ASSESSMENT LITERACY OF ENGLISH TEACHERS IN BULELENG, BALI, INDONESIA

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ABSTRACT

The aim of this study is to describe the level of English teachers' assessment literacy in Buleleng, Bali, Indonesia and the factors influencing the level of English teachers' assessment literacy in Buleleng, Bali, Indonesia. The subjects of this study were 40 English teachers in Buleleng. This study used an explanatory sequential mixed-method design. The quantitative data were obtained from a set of close-ended questionnaires that contained seven standards of teacher assessment literacy and thirty items of questions. The qualitative data were obtained from the semi-structured interviews. The quantitative data were analyzed using Dixon & Massey's (1987) formula, in which the score of English teachers' assessment literacy was divided into five categories; Very good, Good, Fair, Poor, and Very poor. The qualitative data were analyzed using interactive data analysis by Miles & Huberman (1994) which involves three steps; data reduction, data display, and conclusion. This study found that 5% of English teachers were categorized as Very good, 32,5% of English teachers were categorized as Good, 47,5% of English teachers were categorized as Fair, 15% of English teachers categorized as Poor, and 0% of English teachers categorized as Very Poor. From this result, the level of English teachers' assessment literacy in Buleleng was categorized as "Fair" in general. This study also found that from the three factors that were considered to influence teacher assessment literacy; Professional Development, Professional Experience, and Institutional Support, the significant factor found was only the professional development. This study suggests other researchers to conduct further research on the factors that influence teacher literacy assessments.

Keywords: *Assessment, English teacher, Teacher Assessment Literacy, Professional Development, Professional Experience, Institutional Support*

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Pendidikan Bahasa Inggris

ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan tingkat asesmen literasi guru bahasa Inggris di Buleleng, Bali, Indonesia, dan faktor-faktor yang mempengaruhi asesmen literasi guru bahasa inggris di Buleleng, Bali, Indonesia. Subjek penelitian ini terdiri dari 40 guru bahasa Inggris di Buleleng. Penelitian ini menggunakan *explanatory sequential mixed-method design*. Data kuantitatif pada penelitian ini diperoleh dari satu set kuesioner tertutup yang memuat tujuh standar dari asesmen literasi guru dan tiga puluh butir soal. Data kualitatif pada penelitian ini diperoleh dari wawancara semi terstruktur. Data kuantitatif dianalisis menggunakan rumus dari Dixon & Massey's (1987), yang mana skor asesmen literasi yang diperoleh guru bahasa Inggris dibagi menjadi lima kategori; Sangat Baik, Baik, Cukup, Kurang, dan Sangat Kurang. Data kualitatif dianalisis menggunakan analisis data interaktif oleh Miles & Huberman (1994) yang meliputi tiga langkah; reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menemukan bahwa 5% guru bahasa Inggris dikategorikan Sangat Baik, 32,5% guru bahasa Inggris dikategorikan Baik, 47,5% guru bahasa Inggris dikategorikan Cukup, 15% guru bahasa Inggris dikategorikan Kurang, dan 0 % guru bahasa Inggris dikategorikan Sangat Kurang. Dari hasil ini, tingkat asesmen literasi guru bahasa Inggris di Buleleng secara umum dikategorikan "Cukup". Penelitian ini juga menemukan bahwa dari tiga faktor yang dianggap mempengaruhi literasi penilaian guru; Pengembangan Profesional, Pengalaman Mengajar, dan Dukungan Kelembagaan, faktor signifikan yang ditemukan hanya pengembangan profesional. Penelitian ini menyarankan peneliti lain untuk melakukan penelitian lebih lanjut mengenai faktor-faktor yang mempengaruhi penilaian literasi guru.

Kata-Kata Kunci: Asesmen, Guru Bahasa Inggris, Asesmen Literasi Guru, Pengembangan Profesional, Pengalaman Mengajar, Dukungan Kelembagaan