

CHAPTER I

INTRODUCTION

1.1. Research Background

Teachers not only must deliver tasks and material in the class, but many actions and activities teachers should do in the teaching and learning process, including EFL teachers. The teachers' role in Indonesian education should be supported by four competencies. EFL teachers are obliged to master the four competencies demanded by the government to be competitive teachers in teaching English. Undang-Undang Nomor 14 Tahun 2005 regulates these four competencies, including personal competence, professional competence, social competence, and pedagogic competence. The teachers' competencies in implementing assessment and assessment in the teaching process include pedagogic competence.

Assessment is essential to encourage English learning. According to Brown (2004), defined assessment as the sequence of measurements to judge an individual, including gathering and interpreting information of the students' knowledge. Besides that, assessment was also defined as obtaining students' information and attempting the academic program or social support in the future (Yambi, 2020). The two essential points that make assessment should be conducted are to know whether or not the learning had been successfully implemented and to clarify the teachers' expectation from the student's achievement (Brown, 2004). In other words, assessment has significant effects on learning development.

Assessment supports English learning improvement. Numerous

beneficial aspects can be achieved by doing an assessment. Through inspection, the EFL teacher can accumulate information of students' ability, knowledge, understanding, and motivation in English learning (Allan, 1999: Ekbatani & Pierson, 2000: Lambert & Lines, 2000 as cited in Tosuncuoglu, 2018). Assessment helps English teachers to determine students' levels (Taras, 2005). Teachers know how far students understand the material that already conducted in the English classroom through assessment. A teacher can measure students' knowledge of English materials. It helps teachers determine the students' position in the learning, such as differentiating fast learners or slow learners. Knowing the students' level can help teachers define the subsequent decision in education directed to support better learning improvement.

Assessment results assist teachers in judging the students' strengths and weaknesses in the English learning process. The assessment results help teachers think about what has to improve or not and what they have to use. If there is any weakness, teachers have to think about the students' needs to enhance students' abilities. Teachers give and fulfill the requirements to solve the problem faced by students. In addition, Siegel & Wissehr, (2011) added that assessment helps teachers predict the potential problem in the future. Stiggins, (1991) as cited in Luthfiyyah et al., (2020) explained that assessment helps the teacher control the situation, improve teaching quality and also promote school quality. It indicates that assessment competence is significant for teachers and students.

The assessment results not only affect the students and students in

the learning, but it has an impact on the quality of education. Greaney & Kellaghan, (2007) declared that assessment has a beneficial effect on education quality. They found that assessment planning and information retrieval could variably describe students' achievements. Through examinations performed by EFL teachers in the classroom, a lot of reliable information to determine the next steps can be obtained. Therefore, decision-making by the educator can be done well and based on the assessment results. Thus, decisions made for education that meet the deficiencies in previous assessments result in better education quality. Besides that, (Luthfiyyah et al., 2020) added that assessment determines the quality of learning and teaching instruction. Those explanations strongly emphasize that assessment is essential for the progress and quality of education both in judgment and Indonesian education's broader context.

The previous studies record that assessment has a vital role in the English teaching and learning process. Marhaeni et al., (2018) state that implementing assessment is fundamental in English learning. It indicates that the implementation of assessment should be done competently with continuous practice. Nurdiana, (2021) also pointed out that English teachers who have sufficient knowledge in assessment would help students achieve academic purposes. Therefore, assessment practices significantly impact the student and teachers' performance.

However, the assessment practices were not satisfying in English learning. The previous researchers conducted a study to investigate how teachers assess the students' English competency. The research in Turkey

showed language teachers did not implement assessment practice as required, especially in practicing formative assessment (Büyükkarci, 2014). The other one was done by Fitriani, (2017), who found that English teachers are challenging to do portfolio, performance, and project assessments. It means that language teachers do not understand conducting proper assessment types well in the classroom. In addition, the prior study recorded that English teachers had difficulties in assessing and interpreting the students' ability in the English learning process (Wijayanti, 2019). It indicates that English teachers have lacked an understanding of assessment procedures. Those previous studies point out that teachers lack knowledge of assessment and conduct the proper assessment.

There was a study on assessment practice in Bali conducted by (Marhaeni et al., 2018). This study was aimed to explore assessment practices in EFL teachers. The results showed that there are discrepancies in the implementation of authentic assessments in the four assessment procedures (planning, executing, analyzing, and reporting) on the four types of assessments, Self-assessment, performance assessment, project assessment, and portfolio assessment practices. Besides that, they also identified that the implementation of the assessment of EFL teachers in Bali was still in the moderate category, which meant that it needed further improvement. It was further explained that the gap between planning and implementation was caused by the lack of teacher assessment literacy. It means that the moderate category of assessment implementation of EFL teachers in Bali occurs because of the low understanding of the assessment

steps properly.

The previous research focused on authentic assessments implemented by teachers in several schools in Bali. The teachers were still in the sufficient category of planning authentic assessment based on the latest curriculum, the 2013 curriculum (Wahyuni & Pratiwi, 2017). Some of the documents used by teachers to assess students were still not under the English competencies contained in the 2013 curriculum. In addition, Wahyuni & Pratiwi, also said that English teachers were less careful in planning assessments that should be adequate. Also, the weakness of assessment planning lies in time management, incompatibility of instruments designed, inappropriate assessment tools, and others. Those reflect that teachers are not able to conduct an authentic assessment and harmonize the K13, so they are not optimal in assessment practices.

Another problem found that the teacher's perceived knowledge of authentic assessments and assessment languages in Bali was still sufficient. The survey was in schools that use English as a second language that students must take, in Singaraja, Bali. It found that teachers made many mistakes in assessing students' English skills (Wahyuni & Pratiwi, 2017). They found that teachers tended to assess students' speaking and writing skills rather than students' reading and listening skills. Teachers use one assessment instrument, such as a rubric, in all learning materials (Wahyuni & Pratiwi, 2017). Those are invalid assessments. Considering that each learning material with different dimensions has a different level of achievement of indicators, thus the

instruments used are different also. Other problems arise in every assessment of English language skills that are not following the assessment standards and still do not reflect the authenticity of the assessment, especially language assessments.

Especially in the Jembrana district, assessment practices of English teachers can be said as sufficient and requires further improvement. Based on the initial interviews conducted with several teachers, teachers feel difficulty in conducting assessments. Some teachers said they had problems in the assessment planning process. For example, are in preparing the right assessment instrument for each student's skills, namely speaking, writing, listening, and reading. Aligning students' abilities with the demands of the curriculum used also becomes a problem for teachers. It means, in preparing the assessment such as assessment instruments teacher still found difficulties. That is in line with the findings made by Wahyuni & Pratiwi, (2017) that found the teachers still in the sufficient category in preparing assessments. The lack of time management is a problem experienced by English teachers in Jembrana. One teacher said that teaching at different levels causes teachers to need more time to prepare assessment instruments.

The preliminary interview found that teachers were difficulties in the following the assessment procedures. One of the teachers said that the problem of the assessment practice was on the technical implementation of it. Teachers find it difficult to give all assessments at once for students on a large scale. The assessment has not run optimally because sometimes

students are absent and take part in the assessment during online learning. Therefore, remedial and so on are necessary, which is hard for the teacher to decide the proper time with the students. That is why teachers need more time to conduct assessments in assessment. The teacher honestly said that conducting assessment, remedial, and enrichment were challenging to do with the different conditions of students. They feel hard doing the stages in assessing the students. It indicates that teachers lack adjustment to the online learning system (Wahyuni & Pratiwi, 2017). They added that the issue arose due to the teachers' lack of comprehension of the actual assessment concept.

In addition, another problem was the expectation of assessment criteria do not achieve. Teachers explained that they had difficulty teaching during online learning. Teacher said that many students did not collect assignments and submitted other tasks such as daily tests. It made it teachers difficult to give scores to students. Thus, teachers have difficulty achieving the assessment criteria made in the assessment instrument because students' scores can not reach the learning goal. The problem should be considered, given that one of the assessment purposes is to achieve the learning indicators based on the curriculum. Learning objectives are defined as students' knowledge that must master after learning and a description of students' abilities to perform after learning, according to Craton (1989) and Meger (1975) in Asrori, (2016). Based on this definition, the correct assessment results can see the benchmark of

students' abilities. This problem is one of the shortcomings in the practice of assessment.

Problems and deficiencies in the practice of assessment by English teachers in the Jembrana District may occur because of the teacher's knowledge to carry out assessments. English teachers' assessment literacy became the curiosity to know. In which the teachers understand assessment procedures, how the teachers strategy in conducting assessment, appropriate or not. The teacher must understand the principles of assessment, correct and appropriate methods of conducting assessments, and other sounds related to English language assessments. The teacher's understanding of the assessment itself needs to be known to make different decisions. Whether or not the teacher's knowledge in carrying out the assessment is truly affects the quality of education (Greaney & Kellaghan, 2007).

Teachers' assessment literacy may affect teacher assessment practices, as is explained above. A study found a discrepancy between the planning of the assessment and the implementation of the teacher assessment (Marhaeni et al., 2018). It explained that the problem occurred as the teacher's understanding of the assessment's concept did not maximize. Teachers' knowledge of an exemplary assessment implementation significantly affects the good or bad of the practices (Wahyuni et al., 2021). Teacher assessment literacy is one factor that underlies the lack of implementation of the English assessment in Jembrana.

Based on the problem from the reported studies, it can be concluded that one of the factors that may lead to poor assessment practices in the classroom is teachers' knowledge. It becomes a reason for EFL teachers' lack of assessment implementation at the school. EFL teacher knowledge or teacher assessment literacy (TAL) needs to be improved and understood by the teacher. Thus, the assessment will be well-implemented in the English learning process with minimum problems EFL teachers face. Further, it can lead to a better quality of English learning practices which can improve the quality of English education (Luthfiyyah et al., 2020). Moreover, as the Ministry of Education of Indonesia, teachers must master how to conduct assessment and assessment in advancing the learning process, especially in the English language as a foreign language. It means that EFL teachers have to master how to apply a good assessment theoretically before implementing it in the classroom.

Teacher assessment literacy is essential for the teacher. It is important because the assessment data needs to be processed and followed up. So that with a good understanding of the concept of assessment, teachers can use their knowledge to improve teaching. In addition, Khadijeh & Amir, (2015) argue that teacher assessment literacy is an obligation that teachers must master to improve learning and teaching quality. TAL guides teachers to understand the process and analyze data from the assessment results, added by them. TAL helps teachers determine what is correct and not in the assessment. With a good TAL, the teacher

can implement the assessment concept correctly, as the quality of assessment practice affects the quality of instruction.

Assessment literacy is not a new term in the education field, and it has been widely known firstly by Stiggins. According to Leinhaug and MasPhail (2015) in Umam & Indah, (2020) defined that assessment literacy (AL) is the teacher's knowledge of the assessment process, includes designing assessment, developing adequate criteria to judge students' performance, and giving feedback based on the information which collected through assessment. It indicates that teacher assessment literacy covers many aspects of the learning process. Having sufficient knowledge of teacher assessment literacy enables the teacher to do accurate measurements about students' knowledge, ability, and learning, then communicate the information obtained. It helps the teacher to reach successful English learning.

TAL influences the quality of teachers. Teacher assessment literacy is used to develop themselves in understanding, analyzing, and assuming common student assessment phenomena that often occur in the classroom to add insight to teachers in running assessments (Scarino, 2013 Khadijeh & Amir, 2015). It identifies that with a good TAL, teachers can be more confident in assessing students, as they are competent with assessment knowledge and skills. Having good knowledge and skills in the assessment will provide self-awareness to these teachers to practice assessment, especially English language assessment.

Not only teachers but students also get benefits from the TAL of

teachers. Teacher assessment literacy helps teachers give clear instructions to students, and it has an impact on orderly and directed instructions at the learning and assessing students. Consciously students can understand well what they have to do in education which leads to learning objectives. It can say that TAL indirectly motivates students to learn. Not only encourage students, but even research also reveals that TAL significantly affects students' writing achievement in class (Mellati & Khademi, 2018). Therefore, teachers should realize that TAL is very important.

Teachers who have the competency of assessment literacy understand the seven standards. Those seven standards are: choosing assessment methods, developing assessment methods, administering, scoring, and interpreting the outcomes, using assessment outcomes in making the decision, developing valid pupils grading procedures, communicating assessment outcomes, and recognizing unethical practices (Plake et al., 1993). The seven standards become the reference in determining teacher assessment literacy level. These seven standards are goals that EFL teachers must achieve to become competent in assessment.

Yet, the previous study about English teacher assessment literacy recorded ineffective results. The survey - a test conducted in China reported English Teachers to have a fundamental level and limited competency of language assessment literacy (Xu & Brown, 2017). In Indonesia, TEYL teachers' assessment literacy has a poor level of assessment literacy (A Umam & Indah, 2020). The online survey adds it was conducted by (Luthfiyyah et al., 2020) which discovered that

language teachers' literacy assessment is at a moderate stage and needs improvement. Latest (Nurdiana, 2021) concluded that language teachers have less knowledge of language assessment.

Based on the lack of assessment practices from EFL teachers and their lack of assessment knowledge, it is suspected that other factors cause these problems. Some studies examine the factors that influence teacher assessment knowledge. (H. A. Alkharusi, 2011; Bin Said et al., 2013; Chalachew, 2020; Matovu & Zubairi, 2014; N. B. Muhammad et al., 2020; Yan et al., 2021; Zolfaghari & Ashraf, 2015) found the three factors considered to influence the teachers' assessment knowledge: professional development, professional experiences, and institutional supports. Professional development is one of the factors that might influence teacher knowledge development in understanding assessment, for example, how often teachers join such a seminar, workshop, or training in a period affect the teacher level assessment literacy. Professional experience is the factor seen from teachers' experience in teaching English, the more teaching practice they have the more talented the teachers. At the same time, institutional supports are the factor seen from how the institutions treat teachers in developing their knowledge by organizing a workshop and etc. These factors may also impact the quality of EFL teachers' assessment implementation in Indonesia, particularly in Bali's Jembarana district. Therefore, it is also needed to investigate factors influencing teachers' assessment literacy.

Closer to Bali, several studies conducted by reserachers related to

EFL teachers' assessment literacy. The researcher had difficulty finding research related to assessment literacy. Indeed, there was research related to assessment practice, but the research on teacher assessment literacy is still less evidence in the learning instruction. The study about the assessment literacy of EFL teachers in Bali is conducted by (Marhaeni et al., 2020). They uncovered the assessment literacy of elementary teachers in Singaraja. It recorded that English teacher assessment literacy is still fair among the higher and lower grades. But the research conducted by Marhaeni et al. is still very general, so it still lacks evidence. Therefore, the researcher wanted to research EFL teachers' assessment literacy in Bali, Jembrana District.

In response to the ineffective results and less evidence, the investigation study of English teacher assessment literacy is essential. The research focuses on teacher assessment literacy, especially EFL teachers in the Jembrana district. The study aimed to know what level of EFL teachers' assessment literacy is in Jembrana District, Bali, and the factors that influence EFL teachers' assessment literacy. Since a limited study was conducted about English teacher assessment literacy reported in Indonesia, even in Bali, this study became the earlier study about English teacher assessment in Jembrana District. This study is expected to be the newest investigating study of English teacher assessment in Jembrana District, Bali.

1.2. Research Problem Identification

EFL teachers must have a competent level of assessment literacy in

order to assess students, (Popham, 2009) and improve education quality through conducting a proper assessment, (Greaney & Kellaghan, 2007). While, the previous studies about assessment practical and assessment literacy of EFL teachers were unsatisfying, it might cripple the quality of education. Based on previous researches, it is assumed that EFL teachers did not really understand the concept and the appropriate theory of English assessment which make experienced difficulties in applying assessment procedures both in interpretation, analysis, and communicating assessment results to students. Furthermore, English teacher do not master the seven standards of assessment literacy which becomes the benchmark for the quality of practice and knowledge of assessment. Despite these obvious problems, there should be plenty of evidence to use as a reference for future development. Yet, there was limited study focused on English teacher assessment literacy in Indonesia. There remains relatively less research evidence related to assessment literacy, particularly in Bali. Therefore, the researchers intend to conduct an analysis study of “Assessment Literacy of English Teacher in Jembrana District, Bali”.

1.3. Research Limitation

There are two limitations of this study. First, the study focuses on EFL teachers' assessment literacy level and what factors influence the level of English teachers' assessment literacy. In this study, assessment literacy is the EFL teachers' knowledge about English assessment, including EFL teachers' understanding of seven standards of assessment

literacy and factors influencing the EFL teachers' assessment literacy level. Second, this research is gained the data at the Jembrana district with 64 English teachers, and the researcher conducted online research in the Jembrana district to acquire the data in this study.

1.4. Research Questions

Based on the problem above, there are two main problems can be stated as below.

- 1.4.1 What is the level of English teachers' assessment literacy in Jembrana District, Bali?
- 1.4.2 What factors influence the level of assessment literacy of English teachers in Jembrana District, Bali?

1.5. Research Objectives

In relation to the statement of the problem, this study was aims at:

- 1.1.1 To describe the level of English teachers assessment literacy in Jembrana District, Bali.
- 1.1.2 To describe the factors influence the level of assessment literacy of English teachers in Jembrana District, Bali.

1.6. Significances of the Research

The results expected to give significant influence on English education.

There are theoretical significances and practical significance on assessment.

1.6.1. Theoretically

- 1.6.1.1. Contribute speculations regarding the renewal of existing assessment theories, especially English teachers' assessment

literacy.

1.6.1.2. Provide scientific contributions in the English education science in terms of teacher assessment literacy.

1.6.1.3. As a foothold or reference for further study that related to assessment literacy of English teachers and as literature for further study.

1.6.2. **Practically**

1.6.2.1. Government

The findings of this research are hopefully beneficial for government administrators to know whether there is a deficiency or superiority of language assessment practices in the English learning. Thus, it can be a consideration to determine education policy about in term of assessment in English instruction. Then it can be consideration for the other strategy of assessment.

1.6.2.2. English Teacher

This research is hopefully give benefit for Junior High and Senior High English teacher in developing their assessment literacy. English teachers will be better understood the language assessment, the concepts, terms and assessment procedures properly. Thus, it can help English teachers' assessment understanding and have a qualification to conduct language assessments.

1.6.2.3. English Language Education

The findings of the research are beneficial in the field of English Language Education. The results are important to be references for developer or lecturer in developing assessment instrument in the University level. It can be consideration for other strategy in English assessment such as providing professional developments. Furthermore, it can be sources to developing a better assessment instrument in English instruction.

1.6.2.4. Other Researcher

The finding of the research is expected beneficial for other researchers may later investigate the study how assessment literacy of English teacher in other setting. Other researchers also can conduct investigation study on English teachers' assessment implementation in depth.

