



Developing Formative Assessment on Procedure Text through Socrative for Tenth Grade Students at MAN 2 Model Medan

¹Yumna Azzahra^{ID}, ²Safrida Lubis^{ID}

English Language and Literature Department
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MAN 2 Model Medan
Universitas Negeri Medan, INDONESIA

| ARTICLE INFO | ABSTRACT |
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| Article history: Received Accepted | <p>This research aimed to develop a formative assessment on procedure text through Socrative for tenth grade students at MAN 2 Model Medan. This research was conducted because it was found that the student still use the traditional formative assessment. The research followed the Research and Development (R&D) method, consisting of six stages: gathering information and data, analyzing the data, designing the media, validating by experts, revising, and producing the final product. The subjects of the study included 36 students from class X-N and one of the English teacher. The data were collected by interviewing the English teacher and administering a questionnaire to the students to assess their needs. The results indicated that the students need a developing of formative assessment through Socrative. The product was validated by two experts: an English lecturer and an English teacher. The validation process included evaluating linguistic aspects, the assessment process, the product and content, and the layout of the media. The product received an overall validation score of 93.95%, indicating that the formative assessment developed through Socrative is suitable for use in the classroom. Based on this validation, the formative assessment is considered effective and appropriate for improving the learning experience of tenth grade students at MAN 2 Model Medan, particularly in enhancing their understanding of reading procedure texts.</p> |
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INTRODUCTION

This research was conducted because based on observations made at MAN 2 Model Medan, the tenth grade English teacher at MAN 2 Model Medan still use traditional formative assessment in the form of paper to carry out formative assessment. This is to tailor the students' need and fulfill the demand of twenty-first century teaching and learning by exploring aspects of digital development and utilizing the character of participants in it.

Effective use of technology to achieve learning objectives is very helpful in classroom assessment. For this reason, digital-based formative assessment need to be developed. The finding of this research was valuable for teacher in conducting formative assessment, particularly in evaluating students' reading comprehension skill on procedure text. This research was important because digital-based formative assessment through Socrative play an important role in improving the learning process by monitoring student formative assessment processes in real time. This allows the teacher to easily provide feedback that is useful for making better decisions in upcoming learning.

In this study focused on developing formative assessment on procedure text through Socrative. Formative assessments give students useful and helpful feedback, which supports them learn in the future (Koroglu, 2021). By emphasizing formative assessment, researchers can find out whether students' understanding of procedure text material is in accordance with the learning objectives or feedback is still needed from teachers to be able to improve and modify teaching and learning activities systematically, so it is necessary to develop innovative and digital-based formative assessment. This research was expected to improve students' reading skills through the development of digital-based formative assessment tools through Socrative, especially on procedure text material.

METHOD

This research used the research and development (R&D) design proposed by Borg & Gall. According to Borg and Gall (2003), educational research and development (R&D) is a development model in which the findings of this study are used to develop a new product. Then, the product was systematically field tested, evaluated and refined until it meets predetermined effectiveness and quality criteria. The findings of this study were used to develop a formative assessment on procedure text through Socrative.

Using the Research and Development design, the researcher developed a formative assessment for teaching procedure text through Socratic that systematically refined until it meets the predetermined criteria of effectiveness and quality to meet the needs of students. This research designed by Borg And Gall (2003) simplified by Centre for Research on Education Policy and Innovation (Pusat Penelitian Kebijakan dan Inovasi Pendidikan (puslitjaknov) (2008)). The six steps were (1) gathering data and information, (2) analyzing the data, (3) designing media, (4) validating by expert, (5) Revising data, (6) final product.

The subject of this study is tenth grade students at MAN 2 Model Medan. The location of the school is Jl. Willem Iskandar no.7a, Sidorejo, Kec. Medan Tembung, Kota Medan Prov. Sumatera Utara. This study was conducted in class X-N that consist of 36 students. This study found that the English teacher did not use appropriate digital-based assessment to assess student formative assessment.

The data source of this research was taken from observing the existing books used by students as well as teaching module that was used as guidelines for teachers in carrying out teaching and learning activities of the tenth grade students' at MAN 2 Model Medan. Gall and Borg (2003) said that Questionnaires are open forms that ask everyone the same questions with a deep pattern and respondents record their solutions in verbal form. It was hoped systematically digging up information on student needs in this study. Interviews with English teachers, giving questionnaires to students, and validators.

FINDINGS

The goal of this research is to develop formative assessment on procedure text through Socratic for tenth grade students at MAN 2 Model Medan. This research was conducted through research and development (R&D) design that was done by six phases namely gathering information and data, need analysis, designing formative assessment, validating by the expert and final product.

The first step in the research and development (R&D) design according to Borg and Gall (2013) is gathering data and information. Data and information collection was carried out in MAN 2 Model Medan. Based on the results of gathering data and information, the teaching module, the flow of learning objectives (ATP), and the book used were observed. It was found that the topic studied in the procedure text was a food recipe. And so far the teacher still used traditional paper based media in conducting formative assessment especially on procedure text in class X-N MAN 2 Model Medan.

After gathering data and information, the second step is analyzing the data. Tabulation was used to analyze the questionnaire. The interview was conducted to find out the teaching learning process of procedure text requirements for developing formative assessment on procedure text through Socratic. The analysis's outcome will serve as a guide for the researcher in order to develop formative assessments on procedure text through Socratic for tenth grade students at MAN 2 Model Medan.

The questionnaire results clearly highlighted students' difficulties in reading comprehension. In addition, the data also showed that students did not use digital-based media in quiz practice. The students felt the digital-based formative assessment media in learning procedure text is important. An interesting digital-based formative assessment media through Socrative was created to suit the students' needs. The interview showed that in the current learning at MAN 2 Model Medan especially in tenth grade English lesson, the teacher still use traditional formative assessment in the form of paper-based. The reason why did the teacher still use the traditional formative assessment because it was easy for the teacher to spontaneously make quizzes for formative assessment without having to prepare anything beforehand, and it was because of the lack of using technology.

The third step is designing media. The formative assessment media was designed through several steps, which include: Selecting topics and question types, the second steps is adding text based on the procedure text topic. The next steps is adding questions and answer choices. And the last steps is finishing the quiz.

After the product was successfully developed, the next step was validating by the experts. The validation was conducted to see the media appropriateness. There were four aspect in the experts' validation instrument, namely linguistics dimension aspects, process aspects, product dimension and content aspect, dimension of face/layout aspects. The experts evaluated this media regarding the variety of questions displayed. Based on the validation of the experts, the digital-based formative assessment through Socrative were appropriate for use for tenth grade students at MAN 2 Model Medan.

The next step is revising media. In this phase, the media which had developed would be revised to improve and produce better media for the students. The revision was made based on experts' validation, suggestion, and recommendation. The last step is final product. The final product of the formative assessment quiz on procedure text through Socrative consists of 30 questions, of which 20 questions are multiple choice 5 true false questions and 5 short answer questions. And the 30 questions use procedure text with the topic how to make Bika ambon, how to make passion fruit juice, and how to make Ombus-ombus cake.

DISCUSSION

This research followed the stages of research and development (R&D) by Borg and Gall Model (2003) which is simplified into six stages or procedures by Puslitjaknov (2008). The procedures were gathering data and information, analyzing the data, designing media, validating by experts, revising media and final product. The average score of media validation is 93,95%. It mean that the quiz was appropriate as a digital-based formative assessment that function properly as a proper formative assessment that can assess students' abilities in reading comprehension of procedure text. The media was expected to be able to improved students reading comprehension, and achieve the learning objectives.

The final evaluation results from the expert were categorized as Excellent, so the digital-based formative assessment tool through Socrative was successfully developed to be used as a formative assessment on procedure text through Socrative for tenth grade students at MAN 2 Model Medan.

CONCLUSION

The formative assessment on procedure text through Socrative was developed using the research and development (R&D) method by Borg and Gall (2003) which simplified into six stages by Puslitjaknov (2008). These stages consist of collecting data and information, analyzing data, designing the media, validation by experts, revising the media, and the final product. The digital-based formative assessment developed through Socrative that consists of 30 questions, the questions were divided into 3 types of questions, namely multiple choice, true false and short answer on procedure text material with the topic of traditional North Sumatra food recipes, namely Bika Ambon, passion fruit juice, and Ombus- ombus cake.

After conducting all stages of research and development, it concluded that the digital formative assessment on procedure text through Socrative for tenth grade students at MAN 2 Model Medan is appropriate and valid. Based on the results of the assessment by experts with a final average score of 93.95% which categorized as excellent. The digital-based formative assessment through Socrative was successfully developed and eligible to be used as a formative assesement on procedure text through Socrative for tenth grade students at MAN 2 Model Medan.

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