

## ABSTRACT

**Sa'adah N.** 2023. 19033035. *The Use of Formative Assessment Adapted Models in Enhancing the Students' Achievement in EFL Writing Classroom for Eight Grade of Mts Darussalam Getung*. Thesis, Faculty of Teaching and Training Education of English Departement. University of Islamic Darul Ulum Lamongan.

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The researcher aimed to explore the use of formative assessment adapted models in improving student performance in EFL writing classes for eighth grade at Mts. Darussalam Getung. The research method used is descriptive-qualitative. The study participants were teachers and students of 8th grade at Mts. Darussalam Getung. Data is collected through observations, interviews, documentation, and tests.

The results of the research showed that using the formative assessment of adapted models was highly influential on students' achievement. Using a formative assessment in the form of a test carried out on 21 students who successfully completed writing descriptive text, and the researchers using the assessment rubrics to find out the students' skills in writing text descriptions by looking at five indicators, from the results of such writing students got an average score of 73.90, it can be concluded that the students' ability in writing descriptive text belongs in the good category. Then, from the interview results, it appears that formative assessment has a positive impact on getting feedback in the teaching and learning process. Overall, researchers may conclude that formative assessment is necessary to improve student achievement in an EFL written class. As a suggestion, the teacher should maximize the application of formative assessments, in particular in giving specific feedback to students, so that feedback can encourage the creation of a quality learning process and teachers can help provide strategies that students can use to meet the learning goals planned by teachers