conducted by the teacher to improve students' writing competence. As state by Widiastuti et al., (2020), this type of assessment focuses on helping students to improve their language competence by identifying students' learning improvement and achievement and detecting students' needs. Thus, it will help students understand their own learning in writing so that they can produce good written product. Rutherford and Slade (2018) also emphasize that formative assessment should be done by teachers because through this assessment, teachers can provide effective feedback for students and help students to develop and support students' writing competence.

There are varied formative assessment methods which can be implemented in the classroom to help teachers in gaining understanding of students' progress and understanding in writing. One of formative assessment strategies which is used by teachers in assessing students' writing competence in the classroom is by giving feedback to students' writing production (Imen, 2020). The author further states that

by assessing students' formatively it can provide the students with the chance to improve their quality of writing. However, regarding Covid-19 Pandemic, teaching writing and assessing students' writing competence formatively cannot be conducted at the classroom. According to "Surat Edaran Nomor 7194 Tahun 2020 Poin 1" (Leaflet Number 7194, 2020, Point 1), teaching and learning activity should be done at home. That is also because Indonesia particularly in Bali is still in red zone, and it means that Bali are not allowed yet to conduct teaching and learning in school or it should at home ("Panduan Penyelenggaraan Pembelajaran Pada Tahun Ajaran Dan Tahun Akademik Baru Di Masa Pandemi COVID-19"). Fortunately, the rapid growth of technology helps teachers still able to assess students' writing competence formatively at home without going to the school or it is known as online learning.

Formative assessment in online learning can be an effective way to encourage students to learn in meaningful education experiences particularly in writing. As it is explained by Rutherford and Slade (2018), formative assessment in online learning can improve students' writing competence and assessment-centered focus. However, the variety formative assessment methods should be done for assessing students' competence in online learning. On the other hand, teachers can implement the concept of online learning such as synchronous and asynchronous in supporting the implementation of formative assessment for assessing students' writing competence in online learning (Hrastinski, 2008). Synchronous learning refers to live communication. Ghirardini (2011) mentions that synchronous learning refers to learning or teaching that takes place simultaneously in the real-time interaction between students and teachers using audio or video conferencing. Meanwhile, asynchronous learning takes place not in real time. According to Perveen (2016), in asynchronous learning, students are not bound by the time and can learn on their learning. Students are provided with the materials that can be accessed anytime and anywhere through the learning application.

As one of the junior high schools in Denpasar regency, there are junior high school English teachers at SMPN 3 Denpasar who have been conducted teaching and formative assessment for assessing students' writing competence in online learning by using both types of online learning such asynchronous and synchronous online learning. The junior high school English teachers at SMPN 3 Denpasar assessed students' writing competence by conducting varied formative assessment strategies in online learning. The asynchronous modes of application in online learning which were used by teachers were Whatsapp, Google Classroom and Google form. In synchronous learning, Zoom was used by teachers in conducting formative assessment for assessing students' writing competence in online learning.

Hence, based on the phenomenon above, teacher assessment literacy is really needed not only in planning but also in the implementation. Therefore, it is essential to investigate further formative assessment practices in English instructions particularly in writing competence at SMPN 3 Denpasar during the online learning. The English teachers' formative assessment practices can be analyzed from the

analysis of teaching preparation and its implementation from teachers' point of view. Thus, this study tried to investigate how formative assessments are planned and implemented by the junior high school English teachers at SMPN 3 Denpasar for assessing students' writing competence in online learning. From this study, it is expected that there will be more comprehensive evidence on formative assessment practices in writing competence in online learning.

1.1 Research Questions

Based on the background of the study, the statements of the problem can be stated as follows

- 1) How formative assessments are planned and implemented by the junior high school English teachers at SMPN 3 Denpasar for assessing students' writing competence in online learning?

2. THEORITICAL REVIEW

2.1 Writing Competence

According to Paramartha (2016), writing is often assumed as the complex cognitive skill because the writer involves in the several of cognitive and creativity process. The writer needs to express various variable of sentence level simultaneously including control of content, spelling, letter formation, sentence structure and text. However, writing can be define as a skills which quite challenging to be mastered by students in English learning. It is because in order to get perfect writing, the writers have to think, organize the idea, write, and revise the written product so that they can focus on the language used precisely. Additionally, as mentions by Mukulu in Rao (2019), writing is categorized into the most important language skills which students need to develop for their personal development and academic success. In the same way, Yi (2009) and Kassem (2017) argue that writing become a prerequisite for the international opportunities to study abroad and the success in all academic fields and workplaces.

On the other hands, competence refers to the wider terminology which consisted of 3 aspects such as knowledge, skills and attribute (University of Victoria, 2011). The information that people know relating the theory, fact, and practice in writing is known as the knowledge. Skill is about the process of conducting something which generally developed by practicing the knowledge. Meanwhile, the inherent of people characteristics which is usually expressed through what they think, do, and feel is known as the attribute. Therefore, writing competence can be defined as students' writing skill that reflects their knowledge, skills as well as their attribute in learning. According to Richards and Rodgers, (2001), language competence points to the social aspect and functional for conveying and interpreting the message which focuses on to whom, when, and where the language is used as well as it is based on the appropriate language. Writing is one of the language competence in learning language. In line with this Faisal and Wulandari (2013) and Rahmawati et al., (2019)

state that writing is known as the fourth competence in learning language that students have to learn after listening, speaking, and reading. Writing competence is closely deals with the process in writing in which how the students use their knowledge to prepare a writing task. This is emphasized by Setiawati (2017) who state that writing is an activity which takes time to produce good writing product. The students need to get through several process before starting to produce written material. In line with this Dewi (2018) mentions that writing is the combination between the activities of collecting the ideas and working with those ideas until it can be produced to the readers. This can be concluded that writing is defined as the process of combination between the process and the product. Additionally, writing competence refers to students' ability in writing a good composition writing's criterion. Thus, writing can be defined as a skills which quite challenging to be mastered by students in English learning. Rao and Durga (2018) argue that writing is a complex process which involved both left and right hemispheres of brain. This makes writing increase thinking skill such as the analysis and synthesis' cognitive functions which seem to develop entirely the support of written language. Thus, it is essential for teacher to develop students writing competence.

2.2 Assessment

2.2.1 Formative Assessment

Formative assessment is needed to be done by teacher in the classroom to identify the learning needs so that it can be used to improve teaching and learning. Coombe (2018) defined formative assessment is a way of creating learning activities which are observable and measureable for teachers and students. Conducting formative assessment allows teacher to discover which knowledge, skills and abilities which are needed to be improved and it also allows students to discover their strengths and weaknesses in English learning. Trumbull and Lash(2013) further explain that the function of formative assessment is helping students to shape or form students' learning during the learning process. Thus, it makes students understand their own learning. As state by Widiastuti et al., (2020), formative assessment is generally used to help students in improving their language competence, identifying the learning improvement and achievement and students need. Afitska (2014) emphasizes that formative assessment is seen as ongoing assessment which allows teacher to evaluate students' progress and development and provide feedback on students' strengths and weaknesses. It allows students to do self-evaluate and they can monitor their own progress and performance. Thus, formative assessment is a process of collecting students' information which is used to help the students to form their competencies and skills by continuously providing feedback to them. Moreover, it can be also concluded that formative makes students will actively create their understanding of new concepts and previous concepts which enable them to create new ideas into a larger concept.

2.2.2 Kinds of Formative Assessment

To run the goals of formative assessment, some information from teachers and students are needed. According to Trumbull & Lash (2013), formative assessment needs to provide actionable information from teachers and students to serve the purpose of formative assessment. The author further explains that those information will reveals student's progress toward specific learning goals and any students' miss conceptions. Therefore, some components of formative assessment process should be carried out.

Several keys strategies of formative assessment are mentioned by Arrafii and Sumarni (2018) which can be applied in order to get beneficial effect of formative assessment on students' learning, namely:

a. Sharing learning expectations or goals

Clarifying and sharing the goals and criteria of learning goals is one of the strategies of formative assessment which enable the teachers to track students' progress and adjust the goals to meet students' needs (Sondergeld et al., 2010). The authors further explain that the teachers can share the previous exemplars of students' assignments in order to have students critically assess the quality of the assignment's sample before asking them to have the similar assignment. This is in line with Ozan and Kınca (2018) who state that one of the practices in sharing learning goals or success criteria is the teachers informs the students of the success criteria which should be considered by them in finishing their class assignments. Heritage(2008) states that by sharing the goals and success of learning criteria, it allows the students to know what steps that they should do so that they can achieve good results.

b. Questioning

Questioning is one of the main kinds in formative assessment. As it is stated by Ozan and Kınca(2018), asking questions is the essential elements of formative assessment which is used by the teachers to help students' learn. Asking questions is important to be implemented because the teachers can obtain and collect information about students' learning and understanding. Sondergeld et al., (2010) mention that questioning strategy provides the teachers with students' information of their understanding and it also can uncover students' misconceptions. Furthermore, the questioning strategy allows the teachers to adjust their learning instructions by reflecting the results in asking questions to the students. This is supported by Rodrigues (2007) who mentions that questioning strategy provides the teachers the students' information which tells them what they need to do in improving their effective learning strategies.

c. Feedback

Providing feedback is one of the key strategies in formative assessment (Black & Wiliam, 2009). Feedback is the essential aspect in formative assessment because it provides information about students'

understanding in learning process. As state by Trumbull and Lash (2013), the information which is provided by the teacher related to the one's performance or understanding is known as feedback. Feedback is beneficial for both students and teacher. This is supported by Shute (2007) who argue that feedback is provided to modify student's thinking or behavior for the purpose of developing learning and feedback is also can be used for teacher as basis for adjusting the learning instruction. Furthermore, the teachers may provide two forms of feedback namely written and oral feedback on students' performance or work. Oral and written feedback are the types of feedback which can be provided to the students depending on their situation (Rezazadeh et al., 2018). The authors further explain that oral feedback is the feedback which is provided orally during the interaction between the giver and receiver of feedback. Meanwhile, written feedback is provided on students' written product through writing. The teacher usually providing written feedback after the students doing the tasks by writing correct explanation about students' errors and mistakes.

d. Self-assessment

Self-assessment is defined as a process which purpose is to improve and to develop students' metacognition (Wong, 2017). The author further states that self-assessment is a subset of assessment for learning for supporting students to monitor their own learning. Self-assessment involves students to think or reflect about the quality of their own task rather than depends on their teacher as their only source of evaluative judgements. McMillan and Hearn (2008) further explain that self-assessment is a process when the students evaluate and monitor their quality of thinking and behavior during learning. Thus, from those processes, it will make the students to identify the strategy which is able to improve their understanding and skills. Armstrong (2013) emphasizes that self-assessment encourage students to reflect on their own learning, monitor their own learning, and use the feedback from this monitoring to make adjustments so that they reach deeper understanding.

According to Mcmillan and Hearn (2008), there are several implications of self-assessment practices. Firstly, establishing clear learning targets and criteria. By creating clear learning goals and criteria, it can help the students to understand what they should learn and motivate them to participate in developing the criteria of the evaluation. For instance, teacher can provide the rubrics, models, and the exemplars of students' work. Secondly, self-evaluation. After the students understand the goals and criteria, the teacher should provide a chance for students to do self-evaluation so that they can evaluate their own performance and do self-adjustments. Lastly, self-reflection. Self-reflection is the important part in the self-assessment process because it helps the students to think about their progress in which they can

obtain the deeper-understanding.

e. Peer assessment

According to Yurdabakan (2016), peer-assessment is the process in which the student assess their peer performance or product. The students can provide comments or grade to their peers as a part of their course requirement. Finn and Garner (2011) further explain that peer-assessment is defined as the process which involves the students to judge the extent to which their peer have reached the achievements. Peer assessment allows the students to not only obtain feedback from the teacher but also from their peers. This is supported by Chin (2009) who mentions that peer-assessment provides another source feedback which can greatly improve students' learning process. Peer assessment enables students to develop their abilities and skills in analyzing and evaluating the products and performances of their peer. Khonbi and Sadeghi (2013) argue that peer-assessment has benefits for students such as providing the opportunity to observe and compare their peers' works, helping the students to keep their peer's track of the learning outcomes, and helping students to become aware of their own work quality.

3. METHODS

Case study was the research design used in this study. This study used case study as the research design to explore detailed description of the planning of formative assessment and its implementation for assessing students' writing competence in online learning from the point of view of junior high school English teachers at SMPN 3 Denpasar. This study also explored what were the challenges of formative assessment implementation in assessing students' writing competence in online learning at SMPN 3 Denpasar. In addition, there were four teachers that were involved in this study and they were code as IDEGWP (T1) as teacher one, the teacher two was code as NPS (T2), the teacher three was code as WA (T3) and the teacher four was code as NPS (T4). The data were taken from document analysis, survey, and interview.

Firstly, document analysis was done to analyze the formative assessment methods planned for assessing students' writing competence in online learning. Therefore, the researcher conducted document analysis on teachers' lesson plan that had been used in the 2020/2021 academic year. Secondly, survey was conducted to analyze the implementations of formative assessment for assessing students' writing competence from teachers' point of view. Lastly, interview was applied by the researcher to clarify the data from document analysis and survey and also to obtain deeper explanation of data collected.

4. RESULT AND DISCUSSION

4.1 Research Result

The formative assessment practices by the junior high school English teachers for assessing students' writing competence in online learning

The result of this study showed that the teachers planned formative assessment by designing several methods of formative assessment which referred to the learning goals and by considering the platforms used in online learning. The researcher also found the implementation of those planned methods. The researcher categorized the methods which were found into 5 kinds or strategies of formative assessment. The result of 5 kinds of the planning and implementation of formative assessment for assessing students' writing competence were self-assessment, peer-assessment, teacher-feedback, sharing an understanding of assessment goals, and varied formative assessment. In addition, the researcher also investigated the platforms used based on the mode of online learning in supporting the formative assessment planning and implementation. The findings revealed that Zoom and Whatsapp were used as synchronous meanwhile Google Classroom, Google Form, Google Drive, and Whatsapp were used as asynchronous online learning. The detailed explanation of formative assessment methods planned and how it were implemented for assessing students' writing competence were presented below.

1. Self-assessment practice for assessing students' writing competence in online learning

The researcher found that there were 2 self-assessment planned by the teachers for assessing students' writing competence in online learning. The methods were asking students some questions related to their problems during writing which represented the teacher conducts self-reflection and asking students to self-reflection by using writing's assessment rubric. First, asking students some questions related to their problems during writing was only planned by T1. However, the analysis of questionnaire and interview revealed that that method was also implemented by T2, T3, and T4. All teachers used Zoom as synchronous online learning in asking students some questions related to their problems during writing because it allowed the teachers to conduct face-to-face interaction. However, for some cases, Whatsapp also used to ask students some questions about their problems during writing as synchronous online learning. Furthermore, based on the interview, it was found that the teachers asked students questions like "Is there problem that you faced during working on your assignment?" and "do you have problem with the task?" in order to know students' problem so that they knew students' development in writing's lesson. Next, asking students to do self-reflection by using writing's assessment rubric given by the teacher was only planned and practiced by T4. Meanwhile, from the analysis of questionnaire and interview guide, it was found that T3 also implemented that method. T3 and T4 used Google Classroom to post the rubric to students. Meanwhile, in explaining the instructions or writing's assessment rubric, the teachers used Zoom. After

explaining the instructions, both of the teachers asked students to assess their own writing's task. The purposes of conducting this method of self-reflection were to build students' awareness toward their strengths and weakness in writing as well as to make them realized their mistakes in writing.

In addition, from teachers' perspectives, there was another unplanned self-assessment method which was implemented. It was asking students to write journal reflection which consisted of their understanding or weaknesses in writing to make students to do self-reflection. This method was only implemented by T1. In implementing this method, he used Whatsapp to ask students to write journal reflection of which parts of writing's aspect that they did not understand. He gave instruction through Whatsapp group and for the submission, T1 asked students to send the journal reflection personally. From the self-reflection journal, T1 could know that the most students' problem in writing was in the grammar aspect.

2. Peer-assessment practice for assessing students' writing competence in online learning

The researcher found one peer-assessment method in peer feedback which was planned and implemented by one teacher namely T1. The method was asking students to give questions or a comment toward their peer writing's tasks. T1 on the interview stated that he used Whatsapp to give the instructions and Zoom was used to do discussion. The researcher also found that there were 2 others teachers who implemented that method but they did not plan it namely T3 and T4. They also used the same platforms as T1 in implementing this method. Based on the interview, the teachers stated that the students are asked to give comments or questions to their peers by using Zoom or Whatsapp. The goal of asking students to do peer-feedback was to make students participated in the learning process and also to improve their skill in analyzing their peer writing tasks.

Furthermore, there was another method that was unplanned but it was implemented by T3 and T4 namely asking students to grade their peer's writing task by using rubric. They used platforms Whatsapp and Google classroom as asynchronous online learning. Whatsapp was used to ask the students to exchange their writing tasks and submit the result in the Google Classroom. However, in synchronous online learning, they used Zoom to conduct the discussion. From the result of those students' peer-grading, the teachers could found the five most common problems in writing. All teachers who implemented this method in interview stated that this peer-grading method was implemented in order to practice students' critical thinking skill in assessing their peer writing's task. Additionally, the researcher also found that there was 1 teacher namely T2 who did not implement peer-assessment at all in online learning for assessing students' writing competence in online learning. Based on the interview, the reason why she never implemented peer-assessment because there was lack of time and she thought that the students had less understanding relating to peer-

assessment.

3. Teacher feedback practice for assessing student's writing competence in online learning

The results of teacher-feedback from the analysis of teachers' lesson revealed that only 3 teachers namely T2, T3, and T4 who planned teacher feedback. From those 3 teachers' planning, the researcher only found one kinds of teacher-feedback used in this study. It was providing oral positive feedback to students. In addition, there were 2 teachers out of 4 teachers namely T3 and T4 who only planned teacher-feedback in online learning but they did not state the specific platforms used in providing the feedback. The next thing was the instructional objective which was only found on T2's lesson plan such as students are able to use the correct linguistics element. Then, from the analysis of questionnaire, the researcher obtained data related how oral positive feedback planned was implemented and also how the others kind of unplanned teacher-feedback were implemented from teachers' perspectives. The others kinds of the teacher-feedback which had clarified by the teachers on questionnaire as well as the interview were first, providing oral feedback to all students by explaining the writing's aspect in general. Second, providing oral feedback to individual student related to their writing competence was only implemented by T2. Third, providing oral corrective feedback by giving clarification or repetition toward students' mistakes in writing was implemented by all teachers. In addition, providing all kinds of oral feedback, all teachers on the interview stated that they used Zoom because in it there was face-to-face interaction or Zoom was used as synchronous online learning. Next, providing written direct feedback toward students' mistakes in writing was implemented by all teachers. Fifth, providing written indirect feedback toward students' mistakes in their writing task was implemented by all teachers for assessing students' writing competence in online learning. Sixth, providing written focused feedback by focusing on certain aspect in writing assessment rubric, for instance, grammar only, and etc was implemented by 3 teachers out of 4 teachers namely T1, T2, and T3. Last, providing written unfocused feedback to students was implemented by 1 teachers out 4 teachers namely T3. Additionally, all teachers used Google Classroom to provide all kinds of written feedback to students. There was also another platform which used occasionally in providing written feedback namely Whatsapp. Moreover, the most of assessment goals of implementing teacher-feedback answered by the teachers were to improve students' motivation in learning writing and to guide students to have broad understanding in writing so that it could improve students' writing competence.

4. Sharing an understanding of assessment goal practices for assessing students' writing competence in online learning

The researcher found 2 implementations of the methods planned in sharing an understanding of assessment goals. The first method which was found to be included in the implementation of openness principle of formative assessment was showing and explaining the writing's assessment technic by explaining the writing rubric to the students. The writing rubric consisted of the grammar, vocabulary, and mechanic aspect in writing. In implementing this method, the teachers used Zoom and Whatsapp to explain and to show the writing's rubric to students. Then, Google Classroom was used as asynchronous online learning to post the writing's material and its instructions. The teachers implemented this method because they want the students knew the assessment's criteria so that they will be aware if their writing competence would be asessed.

The last method planned in sharing an understanding of assessment goal by the teachers was sharing and explaining the learning goals. This method was planned by all teachers. The teachers shared and explained the learning goals and scenario by implementing several strategies such as giving an apperception of how the good writing tasks should be done and explaining the writing's material in order to make students reached the learning goals. For the platforms, the teachers still used Zoom because it allowed them to conduct live interaction with the students. The most answered goal in implementing openness of formative assessment principle were to be transparent to the students related to the assessment technic in writing, to make students to prepare their selves before they were assessed in writing, and to optimize the writing's lesson so that students could reached the learning goals.

5. Varied formative assessment practices for assessing students' writing competence in online learning

The analysis of teachers' lesson plan relating to the varied formative assessment methods revealed that there were 3 methods planned which was had been clarified its implementation by the teachers. The first method was asking students some comprehension questions as a way to collect students' understanding in writing. Besides, this method was implemented to check students' understanding and adjust their learning instructions. This method was planned by all teachers and also they had clarified the implementation of this method for assessing students' writing competence on the interview. The second method in varied formative assessment was asking students to do presentation of their writings' tasks. This method was planned by all teachers and the teachers had clarified it on the interview. By asking students to do presentation, the teachers could know students' development, noted students participation, gave feedback, and then the teacher could collect students' information related to their understanding in writing. All teachers used Zoom in asking students to do

the presentation. The last method planned found was using several writing's strategy to develop students' writing competence. There was only 1 teacher namely T3 who planned this method. However, the analysis of interview guide showed that 3 out of 4 teachers implemented this method namely T2, T3, and T4. The writings' strategies which were used by the teachers were mind maps, blank text, and arranging story. Additionally, there was another method unplanned by teachers in implementing varied formative assessment methods for assessing students' writing competence. It was conducting portfolio assessment which only implemented by 2 teachers namely T3 and T4. The most goal answered by the teachers were to help students develop their basic knowledge in writing, to know students' development in writing, and to improve students' motivation in writing. The platforms used in using several writing's strategy were Whatsapp, Google Classroom, Google Form, Google Drive and Zoom. Whatsapp and Google Classroom were used to give the instructions to students. Google form was used to make the form of blank text. Then, Google Drive was used to collect students' writing tasks. Thus, Whatsapp, Google Classroom, Google Form, and Google Drive were used as asynchronous online learning in supporting the implementation of varied formative assessment goal for assessing students' writing competence in online learning. Meanwhile, to discuss the result of students writing tasks, the teacher used Zoom as synchronous online learning in supporting the implementation of varied formative assessment goal for assessing students' writing competence in online learning.

4.2 Research Discussion

The first kind of formative assessment found for assessing students' writing competence by the teachers was self-assessment. This finding in line with the result of previous study proposed by Johnson et al.(2019) who argued that self- assessment was conducted by the teachers as formative assessment for assessing languages competence. Self-assessment was planned and implemented by the teachers to encourage students to learn independently in online learning and also to make students to do reflection toward their weaknesses and strengths in writing. According to Gurbanov (2016), self-assessment is the process of formative assessment which enables students to self-monitor their learning practice as a way to help students in improving their knowledge. Furthermore, in the self-assessment planning and implementation, there were some methods which indicated the teachers planned and implemented method in the category of self-assessment namely self-reflection. Earl (2013) states that self-reflection is one of the parts of self-assessment in which it is included in assessment as learning. The teachers asked students to do self-reflection by using writing's assessment rubric given by teacher. Using rubrics is the instructional strategy of self-assessment that is used to help students reflect from the writing's assessment criteria and also used to evaluate the quality of students' level (Panadero & Tapia, 2013). The teachers asked students to do self-reflection by using

the rubric in order to make them realized their mistakes in writing. This is accordance with Andrews (2016) who argues that the method of self-assessment such as students' self-rating using rubrics can improve students' learning and give students the opportunity to reflect on and analyze their progress. Another method in the self-reflection was asking students to write journal reflection which consisted their understanding or weaknesses in writing. The journal reflection was implemented to help the students develop students' awareness of the standard in writing so that it can be used as reflection for students. This is in line with the previous study conducted by Chen and Zhang (2017) who showed that self- assessment make students involve in identifying the criteria or standard of their work to make judgments about the extent to which they have met those criteria or standards.

The second method found in this study which was implemented for assessing students' writing competence in online learning was peer-assessment. Peer assessment was found to be planned and implemented by the teachers for assessing students' writing competence. According to Chin (2009), peer assessment is a students' involvement in giving feedback or grade to each other work of performance by using relevant criteria. This category of formative assessment is also in line with the previous study conducted by Chen and Zhang (2017) which found that the students were able to obtain feedback from their peers to make better revision. Moreover, in peer-assessment, there are two categories in peer-assessment which was planned as well as implemented by the teachers. Those were peer feedback and peer-grading. Panadero and Alqassab (2019) state that peer-feedback and peer-grading can be defined as the types in peer-assessment. In implementing peer-feedback, the teachers asked students to give questions or comments toward their friends' writing tasks. Ozan and Kincal (2018) stated that peer-assessment or known as peer-feedback is an activity where students get comments or suggestions for correcting their writing from their peer. Moreover, in implementing peer-grading, the teachers asked students to grade their peers writing tasks by using rubric given. In supporting the implementation of peer grading, the teacher can provide assessment rubrics to students in order to ensure the consistent and reliable of peer- evaluation (Lu & Law, 2012). Thus, asking students to give score toward their friends' writing task by using rubric given can be categorized into peer-grading. This was done in order to practice students' critical thinking in assessing their peer writing tasks. This is in line with Albano et al., (2017) who argue that peer grading is capable to improve students critical thinking as it is can support the implementation of formative assessment.

Teacher-feedback was the third formative assessment found in this study for assessing students' writing competence in online learning. Teacher's answers revealed that conducting teacher feedback were implemented to revise their mistakes in writing, to provide information for students, and to improve their motivation and effort in learning writing. It can be seen that teachers' answers regarding the purpose of implementation teacher feedback appeared to be in accordance with the previous study conducted by Zia et al., (2018) who showed that teacher's feedback helped

students in overcoming students' weaknesses in writing and helping students to improve their writing competence. Furthermore, the researcher found that the teachers provided two forms of feedback in conducting teacher feedback. The forms were oral feedback and written feedback. This result was in line with the result of the previous study proposed by Imen (2020), the teacher provided the student with both kinds of feedback such as oral and written feedback to support students' development in their writing competence.

Sharing an understanding of assessment goal was the fourth kinds of formative assessment found in this study which was implemented for assessing students' writing competence in online learning. According to Gonzales (2012), this category refers to the activity which teacher actively clarify and share the learning objectives and understanding of assessment goals. The data found showed that the teachers implemented openness principle of formative assessment for assessing students' writing competence in online learning. As one of the principles of formative assessment, this category refers to the assessment activities which supports the teacher to be transparent to students so that they clearly understand the expected level of achievements (Baleni, 2015). The teachers showed and explained the writing's assessment technic by explaining the writing rubric to the students. This is supported by Baleni (2015) who states that showing rubric is categorized into teacher formative assessment activities because to explain to the students that marking will be transparent. Another method was the teachers shared and explained the learning goals as well as the scenario to implement the openness principle of formative assessment. As one of key elements of successful use of formative assessment, communicating the learning goals can be implemented as a way to make the assessment process to be transparent (Imen, 2020). Before explaining the learning goals and scenario, the teachers started their implementation of this principle of formative assessment by giving an aperception of how the students should write in correct way. As it is stated in Ozan and Kincal (2018) who state that one of the practices which can be implemented in explaining the learning objectives and success criteria is by giving an aperception of what to learn that day at the beginning of each lesson. This means that the teachers have already transparent to students as one of the methods implementation of openness principle in formative assessment as a way to assess students' writing competence.

The last category formative assessment found in this study which was conducted by the teachers for assessing students' writing competence was varied formative assessment methods. The first method conducted by the teacher in implementing varied formative assessment was asking comprehension questions to collect students' information as well as to check their understanding in writing. Giving writing comprehensions' question to students or also known as questioning strategy is one of the formative assessment method which is significant to be conducted because the teacher can obtain student information about students' learning as well as students' understanding (Ozan & Kincal, 2018). Furthermore, this

formative assessment method appeared to be in line with the previous study proposed by Johnson et al., (2019) which found that questioning strategy which was implemented effectively in the instructional practices. Moreover, while implementing questioning strategy, the teachers also collected students' participation as the evidence of students' learning or track. This is supported by Sondergeld et al., (2010) who claim that questioning strategy helps the teacher to involve students in the assessment process so that it can provide the teachers with information about students understanding in which it is used as evidence of students' learning. The second method which was conducted by the teachers in implementing varied formative assessment was using writing strategies to develop students' writing competence. The writings' strategies were mind maps, blank text, and arranging story. This method were categorized into formative assessment because the data analysis showed that it were used as writing's process strategy for students so that they were ready for the next writing's task. This is in line with Wilson (2017) who argues that formative assessment is a systematic process which implemented continuously to gather evidence about students' learning and information regarding students' current level of understanding. The last methods in implementing varied formative assessment methods for assessing students' writing competence was conducting portfolio. According to Imen (2020), portfolio is a collection of students' paper that will be graded or assessed at the end of the course by teacher. This result of this study was in line with the previous study conducted by Alam and Aktar (2019) which showed that portfolio assessment was implemented as assessment approach for assessing students' writing competence. Those students' writing portfolio it was also used as students score in the skill aspect or it was known as "*nilai keterampilan*". The teachers further stated that portfolio assessment allowed them to see students' development in the process of writing. This is in line with Dewi (2014), portfolio is a systematic collection of students' products and process which show their achievement and skills. The obtained data showed that the teachers also collected students' knowledge or participation in the learning writing process which indicate the teachers conduct portfolio assessment. The data was appeared to be in accordance with Birgin and Baki (2007) who state that one of the portfolio types namely the class portfolio is the collection of students' grade, students' information and knowledge, and teacher's view in the learning process. In supporting the implementation of portfolio assessment for assessing students' writing competence, it was found that the teachers used Whatsapp and Google Drive. This can be seen that the teachers used one of the types of portfolio assessment such as electronic portfolio. Electronic portfolio is a collection of students' process and product that are collected digitally and done continuously (Ramlawati et al., 2014).

5. CONCLUSION

Based on the result of finding and discussion that presented previously, it can be concluded that the junior high school English teachers at SMPN 3 Denpasar planned several kinds of formative assessment for assessing students' writing competence in online learning by designing formative assessment methods which refers to the learning goals and the platforms used in online learning. It was also found the implementation of those formative assessment methods planned as well as unplanned. The researcher found 5 kinds of formative assessment which were planned and unplanned for assessing students' writing competence in online learning on teachers' lesson plans namely self-assessment, peer-assessment, teacher-feedback, sharing an understanding of assessment goals, and varied formative assessment methods. Furthermore, it was also revealed the implementation of those 5 formative assessment for assessing students' writing competence in online learning which were obtained from teachers' perspective on the analysis of questionnaire and interview. The analysis of questionnaire and interview guide showed the implementation of self-assessment, peer-assessment, teacher-feedback, sharing an understanding of assessment goal, and varied formative assessment in online learning which were supported by asynchronous and synchronous platforms in online learning for assessing students' writing competence.

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