

CHAPTER I

INTRODUCTION

1.1 Research Background

Qualified teachers have been concerned with two terms of how to teach and how to assess students' performance (Nurdiana, 2020). Likewise, two terms of what teachers need to be concerned indicate the principles of assessment literacy. Where in general assessment literacy refers to the insightful assessment in the education realm. Luthfiyyah et al. (2020) point out Assessment literacy refers to the knowledge, ideas, and abilities required to conduct an assessment. Accordingly, assessment literacy is related to the teachers that have the knowledge and attitude towards the principles of assessment, where those of recognizing differentiate between how to teach and assess students' achievements.

Along with assessment literacy is about understanding how to assess and how to teach based on students' knowledge, ideas, and abilities. The purpose of conducting an assessment is to know and get the information nearly with students' progress. Inline, Wahyuni et al. (2017) consider "if assessment literacy said as to assess student's competence, in the end, means to gathered an information to deal with, how long are students already achieved their learning goals". Therefore, assessment literacy plays a significant role where it can help teachers to make instructional improvements that aim for students' achievement better.

Relate with the purpose of assessment, the assessment takes a crucial place in education. Rao (2018) revealed assessment in education is set collecting, decoding, and using the facts for the outcomes of studying. This means assessment is focused on learners and their improvement while doing learning activities. The assessment

gives benefits for teachers like accommodating analysis, learning, and motivation, where it makes teachers know what they need to do for their students. Hence, assessment literacy in the learning process makes teachers know what they need for the best technique or strategy to measure the student's learning achievement. Accordingly, the quality of the learning and teaching process is ably collected by the result of analysis, interview, inquiry, test or it can be called the assessment in the classroom (Gultom, 2016).

In the classroom, assessment already become a tool for teachers because it is needed to help teachers decide what next, they will do for their students. The essential of assessment as the tool for evaluating students' progress, also help in evaluating the propriety and effectiveness of the curriculum, the teaching technique, and the instructional materials (Shaaban, 2007). Besides, Tosuncuoglu (2018) adds, assessments help the teacher to diagnose students' strengths and weaknesses, provide specific feedback, direct feedback which can make the teaching practice based on students learning styles.

With the mentioned by Tosuncuoglu (2018), can be described that 1) Assessment helps the teacher to diagnose students' strengths and weaknesses. This point is about teachers need to be aware of their student's strengths and weaknesses by being aware with thus teacher able to decide on their next strategy and technique in their classroom. 2) Provides specific feedback. This point means, where is the performance of the students able to identify and give specific feedback to improve the weaknesses of the students. 3) Direct feedback. Direct feedback is based on the assessment for teacher and students' problems, which means students have their

learning style then the teacher must analyze the learning style from the students to improve the learning process to be effective.

Considering the roles of assessment where it is expecting of the effect toward the learning process. Assessment can be meaningful when teachers applied it properly in the class. Effective teaching is characterized by using assessments that encourage and have interaction students in approaches that are regular with philosophies of teaching and getting to know and with theories of learning and motivation (Muhammad et al., 2020). Besides, Anderson et al. (2016) represent the meaning of assessment for the role of teachers are literate with assessment, as follows 1) Able to decide the fits of system assessment instruction; 2) Clear identifies and giving appropriate assessment purposes; 3) Can mastered the learning targets where it want to be assessed; 4) Can create and consider the high-quality of assessment straight to the learning targets; 5) Implements tests equitably, making appropriate adjustments primarily based on student need; 6) Apply every variety of assessments that are proper for the students and learning targets; 7) Analyzes the outcomes of tests given their understanding of students, and makes educational modifications primarily based on those outcomes; 8) Understand how to accommodate the communication of result to the needs of students; 9) Able to understand and act appropriately with the use of formative assessment; 10) All the partners from the students able to using the results to classify needs that can be the best collective; 11) Sees the improvement of their evaluation literacy as a profession-long learning method; and 12) Advocates for sound evaluation practices in educational and/or coverage settings. Thus, based on its relation to the

importance of assessment, it indicates the meaningful of assessment directly to encourage and motivate students learning.

Preliminary observation has been done by the researcher to know assessment practices by the EFL teachers in Bangli District. The researcher found some of teacher faced the difficulties of doing an assessment because the limitation of times. Besides several teachers were found they were lack in knowledge of assessment principles. Assessment principles is the core of doing a teaching and evaluation to the students learning, in other word as the teacher which is the role in the class need to focus and comprehended with assessment principles. Respecting with assessment principles, the scholars have asked the educators to give an attention on principles of assessment such as reliability, validity, Relevance, generalizability, and transferability (Zolfaghari & Ahmadi, 2016).

Several studies examining assessment literacy in Indonesia found that there is a lack of implementation in assessment literacy. Mirizon (2021) investigated the assessment literacy by English teachers at senior high schools in Palembang. The study found the assessment literacy from the teachers lead to the low level of assessment literacy and need to increase. The other researcher is Umam and Indah (2020) found the teachers have a low degree of assessment literacy and needs to be increased.

Besides the studies from Bali context where it is also about an assessment literacy found the assessment literacy from teacher need to enhanced. Marhaeni et al. (2018) investigated the knowledge of assessment literacy especially in terms of authentic assessment in some senior high schools in Bali. The study showed the teacher's assessment competency needed to be upgraded and this matter was caused

by the confusion of the teacher in choosing appropriate types of authentic assessment. Further, the study aims to develop a performance assessment instrument as a teacher concept to assess students' speaking ability in elementary schools in Buleleng district, Bali. Where the results of the study show that English teachers in primary schools still do not have good knowledge of performance appraisal, but they know what results are useful in this type of assessment. (Wahyuni et al., 2017). The other study from Marhaeni et al. (2020) determined the assessment literacy of elementary school teachers in the Buleleng District. The result showed the assessment literacy of English teachers in elementary school in Buleleng does not in line with what the curriculum expected and the teachers need to improve their TAL.

Along with the reported studies. It is believed teachers' assessment literacy has the potency to influence teaching plan, practices, and teacher evaluation in the classroom. Because the lack of knowledge about assessment literacy can influence the decision that they must make (Hidayat, 2020a). Further, teacher assessment literacy is the basis of the quality in assessment and students learning outcomes, therefore teachers are expected to have qualified level of assessment literacy (Popham, 2009 as cited in Marhaeni et al., 2020). Subsequently, the decision already made by the teacher will not be appropriate to the what assessment emphasize, so therefore teachers are expected to have good quality of assessment. The other words, when teachers have good knowledge of assessments, the teacher's ability to accomplish assessment on students learning will give a good impact and good effect on students' achievement.

The indication of the good quality assessment literacy of teachers can be influenced by several factors such as professional development, professional experience, and institutional support (Said et al., 2013; Alkharusi, 2011; Zolfaghari & Ashraf, 2015; Chalachew & Terefe, 2020; Muhammad et al., 2020; Yan et al., 2021). Professional development where provides the teacher with training and support to increase and improve their assessment literacy (Alkharusi, 2011; Said et al., 2013), then according to Koh (2011) the research find if professional development increased significantly after the teachers involved in training. Professional experience where cause teacher assessment literacy increased indirectly based on more experienced that makes teacher skillful and better in assessment practice (Chalachew & Terefe, 2020; Muhammad et al., 2020; Zolfaghari & Ashraf, 2015). And institutional support where this factor provides the teachers with seminars and training in order to develop assessment practices of the teachers (Yan et al., 2021).

Assessment literacy is an important thing that teachers need to understand so that the professional development of teachers increases. There is a variety of definitions in Teacher assessment literacy. Luthfiyyah et al. (2020) define Assessment literacy refers to the knowledge, ideas, and abilities required to conduct an assessment. Teachers with adequate assessment literacy skills can assist students in improving their learning and achieving learning objectives. Nurdiana (2020) adds teacher assessment literacy is about Teachers' perceptions of assessment knowledge and their understanding of how to assess students using sound assessment concepts. While Stiggins (1991a; 1991b) in Pastore and Andrade (2019) described it as a combination of skills and knowledge regarding educational assessment that may be

used to assess student learning. So, according to the definition. It can be concluded that teacher assessment literacy is the understanding of the teachers through the principle of assessment.

Literacy assessment is the core of education that becomes the key to effectiveness in the learning process. According to Marhaeni et al. (2018) tells in teaching and assessing students, assessment literacy is the need of minimum to mastery in order to make the learning process are effective. Additionally, Nitko (2012) in Marhaeni et al. (2018) said in the learning process, more than fifty percent of the time will spend by the teacher assessing. Besides, Marhaeni et al. (2020) state, teachers who have been mastered assessment literacy will able to integrate the right assessment into learning, afterwards, the learning will direct, effective, and efficient. Likewise, Hudaya (2017) discusses, to adequately assess students' performance, teachers must be familiar with, comprehend, and use the basic principles of language assessment in their classrooms daily. Such as having the ability to select appropriate assessment methods, provide valid assessment tasks, provide performance feedback to students, and assess the teaching and learning process using the principles of language assessment.

With the important assessment where it is a critical connection between teaching and assessing students' learning process, it is confirmed if assessment gives the strength role toward education. Mellati and Khademi (2018) classify teacher with assessment literacy good will and confident to design, applying, and discuss the assessment strategy. But what if assessment literacy does not obvious well by the teacher. It will have caused the problem through the learning process and what is the targets of the learning process will be not effective.

According to the result of studies that already mentions, assessment literacy has a big impact on the learning process in the classroom. According to Marhaeni et al. (2020), Assessment literacy study has the potential to bring benefits and advantages to key stakeholders in the field of education in Bali. With the importance of assessment literacy and concern to the lack of evidence or research reports in Bangli District which are conducted to English Teacher's Assessment Literacy, elected district in Bali will be crucial to conduct. Therefore, the need for investigation on English teacher assessment literacy must be conducted. Then, this proposed research will focus on describe the level of teachers' assessment literacy and the factors that influence it.

1.2 Problem Identification

Theoretically, assessment literacy refers to a teacher's ability to plan, implement, and discuss assessment procedures, measuring tools, evaluation criteria, decision-making milestones, formative and summative exams (Mellati & Khademi, 2018). And, Stiggins (1994) in Marhaeni et al. (2018) state teachers with assessment literacy understand what they assess, why they assess, how they assess, potential assessment problems and how to avoid them, and the negative consequences of poor, inaccurate assessment. Thus, EFL teacher is expected to implement what assessment literacy emphasizes.

Empirically, Marhaeni et al. (2020) state of there are fundamental issues with the assessment's application by the teacher. In line with this statement, Marhaeni et al. (2018) found the knowledge of assessment literacy especially in terms of authentic assessment needs to be increased. Then, based on reported studies EFL teachers are not really understand and implemented well some of assessments

principles and standards. Caused of thus the quality of teachers in applicate the assessment will give the impact towards their classes. The need for further investigations about EFL teachers' assessment literacy need to conduct and considering the limitation of the study about EFL teacher assessment literacy in Indonesia particularly in Bali. Therefore, the researcher proposes to conduct the investigation about assessment literacy and what factors that influenced their assessment literacy in Bangli District, Bali.

1.3 Research Scope

This research is focused to investigate the level of English teacher assessment and the factors that influence EFL teachers' assessment literacy in Elementary School, Junior High School, and Senior High School in Bangli District.

1.4 Research Question

According to the research background, the research question will be indicated:

1. What is the level of English teachers' assessment literacy in Bangli District?
2. What factors influence the level of assessment literacy of English teachers in Bangli District?

1.5 Research Objective

This study aims to describe the level of English teacher assessment literacy and the factors that influenced it in Bangli District.

1.6 Research Significance

a. Theoretical Significance

Theoretically, this research provides a general description of the level and the factors that influenced of EFL teachers in Bangli District, Bali.

b. Practical Significance**1. Researcher**

The researcher can use the findings to enhance and enrich their resource with teachers' assessment literacy in Bangli District.

2. Teacher

This research will be helpful for the teacher because the result of this research will give the reflection for the teacher to increase their ability in understanding and also implemented their assessment literacy for their students. With the reflection from the teacher through this result of research, the teacher can improve their assessment till optimal and help students to achieve the goals of learning.

3. Government

This research will be able to help the government to make the quality of education better, particularly in Bangli district. Because this research gives the outcome of the knowledge and ability in literacy of assessment from EFL teachers and the factors that affected it. Therefore, the government is able to step forward to decide the strategy in increasing the education of EFL in Bangli.