

CHAPTER I

INTRODUCTION

1.1. Research Background

English Language Teaching has become one of the fundamental aspects of education, especially in Indonesia. Based on the regulation of the Ministry of Education and Culture of Indonesia, number 35 of 2018 (as cited in Kemendikbud, 2018), English is classified into the general subjects of group A, which aims to develop students' attitudes, knowledge, and skills competency as a basis of strengthening abilities in social, national and state life. Besides, according to Government Regulation number 32 of 2013 (as cited in Kemendikbud, 2013), foreign languages, especially English, is an important international language in global relations, and it is the universal language of communication, economics, science, and technology (Nishanthi, 2018; Shehata et al., 2020). Therefore, concerning the importance of English in various aspects of life, English Language Teaching in Indonesia becomes necessary to deal with today's needs.

Concerning the importance of ELT in Indonesia, the Indonesian government has given serious attention to ELT. For example, the government has included English Language Teaching as one of the elementary-level curriculum subjects, and its status is one of the local contents (Padmadewi et al., 2019). This strategy might be considered a solution to enhance ELT quality for students and teachers in Indonesia. In addition, the ELT quality is also determined by giving a proper assessment to students. Using proper

assessment techniques will constantly impact the development of students' actual competencies in English Language Teaching (Mellati & Khademi, 2018). The proper assessment techniques will positively impact the learning process, and improper assessment techniques will negatively impact teachers' and students' learning processes (Marhaeni et al., 2020; Marhaeni et al., 2020; Padmadewi et al., 2019).

Assessment, which is one of the primary competencies needed by teachers, is an integral component of the whole learning activity because assessing students is conducted during learning (Rahayu et al., 2021; Stăncescu & Drăghicescu, 2017; Tosuncuoglu, 2018). Based on this view, it is not surprising that assessing students' competencies is the primary skill that teachers must master because it also indicates teachers' quality. By doing the assessment, teachers could collect information to improve students' achievement, check students' acquisition levels, and develop curricula and classroom practices based on students' needs (Frank, 2012; Gultom, 2016; Meidasari, 2015; Tosuncuoglu, 2018). Besides, assessment in ELT could be a consideration to decide further decisions based on teachers' overview of students. The further decision mentioned above could be how teachers manage the class, how teachers manage learning activities based on students' learning styles, how teachers create tasks based on students' capabilities and needs, and suggestions for further decisions.

Currently, various principles of assessment are available from various sources, including government agencies, educational institutions, tertiary faculties, and many others. For these reasons, it is essential to focus on those

principles that can be ideally applied at all levels of assessment across various courses, grades, disciplines, and programs (Denman & Al-Mahrooqi, 2018). In applying ideal assessment, Norcini et al. (2011) mentioned seven criteria that must be included in a good assessment: valid or coherent, reproducible or consistent, equivalent, feasible, educational effect, catalytic effect, and acceptable. Besides, Norcini et al. (2011) commented that teachers must do various actions in assessing students, such as testing, measuring, collecting and combining information, and providing feedback. Moreover, Denman and Al-Mahrooqi (2018) synthesized eight principles of ideal assessment:

1. Assessment must be beneficial to foster learning and motivate students;
2. Assessment must be fair and ethical in which the assessment carried out does not give advantages or disadvantages to any particular individual or group;
3. Assessment must be valid and reliable in which the validity and reliability of assessment should measure students' achievement and provide sufficient evidence to allow teachers and administrators to make appropriate decisions about their academic progress;
4. Assessment must be diverse and representative;
5. Assessment must be transparent in which the assessment carried out should be based on learning outcomes prescribed for a given course or unit of work;
6. Assessment must be effective and meet its intended purposes, whether summative, formative, or diagnostic;

7. Assessment should be practical to be implemented adequately in staff, budgets, time allocation, and required space; and
8. Assessment must be secured. Security is one of the essential considerations in which learners' achievement gained through assessment must be securely and accurately recorded, stored, and retrieved if and when necessary.

Various points of view might seriously theorize the importance of assessment, such as doing assessment in ELT in the EFL (Indonesia) context to measure students' development. Through the assessment process, teachers could collect information about students during learning activities, and then teachers could consider or make a proper decision to meet students' needs (Assessment Reform Group, 2005). In making the decision, Rea-Dickins (2004) suggested that teachers must consider the strengths and weaknesses of available decisions and find alternatives to those decisions. Decisions made by teachers of their students will strongly impact students' development in which students who are treated by proper action will quickly develop their essential competencies and vice-versa (Assessment Reform Group, 2005). Therefore, teachers are continuously challenged to have advanced competencies in understanding each student based on the assessment carried out.

Relating to the EFL English teachers' assessment practices, several assessment-related studies revealed that assessment practices in the Indonesian context have not been effective. The assessment practices of EFL English teachers in Indonesia, especially in Bali, could be categorized at a

moderate level (Marhaeni et al., 2018). Based on Marhaeni et al. (2018), there were moderate-to-wide discrepancies in the authentic assessment implementation or practices in EFL classrooms, especially in senior high schools in Bali. Besides, Marhaeni et al. (2020) revealed a wide gap between assessment practiced by teachers and the standard implementation of the assessment demanded by K-13 and the authentic assessment concept. The self-assessment was the worst among the authentic assessment practices (Marhaeni et al., 2020). Analysis of authentic assessment practices was conducted by Rahayu et al. (2021), in which the authentic assessment knowledge percentage perceived by teachers was 64%. Teachers involved in the study implemented four kinds of authentic assessment: observation, performance assessment, self, and peer assessment, but the discrepancies were found in the implementation of performance assessment, self-assessment, and portfolio assessment (Rahayu et al., 2021). These findings indicated that teachers have not optimally implemented the authentic assessment. An analysis of authentic assessment implementation was also conducted by Wahyuni (2013), which revealed that the teachers' authentic assessment planning and administering stages were moderate. It was caused by teachers' low quality of authentic assessment planning, and the assessment carried out did not reflect the intended learning objectives.

Moreover, Pratiwi et al. (2019) analyzed teacher-made HOTS instruments. Among the instrument items, only 5.4% of the total items were HOTS, and the rest were LOTS (Pratiwi et al., 2019). This result was caused by teachers who did not fully understand the concept of HOTS. Besides, the

continuous change of educational paradigm might cause this problem because the paradigm is related to students' readiness to cope with the real-world problem, and some of them are caused by the unpreparedness in which the school standards are incoherent with the need for workforce requirements (Wahyuni et al., 2020). Moreover, the problem might also be caused by the schools' tendency to teach students to pass the multiple-choice test without considering what teachers need to assess and stand for score accuracy and efficiency (Kankam et al., 2014).

Specifically, in Badung Regency, EFL English teachers implemented the classroom assessment based on several principles and ethics during the preliminary observation. However, teachers only implemented a few of those standards and ethics in their practices among various available assessment standards and ethics. Some teachers commented that the ideal assessment could not be implemented regularly because students' capabilities differed. They need to adjust the ideal assessment rubrics to the reality in the classroom. They also commented that the more capable students, the better teachers' classroom assessment practices and vice versa. In other cases, some teachers revealed that they implement classroom assessment practices ideally in the early to middle of the semester. For the rest of the semester, they were not assessing their students based on the rubrics designed consistently because of time-consuming and teachers' persistence.

Many factors contribute to effective assessment practices, and teachers' assessment literacy (TAL) might be essential. Mellati and Khademi (2018) viewed that teachers' assessment literacy might influence assessment

practices and syllabuses, in which teachers' literacy on assessment is vital in educational apparatuses to organize the classroom assessment for promoting the learning process. Besides, the similar idea was also commented on by Stiggins (as cited in Marhaeni et al., 2018), in which teachers with assessment literacy know what they assess, why they assess, how to assess, what the possible problems with assessment are, and how to prevent the possible negative consequences of inaccurate assessment.

Teachers' assessment literacy nowadays has various definitions from various experts. Mertler (as cited in Mellati & Khademi, 2018) viewed teachers' assessment literacy as teachers' knowledge about the core principle of assessment and evaluation. Webb (as cited in Hudaya, 2017) defined teachers' assessment literacy as understanding the means for assessing students' capabilities, interpreting the assessment result, and applying assessment results to improve students' learning. Stiggins (as cited in Marhaeni et al., 2018) defined teachers' assessment literacy as teachers' ability to conduct valid assessments and promote learning. Moreover, Rohaya and Mohd Najib (as cited in Lian & Yew, 2016) defined teachers' assessment literacy as teachers' competencies in the assessment field, such as teachers' knowledge in practicing principles, procedures, strategies, and assessment methods to maximize the learning process and make the decision about students, curriculum, and educational programs accurately.

Focus on teachers' assessment literacy is an essential aspect to be developed along with the teachers' professional development. It is one of the minimum requirements that teachers must master to teach and assess students

effectively in the learning process (Marhaeni et al., 2018). Based on Marhaeni et al. (2020), teachers' assessment literacy will influence assessment quality because good assessment literacy will accurately integrate the assessment into learning, use the correct forms, and make learning more directed, effective, and efficient. Besides, Hudaya (2017) commented that assessment literacy in learning activities is essential because to assess student performance effectively, teachers must know, understand, and apply the basic principles of language assessment in daily practice in their classrooms. For example, teachers must have the skills to select appropriate assessment methods, design valid assessment tasks, provide feedback to their students about their performance, and evaluate teaching and learning processes that reflect language assessment principles (Hudaya, 2017). Moreover, Mellati and Khademi (2018) viewed that teachers with assessment literacy will be ready and confident in designing, implementing, and discussing assessment strategies, measurement tools, evaluation criteria, decision-making milestones, and formative and summative tests.

Moreover, other factors influence teachers' assessment literacy level and classroom practices. These three factors are being synthesized based on related studies among influential factors. Those three factors are professional career development, professional experience, and institutional support. Based on Alkharusi (2011) and Said et al. (2013), teachers' professional career development, such as assessment training, seminar, and certification, influences teachers' assessment literacy level. Teachers who have adequate training, seminar, or certification perceive themselves as more capable of

implementing the assessment. Relating to teachers' professional experience, Chalachew and Terefe (2020), Hanafi et al. (2020), and Zolfaghari and Ashraf (2015) asserted that teachers' professional experience influences classroom assessment practices. The more experienced teachers tend to be competent and have better assessment practices. Besides, institutional support might also influence teachers' instructional activities. Institutional Support includes how institutions treat teachers to maximize their capabilities in assessment practices through assessment training provision/certification, giving rewards to teachers' performance, and material given during learning in university. According to Yan et al. (2021), institutional condition and support are among the most essential reported factors of teachers' assessment intention and practices. Therefore, these three factors must be investigated to improve overall education quality.

Based on the findings and urgency above, conducting a study on teachers' assessment literacy is essential to measure teachers' literacy about implementing assessment techniques and strategies in the learning activity. Marhaeni et al. (2020) supported the idea that research on assessment literacy would impact and benefit various educational-related stakeholders in Indonesia, especially Bali. Moreover, this research will be necessary concerning the scarcity and lack of evidence related to the study on teachers' assessment literacy conducted in Bali, especially in the Badung Regency. This research described EFL English teachers' assessment literacy levels and factors influencing their assessment literacy level. The subjects involved in

this study were thirty (or more) EFL English teachers in elementary schools, junior high schools, and senior/vocational high schools in Badung Regency.

1.2. Problem Identification

Teaching competency is a requirement that every teacher must master. Various concepts are proposed to define teaching competencies that teachers at various school levels must master. For example, Gagné (1974) explained that during teaching and learning activities, three essential competencies are needed by teachers: planning learning materials and activities, implementing or managing learning activities, and assessing students' learning outcomes. Besides, based on Stanford Teacher Competency Appraisal Guide (as cited in Hodgson, 1976), teaching competencies are divided into five major categories: choosing and formulating aims, planning how to fulfill the aims, fulfilling the aims, assessing how successfully the aims are, and maintaining professional standards in school, parent-teacher relationships and in the community as a whole. Other models define essential teaching competencies available, but we can notice that in every basic teaching competency needed by teachers, assessing students' learning outcomes must be mentioned because the competency of assessing students' learning outcomes is a fundamental ability that teachers need. Classroom activities are commonly started by planning the learning activities. Based on the lesson plan, teachers could arrange the activities in such a way, and then, during the learning activities, questions always arise, whether teaching activities are following the objectives, whether students have been able to master the material, and whether the learning process has been able to teach students effectively and

efficiently. Assessment is needed to answer those questions because assessment is an integral component of the whole learning activity, and assessing students is conducted during learning (Pratiwi et al., 2019; Stăncescu & Drăghicescu, 2017; Tosuncuoglu, 2018).

Based on the explanation above, it is not surprising that the competency to assess students is an essential requirement for every teacher. It is proven by the references related to learning assignments, and it is always emphasized the importance of assessing students ideally. However, there must be misconceptions or misperceptions done by teachers in planning and implementing assessments ideally. As in Marhaeni et al. (2018), several EFL teachers in Bali still have not implemented learning assessment ideally because the researchers noticed moderate-to-high discrepancies in the authentic assessment implementation. Another finding was given by Pratiwi et al. (2019), which analyzed teacher-made instruments of HOTS summative assessment. The result revealed that HOTS-based items in the summative assessment were only 5.4% of the total items (Pratiwi et al., 2019). Some reasons were proposed for these findings in which several teachers involved in the study did not fully understand the concept of HOTS and AL-related problems because the discrepancy between knowledge and performance of the teachers in the assessment is quite significant (Pratiwi et al., 2019). However, it is not strong enough to generalize the findings above into the Bali context because it is restricted by sample and setting. The statement is also supported by Bahtiar and Purnawarman (2020) and Luthfiyyah et al. (2020), who revealed that research on teachers' assessment literacy is rarely

conducted in Indonesia. Therefore, the researcher notices the scarcity of research related to teachers' assessment literacy, especially EFL English teachers' assessment literacy in Indonesia, especially Bali, particularly Badung Regency.

This research will be necessary concerning the scarcity and lack of research and evidence related to teachers' assessment literacy conducted in the Badung Regency. This research described EFL English teachers' assessment literacy levels and factors influencing their assessment literacy level. The subjects involved in this study were thirty (or more) EFL English teachers in elementary schools, junior high schools, and senior/vocational high schools in Badung Regency.

1.3. Limitation of the Study

Since there is time and place limitation, the study is limited to investigating EFL English teachers' assessment literacy level and factors influencing EFL English teachers' assessment literacy level in Badung Regency.

1.4. Research Questions

Based on the rationale above, the research questions are as follows:

1. What is EFL English teachers' assessment literacy level in Badung Regency?
2. What factors influence EFL English teachers' assessment literacy in Badung Regency?

1.5. Research Objectives

Relating to the research questions above, the purpose of the study is to:

1. Describe the EFL teachers' assessment literacy level in Badung Regency.
2. Describe factors influencing the EFL English teachers' assessment literacy level in Badung Regency.

1.6. Research Significance

1.6.1. Theoretical Significance

This study can be a basis for other researchers who want to conduct research in the same or similar field and develop a theory of assessment literacy.

1.6.2. Practical Significance

This research can benefit the researcher, who is ideally a prospective English teacher, to determine the EFL teachers' assessment literacy. Through this process, the researcher can take precise steps to prepare everything appropriate for the teaching and learning process in the future, especially in the assessment process, so that the teaching and learning process will run optimally. Besides, hopefully, this research can be used as a reflection for teachers in seeing teachers' assessment literacy in Bali to achieve optimal results in the learning process.