

# Evaluation of Formative Assessment in the Textbook for Senior High School Grade XI

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## ABSTRACT

Formative assessment is one of kinds to assess the students. It aims to evaluate students' achievement in learning English. Formative assessment also find in the textbook. Appropriate formative assessment has an important role in evaluating students' achievement. Based on the explanation above, this study had a goal to evaluate the formative assessment in the students' textbook, especially the students' textbook for grade XI. Furthermore, source of data of this study was students' textbook that used for grade XI students which is created by Kemendikbud. This study was evaluation research to evaluate the product in order to describe and analyze the existed condition in the field. The document was used to evaluate out the formative assessment in the students' textbook of grade XI. As a result of the study, textbook evaluation related to the formative assessment was identified and classified based on several indicators. It consisted of task selection and organization, task physical appearance, and task content.

**Keywords:** Evaluation, Formative Assessment, Textbook

## 1. INTRODUCTION

Principally, textbook is resource of learning material, it is related to the process in the education that gave the students the opportunity to develop their knowledge and potential. It has several elements such as the title of textbook, basic competence or main material, exercise, and assessment [1]. It can be said that assessment in the textbook directs students' knowledge and skill to be desired the competence in teaching and learning process.

Furthermore, assessment is a continuity process that involves a much wider domain. Whenever the students give the respond to the questions, offers a comment, or tries out a new word or structure, the teachers subconsciously assess the students' performance [2]. Also, assessment is an important thing to evaluate students' skills during learning. The teachers can help the students through assessment to evaluate the learning easily. Besides, textbooks reflect the observable heart of any ELT program. They consist of objectives of learning, materials, and assessment instruments to ease the teachers for teaching and the students for learning [3]. Thus, it is important to choose the appropriate assessment depending on students' background knowledge. With the appropriate assessments, it makes the students can improve their English skills.

In assessment, it is not only talking about assessment but there is an activity that is conducted by the students such as working on a task. The task is a process to assess students' knowledge in learning the

language. One of the sources of assessment is the English students' book. It takes an important role as the direction, source of ideas in the learning, and rationale for what the teachers and students will do. Basically, task has function as control and it help the teaching and learning run well and good task is one of determination to make quality of the learning process well.

Ideally, students' book provides several indicators of evaluating the formative assessment. They are selection and organization, physical appearance, and content. Each indicator has sub-indicators. First, it consists of sequences, continuity, input, relevancy, and instruction. second, it provides layouts, artworks, and structure. The last, it involves subject matters, text types, and cognitive load. Theses indicators are really essentials in supporting the learning process and facilitating students in their English skills.

In the students' textbook, the students obligate to do an assessment such as speaking, reading, writing, vocabulary, pronunciation, and grammar. Basically, English students' book published by the *Kementerian Pendidikan dan Kebudayaan*, it is for SMA/SMK/MA/MAK. Briefly, English assessment has several difficulties to do especially writing and speaking. Writing and speaking are some assessments to increase their English skills.

Among the important skills of language, writing and speaking are regarded as productive language skills. It is called productive because students can deliver their ideas, thoughts, and opinions in written and oral form.

The realization of students' productive skills is realized in form of writing assessment. Writing and speaking assessment in students' textbooks contains the instruction, features, and practices. These things can support students' English writing and speaking skill. Writing and speaking assessment is important to develop and make students communicate well in written form. In order to encourage students to write and communicate well, the assessment should be interesting for the students and provides various inputs.

One of the causes that lead to the condition of students' low English skills is giving assessment given by the teacher. Assessment is one of basic aspects in the teaching and learning process. It takes a basic role as a direction and rationale for what the teachers will do. For students, assessment should give them to learn in form of resource books for ideas and activities in learning. Thus, the assessment takes part as an essential role in the English learning process.

Moreover, for the teachers, the assessment lets them control and regulates the process of teaching and learning. The assessment is usually oral and written in form of activities and exercises. The activities and exercises are presented usually in students' book. Students' book is an example of teaching and learning assessment that mostly used in the classroom. It contains the assessments of productive skills in different ranges of difficulty. In order to give the assessment delivered well, the textbook can be used as the source and model in the classroom and textbook can be used as the source for exercising and doing the assessment for the students.

Then, the textbook as a major source of presenting instructions to the teachers and the students. That's why it is claimed that textbooks are main source of system in education [4]. In short, they help in designing the system of assessment and evaluation for the students, shaping the teaching and learning process.

Several previous studies explained their perception related to the textbook evaluation. Textbook evaluation is an interesting area in the field of applied linguistics [5]. Then, the developed materials are appropriate [6]. Furthermore, states that textbooks are important key in the learning process [7]. After that, find in their research that the evaluation textbook has represented seven characteristics of a good textbook and it has applied the scientific approach based on the steps of 2013 curriculum. [8]. In addition, the textbook is also important reference engaged by the teachers and students in the learning process. They are writing material presentation, form of guided writing and asked to write responses, in restricted length, and to the given prompts [9].

Afterward, in line with assessment for learning, where assessment processes are carried out collaboratively. Then, its decisions are primarily about the guidance in which teaching and learning should go [10]. Thus, it should not be a mark associated.

Moreover, the task is one of the assessments that belongs to summative assessment. It is the process of

evaluating students' achievement and measuring what extent the students comprehend related to the materials given to them. A task belongs to a work plan that acquires students to follow the process of language pragmatically to get an outcome that can be evaluated to find out that the correct content has been delivered [11]. It can be said that task helps teachers to get the result of the process of teaching and learning from the students.

In other cases, the students did not have enough opportunities to practice their English in the classroom. The textbook mostly focuses on reading assessments. It is monotonous and this condition made students feel bored and are not interesting to learn in the classroom. It will impact to their writing and speaking assessment.

Moreover, the textbook is published by *Kementerian Pendidikan dan Kebudayaan* for *SMA/SMK/MA/MAK*, it is a well-recommended textbook as a resource of teaching and learning process because it is revised periodically. Referring to this situation due to Covid-19 Pandemic, it should adjust related to the good textbook criteria to make this textbook better.

From the phenomena above, I was interested to evaluate the writing and speaking assessment in Curriculum 2013 textbook in grade XI. Thus, it needed to evaluate the writing and speaking assessments in the textbook in grade XI that found in the textbook especially related to the writing and speaking assessments.

## 2. METHODS

Evaluation research was used in this study since this study evaluated the formative assessment of productive skills in the students' textbook of grade XI published by the Ministry of Education and Culture. The data were taken from the analysis format consists of indicators and sub indicators in analyzing formative assessment of productive skills in the textbook titled *Bahasa Inggris Kelas XI Edisi Revisi 2017* written by the *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*.

This study classified the evaluative score to determine the criteria of the good textbook encompassing very poor, fair, average, good, or excellent. After displaying and explaining the data, the conclusion is made. The conclusion explained clearly about how formative assessment of productive skills in the textbook. They were selection and organization, physical appearance, and content based on the evaluators and comments given by them. It interpreted how the formative assessment of productive skills are considered problematic.

## 3. RESULTS AND DISCUSSION

There were three parts of these results. First was the formative assessment of productive skills in the students' textbook. It was selection and organization. Second was the formative assessment of productive skills in the students' textbook in terms of task physical appearance. Third is the formative assessment of

productive skills in the students' textbook in terms of task content. These results will explain the formative assessment of productive skills in students' textbooks especially speaking and writing task or productive skills of formative assessment. The following explanation explains each part of these results.

First, selection and organization takes part as the students' conceptual builder of the instruction that they will do in learning process. It also relates with the students' level and students' need. In formative assessment of productive skills, the selection and organization consist of sequences, continuity, input, relevancy, and instruction. The evaluation of formative assessment of productive skills in terms of task selection and organization in each chapter of the students' textbook based on the aspects of task sequence, continuity, input, relevancy, and instruction are explains as follow.

Based on the results, it can be understood that the sequence of formative assessment of productive skills in C1 (chapter 1) and C2 (chapter 2) moved from simple to complex and also from familiar to less familiar task. Besides, the task selection and organization of formative assessment of productive skills in chapter 3, 4, 5, 6, 7, 8 and 9 did not show the appropriate sequenced well.

Moreover, in the aspect of task continuity in the table showed that formative assessment of productive skills in C1 and C2 in general have the tasks that continued and connected each other, meanwhile, formative assessment of productive skills in C3, C4, C5, C6, C7, C8 and C9 did not have the relationship/ the continuity between the earlier activities with the later activity in each chapter.

In the input aspect, it can be understood that there were adequate authentic, artificial, and artworks input in the formative assessment of productive skills C1 but they could not be seen in C2 till C9. Moreover, in the relevancy, it was seen that formative assessment of productive skills in each chapter already has good relevancy. Next was the instruction in each chapter in general already clear, succinct, sufficient, standard, and sequence.

Second, physical appearance takes part as the drag of students' interest in learning and doing the formative assessment of productive skills. In formative assessment of productive skills, the physical appearance provided of layouts, artworks, and structure. The evaluation of Speaking Task in terms of task physical appearance in each chapter of the students' textbook based on the aspects of task layouts and artworks and task structure are explain as follow.

From the results, it can be seen that C7 and C9 already have interesting layouts for students. Meanwhile layouts in C1, C2, C3, C4, C5, C6 and C8 do not have interesting layouts. Moreover, the speaking task in C7 already have interesting artworks and suitable for the students and can help them in understanding the lesson well. Meanwhile, formative assessment of productive skills in chapter C1, C2, C3, C4, C5, C6, C8 and C9 did not have interesting artwork that can help students in

doing the task. In general, task structure in each chapter already provide sufficient coverage of productive skills for students with new topics.

The last, content is an important indicator in formative assessment of productive skills in the textbook. In the formative assessment of productive skills, the content related with the aspect of subject matters, text types, and cognitive load. The evaluation of the formative assessment of productive skills in terms of task content in each chapter of the students' textbook based on the aspects of task subject matter and text types, classroom interaction and cognitive load are explains as follow.

Referring to the results, it can be seen that in general, the formative assessment of productive skills in each chapter already has good aspects. In subject matters, it can be seen that well-achieved task, interesting task, natural and real language and able to increase the participation in speaking and also writing during the learning. From the aspect of text types, the formative assessment of productive skills in every chapter (C1-C9) already provided the text types in 2013 curriculum for grade XI.

Regarding to the results, it can be categorized that the textbook titled *Bahasa Inggris Kelas XI Edisi Revisi 2017* written by the *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* was average textbook with percentage 68%. In other words, this textbook needs revision and evaluates several aspects that make this textbook better. It has to consider to make the formative assessment of productive skills related to the nowadays situation.

#### **4. CONCLUSION**

From the results above, it can be concluded that there are several conclusion. Firstly, it is need to be decided that the formative assessment of productive skills in the students' textbook for grade XI need some improvements especially in the task selection and organization aspect, for example the task need to be added qualify input of authentic and also helpful artworks that ease the students. Secondly, some revisions also need to be done related to the task layouts by holding the uniformity of the layouts in each chapter. Thirdly, the task content also need to be revised from the side of adding more activities in the formative assessment of productive skills to achieve the targets and objectives of learning, and adding more activities that involved students' interaction in pair and group work. It can be stated that some components of the formative assessment of productive skills need to be revised for the future used.

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