

**FORMATIVE ASSESSMENT IN EFL CLASS: TEACHERS'  
CHALLENGES**



**A Thesis**

Submitted to English Language Education Study Program as a Partial Fulfillment  
of the Requirements for the S.Pd. Degree

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2025**

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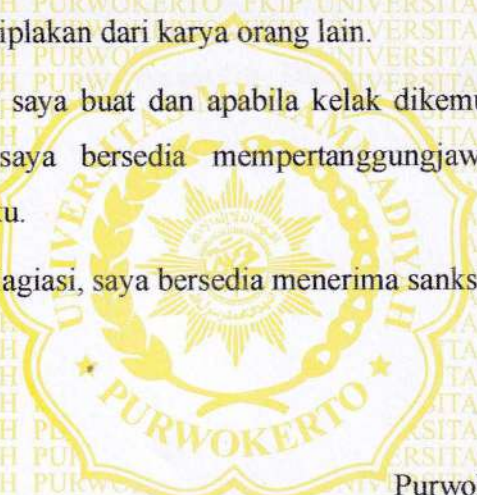
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## **MOTTO**

*“So which of the favor of your Lord would you deny?”*

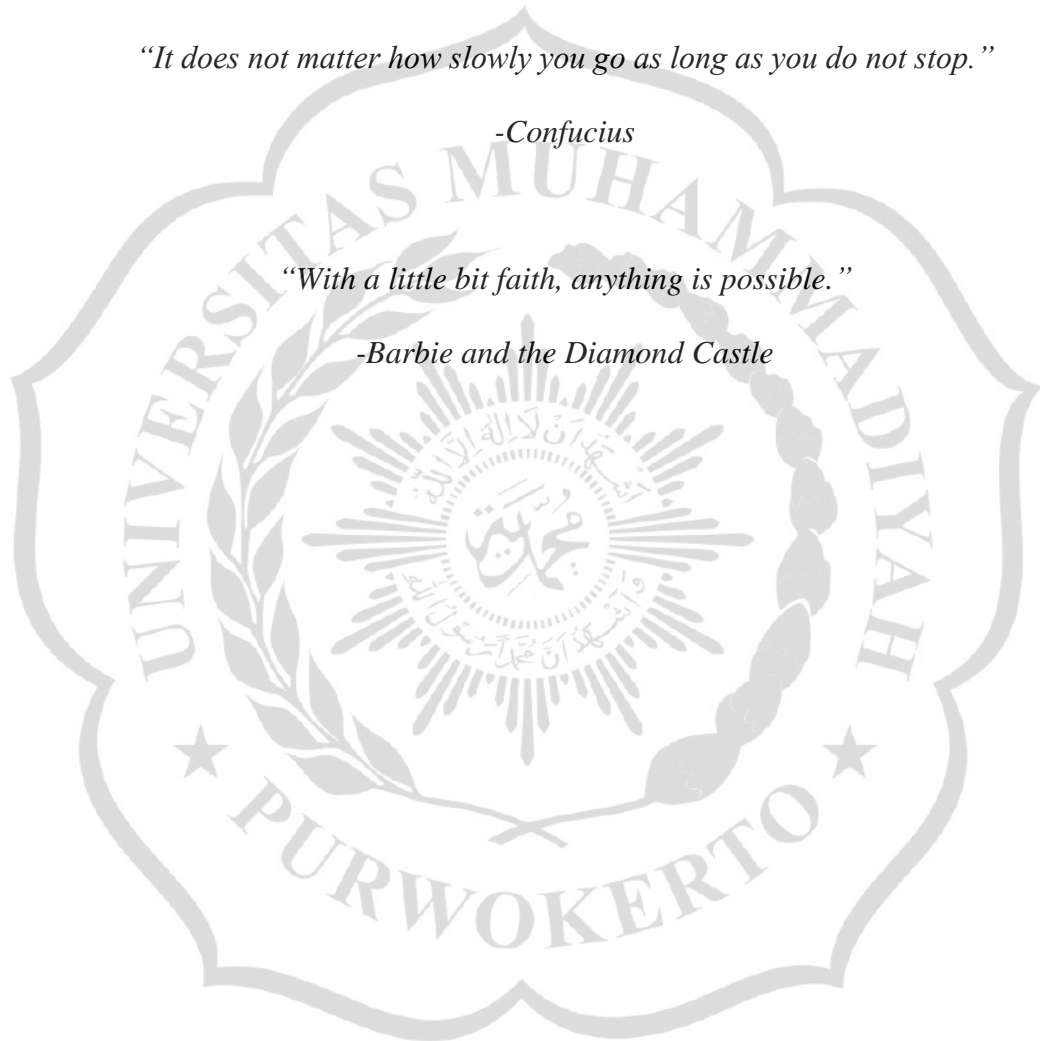
*-Qur'an 55:13*

*“It does not matter how slowly you go as long as you do not stop.”*

*-Confucius*

*“With a little bit faith, anything is possible.”*

*-Barbie and the Diamond Castle*



## DEDICATION

I would like to dedicated this thesis to my parents whose unwavering love, support, and encouragement have been my source of strength throughout my academic journey. Your sacrificices and prayers have made this achievement possible.

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This thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and comments are welcomed.

Purwokerto, 17 January 2025

Wening Kinanthi Rizqian



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## ABSTRACT

*This study investigate challenges faced by English teachers when conducting formative assessment in EFL class, and also strategies their used. Through semi-structure interviews, the research identifies diverse challenges such as students' personalities, students' attitudes in learning process, and teachers' competence. To overcome this challenges teachers have adopted several adaptive strategies such as supporting materials, gamification, group discussions, and peer teaching. The study concludes that successfully implementing formative assessment in EFL classrooms requires both pedagogical and institutional interventions.*

**Keywords:** Formative assessment, teachers' challenges, teachers' strategies.

