



# Formative Assessment: Challenges and Strategies from English Teachers' Perspective

Durratu Fakhria Nasution<sup>1</sup>, Nida Husna<sup>2</sup>

<sup>1,2</sup> Magister of English Education UIN Syarif Hidayatullah Jakarta

Corresponding E-Mail: fakhrians24@gmail.com

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## Abstract

The importance of formative assessment cannot be ignored. Daily assessment as a form of formative assessment is essential because they have a role as giving feedback mechanism and promote students' advancement. This research used qualitative study to explore the various approaches and viewpoints from the teachers about the daily assessment they used in the English classroom. The participants of this research were 5 EFL teachers, 3 from elementary schools, and 2 from junior high school. The findings showed that most of the teachers use quiz and performance based for the daily assessment. Furthermore, the research also found that the teachers face some challenges in developing daily assessment in their classroom.

**Keywords:** Formative assessment, Challenges, Strategies.

## Introduction

Assessment plays an important role in the teaching and learning process; it serves to evaluate and enhance students' learning. Assessments help teachers to gather data on students' performance, understanding, and progress. The data obtained from assessment is essential for identifying strengths and weaknesses, guiding instructional decisions, and ensuring that the teaching strategies are effectively aligned with students' needs. Through regular and systematic assessment, teachers could adjust their methods to provided targeted support, fill knowledge gaps, and foster overall growth of students.

Aside from informing instruction, assessment also can empower students by helping them understand their own learning journey (Gultom, 2016). Assessment provides the students with specific feedback on their performance, enabling them to recognize their progress, set goals, and identify areas that need improvement. This feedback loop stimulates student's agency, encouraging self-reflection, and motivating them to take an active role in their learning (Cheng et al., 2004).

Eventually, assessment is a tool that support both teachers and students in achieving academic success and ensuring that learning objectives are met.

However, the assessment itself used base on the needs of students and teachers. Therefore, there are two types of assessment, these types are formative and summative. summative assessment, this assessment is used to evaluate students' learning at the end of unit, course, or academic period (Listiani, 2023). The goal is to determine whether students have achieved the learning objectives and to measure overall performance. Summative assessment often come in the form of final examinations, standardized tests, projects, or presentations. Unlike formative assessment, summative assessment provides a formal form of assessment, cumulative evaluation of what students have learned, offering a snapshot of their achievement a specific point in time (Furwana, 2019).

Then, formative assessment is created throughout the learning process to monitor students' progress and provide ongoing feedback. The main purpose of formative assessment, which is a continual process that evaluates students' learning throughout instruction, is to increase understanding and direct future learning (Listiani, 2023). Unlike summative assessment, which puts at the end of learning period, formative assessment occurs throughout the course of study, providing both teachers and students with timely feedback on progress. This type of assessment helps teachers identify misconceptions, gaps in knowledge, and areas where students are surpassing, enabling them to make real-time adjustments to their teaching strategies (Kaur, 2023). Moreover, using formative assessment, teachers can create a more responsive and flexible learning environment that adapts to the immediate students' needs (Xiao & Yang, 2019).

Formative assessments also empower students by actively involving them in their learning process. It encourages self-reflections and help students become more aware of their strengths and areas for improvement (Kaur, 2021). Formative assessment can be done by quizzes, class discussions, peer reviews, and observations. These assessments are typically informal and focus on improvement, helping students and teachers adjust their approaches to ensure better learning outcome. Additionally, these types of assessments also can reduce the pressure of traditional testing and allow students to take risks, make mistakes, and learn from the results. This ongoing feedback is essential for helping students build confidence, develop problem-solving skills, and ultimately achieve long-term academic success (Listiani, 2023).

Formative assessment, while beneficial, come with certain challenges that can impact their effectiveness in the classroom. One major issue s about the time and effort required for teachers to consistently implement and analyze these assessments. Since formative assessments are mean to be ongoing and responsive, they require frequent planning, implementation, and interpretation, which can be time-consuming. Teachers may find it difficult to combine this assessment into an already packed curriculum or to provide individual feedback for each student.

Besides, managing and monitoring formative assessment for a large number of students can be overwhelming, potentially leading to inconsistent or incomplete use of the assessment results.

Another challenge includes the reliability and objectivity of formative assessments. Seeing that they are often informal and integrated into daily classroom activities, ensuring that these assessments accurately measure students' understanding can be difficult. Teachers may unintentionally introduce bias in their observations or evaluations, especially in activities like class discussion or peer assessments. Moreover, some students may not take formative assessment seriously because they are typically low-stakes or ungraded, and this can lead into inaccurate results from their actual knowledge. Finally, there is risk that formative assessments may focus too much on short-term knowledge retention rather than deeper, long-term learning, restricting their ability to promote genuine academic growth.

### **Literature Review**

In order to determine students' requirements and remove obstacles to learning, assessment is crucial for identifying and gathering information about them. Through a methodical assessment of each student's strengths and weaknesses, teachers can get important knowledge about each student's unique learning preferences, academic development, and potential obstacles. By using data to inform their decisions, teachers may better prioritize their support and instructional strategies, giving every student the tools and support they need to succeed academically. Additionally, because assessments identify areas in which students might need extra support, they help to foster an inclusive and equitable learning environment by empowering teachers to proactively and successfully address these needs.

(Brown, Douglas, 2000) states that assessments should be done in a meaningful way, emphasizing success rather than failure. It should let students prove at their knowledge rather than trying to catch them off guard. Most teachers who have been monitoring their students' development in the classroom should be able to pass the assessment. Since this is not the situation, they need to reevaluate what happened throughout the course. (Listiani, 2023) in her research proof that formative assessment is used to eliminate achievement gaps between students and their unique learning goals and to determine the most appropriate learning strategies, contexts, and content.

Formative assessment refers to a range of techniques intended to track students' progress and offer continuous feedback that teachers may use to enhance their instruction and students can use to enhance their learning. Tests and quizzes that provide rapid insights into students' comprehension of the subject matter are common forms (Putra, 2023). Real-time information about students' learning

processes is obtained through observations, in which teachers keep an eye on their development during conversations or exercises. Through questions and answers and classroom discussions, teachers may quickly address misconceptions and assess student understanding (Putra, 2023). Students are encouraged to reflect on their work and learn collaboratively through peer critiques and self-assessments (Winna & Sabarun, 2023). Assignments like concept maps, exit tickets, and journals can assist teachers in identifying areas in which students might benefit from additional teaching (Putra, 2023). Through the use of these many formative assessment strategies, teachers can establish a more accommodating and encouraging learning environment.

In teaching and learning process, a teacher should consider things for fulfil the students' need. Not only in making the material but also in making the assessment. (Kaur, 2023) implied that the teachers' conception and subsequent implementation of formative assessment were intricate. It was discovered that the teachers implemented formative assessment procedures and practices in accordance with their own judgments. It was also discovered that the institutional, social, and cultural contexts of the teachers affected their enactment techniques.

As said before, that there are so many forms of formative assessment, (Astari et al., 2023) suggested performance based such as presentation and role-play for formative assessment. It is also found that using performance-based assessment will encourage students' confidence, creativity, and critical thinking. Different from Astari, a study also found that paper-mode quizziz is also an effective form for formative assessment. Quizziz's paper mode is incredibly intriguing, hard, pleasurable, and amusing (Putra, 2023).

These increase the motivation of students to take Quizziz tests in Paper format. However, this era promotes online things to make everything easier, the formative assessment also could be done by online. Research by (Wijaya, 2022) implied that online formative evaluation fully generates a more comfortable EFL teaching-learning environment for learners and gradually encourages holistic second language learning incentives for learners.

## **Research Method**

The approach of this study used qualitative research. One of the qualitative research designs applied in this study was case study design. This research aimed at exploring the formative assessment used by the teachers in EFL classroom. The researcher applies a qualitative research design in case study model. The researcher collected the data through interview. The interview serves four major objectives: (a) collecting kinds of formative assessments used by the teachers, (b)

Their perceptions about the assessments, (c) investigating challenges faced by the teachers and how they overcome it, (d) exploring how formative assessment could help the teaching and learning process. The participants of this study 5 English teachers, contain 3 elementary school teachers, 2 junior high school

teachers. Coding was used to analyze this research. The researcher collected and transcript the answers from interviews with the participants, and made codes from the interviews' answers.

### Findings And Discussion

The researcher investigated the daily formative assessment used by the teachers by doing the interviews. The participants are 5 EFL teachers from different school, teacher 1, 2, and 3 are an elementary school teacher, and teacher 4 and 5 are a junior high school teacher. The researcher will show the result based on the codes after doing the thematic analysis based on the participants answers.

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
1. What kind of daily formative assessments that you used in the classroom?	I utilize worksheets for every topic to help reinforce the material learned during each learning session. These worksheets help students reinforce their grasp of the subjects covered in class by acting as a useful tool for practice	It is possible to regularly assess students' understanding through the use of quizzes, exit tickets, and brief reflective writing assignments.	Honestly, I often use quiz for the daily assessment, because it is easy to develop and easy to do for the students.	The frequently used daily assessments include short quizzes, topic exercises, group discussions, oral presentations, daily reflections, and there are also study journals. (weekly reading journal). Each type of assessment helps to monitor student	I often use Quiz, group discussion, group presentation.

	and review.			progress on a daily basis and provides useful feedback for improvement	
2. How do you determine the Daily Assessment to be used in your class?	My teaching style can be adjusted to make each lesson targeted and productive by looking over the daily topic and the intended goals. In this process, the particular subject matter that will be addressed each day is reviewed, and the main objectives or competencies that students	One effective way to improve children's comprehension and attainment of learning objectives is to predict questions that correspond with those objectives.	To determine the types of assessment I need to consider the learning objective.	The Daily Assessment is based on the learning objectives of each meeting. I also take into account the difficulty of the material taught and the ability of the student to absorb the material. The assessment is also adapted to the teaching methods used, such as discussion or	Refer to textbooks and develop with techniques that match the topics in the learning coverage

	should possess at the end of the class are determined.			presentation.	
3. What challenges do you face in doing daily assessments for learning English?	The challenge that I felt is in developing strong verbal communication skill for the students.	In my opinion, it is difficult for the teachers to have a thorough grasp of every student's development and difficulties if they keep thorough records of these elements.	Since I teach young learners, it is quite difficult to manage them to stay focus.	The challenges faced include limited time to evaluate each student in depth, variation in student abilities in one class, and limitations in providing constructive and detailed feedback in a short time.	In my case, set aside time to choose and design fun and interactive learning
4. Then what's the strategy you're doing to face that challenge?	Students are provided the chance to practice and improve their language skills in	Teachers can give a thorough assessment of a students' development throughout time by routinely	I need to recheck their answer by asking them directly.	Sometimes I apply group-focused assessments to save time, as well as varied tasks to	I am trying to manage my own time and discuss with other teachers, I often ask senior teacher

	both their native language and a second language by using bilingual teaching. Their exposure to two languages increases their cognitive flexibility and expands their range of communication skills.	documenting successes.		keep students interested and motivated. Besides, I often do reflections and discussions with students to understand their needs.	for their advice and opinion.
5. What do you think the impact of daily assessments on students' English learning outcomes?	By routinely evaluating students' access to educational materials and comprehension of the subject matter, teachers and students could maintain track on their	By doing formative assessment teacher could manage or maintain students' accomplishments can compile a thorough record that demonstrates each person's evolution	The impact is good, the teacher could see the students' progress.	The impact of daily assessment is very positive because it helps students to stay on the right track in learning. Students become more aware of their progress and motivated	So far its impact as an evaluation and reflection for teachers to see the progress of students' achievements.



	progress and pinpoint areas that need improvement.	throughout time.		to continue learning. Feedback also helps them fix the mistakes quickly so they don't repeat the same mistakes.	
6. How does daily assessment contribute to the development of student language and communication competence?	Daily assessments offer thorough insights into the comprehension of students and the efficacy of teachers. Teachers are able to get detailed information about how well their students are understanding the subject taught in each lesson by	Every daily task is thoughtfully designed to focus on different competencies-like speaking, writing, listening, and reading-that together improve students' language proficiency. Through the incorporation of these various elements into routine assignments, teachers establish a comprehensi	I think daily assessment is one of the ways for the students to practice the knowledge they learn in the classroom, and of course the practice is needed.	Daily evaluation contributes greatly to the development of student language and communication competence by giving students the opportunity to practice consistently. Daily evaluations also encourage students to think critically and	The contribution is not too much just to give understanding to the students

	administering these frequent assessments.	ve strategy for language learning.		communicate effectively.	
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## Discussion

The results from the interview implied that most of the teacher used quiz, worksheet, and presentation. It is aligned with the study from (Putra, 2023) where it showed that using quizziz for students' daily assessment is effective, students have positive attitude towards the use of quizziz for their assessment. The study also mentioned that students felt that using quizziz is fun but still challenging them to be a winner and check their own knowledge from the learning session.

However, in making the assessment, the participants stated that they need to consider the learning objective, students' ability, and time. These challenges are common for the teacher in developing all aspects that needed for the teaching and learning process. (Pelawi, 2024) explained that teachers' challenges in making assessment contain about maintaining students' interest and involvement during assessment process. It is related to the determining the assessment with the learning objective in order to achieving the goals from the learning process.

In addition, the teachers also face some challenges in creating the formative assessment for their classroom. First, time constraint, teachers occasionally struggle to find the time to conduct formative assessment and the time limit in the classroom. It means, it is quite difficult to adjust the learning time in one session for doing the assessment. Second, the resource availability, here the limited access to tool or technologies for conducting formative assessment can obstruct the effective implementation. The teachers is not only asked to consider the students need, but also need more resources that can facilitate them in making the formative assessment.

## Conclusion

It is important to always consider the learning objective to make the assessment stay in line with the goals that students should achieve. Teachers need to be creative in creating assessment so that the students could be motivated in learning because assessment is one of the important phases in their learning process. Formative assessment help both teachers and students to track and evaluate their progress in teaching and learning session.

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