

CHAPTER I

INTRODUCTION

1.1 Research Background

English is the language used as a means of international communication in the world and mastering English is very necessary to be able to enter the global world (Rokhyati, 2013). In mastering English, the roles of teachers and students are needed as well as the basic factors of involvement in the learning process in schools (Keen, 2018). The role of teachers in teaching English requires mastery and knowledge of the subject matter, skills in teaching, and teaching abilities to achieve success in a learning process (Richards, 2017). Success includes improving student achievement and learning outcomes in English subjects, broad and flexible thoughts and ideas for students, and effective learning in the classroom (Parthiban, 2015). Achieving this success depends on the readiness of teaching teachers who need training and education for teachers to increase teachers' knowledge and abilities in the field of English (Rokhyati, 2013). The teacher must also know the student's needs, determine the learning objectives to be achieved, and determine and implement teaching strategies (Lin & Chien, 2010). One of the efforts that the teacher is ready and successful in achieving success in a learning process needs an assessment of the teaching of English.

Therefore, there are several important things in assessing the teaching of English. An important assessment is carried out as a measure of how much influence the teacher's teaching in the English class has in supporting quality

education Khadijeh & Amir, (2015 as cited in Mertler, 2009). Important assessments are used by the teacher to make it easier to identify to help students in their weaknesses and strengths (Yambi, 2018). That way the teacher can help students increase their motivation or desire to learn, feel confident, and feel comfortable in deciding what they will take, especially in the learning process in the classroom with the assessments made (Xu & Brown, 2017). In teaching English, assessment is used to determine and improve their language skills (Xu & Brown, 2017). This assessment is very important for teacher reference because it can help teachers to analyze the problems students face and respond to ideas that arise from students (Gottheiner & Siegel, 2012 as cited in Magnusson et al. 1999). The importance of assessments carried out by the teacher can help to achieve the accuracy of student learning outcomes which can later be discussed with students.

The discussions that produce this information are used by teachers to evaluate learning, use it to improve teaching and adjust teaching strategies, and techniques for teachers in schools (Enisa; ATAY, 2017 as cited in Gronlund, 1998). In addition, it is important to carry out assessments to help students become independent and exemplary learners (Yambi, 2018). Furthermore, the assessment has long-term importance as a follow-up or future reference for the teacher regarding the results obtained from the assessment (Yambi, 2018). One of the follow-ups is that teachers can not only discuss with students but this assessment is very important for teachers to also be able to discuss with parents about instructions and input obtained from parents to be able to set appropriate strategies or methods in teaching their children (Newfields, 2006). In addition to discussing with parents, the assessments made are also important to discuss or

communicate with peers in order to be able to develop a community that shares the goal of improving the education system (Newfields, 2006). That way, valid and reliable assessments are very important to be able to measure, sort, and determine the extent to which the strategies and methods applied are effective in teaching English in their class (Richards, 2017). Hence, the assessment can be useful as a reference for making educational decisions in the process of improving sustainable quality at the level of lessons, courses, schools, and curriculum (Yambi, 2018).

Considering the very importance of conducting assessments practiced by English teachers, especially in Indonesia and Bali, several researchers conducted research in this regard. The first research is from Saefurrohman (2015) in which 24 respondents to Indonesian junior high school English teachers were asked to fill out a questionnaire and this study used a mixed design method that focuses on exploring the objectives, methods, and procedures that teachers practice in the classroom assessment where this study found that Indonesian Junior High School English Teachers made learning assessment as the first preference, classroom assessment, and classroom assessment as learning and assessment was used to determine student final grades and learning information to administration.

The second study is from S. Saefurrohman & Balinas (2016) which focuses on describing how the practice of assessing middle school English teachers in the English Language Learners (ELL) class in the Philippines and Indonesia using a mixed-methods design and 48 teachers from Banyumas and Angeles City High Schools where this study found that English teachers Junior

high schools in the Philippines and in Indonesia have the same goal, namely class assessment and learning assessment as first preferences.

The next research is from Saefurrohman (2017) in which this research focuses on knowing the method of reading assessment of EFL teachers from six high schools in Banyumas Regency, where this research uses a mixed-method design to answer the researcher's questions by conducting interviews, observation and document analysis to examine what and how the method classroom assessments are used. In which this study found that multiple-choice was a priority for the English teacher in conducting reading assessments with a mean of 3,33, while the mean of 3.29 and 3.25 were assessments made by students, namely interviews or oral question and answer.

Research by Marhaeni et al. (2018) discussed, how much literacy the English as a Foreign Language (EFL TAL) teacher assesses by conducting investigations, document analysis and observations of the sixteen EFL teachers of eight senior high schools selected from four regencies in Bali on how to implement authentic assessments in the classroom and this research found that the competence of teacher assessment literacy in Bali Province had to be improved and to handle teacher assessment, especially authentic assessment so that the target competency was achieved.

Further research is Zhang & Burry-Stock, (2003) which focuses on investigating assessment practices across teaching levels and teaching areas as well as the assessment skills of 297 teachers against the Assessment Practices Inventory that teachers perceive as a function of measuring experience teaching

and training in which this study uses the data are analyzed using the MANOVA design in which this study found that the practice of assessment in the classroom showed more intrinsic properties than the assessment skills perceived by the teacher.

The next research is from Zaim et al., (2020) focused on uncovering and evaluating the existence of problems in 120 foreign language teachers at junior high school in West Sumatra Province, Indonesia regarding authentic assessment in the English speaking skills of junior high school students, recognize what needs the teacher needs in assessing reading skills, and compiling an assessment of speaking English according to the needs of teachers and students in which this study uses the ADDIE model (Analyze, Design, Develop, Implement, and Evaluation) where this research finds that teachers face problems regarding the assessment of communicative functions, teachers' needs have been found related to authentic assessment in aspects of communicative functions, in-class activities, and student speaking skills assessment rubrics, and the teacher has developed an authentic assessment model according to the teacher's needs.

Finally, the last research is from Zulaiha et al. (2020) which discusses the perceptions and understanding of twenty foreign language teachers (EFL) from six junior high schools about class-based assessment in which this study conducted surveys and interviews with EFL teachers which this study found that the teachers in this study were aware of the importance of conducting assessments and were aware of the standard principles of assessment in class and applied these principles to assessment practices in the classroom. Thus, these seven studies are

about how teachers practice assessment in the classroom both in authentic assessment and their assessment of students' abilities by using various research methods to obtain data.

Previous research has shown that the practice of assessment by English teachers in Indonesia/Bali has not been effective. It was found in research from Marhaeni et al., (2018) that the mismatch and application of classroom assessments are still not satisfactory due to the lack of knowledge and ability of teachers to apply the assessment. This is reinforced by research from Zhang & Burry-Stock, (2003) that measurement training is not yet in accordance with the needs of teachers in the area being taught and at the grade level. In addition, teachers whose positions are registered in measurement training are lacking in moving their assessment projects to an instructional activity in their classroom, and assessment projects carried out by pre-service teachers have not yet combined the teaching and experience of these teachers (Zhang & Burry-Stock, 2003).

Unlike the case with research from Zulaiha et al., (2020) the teacher stated that they had carried out the assessment well, namely providing feedback and being transparent about their assessment to students about what to assess and maintaining student privacy, but no evidence was found to confirm that this quality was well done by the teacher. Moreover, researchers also cannot confirm whether the feedback provided by the teacher is of high quality to provide facilities for reflection on student learning (Zulaiha et al., 2020). Apart from feedback that has not yet been declared its quality, the use of materials, namely the textbooks used by the teacher for conducting assessments, cannot be

ascertained of its quality either (Zulaiha et al., 2020). The materials used are still mechanical, which is less authentic and there is a low level of involvement in thinking skills (Zulaiha et al., 2020).

The gap found in previous research state that the ineffective practice of the teacher in the classroom makes it necessary to carry out an investigation regarding the literacy assessment of English teachers. In addition to research investigating research that has not been effective, this research is needed to find out how capable and knowledge of teachers is about assessment (Marhaeni et al., 2018). In addition, re-ascertaining whether the measurement training is in accordance with the needs of teachers in the area being taught and that it combines with teaching and teacher experience in the classroom (Zhang & Burry-Stock, 2003). Furthermore, investigations are needed to confirm whether the feedback that the teacher provides is of the high quality to facilitate reflection on student learning (Zulaiha et al., 2020). In addition to feedback, ensure high quality of the materials used by the teacher as a source for making assessments (Zulaiha et al., 2020). The investigation is also needed to ascertain whether the material is authentic and the involvement in thinking has a high level (Zulaiha et al., 2020). Therefore, it is necessary to investigate the literacy assessment of teachers, especially for English teachers.

The researcher did a preliminary data observation about how teachers practice assessment in Klungkung, Bali, Indonesia and found that there are some conditions and difficulties of EFL teachers in Klungkung. First of all, some teachers in several schools in Klungkung already understand the importance of

gaining knowledge related to assessment, which is reinforced by the presence of teachers who have attended training, seminars, or as assistant assessors, received a brief briefing on assessment, and performance measurement. According to Wiggins (1993 as cited in Said, 2013) that training should be implemented to assist and guide student learning by providing training to teachers on various assessment tools that are currently modern in development, implementation and evaluation. Some teachers in Klungkung are very clear and can mention well what the principles are in the assessment. In practice, teachers have also applied the principles contained in assessment in teaching and learning activities in schools. Teachers' knowledge of these principles is strengthened by a statement that states that teachers can know better ways to teach and learn because teacher learning is closely related to student learning (Stepanek, 2002 as cited in Said, 2013). As for examples in the application of these principles, such as competency tests, daily assessments, end-of-semester assessments, year-end assessments, there are also assessment practices that include formative-summative tests, performance tests and portfolios. Various assessments will make students gain new insights, experiences, knowledge and assessments as student learning (Stepanek, 2002 as cited in Said, 2013).

However, some teachers face difficulties in implementing assessment in practice, one of the same difficulties faced by teachers is time. Some teachers stated that the time for implementing the assessment was very time consuming. In addition, the conditions and circumstances of its implementation also make it difficult for teachers to apply assessment in the classroom. Furthermore, students have diverse abilities and therefore affect how long students spend in learning and

practicing. The different abilities of students also affect how the teacher applies it so that every child gets the same and similar assessment practice. It is these difficulties that teachers must face when implementing assessments.

The application of a good assessment must be supported by the factors that influence teacher assessment literacy, namely, professional development, professional experience and institutional support. The professional development factor is very important because teachers will continue to improve and adapt to modern assessment tools. The professional experience factor with more years of teacher teaching experience will affect the performance of the implementation and literacy of teacher assessments. The last factor, namely institutional support, both government and schools, by officially providing information related to assessments will increase the teacher's sense of legitimacy to be willing to learn and apply it.

1.2 Problem Identification

Problems identified from several field studies related to teacher assessment literacy are very diverse. This study by Xu & Brown (2017) found that there is a need for substantial revision or rewriting of AL measures for teachers to be able to follow current professional standards and the most recent educational assessments. Another problem is that teachers rarely explain content specifically to hone ideas and the obstacles that teachers feel in conveying ideas (Gottheiner & Siegel, 2012). Furthermore, there is research that shows that teacher assessment literacy is very influential on student writing achievement statistics and good teacher awareness in the scope of teaching to assessment design but it needs

consideration in applying it (Mellati & Khademi, 2018). In the research of Marhaeni et al. (2018) the problem found was the ineffectiveness of the assessment, which found differences in the implementation of assessments from moderate to high levels, especially portfolio assessment practices, and also found differences in the stages of assessment implementation where the highest differences were in the analysis and reporting stages. The research of Marhaeni et al. (2020) still shows the problem that the performance aspects of high school TAL teachers in Bali are categorized as moderate and there is no effect of teacher professional development, teacher service experience, and teacher education qualifications on TAL. Most of the problems are the teacher's lack of literacy assessment and the implementation of old assessment concepts that make student learning outcomes less attainable.

1.3 Research Question

1. How is EFL English teachers' assessment literacy level in secondary schools?
2. What factors influence EFL English teachers' assessment literacy in secondary schools?

1.4 Research Objectives

1. To explore and investigate English teachers' assessment literacy in secondary schools in Klungkung district.
2. To analyze the factors influence EFL English teachers' assessment literacy in secondary schools

1.5 Research Significance

Research significance means this research done by the research must be beneficial. There are two kinds of research significance, as follows:

1.5.1 Theoretical Significance

This research is expected to be evidence of research development related to teacher assessment literacy for English teachers in Klungkung district and also a supporting theory in teacher assessment literacy training and development where the assessment of student work can reduce the problem of mismatch and unsatisfactory assessments applied by teachers to students in the classroom which aims to improve student achievement in the classroom.

1.5.2 Practical Significance

1. For Educators

This research is useful for educators, to be able to conceptualize or improve assessments and increase literacy, especially in assessments that have been used to prioritize the role of teachers as facilitators who guide students to have an active role in increasing motivation and achievement in themselves.

2. For students

This research is useful for students in learning for students to be able to process the assessment given by the teacher for future learning, self-reflection, and achieving high levels of motivation and achievement in the classroom, especially learning English.

3. For Researchers

This research is useful for educators to be able to continue, fix the ineffectiveness of assessment in this research, and as a reference in making future research. In addition, this research can be used to increase knowledge and empirical studies to develop the same research.

1.6 Research Limitation

This research focused on exploring and investigating teacher assessment literacy in the form of English teachers' assessment implementation in the classroom. This research just focused on level of teacher assessment literacy in Klungkung and the factors that affected teacher assessment literacy. The investigation focused on fifty-one English teachers from elementary to senior high school in Klungkung, Bali, Indonesia. The limitation of this study, researcher should be gain more english teachers to obtain the exact result of teacher assessment literacy level.