

CHAPTER I

INTRODUCTION

1.1. Research Background

English Teachers not only have the task of teaching and providing material for students but also have to evaluate or known as assessment. Giraldo (2018) says that teachers obliged in a process of learning activities including observing, noting, enhancing, and reporting. Practicing the teaching profession in Indonesia must also have certain competencies that are bound by law. Teachers and lecturers are required to have four competencies based on Undang-Undang Nomor 14 Tahun 2005. These competencies include personality competence, social competence, professional competence and teaching qualification or pedagogic competence. Further, what is meant by pedagogic is about teachers' ability in managing students in doing interaction and the learning process in the classroom. This competency including the understanding of English teachers for each of students and developing their potential, designing also conducting learning activity, and evaluating students or known as assessment.

Assessment is a sustainable process of gaining data during the learning process. Assessment involving the search of information and interpretation of data obtained from students which refers to learning outcomes and student achievement (Brown, 2003). Mundia (2010) states that assessment provides accurate data as evidence of learning outcomes relating to students individually or in groups and even programs, institutions, and various related parties. Moreover,

the data gained from the assessment needed to determine actions for students either individually or in groups. What is expected from the assessment is to know learning success and the expectations expected by the teacher during learning. Thus, Brown adds that assessments can occur at any time. A good teacher constantly evaluates student responses and performance, both planned and unplanned (incidental).

In addition to emphasizing the process, the assessment also emphasizes communication between all involved in the learning process. McAlpine (2002) states that assessment is about communication which is not between students and teachers only but also who is behind the applied curriculum. Thus, teachers must ensure what kind of information needs to be reached during the process. Moreover, McAlpine describes at least five things that need to be considered before applying assessment, including; reasons for conducting evaluations and designing effective evaluations, validity and reliability, reliable reference for comparison, good quality of the assessment instrument, and grading process. Thus, it can be seen that before the assessment is carried out, thorough preparation is needed to get maximum results.

Assessment is not only as simple as giving a test and measuring the result only. The assessment must follow the correct procedure, and the validity and reliability are trusted. Further, teachers' understanding of the assessment and its implementation is called teachers' assessment literacy, shortened to TAL. Assessment could become an essential basis for teacher decision-making or as a benchmark in the future. Simply it is about measuring students' understanding of the material taught by the teacher in the learning process. It gives the teachers an

overview of how far the students comprehend the topic taught and how effective the strategy or learning material was for them. Also, it helps English teachers know students' strengths and weaknesses during the learning process of a particular time. By knowing the shortcomings and weaknesses of students, the teacher knows what to emphasize in the learning activity.

The data gained from the assessment is not only stuck on the teachers but will also return to the students as feedback on what they have done. Feedback is a part of the assessment which teachers can give during or after the learning activity. McAlpine (2002) states that it is a part of communication between teachers and students. Thus, students may give feedback to themselves and the other students. In this sense, students give an assessment of themselves or self-assessment and for their peers or peer assessment. Even though students can do it, it is the teachers who design and give the instructions about all the assessments carried out by students.

Further, learning feedback is essential for students' self-confidence and development. Bashir et al. (2016); Tosuncuoglu (2018) state that teacher feedback helps students improve their learning outcomes in class and understand what they should achieve. Feedback impacts students' motivation in learning as it contains their progress and achievement Bashir et al. (2016). Also, during feedback activities in class, students can be more involved and develop self-assessment, making them feel more responsible for what they are doing (Umar, 2018). Therefore, feedback is very important and assessment becomes the basic information for teachers to provide appropriate and effective feedback which is

important for students and the teachers are the main character in this implementation.

The results of the data obtained from the assessment also impact teaching in class. Teachers' appropriate assessment can improve teaching quality in the classroom (Umar, 2018). Also, it would impact how the teaching would be conducted in class (Marhaeni et al., 2018). Further, they mention that it could impact the schools' output based on a lack of appropriate application skills. Further, Mellati and Khademi (2018) found that teachers who master assessments make the right decisions on learning outcomes and things that happen during the learning process. Further, they also capable to correct the shortcomings and instructions they made during learning and the shortcomings or weaknesses of students in class. By being able to take appropriate action on what happened, the quality of teacher teaching will be better and more suitable for students. Further, a better quality of teaching in class makes students can be more comfortable studying in class and can improve their learning outcomes and makes them be more motivated during learning.

The assessment turns out to not only have an impact on learning in class only but could impact a more oversized frame. Kellaghan and Greaney (2001) state that assessment plays an important role in the success of the quality of education. It is because, with the assessment, teachers can get reliable data about the obstacles, whether from students, learning or instruction, and others. Therefore, proper action may take from the data of the assessment. In line with this statement, Rad (2019) states that assessment is vital in affecting the quality of education because assessment is very closely related to assessing students and evaluation. Similar to

this statement, Xu and Brown (2017) also say that assessment in practice will likely affect the quality of education. It is because TAL mastered by the teachers would give a piece of accurate information about the students' learning, and it would be an inappropriate benchmark. Therefore, appropriate assessment application affects the higher quality of education.

The statements above show that assessment plays an essential role in the quality of teaching and education. Therefore, it should be done well by the teachers. However, many empirical studies have proven that implementing assessment could not fully achieve the expectation. In practice, teachers still have not been able to implement what should be applied for assessment. In a line, Liu and Li (2020) have found that teachers at the elementary school level in China do not have enough professional skills in assessment literacy. It can be said they do not have enough or appropriate knowledge of assessment. They tend to do what their heart says (using intuition). Indeed, they need to be trained to understand the standard and its implementation in class.

Further, Nurdiana (2020) says that teachers still do not understand yet how to assess their students in class. They tend to have a lack of knowledge of assessment and its practices. She found that several language teachers still did not comprehend assessment well. In line with this statement, Zaim et al. (2020) found that in Sumatra, Indonesia, teachers struggled to assess their students in authentic assessment, especially for authentic activities focusing on speaking skills. These two studies have proven that assessment in Indonesia has not been good at being implemented in the classroom. Moreover, the explanation shows that the problem is the teacher's knowledge in implementing the assessment or TAL.

Further, teachers in Bali also tend to have not been able to practice assessment as it should be. Marhaeni et al. (2018) state that from the obligations carried out by the teacher, namely planning to learn, conducting learning, and conducting assessments, assessment becomes the most difficult. Further, they found that English teachers do not have appropriate knowledge and cannot apply assessment properly in the class, especially for authentic assessment. Moreover, teachers are still confused about the types of authentic assessments used in the class. In a line, a study conducted by Marhaeni et al. (2019) found that the TAL of primary teachers in Bali, especially in Buleleng districts, seemed “fair”, but the teachers tend to have a lack of understanding of assessment and also not have a satisfying knowledge of TAL especially in planning the assessment itself. Also, it means that teachers still need a training program for assessment, considering some teachers still have a standard understanding of assessment literacy.

Moreover, Marhaeni et al. (2020) state that the implementation of the assessment in the classroom by the English teachers in Bali is still not appropriate or not according to the procedure. Not so far from this study, Paramartha and Pratiwi (2017) found that the teachers do not have good knowledge, and its implementation is still lacking. They do not understand well the assessment based on the curriculum used. Moreover, it is necessary to hold training in this matter. Not too far, Marhaeni et al. (2019) found that teachers were not ready to implement assessment, they did not have enough knowledge to create the instruments needed, and it became a big struggle for the teachers. Therefore, it influenced teachers’ performance in assessing students in class, whereas Marhaeni et al. found that assessment helped students improve their writing skills.

Still related to assessment in practice, in implementing the authentic assessment, teachers still hesitate to apply self-assessment and peer-assessment in the classroom, even though these assessments help students reflect on their learning (Wahyuni et al., 2021). Thus, the teacher feels that students do not understand how to implement the assessment, and the teacher does not realize the importance of involving students in implementing this assessment. In contrast, self-assessment makes students more aware of their strengths and weaknesses in learning (Paramartha, 2016). Not much different, Putri et al. (2021) also found that teachers in Singaraja, Bali, tend not to apply assessments according to appropriate procedures. They found that when teachers implemented a performance assessment, they did not follow the assessment according to the rubric in the procedure. In a line, Rahayu et al. (2021) found that English teachers in Singaraja did not only do the portfolio assessment and adequately asked students to collect their work. These show that teachers do not apply assessment well in the classroom and are less aware that involving students in the assessment process is essential for reflecting on their learning.

Meanwhile, preliminary observations were carried out previously regarding the implementation of the assessment in Gianyar. It was found that the English teachers knew about the assessment. They got the assessment learning during the lecture. However, they only know the basics of the assessment. They argue that they do not know more complex assessments. In carrying out the assessment, teachers tend to have not implemented an assessment according to a suitable procedure. They are more concerned with the material delivery, especially during online learning, when time is cut. This is in line with Putri et al. (2021) who also

found that time and number of students were obstacles in implementing the assessment. Thus, the teachers stated that the most important thing is that students understand the material. They do not implement various classroom assessments, such as self-assessment or peer-assessment. Therefore, they did not implement authentic assessments well or give book assignments. In comparison, authentic assessment is critical because it combines students' knowledge and skills and connects real-world contexts (Wahyuni, 2016).

To conclude, the previous studies above show that teachers are struggling with how to implement the assessment. Teachers do not understand basic or common knowledge of assessment and assessment implementation very well. Thus it can be said that the thing that affects all of this is low assessment literacy. Marhaeni et al. (2020) say that a good TAL will implement a reasonable assessment. Thus, TAL can be defined as the knowledge owned by teachers about assessment.

Further, Kabuto and Harmey (2020) state that TAL is about understanding of assessment. It relates to the media use and the teacher's interpretation of the data obtained. In a line, Leirhaug and Macphail (2015) explain that TAL is a detailed knowledge that includes designing, developing, and in-depth understanding of assessment. It shows that assessment literacy is the teacher's understanding of the assessment from planning, and implementation, to data processing.

As TAL is related to the ability and understanding of the teacher in carrying out the assessment, TAL is considered an important matter in learning. Ashraf and Zolfaghari (2018) found that there is a strong relation between reflective teaching and TAL of English teachers. They add that TAL affects how teachers reflect on

the learning that has been done. Thus, it can be seen that the better the teachers' assessment literacy, the better the reflection that the teacher makes on the learning process. In addition, TAL also affects how teachers perform in conducting assessments. Marhaeni et al. (2019) added that the lack of understanding of the assessment affects how teachers conduct assessments in the classroom, especially in planning and implementation. In a line, Marhaeni et al. (2020) state that TAL makes teachers able to practice assessment well and has a big impact on the efficiency and effectiveness of learning. Assessment can make learning effective, surely if it is done well (Broadfoot et al., 1999). To conclude, TAL influence teachers' reflection on learning and influence how they apply assessment in the classroom as it relates to the 'knowledge' they own.

The exposures above show that assessment is a part of learning that is difficult for teachers to understand. Some of the research above shows teachers have not mastered assessment well. In other words, they have an unsatisfactory TAL. In fact, when teachers try to implement authentic assessments in practice, the procedures are carried out inappropriately (Rahayu et al., 2021; Putri et al., 2021). In fact, TAL is related to the ability and understanding of teachers in conducting assessments, in which assessment is very important. Assessment can affect learning in the classroom and even affect the quality of education. Most of the studies found that teachers tend to not understand well assessing the students based on the curriculum used in practice. At the same time, a good assessment will greatly affect learning and the quality of education (Rad, 2019). Also, the assessment provides teachers with information about effectiveness and constraints during a learning activity. Therefore, further study is needed to be done to

measure the understanding of teachers and the application of assessments in the classroom because this is still a problem that needs to be discussed.

Talking about TAL, it has not been completely mastered by the teacher, it is necessary to explore the factors behind it. Assessment training or assessment seminars that have been attended by teachers have turned out to be one of the factors that determine whether or not a teacher's TAL is good or not. Said et al. (2013) found that the assessments held by the teachers were closely related to the training they participated in, particularly the assessment training. Further, teachers who have attended seminars or training related to assessment tend to be more ready and have a better perception of assessment (Alkharusi, 2011). Indirectly, it can be seen that by attending training or seminars, teachers have better knowledge of assessments and better perceptions.

In addition to seminars and training, experience is also an important factor in influencing TAL. Teachers who have long experience in teaching tend to have a deeper knowledge of assessment (Zolfaghari & Ashraf, 2015). In a line, Chalachew & Terefe (2020) found that teachers with longer teaching years had better assessment implementation than those with fewer years of teaching. Not so far, Muhammad et al. (2020) also stated that teachers with more years of teaching are have better assessment literacy. Therefore, it can be seen that experience in years of teaching influences teachers' assessment literacy.

The last factor that tends to affect TAL is support from institutions or schools. Crichton & McDaid (2016) said that teachers who received support from the school implemented better assessments, this was because they felt more

motivated and confident. Meanwhile, Brink & Bartz (2017) also explained that the school's assistance in implementing the assessment and the support from the school made teachers have more positive thoughts and influenced their implementation. In a line, Yan et al. (2021) also support this. They added that schools affect literacy assessments owned by teachers.

As the previous study proven that EFL, especially English teachers are still not effective in practicing assessment for their students, the further study is needed to investigate the same case. There are still less of evidence about TAL in Bali, Indonesia, especially Gianyar. At the same time the data shows that Gianyar the the 4th district which has large number of English teachers in Bali (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2021). Therefore, it is necessary to conduct research related to assessment, especially for English teachers in Gianyar, especially there is little evidence regarding TAL in this district. Further, Sujaya et al., (2013) also added that the authentic assessment carried out in Gianyar helps students in learning achievement. Meanwhile, Marhaeni (2018) found dissatisfaction with the implementation of the assessment in Bali. Thus, by conducting research related to TAL in Gianyar, it provides a definite picture of the level of TAL of teachers and the factors that influence TAL.

1.2. Research Problem Identification

TAL becomes one of the keys in conducting the learning process as it relates to how teachers understand and implement assessments in class. What is expected by the government, especially in *Undang-Undang Nomor 14 Tahun 2005*, is teachers are expected to understand the four competencies, including assessment. Unfortunately, various studies have found that teachers still have not mastered the

assessment well. TAL does not run without factors, and there are several things that affect the mastery of TAL for teachers. The assessment training that was attended by the teacher turned out to make the teacher more prepared to implement the assessment. In addition, the teacher had better knowledge about the assessment than before participating in the training (Alkharusi, 2011; Said et al., 2013). Thus, teachers' experience, including years of teaching, also affects assessment literacy. Teachers with longer experience tend to have more experience (Zolfaghari & Ashraf, 2015; Chalachew & Terefe, (2020); Muhammad et al., 2020). Moreover, institution or schools also has a role in teacher assessment. Teachers who get support from schools tend to be more enthusiastic about conducting assessments and implementing assessments better (Crichton & McDaid, 2016; Brink & Bartz, 2017; Yan et al. (2021).

Based on the explanation above, assessment has an important role, but its implementation is still lacking in the field. Moreover, research related to literacy assessment in Gianyar is still lacking. Sujaya et al. (2013) found that authentic assessment conducted by teachers in Gianyar give an impact to the students' learning. Meanwhile, Marhaeni et al. (2018) stated that English teachers in Bali still not maximal in implementing the assessment. At the same time, based on the data from Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi (2021) states that Gianyar is the fourth district with the most English teachers in Bali. Thus, it is hoped that this English teacher must have good assessment literacy, that it will affect the implementation of the assessment. Thus, this research highlights English teachers' assessment literacy in Gianyar, Bali. It was chosen as assessment becomes minor attention, especially for teachers. In Indonesia,

teachers are still confused about assessing their students, and the same thing also happened in Bali. Further, this research also investigates the factor influencing teachers' assessment literacy since the previous studies have proven that there are several factors that affect TAL.

1.3. Research Limitation

The limitation of this study is English teachers' assessment literacy in school, especially in Gianyar, Bali, Indonesia. The teacher in question is a teacher who teaches at elementary school, junior high school, senior high school and vocational high school in the Gianyar area. What is the level of their assessment literacy, and the factors bring they reach that level would be investigated to achieve research objectives. The quantitative and qualitative methods are also used by combining close-ended questionnaires and interview guides to gain accurate data. The research was only to find out what level of TAL in Gianyar further. The interview was conducted to support the data found previously.

1.4. Research Questions

The exposure above formulated a research questions as follows:

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

1.5. Research Objectives

There are two purposed aimed based on the background above, as follows:

1. This study aimed to know the level of English teachers' assessment literacy, especially in Gianyar, Bali. As the implementation of assessment and knowledge of assessment is closely related to TAL, this study aims to find out what is the level of teachers, especially for TAL in Gianyar, Bali. Knowing the teacher's TAL level can indirectly determine the knowledge and implementation of teacher assessments in the classroom.

2. This study aimed to know what factors influence the teachers to reach a certain level. Several previous studies have found that there are factors that influence teacher assessments. Thus, it is necessary to extract information regarding these factors, especially to find out whether these factors really have an influence on the TAL or not.

1.6. Significances of Study

There are two significances of this study namely theoretical and practical significances. Those significances are explained as:

1. Theoretically

It is hoped that this study can provide in-depth information about the assessment, especially TAL. Furthermore, it provides information about the level of assessment as well as findings regarding factors that affect the level of TAL.

2. Practically

a. Teachers will know and realize their assessment literacy based on the information gained on this study. Thus, the expectation is teachers are more aware about the implementation of assessment in the class.

b. Stakeholders will use this study as a benchmark and feedback of the programs and curricula implemented. In addition, this study helps related parties to adjust the program to be implemented in the future.

c. The study program, especially the English Education Study Program, Undiksha will use the results of this study as an illustration of teacher assessment literacy. Remember, the study program will pass teacher candidates. In addition, it can be used as a benchmark regarding the making of training or seminars related to the assessment.

d. The government may use this study as considerations and benchmarks for the program of teachers especially about assessment in the future.

e. The other researcher may conduct the cause or impact of assessment literacy more specifically in the future based on the information gained on this study.

