

## The Impact of Formative Assessment Towards Students' Motivation in Learning English: A Meta Analysis

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### Abstract

*This meta-analysis explores the impact of formative assessment on students' motivation in learning English as a foreign language (EFL) within the context of Indonesia. Drawing on a comprehensive search and analysis of relevant literature, the review investigates the impact of formative assessment on intrinsic and extrinsic motivation, and proposes strategies to enhance motivation through formative assessment. This review examined 37 qualifying studies and analyzes the formative assessment impact, which have been categorized into three aspects namely; (1) the impact on intrinsic motivation, (2) the impact on extrinsic motivation, and (3) the impact on academic motivation and the potential strategies which consisted of four aspects such as (1) Promote Collaboration and Group Work, (2) Scaffold Learning and Provide Support, (3) Encourage Reflective Practices, and (4) Foster a Sense of Competence and Progress. The implications for practice highlight practical recommendations for educators to implement formative assessment strategies in the Indonesian EFL context. By integrating these recommendations, educators can create a dynamic learning environment that enhances students' motivation, engagement, and overall language learning success.*

**Keyword:** *Formative Assessment, Motivation, Meta Analysis, English Language Learning*

### INTRODUCTION

Learning English as a foreign language (EFL) in the Indonesian context presents unique challenges and opportunities. English proficiency is highly valued for educational, professional, and social advancement in Indonesia, leading to an increased emphasis on effective English language instruction. In this context, students' motivation plays a critical role in their engagement, effort, and success in learning English. According to Nasstrom et. al (2021), motivation is required for students to study, and formative evaluation has been proposed as a method of supporting students' motivation. However, traditional assessment practices in Indonesian EFL classrooms often focus on summative assessments that primarily evaluate students' knowledge at the end of a learning period, neglecting the importance of ongoing feedback and formative assessment practices.

Formative assessment, with its emphasis on continuous feedback and improvement, has the potential to positively impact students' motivation in learning English as a foreign language. Formative assessment refers to frequent, interactive evaluations of students' development and comprehension in order to identify their needs and adapt education accordingly (Alahmadi et al., 2019). By providing timely and constructive feedback, formative assessment can help

students understand their strengths and areas for improvement, set specific learning goals, and enhance their self-regulation and intrinsic motivation. Moreover, Formative assessment, according to Black and Wiliam (1998), is a process conducted by teachers and/or their students that elicits evidence of student achievement and can be used to make judgments regarding future teaching or learning activities. Thus, Formative assessment refers to frequent, interactive evaluations of students' development and comprehension in order to identify their needs and adapt education accordingly. It can be used to assist students in identifying their strengths and weaknesses as well as setting goals for improvement.

There is a growing body of research that suggests that formative assessment can have a positive impact on students' motivation in learning English. For example, a study by Zhang & Hayland (2018) found that students who received formative feedback on their English writing were more motivated to improve their writing skills than students who did not receive feedback. Black and Wiliam (1998), also indicated that "improved formative assessment helps low achievers more than other students, reducing the range of achievement while raising overall achievement" (p. 141). Despite the recognized benefits of formative assessment in language education, there is a research gap in understanding its impact on students' motivation in the Indonesian EFL context (Jon et al, 2021; Wiyaka et al, 2020; Widiastuti et al, 2020).

The impact of formative assessment tends to show positively in improving students' motivation. However, narrative analysis on this area is scarce. Therefore, this current review attempts to fill this gap and contribute to a better knowledge of the components that must be considered to promote formative assessment implementation in classrooms. A good knowledge of formative assessment and its impact on students' motivation from the perspectives of teachers and students would aid researchers, school administrators, and policymakers in developing supportive formative assessment practice.

Hence, the present study aims to find out: (1) the impact of formative assessment on students' motivation in learning English, and (2) the strategies to enhance motivation through formative assessment.

## **METHOD**

The methodology employed in this meta-analysis on the impact of formative assessment on students' motivation in learning English as a foreign language (EFL) in the Indonesian context involved several key steps to gather relevant literature and synthesize the findings. The following sections outline the methodology employed in this study.

### **Literature Search**

A comprehensive search strategy was employed to identify relevant literature from various scholarly databases, including academic journals, books, conference proceedings, and reputable online repositories. The search terms used were related to formative assessment, motivation, English language learning, and the Indonesian EFL context. The inclusion criteria were set to ensure that the selected literature was recent, peer-reviewed, and focused on the specific topic of interest.

### **Selection and Screening of Articles**

The identified articles were screened based on their relevance to the research questions. The screening process involved reviewing titles, abstracts, and keywords to determine the potential fit with the study's objectives. Articles that did not meet the inclusion criteria were excluded, while those deemed suitable were selected for further analysis.

### Data Extraction and Analysis

The selected articles were carefully read and analyzed to extract relevant data related to the impact of formative assessment on students' motivation in the Indonesian EFL context. Key information, such as the author, publication year, research methods, sample characteristics, and findings, were extracted and organized for further synthesis.

### Synthesis and Interpretation of Findings

The extracted data were synthesized and analyzed to identify common themes, patterns, and trends across the selected studies. The findings were interpreted in relation to the research questions, allowing for a comprehensive understanding of the impact of formative assessment on students' motivation in the Indonesian EFL context. The synthesis process involved comparing and contrasting the findings from different studies to draw meaningful conclusions.

### Ethical Considerations

As this study is a meta-analysis of existing literature, ethical considerations primarily revolve around proper citation and adherence to copyright laws. All sources consulted were appropriately cited, giving due credit to the original authors and researchers.

## FINDINGS AND DISCUSSIONS

### Findings 1: Impact of Formative Assessment on Students' Motivation

Formative assessment has been shown to have a positive impact on students' motivation in learning English as a foreign language (EFL) in the Indonesian context. By providing ongoing feedback and opportunities for self-reflection, formative assessment practices contribute to enhancing students' motivation, engagement, and self-regulation in their language learning journey. Motivation is a key factor in learning, and it is especially important in learning a new language. Formative assessment is a type of assessment that is used to provide feedback to students on their progress. It can be used to help students identify their strengths and weaknesses, and to set goals for improvement.

Based on the narrative inquiry, the impact is divided into several themes, such as the impact on students' intrinsic motivation, the impact on students' extrinsic motivation, and on students' academic motivation.

**Table 1.** Overview on Impact of Formative Assessment on Students' Motivation

The impact of formative assessment toward student's motivation	Findings	Author(s)
<b>Intrinsic Motivation</b>	- Formative assessment contributes to students' autonomous motivation	Leenknecht, Wijniaa, Kohlen, Fryer, Rikers, Loyens (2020),
	- The students experienced and the feedback they received to be helpful in the development of their deep understanding and capability for self-regulation in English language learning.	Xiao & Yang (2019)
	- After the intervention of formative	Lesmes & Cuervo

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	assessment, the students highlighted the relevance of English in their education.	(2015)
	- Formative assessment helps learners better understand the importance and the role of self-evaluation in their learning and fosters student independent learning	Wei (2010)
	- The formative assessment is effective to strengthen and sustain students' motivation and effort and help build up low-achieving learners' self esteem	
	- There is clear evidence that formative assessment can intrinsically motivate learning in the sense of stimulating intellectual desire and curiosity towards learning	Radjabova & Rakhmonova (2021)
<hr/>		
<b>Extrinsic Motivation</b>	- The technique of formative assessment motivation as well as achievement.	Cauley & Mcmillan (2010)
	- Teacher feedback, peer review, multiple drafting, and portfolios all positively impact students' motivation	Asllani & Kosuta (2023)
	- A high level of formative assessment can be beneficial for overcoming students' low motivation if students receive immediate feedback, evaluation of their work, teachers' recommendation and support.	Dmitrenko, Budas, Koliadych, & Poliarush (2021)
	- Strategic questions used by the teacher during formative assessment, students' portfolio, self-assessment, and peer assessment affected positively the motivation for learning the English language.	Muho & Taraj (2021)
	- Studies have shown that students are more motivated, resilient, and advanced when they are formatively assessed and given enough feedback about their study results.	Hai (2021)
	- Formative practices by the teacher showed a positive relationship with student motivation.	McMillan, Cohen, Abrams, Cauley, Pannozzo, & Hearn (2010)
	- The applying formative assessment is more effective to foster college students' motivation on English learning, especially has a stronger	Quan, Suo, & Yan (2014)

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effect on extrinsic motivation but less than on intrinsic motivation during an academic year.

**Academic Motivation**

- The formative assessment is an essential part of teaching that should be used in EFL instructional contexts. It can help students to detect their own weaknesses and target areas that need more effort and work  
Ismail. Rahul, Patra, Rezvani & (2022)
- Formative assessment can improve student achievement and motivation  
Ashdale (2020)
- Positive influence of formative assessment strategies on students' motivation, engagement, and achievement.  
Nanjekho & Wafubwa(2020)
- The experimental results show that the proposed approach not only promotes the students' learning interest and attitude, but also improves their learning achievement.  
Hwang & Chang (2010)
- The formative activities and assessment in ESP class increased the students' motivation and participation in class.  
Kereković (2021)
- The implementation of formative assessment in ESP class can surely create more opportunities for students to practice, build up confidence, spur the learning motivation and achieve proper goals in ESP learning.  
Zhang (2016)
- The formative assessment is beneficial in motivating students in their language learning as well as aiding students in their language learning development.  
Asllani & Kosuta (2023)
- Formative evaluation shows the evidence of better educational achievements and greater impact on both teachers and students.  
Hai (2022),

There is a growing body of research that suggests formative assessment can have a positive impact on students' motivation in learning English. According to Ryan and Deci (2000), Self-Determination Theory categorizes and distinguishes many types of motivation based on the various rationales, causes, or aims that strengthen a deed or an achievement.



According to this idea, the most important distinction is between internal and extrinsic motivation. Intrinsic motivation is the enthusiasm and interest in doing and participating in certain activities because an individual finds them appealing and pleasurable. While extrinsic motivation, is the proclivity to participate in activities for reasons unrelated to the activity. These motivations can include the anticipation of a reward or punishment, such as passing an exam or receiving a high grade (Ng & Ng, 2015). The impact of formative assessment on students' motivation in learning English as a foreign language (EFL) in the Indonesian context can be examined through three key aspects: intrinsic motivation, extrinsic motivation, and academic motivation.

### 1.1. Intrinsic Motivation

Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Azar & Tanggaraju, 2020). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Several review articles have findings about the intrinsic motivation to the students in learning English. The articles reported, students' self-motivation is aided through formative assessment (Leenknecht et. al, 2020). The students' experience and the feedback they got from the formative assessment helped them build a strong awareness of and aptitude for self-regulation in learning English (Xiao & Yang, 2019). After the formative assessment intervention, the students emphasized the importance of English in their education (Lesmes & Cuervo, 2015). Formative assessment has been shown to naturally encourage learning by irritating students' intellectual interest and curiosity about new information. (Radjabova & Rakhmonova, 2021). Formative assessment is effective to strengthen and sustain students' motivation and effort as well as aid low-achieving learners' self-esteem. It also helps learners better understand the value and role of self-evaluation in their learning and fosters student independence (Wei, 2010).

### 1.2. Extrinsic Motivation

Several review articles have published findings regarding the impact of formative assessment towards students' extrinsic motivation. Of the 20 articles, findings about the impact of formative assessment towards students' extrinsic motivation occurred seventh times which is much more than the intrinsic one. Due to this situation, Quan, Suo, and Yan (2014) indicated that using formative evaluation to encourage college students' motivation on English learning is more effective, with a higher influence on extrinsic motivation but a lesser effect on intrinsic motivation during an academic year. As explained above, extrinsic motivation occurs from various external aspects, thus the writers divided it into several aspects which are found in some articles that have been reviewed. First, the teacher's technique in applying the formative assessment. This is demonstrated by the following studies, namely Cauley and Mcmillan (2010), which described that the teacher's formative assessment technique can improve student motivation as well as achievement. The same point was also found in the study by McMillan, Cohen, Abrams, Cauley, Pannozzo, & Hearn (2010), which revealed that formative techniques by teachers were found to have a favorable association with students' motivation.

Second, the feedback from teachers and classmates. This aspect is illustrated by the following Asllani and Kosuta (2023) elaborated that teacher comments, peer review, several drafts, and portfolios all help students stay motivated. This was also supported by Dmitrenko, Budas, Koliadych, and Poliarush (2021), they defined that if students receive immediate

feedback, appraisal of their work, instructor recommendations, and support, a high level of formative assessment can be effective in overcoming students' low motivation. Certain journals have shown students are more motivated, resilient, and progressed when they are formatively assessed and given adequate feedback on their study results Hai (2021).

Lastly, a study from Muho & Taraj (2021), emphasizes the two aspects before in their study, they mentioned that the strategic questions used by the teacher during formative assessment, the student's portfolio, self-evaluation, and peer assessment all had a beneficial effect on motivation to learn English.

Based on the explanation above, it can be concluded that among seven journal articles that presented about the impact of formative assessment towards students' extrinsic motivation, two out of seven are based on the teacher's technique in applying the formative assessment (Cauley & Mcmillan, 2010; McMillan, Cohen, Abrams, Cauley, Pannozzo, & Hearn (2010), three of them are about the feedback from teachers and classmates (Asllani & Kosuta (2023); Dmitrenko, Budas, Koliadych, & Poliarush, 2021; Hai, 2010), and one article that emphasizes both of the aspects (Muho & Taraj, 2021).

### 1.3. Academic Motivation

Some review articles related to the academic impact of formative assessment toward students' attitude toward learning, test anxiety, and self-regulation skill. Most studies in the domain of assessment examined the effects of the summative and formative assessments on the main skills (reading, speaking, writing, and listening) and they did not pay much attention to the psychosocial variables; therefore, this research posed two questions to cover the existing gap. The main function, Formative assessments are teaching strategies used to measure student comprehension and make in class adjustments to enhance a lesson. In addition, formative assessments can also improve student achievement and motivation. While there is enough verification that formative assessment significantly improves these student measures, there is insufficient evidence on specific. Zhank (2021) found that Well-designed formative assessment should cover different aspects of students' learning. The formative assessment demonstrated in this paper can surely create more. In common it assists monitoring students' learning and the in-process evaluation of student performance by the teacher and by peers providing ongoing feedback to both the teacher and the students. For instance, The Business English for Engineers course, designed for graduate students of mechanical engineering, focuses on developing the presentation skills.

Furthermore, Wafubwa (2022) pointed out a diverse degree of the use of formative assessment strategies by teachers after undergoing professional development and a positive educational outcome for students in the treatment groups. There is a need for more research to focus on intervention studies. Studies have suggested that the key elements of formative assessment can increase students' learning outcomes (motivation, engagement, and achievement) if well implemented. The last no least, in a descriptive study by Nolen (2011), found that motivation and the way that teachers perceived the motivation for students had a direct impact on the engagement and success of students in the classroom. The focus of the study was to investigate the connection between teacher feedback and the motivation of students. Rigorous and constructive feedback is often not used in the classroom with students who generally struggle, like those in poverty or low achieving students. The rigorous critique of work is generally given to students that have seen some sort of success in the classroom already.

## Findings 2: Strategies to Enhance Motivation through Formative Assessment

Implementing effective strategies in formative assessment practices can significantly enhance motivation among EFL students. By incorporating these strategies, educators can create a supportive and engaging learning environment that promotes students' intrinsic motivation, self-regulation, and active participation in their English language learning journey. To optimize motivation among Indonesian EFL students through formative assessment, it is important to consider strategies that are specifically relevant to the Indonesian cultural and educational context (Kirkpatrick, 2007; Widodo, 2016). By implementing these strategies, educators can create a learning environment that fosters students' intrinsic motivation, active engagement, and language learning success.

### **2.1. Promote Collaboration and Group Work**

Encourage collaborative activities and group work as part of formative assessment (Clark, 2015) in the Indonesian EFL context. Indonesian students value cooperation and mutual support in their learning process (Firdaus et al, 2020; Tyas & Naibaho, 2020). Collaborative tasks, such as group discussions, role-plays, or project-based assessments, provide opportunities for students to work together, exchange ideas, and support each other's learning (Hung, 2015; Le et al, 2018). Collaborative activities foster a sense of community and social interaction, which enhances motivation and engagement among Indonesian EFL students which would be beneficial in optimizing formative assessment in the Indonesian EFL setting.

### **2.2. Scaffold Learning and Provide Support**

Offer scaffolding and support to Indonesian EFL students during formative assessment activities (Wijaya, 2022; Saukah & Suryati, 2021). Indonesian students would benefit from guidance and structured support to develop their language skills. Provide clear instructions, models, and examples to help students understand expectations and build their confidence by utilizing motivational models such as ARCS model (John & Thomas, 2018) or ARCS-V model (Keller, 2016) and even gamification for the formative assessment (Zainuddin et al, 2020). Offering support in the form of language resources, vocabulary banks, or sentence frames assists students in expressing their ideas effectively (Kang et al, 2014). By providing scaffolding and support, educators help alleviate students' anxiety, boost their motivation, and facilitate their language learning progress.

### **2.3. Encourage Reflective Practices**

Promote reflective practices as part of formative assessment to enhance motivation among Indonesian EFL students. Encourage students to reflect on their learning experiences, assess their strengths and areas for improvement, and set goals for further development (Farrel, 2017). Reflective practices, such as journal writing or group reflections, enable students to track their progress, identify strategies that work best for them, and take ownership of their learning. By encouraging self-reflection, educators foster students' intrinsic motivation and self-awareness, leading to increased engagement and language learning success (Farrel, 2015).

### **2.4 Foster a Sense of Competence and Progress**

Ensure that formative assessment activities provide opportunities for Indonesian EFL students to experience a sense of competence and progress. Design assessments that allow students to showcase their skills and demonstrate their language proficiency (Yang, 2015; Aguilar & Munoz, 2014). Break down learning tasks into manageable steps, providing students with a clear sense of progression (Vadivel et al, 2021). Celebrate incremental successes and milestones, reinforcing students' belief in their abilities and fostering motivation to continue



their language learning journey (Alwadi et al, 2020).

### Discussion

This meta-analysis provides valuable contributions to the field of English language education in the Indonesian EFL context. It offers insights into the impact of formative assessment on students' motivation, specifically in the Indonesian EFL context. By synthesizing existing literature, this study highlights the positive influence of formative assessment practices on students' motivation, engagement, and self-regulation in learning English.

The findings of this review have important implications for practice in the EFL context, specifically in incorporating formative assessment practices to enhance students' motivation (Robinson et al, 2014). Based on the findings above, there are several recommendations for a practical guidance to effectively integrate formative assessment strategies in their English language classrooms such as; (1) Promote Collaboration and Group Work, (2) Scaffold Learning and Provide Support, (3) Encourage Reflective Practices, and (4) Foster a Sense of Competence and Progress. The implementation of these recommendations can significantly contribute to enhancing students' motivation in the Indonesian EFL context. By integrating formative assessment practices that emphasize the strategies above, educators can create a dynamic and engaging learning environment that promotes students' motivation, engagement, and language learning success.

The review findings contribute to the existing body of knowledge on formative assessment and motivation in language learning by specifically focusing on the Indonesian EFL context. It underscores the importance of incorporating formative assessment strategies to enhance students' motivation in the Indonesian EFL classroom.

Educators and policymakers can benefit from the study's implications for practice, as the recommendations provide practical guidance for integrating formative assessment in English language classrooms in Indonesia. By implementing these evidence-based recommendations, educators can create an effective and motivating learning environment that optimizes students' language learning outcomes and prepares them for success in English proficiency.

### CONCLUSION

This meta-analysis has examined the impact of formative assessment on students' motivation in learning English as a foreign language (EFL) in the Indonesian context. By synthesizing existing literature, the study has contributed valuable insights into the relationship between formative assessment practices and students' motivation, as well as provided practical implications for educators and policymakers tailored for Indonesian EFL students.

Formative assessment of intrinsic motivation aids students in developing strong self-regulation skills while learning English and stimulates learning by arousing intellectual curiosity and interest (Ryan & Deci, 2000). Additionally, it encourages student independence and improves learners' understanding of self-evaluation (Black & Wiliam, 1998). While extrinsic motivation has been demonstrated to be more influenced by formative assessment than intrinsic motivation (Izci, 2016). This is because of the method the teacher used to implement formative assessment, as well as input from instructors and fellow students, teacher comments, peer reviews, drafts, and portfolios. Low motivation can be overcome with the use of formative assessment. According to the studies, strategic questions, portfolios, self-evaluation, and peer evaluation all increase students' enthusiasm to learn English (Black & Wiliam, 1998). Formative assessment is a teaching technique used to gauge student

understanding and improve a lecture in-class. Additionally, it might increase students' motivation and achievement (Faber, 2017). Zhank discovered that a well-designed formative evaluation should include several facets of students' learning (Zhank., 2021). Nolen (2011) discovered that students' involvement and academic progress in the classroom were directly impacted by motivation and teachers' perceptions of students' motivation.

The contributions of this study are significant, as they provide valuable insights specifically tailored to the Indonesian EFL context. By focusing on the unique cultural and educational factors in Indonesia, this review offers practical recommendations that align with the needs and preferences of Indonesian EFL students. Educators and policymakers can use these recommendations to design and implement effective formative assessment practices that maximize students' motivation and facilitate their language learning journey.

In all, formative assessment has a positive impact on students' motivation in the Indonesian EFL context. By integrating formative assessment practices that promote student autonomy, collaboration, and a supportive learning environment, educators can create a dynamic and engaging classroom environment that enhances students' motivation, engagement, and language learning outcomes. This review provides valuable insights and practical implications for educators and policymakers in the Indonesian EFL setting to optimize the integration of formative assessment in the Indonesian EFL context, ultimately benefiting students' language proficiency and overall academic success.

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