

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

By

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**ABSTRACT**

The critical aspect of improving learning quality is assessment. Through assessment, teachers can decide on learning policies to achieve instructional expectations. It means that teachers' understanding of the implementation of assessment can be the point in achieving the learning goals. Because of that significance, teachers are expected to have a good assessment and comprehend both theory and practice. Unfortunately, some related literature found that teachers' understanding and implementation of assessment are still lacking or unsatisfactory. There were lacked evidence related to teachers' assessment literacy in Indonesia, especially in Bali. Therefore, the latest research analyzed the literacy assessment of English teachers. This study aimed to describe the English teachers' assessment literacy level and the factors that influence the level of English teachers' assessment literacy. 64 English teachers who spread in various schools include SMP/MTs, and SMA/SMK in Jembrana District willingly filled out an online questionnaire with 30 questions. The Questionnaires were adapted from TALQs, which were developed based on seven assessment dimensions. Then, the data obtained were analyzed quantitatively to determine the level of English teachers' assessment literacy. Furthermore, 10 English teachers were selected as interview subjects by using *purposely random sampling*. The research design used is the *sequential explanatory mixed method*. The study found that the level of assessment literacy of English teachers is in the Fair level. The English teachers' assessment literacy level was affected by the teachers' lack understanding on seven assessment dimensions, including *Choosing, Developing Assessment Methods, Administering Scoring and Interpreting, Using Assessment Results, Developing Grading, Communicating, and Recognizing Unethics assessment methods*. *Professional development* of the teachers significantly influenced the teachers' assessment literacy level. Besides that, *Professional experience* has little effect on teacher knowledge. However, this study did not influence the teacher's assessment level when viewed from *Institutional support*. Therefore, suggestions are given to English teachers to increase their knowledge and understanding in conducting assessments by frequently participating in *Professional development* such as seminars and assessment training.

*Key terms* : Assessment literacy, seven dimensions, the level of TAL, factors influencing TAL

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*Salah satu aspek terpenting untuk meningkatkan mutu pembelajaran adalah penilaian. Melalui penilaian, guru bisa memutuskan kebijakan pembelajaran untuk mencapai harapan-harapan instruksional. Pemahaman terhadap pelaksanaan asesmen yang benar menjadi poin terpenting tercapainya tujuan pembelajaran tersebut. Maka dari itu, guru-guru diharapkan memiliki pemahaman yang bagus mengenai asesmen baik secara teori maupun praktek. Sayangnya, beberapa literature terkait menemukan bahwa pemahaman asesmen dan implementasinya masih kurang atau tidak memuaskan. Disisi lain, bukti studi mengenai literasi asesmen masih kurang di Indonesia, khususnya di Bali. Maka dari itu, penelitian terkini menganalisa literasi asesmen guru-guru bahasa inggris. Penelitian ini bertujuan untuk mendeskripsikan level asesmen literasi guru-guru bahasa inggris dan faktor-faktor yang mempengaruhi level literasi asesmen guru. 64 guru-guru bahasa inggris yang tersebar di berbagai sekolah SMP/MTs dan SMA/SMK di Kabupaten Jembrana bersedia mengisi kuisioner daring yang terdiri dari 30 pertanyaan. Kuisioner merupakan hasil kerja yang diadaptasi dari TALQs, yang dikembangkan berdasarkan tujuh dimensi asesmen. Kemudian, data yang diperoleh dianalisa secara kuantitatif untuk menentukan level asesmen guru bahasa inggris. Selanjutnya, sepuluh guru bahasa inggris dipilih menjadi subjek wawancara dengan mengambil sample secara acak. Rancangan penelitian yang digunakan adalah metode campuran sekuensial eksplanatori. Hasil penelitian menunjukkan bahwa literasi asesmen guru-guru bahasa inggris di Kabupaten Jembrana berada pada kategori Cukup. Level literasi asesmen guru yang cukup dipengaruhi oleh pemahan guru-guru yang kurang dalam ketujuh dimensi asesmens, diantaranya Choosing Asesmen Methods, Developing, Administering, Scoring and Interpreting, Using Assessment Result, Developing Grading, Communicating, and Recognizing Unappropriate Assessment Methods. Professional development yang dimiliki guru juga mempengaruhi level literasi asesmen guru secara signifikan. Profesioanl experience memberikan pengaruh sedikit terhadap pengetahuan guru. Namun, penelitian ini tidak menemukan adanya pengaruh level asesmen guru jika dilihat dari institutional support. Oleh karena itu, saran diberikan kepada guru-guru bahasa inggris untuk menambah pengetahuan dan pemahaman dalam melakukan asesmen dengan sering mengikuti professional development seperti seminar dan training asesmen.*

*Kata kunci : literasi penilaian, tujuun dimensi penilaian, tingkat TAL, faktor yang mempengaruhi TAL*