

# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

In the English learning process, teacher is one of the main factors that can be an influential factor in conducting that process (Ratminingsih, 2019:37). This is due to the important role of the held by teachers, which is as someone who can give an influence to the students in obtaining their confidence that later they will achieve their success in learning (Ratminingsih, 2019:37). A similar thing is proposed by Mellati & Khademi (2018) which states that in terms of creating an effective condition in the educational field, one of the important things that can contribute to building this kind of situation is the knowledge of a teacher (Mellati & Khademi, 2018). In addition, the teacher's role and knowledge have different positions and functions (Mellati & Khademi, 2018). In line with that statement, Ratminingsih, (2019:37) reveals that one of the duties that must be done by the teacher in the English learning process is carrying out assessment processes to the students in the educational field. This is in line with the statement asserted by Harmer (1991: 235-242 in Ratminingsih, 2019:43), that teacher is a person who holds a role as an assessor in learning, in which teachers have to do an assessment process of all assignments given to students in the class, which aim at obtaining information about how far students' progress. Furthermore, Mellati & Khademi (2018) also propose a similar statement, which reveals that knowledge about how teachers carry out assessments related to the ability of students is one of the things that

teachers should have in themselves because it holds a crucial position in the educational field.

Actually, assessment is described as a thing that is significant in the teaching learning process (Herdiawan, 2018). It is also stated that assessment cannot be separated from the teaching-learning process (Prasetyo, 2018). Pastore & Andrade (2019 as cited in Luthfiyyah & Basyari, 2020) also claim their statement about the benefit of assessment, where it is stated that by conducting an assessment in the English learning process, an effect that is considered as a useful and helpful effect for the quality of teaching-learning instruction will come up from the result of the assessment. The result of the assessment should be used by the teacher in determining how far students' ability when following the learning process, giving an increasement towards their teaching quality, as well as giving an improvement on the school (Stiggins, 1991 in Luthfiyyah & Basyari, 2020). That is why it is said that the assessment can create a useful effect on the learning process. In addition, by doing the assessment procedure appropriately, the teacher can check and make sure whether the objectives of the learning are fulfilled and achieved or not by the students (Mellati & Khademi, 2018). This can be seen from the results of the assessment that came out, whether the results can make students achieve the desired goals or not. This is also supported by the statement from Herdiawan (2018), which states that assessment is helpful and useful in terms of realizing and reflecting how the learning process that has been done by the teacher, therefore, teachers can help students in improving the learning process of the students.

Furthermore, the other importance of assessment is it can be the tool for giving motivation to the learners (Mertler, 2003; Dinther, Dochy, & Segers, 2015 as cited in Mellati & Khademi, 2018). It means that after conducting an assessment, the result of the assessment can be beneficial for the teacher. It is useful for a teacher to know those students who may lack ability in the learning, those who are slow learners and get a low score. Therefore, the teacher can decide the way to motivate them to increase and improve their ability. Besides, Mertler (2003; Dinther, Dochy, & Segers, 2015 as cited in Mellati & Khademi, 2018) reveal that assessment is significant to do because it can be useful for the teacher to conduct an evaluation process about the learners and the whole learning process. It means that by doing this the teacher can find out what are the weaknesses of the teacher in teaching so that later this can be used as a reflection by the teacher to determine better steps. This is in line with the statement from Mellati & Khademi (2018) which proposes that a good technique used in assessment can bring up an improvement from the teacher in terms of providing motivation and encouragement for students, making student achievement better, and increasing the learning instruction to be better than before. Besides, since there is government regulation (Law No. 14 of 2005 concerning Teachers and Lecturers as cited in Andina, 2018) stating assessment is one thing existing in pedagogic competence that should be mastered by teacher in implementing four teacher competencies, therefore assessment is really important to be conducted because it has been required by government regulation to indicate their professionalism.

In Indonesia, there is many researches on assessment. One of them is the research done by Marhaeni, Dantes, & Artini (2015) about how the teachers apply authentic assessment in the classroom, where it leads to the assessment literacy owned by the English teachers which is still in a state of confusion (Marhaeni, Dantes, & Paramartha., 2018). It can be known from the research finished by them, where it is stated that in the application of the assessment, the knowledge of the assessment owned by English teachers is at the average level even though the practice of the authentic assessment carried out by them is quite developed (Marhaeni, Dantes, & Artini, 2015 in Marhaeni et al., 2018). Another similar research concerning with authentic assessment practice is research by Wahyuni & Pratiwi (2017). It reveals that assessment that is planned and conducted by teachers in Buleleng is categorized into fair category. This happens because the relevance between assessment planning and the authentic characteristics of the assessment is still low, making the curriculum demands less able to be met by the assessment that the teacher plans (Wahyuni & Pratiwi, 2017). In addition, another factor that causes this to happen is that the assessment instruments that teachers design and use are still not appropriate (Wahyuni & Pratiwi, 2017).

Not only that, other research related to assessment practices by teachers was also put forward by Paramartha & Pratiwi (2017). It is revealed that teacher understanding related to the application of the assessment process based on the 2013 curriculum is still lacking (Paramartha & Pratiwi, 2017). This is due to the problems encountered in the implementation of the 2013 curriculum, such as basic competency that is not in accordance with the

indicators of student competency achievement, the use of inauthentic assessment instruments, and student competencies that have not all been covered in the assessment rubric (Paramartha & Pratiwi, 2017). In addition, research with the same focus was also investigated by (Rahayu, Paramatha, & Dewi, 2021). It is found that the application of authentic assessment has not been implemented optimally (Rahayu et al., 2021).

Besides, the other research conducted with has something to do with the practice of assessment is also proposed by Shabir (2018). It examines about multiple choice test analysis of EFL learners in the Junior High School in Bogor (Shabir, 2018). The findings suggest that the test created by the teacher is considered has bad quality and it is caused by the understanding of the teacher about the procedure and the way to create the test which is still lack (Shabir, 2018). It becomes the indication of inadequate teacher assessment ability (Shabir, 2018). It can be seen from the inconsistencies of the teacher's assessment-making procedures with the proper procedures (Shabir, 2018).

In addition, based on the results of preliminary observations, it was found that the assessment practice in Karangasem had not yet reached the ideal condition. This is shown from the preliminary observation result regarding the principle of the assessment. The results of the observations showed that the teachers did not understand assesment principle in depth. In fact, to fulfill the Using-Grading Standard, teachers are required to understand assessment principles, aiming at assuring accurate level of students' learning outcomes (Yamtin & Wongwanich, 2014). Besides, it was

also found that teachers not paying too much attention to the assessment instrument. However, in fact the use of instrument or assessment tool can be utilized in carrying out observation related to students' performance (Asrul, Ananda, & Rosita, 2014:36). In addition, teachers also found difficulty in assessing students due to limited time they got and lack motivation of students. This was in line with the findings found by Umam & Indah, (2020); Bayissa & Jote (2019); and Jiang (2020). Thus, it indicated that assessment practice in Karangasem had not been optimal yet.

Based on the all statements above, it can be known that assessment process is something that becomes a must to be done by the teacher since it gives many benefits in the teaching-learning process. However, unfortunately the previous researches have shown that the practices of assessment in Indonesia by teachers especially in Bali are still poor and lack. It can be also proven by research of Marhaeni et al (2016 as cited in Marhaeni, Padmadewi, Tantra, Ratminingsih, Dewi, & Paramartha, 2020) revealing that the assessment process carried out on authentic assessment by the English teachers in Bali does not work in accordance with the existing assessment stipulations in the K-13 revised curriculum in Indonesia. Whereas, in order to be a good teacher, based on the government's regulation, one of the things in pedagogical competence of four-teacher competencies that must be carried out by teachers is assessment process (Law No. 14 of 2005 concerning Teachers and Lecturers as cited in Andina, 2018). It indicates that teachers have not run the assessment practice in effective way. This case actually becomes something that needs to be questioned, why the assessment practices

in Indonesia are still lack and poor. One of the tendency causing this case happens is because of assessment literacy owned by the EFL teachers. This tendency arises because of the statement stating that assessment quality of teachers is specified by teacher assessment literacy (Marhaeni et al., 2020). It is also supported by Mellati & Khademi (2018), stating that the practice of teacher and syllabuses made is affected by assessment literacy of the teachers.

In education field, it is stated that assessment literacy of the teachers that is considered in low level has an impact on quality of assessment conducted by teacher and quality of graduates (Marhaeni, et al., 2020). Meanwhile, high level of assessment literacy owned by the teacher will facilitate the learners in achieving higher level of achievement in academic field (Coombe, Troudi, & Al-Hamly, 2012 in Hudaya, 2017). Those statements prove that TAL has a big influence in the education field. Since TAL has a big impact in educational field, especially in quality of assessment and graduates, it is significant to investigate EFL teachers' assessment literacy in Bali. Moreover, government regulation states that to become teachers having professionalism, they must master four teacher competencies (pedagogic, personality, social, and professional competency), and one of them is ability in assessing and evaluating students which belongs to pedagogic competency (Law No. 14 of 2005 concerning Teachers and Lecturers as cited in Andina, 2018). Thus, assessment literacy owned by teachers should be in good condition because they are required to assess and evaluate students in order to become professional teachers. Because of this case as well, it is needed to conduct research dealing with TAL, to investigate

whether teachers have a good assessment literacy or not in conducting assessment process.

TAL can be influenced by many factors. The first, it can be influenced by assessment training (Alkharusi, 2011), where it is said that teachers who already have joined assessment training tend to have a better skill than teachers who never joined any assessment training. The second is teaching experience. It is found that the more years of teaching experience is owned by the teachers, the higher knowledge related assessment is owned by the teachers (Zolfaghari & Ashraf, 2015). The next is institutional support. It is said that support from institution can facilitate the teachers in conducting formative assessment practice (Brink & Bartz, 2017).

Based on those explanations above, it is known that there are so many researchers investigating about assessment practice. However, research in the area of assessment literacy is not as much as in the assessment practice. It is also supported by the experts named Bahtiar & Purnawarman (2020) claiming that the publication of research on assessment literacy is very few found. Similarly, Luthfiyyah et al. (2020) state that there is not much research on teacher assessment literacy. In Bali, there are several research investigating about TAL, however evidence found related to the level of assessment literacy owned by the teacher in Bali, especially in Karangasem is still lacking. Besides, since the result of preliminary observation in Karangasem indicated that the assessment practice of the teachers tend to have not reached ideal condition, therefore, it is interesting to investigate assessment literacy of English teachers in Karangasem. Thus, this research is essential to be



conducted to investigate what is the level of teacher assessment literacy in Karangasem and investigate the factors influencing teachers' assessment literacy level in Karangasem.

## 1.2 Problem Identification

Based on the above, significant position is held by assessment in the teaching learning process (Herdiawan, 2018). However, the practices of assessment that are conducted by teachers is cannot be classified as a good practice. They do not even know the good way to conduct an assessment. It can be seen from the implementation of four types of authentic assessment in the EFL context in Bali which is still not under the requirements or the standard of doing an authentic assessment, in terms of making a plan, executing, analyzing and reporting (Marhaeni et al., 2018). In addition, the practice of assessment by the teacher is not in good quality which can be seen from the PISA outcome of Indonesian students that produces the low result (Marhaeni et al., 2018). Moreover, it is found that in making a test, the test made by the teachers is considered has bad quality and it is caused by the teachers' understanding about the procedure and the way to create the test which is still lacking (Shabir, 2018). It is also found that there is inconsistencies of the teachers' assessment-making procedures with the proper procedures that should be done (Shabir, 2018). Furthermore, the previous research concerning about assessment also indicated that the application of authentic assessment has not been ideal yet (Rahayu et al., 2021). Besides, it is revealed that very few publication of research concerning

about assessment literacy is found in Indonesia (Bahtiar & Purnawarman, 2020). Therefore, based on the above, it can be known that the condition of assessment practice is in a low state and this kind of circumstance needs a lot of attention and one tendency that may cause this case happens is assessment literacy owned by teachers. Therefore, it is urgent to investigate research dealing with English teachers assessment literacy.

### **1.3 Research Limitation**

This research will only focus on examining how the level of English teachers' assessment literacy in conducting assessment process in Karangasem, and the factors influencing TAL. Thus, other things that might affect this research will not be emphasized and will not become the focus of this research.

### **1.4 Research Question**

The research questions that are formulated based on the background are below:

1. What is the level of assessment literacy of the English teachers in Karangasem, Bali?
2. What are the factors influencing assessment literacy level of English teachers in Karangasem, Bali?

### **1.5 Research Objectives**

In this research, there will be two objectives that can be found, the first one is general research objective and the second one is specific research objective.

1. This study is conducted to describe more about the level of assessment literacy of English teachers in Karangasem.
2. This research is conducted to describe the factors influencing assessment literacy level of English teachers in Karangasem, Bali.

## **1.6 Research Significance**

This research has two kinds of significance used in this research, the first one is the theoretical significance and the second one is practical significance.

### **1.6.1 Theoretical Significance**

It can function as a reference for other researchers who want to make new research related to assessment literacy to develop the assessment literacy theory so that the theory still exists, develops, and is implemented over time.

### **1.6.2 Practical significance**

There are three practical significances that exist in this research, as follows:

#### **a. For Researcher**

This investigation can be useful for researchers who are prospective English teacher as a means of knowing how the state of the English teachers' assessment literacy is, through that way the researcher can determine good steps to prepare everything that is appropriate for the teaching and learning process later on, especially the assessment process, therefore, it will run optimally in the future.

b. For Teacher

It is expected that this research can function as a reflection for the English teacher in knowing how the assessment literacy of English Teachers in Bali, especially in Karangasem, therefore they can reflect it in themselves, then later on they will increase and improve their ability to be better than before, based on the result of the research found.

c. For Government

It is expected that by the existence of this research it will be beneficial for the Government in knowing how the ability of the English teachers in doing assessment process, therefore the appropriate, proper, and suitable step that can be given for the teachers in the future can be decided by the Government in order to increase the ability of the English teachers in implementing assessment process so that by that way the better quality of education can be achieved.

