

**ASSESSMENT LITERACY OF ENGLISH TEACHERS
IN BANGLI, BALI, INDONESIA**

By

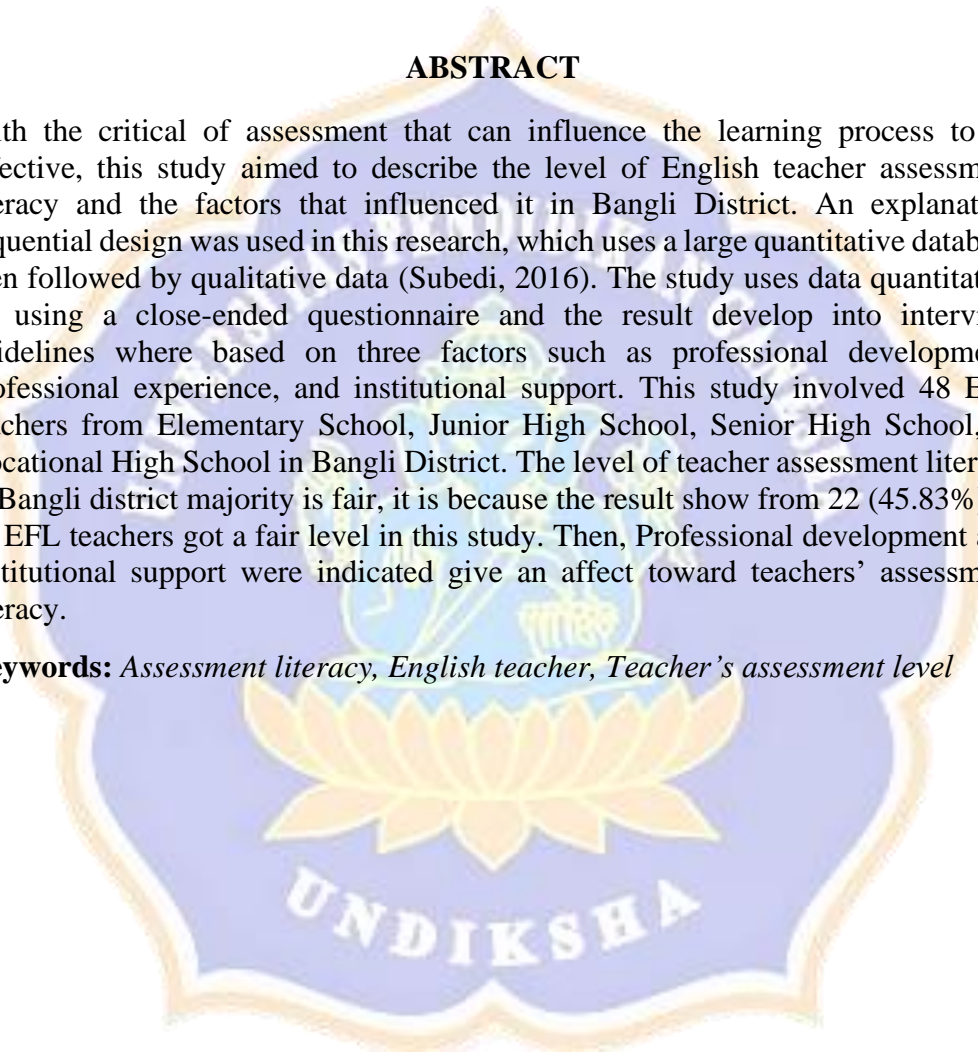
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ABSTRACT

With the critical of assessment that can influence the learning process to be effective, this study aimed to describe the level of English teacher assessment literacy and the factors that influenced it in Bangli District. An explanatory sequential design was used in this research, which uses a large quantitative database then followed by qualitative data (Subedi, 2016). The study uses data quantitative by using a close-ended questionnaire and the result develop into interview guidelines where based on three factors such as professional development, professional experience, and institutional support. This study involved 48 EFL teachers from Elementary School, Junior High School, Senior High School, or Vocational High School in Bangli District. The level of teacher assessment literacy in Bangli district majority is fair, it is because the result show from 22 (45.83%) of 48 EFL teachers got a fair level in this study. Then, Professional development and institutional support were indicated give an affect toward teachers' assessment literacy.

Keywords: *Assessment literacy, English teacher, Teacher's assessment level*



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ABSTRAK

Dengan kritisnya penilaian yang dapat mempengaruhi proses pembelajaran menjadi efektif, penelitian ini bertujuan untuk mendeskripsikan tingkat literasi penilaian guru bahasa Inggris di Kabupaten Bangli dan faktor-faktor yang mempengaruhinya. *An explanatory sequential design* digunakan dalam penelitian ini, dimana peneliti menggunakan database kuantitatif kemudian diikuti dan didukung oleh data kualitatif (Subedi, 2016). Penelitian ini menggunakan data kuantitatif dengan menggunakan *close-ended questionnaire* dan hasilnya dikembangkan menjadi pedoman wawancara yang didasarkan pada tiga faktor yaitu pengembangan profesional, pengalaman profesional, dan dukungan kelembagaan. Penelitian ini melibatkan 48 guru EFL dari SD, SMP, SMA, atau SMK di Kabupaten Bangli. Tingkat literasi penilaian guru di Kabupaten Bangli mayoritas tergolong sedang, hal ini karena hasil penelitian menunjukkan 22 (45,83%) dari 48 guru EFL mendapatkan tingkat sedang dalam penelitian ini. Kemudian, pengembangan profesional dan dukungan kelembagaan diindikasikan berpengaruh terhadap literasi penilaian guru.

Keywords: *Asesmen literasi, Guru Bahasa Inggris, Asesmen Literasi Guru*

