

# CHAPTER I

## INTRODUCTION

This chapter presents an explanation of the introduction of the study. The background of the study discusses the context and urgency of this study. The objectives of this study are also discussed to show the main focus of this study. The questions of this study are described in this chapter. Moreover, it explains the theoretical and practical significance of the study.

### 1.1 Background of the study

Assessment plays a crucial role in education, guiding both teaching and learning processes. Among various types of assessments, formative assessment is particularly valuable as it supports students' learning progress by identifying areas for improvement and providing feedback throughout the learning process (William, 2013). Formative assessment is used before, during, and after classes to evaluate how well students are achieving their learning objectives and to guide teachers in planning subsequent instructional goals (Menéndez et al., 2019; Utami et al., 2023).

In EFL (English as a Foreign Language) classrooms, formative assessment is an essential tool for improving students' language proficiency. Ross (2005) highlights that formative assessment fosters learner engagement and improves listening comprehension by encouraging active participation and focused attention. Teachers can employ various formative assessment methods, including both written and unwritten techniques, such as oral tests, class discussions, group presentations, and creative projects (Ministry of Education and Culture, 2017; Weurlander et al., 2012). These methods provide teachers with real-time insights into students' progress, enabling them to tailor instruction to meet diverse student needs.

Despite its benefits, implementing formative assessment in junior high schools poses significant challenge. The educational culture in Indonesia remains predominantly teacher-centered and relies heavily on rote learning (Zulfikar, 2010). This traditional approach often hinders the effective integration of formative assessment, which requires a more dynamic and student-centered teaching model. Moreover, the transition to emergency remote teaching during the COVID-19 pandemic further complicated the practice of formative assessment, introducing additional barriers such as technological limitations and reduced teacher-student interaction (Puspitasari & Pelawi, 2024).

While formative assessment is recognized as a critical tool for enhancing student learning and instructional effectiveness (Black & Wiliam, 1998), existing studies on its implementation often focus on broader educational contexts or specific subject areas, leaving the unique challenges of English as a Foreign Language (EFL) teachers underexplored. However, research addressing the specific challenges faced by EFL teachers in implementing formative assessment remains limited (Puspitasari & Pelawi, 2024; Rahman et al., 2021). Barriers such as inadequate teacher training, time constraints, and cultural attitudes toward assessment have been identified (Yolanda et al., 2024), but little is known about how EFL teachers navigate these obstacles, particularly in unique settings like Adiwiyata (environmentally friendly) schools, which may introduce additional complexities.

## 1.2. Aims and questions of the study

The study aims to investigate the challenges teachers faced in conducting formative assessments in EFL classes and to investigate the strategies to overcome the challenges in conducting formative assessment in EFL class.

The following research questions guide this study:

1. What are teachers' challenges in conducting formative assessments in EFL classes?
2. What are teachers' strategies to overcome the challenges in conducting formative assessments in EFL classes?

