

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

In every learning process, assessment is one of the essential aspects that teachers must be considered. It is because learning is closely related to a well-planned and measurable process to achieve the objectives of the applied curriculum. It applies to any curriculum, for example, in a competency-based curriculum or something else. In the implementation of assessment in the learning, a teacher must apply learning according to the lesson plans designed to achieve the expected goals. The implementation of learning will also be related to the assessment process because the assessment process cannot be carried out without a learning process. Even the assessment can occur during learning.

Assessment refers to a series of measures used by the teacher to determine the complex attributes of students carried out by gathering information about them (Alam & Kizlik, 2020). The assessment brings a deep impact on learning, such as how students learn, how effectively they learn, and their learning outcomes (Jimaa, 2011). The amount of work assessed and the quality of student work are aspects to consider when conducting an assessment. In this case, the teacher needs to pay attention in choosing the effective

assessment technique which adapts to the student learning approaches to make students not feel pressured in the assessment process.

Generally, assessment plays an important role in the teaching and education process. The proper assessment will allow teachers to classify and assess their students, provide feedback, and adjust them in compiling teaching (Tosuncuoglu, 2018). Assessment in English teaching can inform instructional decisions and assist teachers in diagnosing student ability or their strengths and weaknesses related to learning. So, teachers need to be careful in assessing to achieve the learning objectives.

In English learning, Assessment is very important to reveal how many English students have achieved their learning goals in using English and what are their problems in learning English (Tosuncuoglu, 2018). By knowing students' difficulties, the teacher will be able to determine the appropriate technique for teaching students. So, the technique can overcome students' difficulties, and the teacher can decide whether the teaching continues or not. This explanation proves that assessment is important for teachers and students. The assessment determines the student's continuous learning, determines student learning outcomes, and helps students improve their abilities through the feedback provided.

The practice of classroom assessment methods brings a change in educators' views. English teachers in Indonesia realize that the classroom assessment method is not concerned with products in the form of student scores

only, but assessments must be seen as a process. Assessment in Indonesia is not only implemented as an accountability goal in learning, such as grades, graduation, acceptance, licensing, or certification. The assessment itself is the medium that embodies and regulates the process of learning, so that the implementation of the assessment must go well.

In reality, English teachers in Indonesia still experience some difficulties in assessment. Saefurrohman (2017) found that not all English teachers in Indonesia are fully aware of the classroom assessment practice. Students come from very different abilities and backgrounds and often face problems in the classroom due to the difficulty of adapting to assessment practice. Many teachers find that the major obstacle in practicing assessment is adjusting the appropriate assessment strategy to the students' abilities (Saefurrohman, 2017).

Morin et al. (2020) also found that many teachers in Indonesia are still experiencing difficulties in assessment. The difficulties experienced in the preparation of assessment were that the teachers did not understand a good format of assessment and teachers had a lack preparation in developing learning instruments. Meanwhile, in implementing the assessment, the teacher also experienced difficulties in carrying out an assessment in accordance with the 2013 curriculum. As well as in the evaluation, the teacher did not understand the meaning of the assessment results in the form of letters, numbers, or descriptions.

Previous research has shown that English teachers in Indonesia still have problems in planning, implementing, and evaluating assessments. It shows that there are still many teachers in Indonesia who have adequate assessment knowledge. This case shows that there is something wrong with the assessment literacy possessed by the teacher.

Teacher Assessment Literacy (TAL) refers to the teacher's ability to conduct valid assessments for students and use the assessment results to improve learning (Marhaeni, 2018). A teacher must possess AL to know what they assess, why they assess, how they assess, what problems are encountered when assessing and how to prevent those problems (Marhaeni, 2018). Without a good level of teacher assessment literacy, the teacher will not be able to help students to improve their academic achievement (Hudaya, 2017).

Teacher Assessment Literacy is very important to know the ability of an English teacher to assess learning. It is viewed as the key for the teacher to connect the assessment quality with student achievement (Khadijeh & Amir, 2015). Without a good knowledge of TAL, teachers will have difficulty assessing learning. Teachers with good assessment literacy will be able to interpret the assessment data, help students by communicating with them about their status of understanding and use the information to achieve the goal of learning (Khadijeh & Amir, 2015). Newfields (as cited in Khadijeh & Amir, 2015) states three reasons why TAL is important. First, the most common

feature in education is assessment. Assessment literacy is needed to understand many kinds of literature in education, and assessment allows the teacher to communicate the result of learning with their students. Therefore, every teacher must understand and meet the assessment standards in TAL.

Several studies have reviewed teacher assessment literacy in Indonesia. Zulaiha (2020) found that there is a discrepancy between teachers' perceptions about the assessment principle and teachers' classroom practice. Indonesian teachers already know the principle of assessment that assessment is a part of the learning process. Teachers also support their students in completing assessment tasks. However, teachers did not apply their knowledge in real practice. It is evidenced by unclear instructions on student assessments that made the student face difficulty in the assessment process. Zulaiha (2020) concluded that Indonesian teachers were aware of the principle of assessment, but their assessment practice is not optimal. This result of the study indicates that teachers in Indonesia still need to improve their assessment literacy.

In Buleleng, Bali, Marhaeni et al. (2018) found that English teachers in Buleleng used authentic assessment, which includes three stages of assessment, namely, planning, implementing, and reporting the assessment. Marhaeni et al. (2018) analyzed that in practicing assessment, teachers in Buleleng used authentic assessment in the form of self-assessment, project assessment, performance assessment, and portfolio assessment. The study showed a gap between assessment practiced by teachers and the standard of assessment; the

gap was about 60%. This study also found that the worst assessment practice occurred in self-assessment among the types of authentic assessment analyzed. It indicates that teacher literacy on assessment is less and needs improvement.

The preliminary observation in this research found that English teachers' still experience difficulties in the practice of assessment. There are teachers who do not know the principles of assessment. Teachers also have difficulty in adjusting the implementation of the assessment with the established method. This problem is closely related to the assessment literacy of the English teacher because assessment literacy concerns the knowledge that the teacher has on the assessment and the process of conducting an assessment.

Based on the preliminary observation, teacher assessment literacy needs to be investigated more to improve the quality of teachers in Indonesia, especially in Buleleng, Bali. Previous studies have mostly focused on examining teacher assessment practices, so research on investigating the level of teacher assessment literacy in Buleleng is still rare found. Even though there are few studies on this topic, it is only research at one particular school level. Therefore, teacher assessment literacy in Buleleng needs to investigate further because research on this topic is still rarely done. This research will focus on teacher assessment literacy in Buleleng regency, Bali, Indonesia.

## 1.2 Problem Identification

Teacher Assessment Literacy influenced the teacher in practicing the assessment (Mellati & Khademi, 2018). The proper assessment procedures applied by the teacher play an important role in determining whether students can achieve instructional goals (Mellati & Khademi, 2018). A teacher must know what they are assessing, how to assess students, what potential problems will occur, and how to avoid the problem (Zulaiha, 2020). Teachers must have the tools and knowledge to assess students properly. The teacher with good assessment tools and knowledge is often referred to as 'judgment literacy.' Assessment practice of the teacher also must follow the assessment principles because if there is a gap between the two, it will make the assessment process hampered and not run well.

English teachers' practice in assessing the student has not been yet satisfactory. Not all English teachers in Indonesia are fully aware of the principles of classroom assessment practice (Saefurrohman, 2015). There are gaps in the implementation of the assessment with the principle of assessment (Zulaiha, 2020). English teachers in Indonesia still have many obstacles in conducting the assessment. For example, teachers' implementation of assessment techniques is not optimal, so the assessment process is hampered. Therefore, there is a need for further investigations regarding English teacher assessment literacy in Bali, especially in Buleleng, so that teachers can immediately improve themselves and improve their quality as assessors.

### 1.3 Limitation of the Study

The research focuses on describing the level of English teachers' assessment literacy and describing factors that influence English teachers' assessment literacy in Buleleng regency Bali, Indonesia.

### 1.4 Research Questions

Based on the research background, this research investigates two research questions. The research questions are as follows:

1. What is the level of English teachers' assessment literacy in Buleleng, Bali, Indonesia?
2. What factors influence English teachers' assessment literacy in Buleleng, Bali, Indonesia?

### 1.5 Research Objectives

Concerning the research questions, the objectives of the research are as follows:

1. Describe the level of English teachers' assessment literacy in Buleleng, Bali, Indonesia.
2. Describe factors influencing English teachers' assessment literacy in Buleleng, Bali, Indonesia.



## **1.6 Research Significance**

### **1.6.1 Theoretical significance**

This research is expected to provide more information on teacher assessment literacy theory, especially in Buleleng. This research is relatively new, and few sources are on the topic. Therefore, this research is expected to give more sources for other researchers who want to conduct the same topic. This research is also expected to contribute to the development theory of teacher assessment literacy.

### **1.6.2 Practical significance**

This research is expected to be useful for the Researchers, English Teachers, and Government. Researchers who are prospective English teachers can use this research to find out what the level of English teacher assessment literacy is. This research is expected to be used as a reflection for English teachers regarding their assessment literacy. The government can find out how the ability of English teachers to carry out the assessment process so that the government can provide actions related to assessment literacy owned by English teachers.

## 1.7 Research Scope

This research used explanatory sequential mixed-method design. This research will conduct in Buleleng, Bali, Indonesia, to describe the level of English teachers' assessment literacy and factors influencing English teachers' assessment literacy in Elementary School, Junior High School, Senior High School, and Vocational High School.

