

CHAPTER I

INTRODUCTION

A. Background of the Study

The objective is to develop digital based formative assessment for tenth grade students at MAN 2 Model Medan. This research was conducted because based on observations made at MAN 2 Model Medan, 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

Assessment and learning have a close relationship, the two influence each other in the learning process. The assessment component is one of the many components that make up English language acquisition, and it is essential to both the evaluation process and the overall learning process. Assessment is an activity that teachers do by collecting data about the process and results of student learning. Assessment is not just about providing grade it is also about providing a deep understanding of student progress and helping the learning process as a whole. In other words, assessment is used to measure the extent to which students engage and understand the material and to provide a picture of the extent to which students have achieved the learning objectives that have been set. Effective assessment can improve the quality of learning and help students achieve their potential in accordance with the learning objectives.

There are two types of assessment, formative and summative. Formative assessment is defined as any activity that is connected to student and teacher performed activities and may provide data that can be used as feedback to improve and adjust teaching and learning activities. (Black & William, 1998 cited in Kartikawati, 2023). In contrast, the summative assessment is typically used to provide students with a number score and without any feedback. (Glazer, 2014 cited in Ismail, 2022). This research chose to develop formative assessment because formative assessment provides a very useful impact on the sustainability of student learning on certain materials and makes it easy for teachers to be able to monitor ongoing learning and to make better next learning decisions.

One of the text types taught to tenth grade students is procedure text. A procedure text is a text that provides step-by-step instructions to perform a certain action or activity and the steps to make something. The purpose of procedure text is to provide clear and structured information so that readers can follow the steps easily. In this research, the procedure text was selected as the material for developing formative assessments through Socrative, due to the students' difficulties in understanding this text.

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.

Socrative is an online learning application that provides various features to support the assessment process. By utilize Socrative, teachers can create questions, quizzes and other interactive activities to measure students' understanding in real-time. This allows teachers to provide immediate feedback and customize learning according to learning objectives. Through the development of formative assessment on procedure text through Socrative, it is expected to provide several benefits. Firstly, teachers can identify the extent of students' reading comprehension of the structure and steps in procedure text. Secondly, students can receive feedback

instantly, allowing students to make immediate corrections or improvements. Third, the use of Socrative in assessment can increase student engagement in learning.

Based on observations made at MAN 2 Model Medan, The researcher found that at MAN 2 Model Medan, English teacher in tenth grade still use formative assessment traditionally in the form of paper or in other words, it had not conducted digital-based formative assessment. In fact, formative assessment requires instant feedback to improve and modify teaching and learning activities. In contrast to the summative assessment media used in this school which was already digital-based. Whereas according to Koroglu (2021) digital formative assessment allows teachers to compare student performances with each other. Formative assessments could be highly effective if teachers efficiently utilize time to monitor student performance through Socrative. For this reason, in developing this formative assessment the researcher used Socrative as a tool in developing digital formative assessment on procedure text for tenth grade students at MAN 2 Model Medan.

As in the opinion of Sewagegn (2020), Learning objectives and assessment should be connected for meaningful student learning. Thus, the development of formative assessment on procedure text through Socrative at tenth grade at MAN 2 Model Medan was expected to improve the learning process and support the achievement of the desired competencies in accordance with the learning objectives in the curriculum.

The result of observation which was presented in Table 1.1. (Appendix A) Revealed that the students' average score was 72. From this data, students' reading skills in procedure text still low. In this learning outcome the teacher still uses traditional formative assessment process is less effective and less efficient, because from the process of collecting formative answer sheets, checking formative test results by subject teachers and returning formative test answer sheets to students requires quite a long time, namely at the next meeting schedule.

Therefore, this research was developing digital formative assessment through Socrative so that students focused on the test and teachers can easily monitor the students' formative assessment process and can easily provide immediate feedback to students who need it without having to wait for the results at the next meeting. 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. According to Sugian (2020) digital-based formative assessment affect student learning outcomes. For this reason, this research was conducted to develop formative assessment on procedure text through Socrative because the use of technology in formative assessment has a significant effect on student learning outcomes in reading comprehension on procedure text compared to giving formative tests traditionally.

B. The Problem of the Study

Based on the background of the study the problem in this research is how is formative assessment developed on procedure text through Socrative for tenth grade students at MAN 2 Model Medan?

C. The Objective of the Study

In relation to the problem of the study, the objective of this study is to develop the formative assessment on procedure text through Socrative for tenth grade students at MAN 2 Model Medan.

D. The Scope of the Study

This study is limited on developing formative assessment on procedure text through Socrative. This formative assessment focused on students' reading comprehension on procedure text quiz questions created through Socrative that can measure student understanding in real time and can be monitored directly by the teacher regarding student progress during the assessment. In order to achieve the goal of the formative assessment, namely to determine students' reading comprehension skill and to monitor students learning and provide direct feedback to improve the teaching and learning process on procedure text for tenth grade students at MAN 2 Model Medan.

E. The Significances of the Study

1. Theoretically, this research is expected to provide an alternative for formative assessment on procedure text, enabling teachers to create a new atmosphere in the teaching and learning process. Furthermore, it was hoped that this research could serve as a reference for those who wanted to conduct similar research.

2. Practically, the findings of this research are useful for: (1) for teachers: this research is intended to assist teachers in conducting formative assessment on procedure texts in the teaching and learning process. (2) For students: this research provide a formative assessment on procedure text through Socrative that can be used to increase students' motivation in learning English.