
English Teachers' Assessment Literacy in Tabanan, Bali, Indonesia**Gusti Ayu Bintang Purwani**ayu.bintang.purwani@undiksha.ac.id

Ganesha University of Education

A.A. Gede Yudha Paramarthayudha.paramartha@undiksha.ac.id

Ganesha University of Education

Luh Gede Eka Wahyuniekawahyuni@undiksha.ac.id

Ganesha University of Education

Abstract

Assessment become one of the essential part in the process of teaching and learning. The influence of good assessment practices may affect the students learning outcomes. The goal of this study was to find out how well English teachers in Tabanan, Bali, Indonesia were assessment literate. This research used a descriptive quantitative method which utilized purposive random sampling technique in determining the sample of this study. In obtaining the data, teachers' assessment literacy questionnaire were used which contains 30 questions related to teachers' assessment practices. Then, the data were analyzed using ideal mean score to determine the teacher assessment literacy level of each teacher. The result indicates that the level of English teachers' assessment literacy in Tabanan regency was categorized as 'fair'. In which, there were 44.4% English teachers got the 'fair level, and 40% teachers in the level of 'good' out of 45 teachers who contribute to fill out the teacher assessment literacy questionnaire. Therefore, more efforts, willingness, and more practices to be able to improve the assessment literacy level of English teachers.

Keywords: *assessment, assessment practice, teacher assessment literacy, English teachers*

INTRODUCTION

One of the most important processes in teaching and learning is assessment. Assessment has become a critical aspect of educational processes, according to some studies. Assessment, according to Course (2020), is the process of acquiring and inferring information about a student's level of success based on the learning objectives. Assessment, according to Tosuncuoglu (2018) is a long-term process that includes statistics and information on students' development. It was also utilized to determine each student's specific strengths and shortcomings. Not only that, assessment gives both students and teachers feedback during the teaching and learning process. This type of evaluation feedback assumes that both students and teachers will be able to improve their performance in future learning.

According to several experts quoted in Tosuncuoglu (2018), there are three reasons why assessment is important in English instruction. To begin, assessments are used to determine a student's level of understanding (Taras, 2005 as cited in Tosuncuoglu, 2018). By performing assessments, teachers may determine the level of knowledge of their pupils based on the results of the assessments. Second, according to Wojtezak (2002), as cited in Tosuncuoglu (2018), evaluation processes assist teachers in determining students' strengths and shortcomings.

Teachers can monitor students' progress in every learning session by providing continuous assessments. The strengths and weaknesses of pupils will be shown by looking at the evaluation outcomes. The last benefit of assessment is that it provides teachers with vital information about their students' learning progress (Taras, 2002; Stiggins, 1992 as cited in Tosuncuoglu, 2018). This implies that teachers assess their own performance in relation to student accomplishment. As a consequence of the assessment, teachers can enhance their teaching abilities.

There are numerous principles for performing legitimate assessment depending on the objective of the assessment (Rust, 2002). The fundamental premise of evaluation is consistency. To achieve consistency, the author contends that evaluation criteria and learning outcomes are critical. If the assessors behave individually and make identical judgements in the same location, the evaluation is considered credible. The validity principle is the second principle. Validity refers to the fact that the examined task isn't the only thing that has to be evaluated. Finally, there's the issue of relevance and transferability. The most crucial aspect of doing an evaluation is to build a limited range of skills and to transfer them from one environment to another. Fourth, there's the question of criteria versus norm-referenced assessment. Criterion-referenced assessment here refers to the specific competencies, abilities, and behaviours that must be achieved. It implies that each of them has a set of requirements that must be met in order to pass the exam. A single failure cannot be classified as a triumph. Meanwhile, norm-referenced assessment refers to the relationship that a person establishes with other people when taking a test. Writing and using assessment criteria is the last assessment principle. It is a description of a student's ability to reach the outcome of his or her study or to be given a specific grade. Conducting meaningful assessments based on the aforementioned objective and concept, on the other hand, can be a challenge for certain language teachers, particularly those who work with EFL students.

It is critical to do assessments in the classroom, particularly when teaching EFL students. Rust (2002) cites numerous purposes of evaluation in the teaching and learning process since its execution is critical. Students are motivated to study when they receive positive feedback on their work. It also aims to rate students' outcomes, with credible assessments assisting teachers in assigning suitable grades to pupils. Another goal of assessment is to provide feedback to students and teachers alike. The assessment feedback provides such a reflection on what has been done previously, and it is expected to create a better outcome next time. In general, evaluation tries to provide students with a range of grades depending on their individual abilities (Rust, 2002).

Furthermore, teacher evaluation is critical to the teaching and learning process. Teacher evaluation refers to the teacher's role as the assessor of pupils' progress. Lee (2017) identifies these positions as having a positive impact on student success. The teacher's initial duty in teacher evaluation is as a trained feedback giver. The teacher's responsibility is to monitor students' progress, performance, and learning outcomes while also offering critical comments on their shortcomings. In addition to provide advantages for students, this teacher evaluation position also provides benefit to instructors. It is because, after teachers have identified their pupils' strengths and shortcomings, they can tailor teaching tactics to their specific requirements, resulting in more successful learning. The teacher's second job is to ensure that assessments are reliable and valid. The term "reliability" refers to the accuracy and consistency of a test's outcome. "Validity", on the other hand, relates to the assessment's relevance to a certain issue. To put it another way, the appraisal must be very relevant to the subject at hand. Because instructors' assessments are considered legitimate and trustworthy, the information provided by the results is also valid and reliable. As a result, in order to produce clear reports,

teachers must supply authentic and reliable information regarding students' achievements. As a result, for better student learning outcomes, every teacher must have high assessment literacy.

However, some studies have found that teacher assessment practices in Indonesia, particularly in Bali, are still lacking. The findings of different assessment practices conducted by the researchers backed up this claim. According to Marhaeni et al. (2018), authentic assessment implementation by EFL teachers has not yet been satisfied. The frustration stems from EFL teachers' lack of authentic assessment knowledge and skills. A total of sixteen EFL teachers from eight senior high schools in four Bali regencies participated in this study. It was discovered that there are genuine differences, authentic assessment was used among EFL high school professors. Instructors would need to improve their knowledge and abilities connected to assessment methodologies in order to create a good application of genuine assessment in the classroom, according to the researchers, in order to attain the desired competencies.

The second related study looks into how teacher assessment literacy, particularly the influence on students' writing abilities and the consequences for teacher development (Mellati & Khademi, 2018). The goal of this study was to look into instructors' assessment literacy and how it influenced their current assessment procedures and students' writing outcomes. The data for this study was acquired using a teacher evaluation literacy inventory, a semi-structured interview, non-participatory observation, and the WCRS (writing competence rating scale). Additionally, the researchers discovered significant differences between a classroom with assessment literate instructors and a classroom with assessment illiterate teachers. Teachers with strong assessment literacy have a substantial influence on their pupils' writing abilities.

The third study was the influence of EFL instructors' assessment literacy on their assessment efficiency in the classroom (Rad, 2019). The purpose of this study was to look at the assessment perspectives and practices of Iranian EFL teachers. The information was gathered by sending an evaluation literacy questionnaire to 30 Iranian EFL teachers. The researcher chose 6 instructors for interview based on the results of the questionnaire: 3 teachers with poor assessment literacy and 3 teachers with strong assessment literacy. The findings revealed that instructors with high assessment literacy have better assessment procedures and a more organized lesson plan, based on both quantitative and qualitative data. However, EFL instructors' literacy assessments have a significant influence on the teaching and learning process, as well as on students' understanding.

The fourth research that supports this study was a study done by Marhaeni et al. (2020) regarding discovering assessment literacy of primary school teachers in Singaraja, Bali. The goal of this study was to find out how elementary school teachers in Buleleng regency assessed their literacy. The sample was chosen using a multistage random selection process, with 144 instructors participating in the study. The results were analyzed using descriptive statistics to estimate the level of assessment literacy among instructors. The findings of this study indicated that the literacy assessments of primary teachers in Buleleng were deemed adequate. Furthermore, there was no significant difference between upper and lower class professors.

The fifth study focuses on EFL secondary teachers' assessment literacy and assessment methods (Luthfiyyah et al., 2020). The goal of this study is to learn more about EFL secondary teachers' assessment literacy and practice. This was a descriptive quantitative study that employed an online-distributed questionnaire and a semi structured interview. The questionnaire was completed by 48 people, and the findings were analysed using descriptive statistics. Three instructors were interviewed at each level of assessment literacy, and the data were analyzed using theme analysis. According to the findings, EFL secondary instructors show a modest degree of assessment literacy. It also revealed that numerous factors impacted how teachers assessed literacy. Individual evaluation literacy, institutional and national regulations, and socio-cultural characteristics were among the criteria considered.

Since many teachers still struggle to conduct successful assessments, based on the two studies mentioned above, more study is needed. This necessitates further research into English teacher assessment literacy, as this could be a contributing factor. Teachers are required to master pedagogical competency, just as they are in Indonesia. This set of pedagogical skills includes the ability to conduct assessments as part of the learning process (Panggabean & Himawan, 2016). This indicates that in order to conduct effective learning in the classroom, teachers must have strong assessment skills. According to Mellati & Khademi (2018), teachers with a high degree of assessment literacy may assess their pupils differently than those who do not.

Based on the gap above, the necessities of investigating about how the assessment literacy level of English teachers in Tabanan regency is needed. Although many researchers have done some researches in assessment, there is still a scarcity of information on teacher assessment literacy. Since a previous study on teacher assessment literacy in Bali was conducted by Marhaeni et al. (2018), but the study on teacher assessment literacy in Bali was still general. Here, the researchers want to dig deeper into what happens with teachers' assessment literacy in Tabanan, Bali. Before that, the researchers have done preliminary observation about English teachers' assessment practices in Tabanan that showed the implementation of appropriate assessment still did not reach the maximum level. Therefore, the goal of this study is to investigate whether teacher assessment literacy has become a factor in low assessment practices in the EFL context.

METHOD

Research Design

The data discovered in this study was identified and analyzed utilizing a descriptive quantitative technique. First, the data were obtained through teacher assessment literacy questionnaire that consist of 30 questions related to assessment practices. Then, the results of the questionnaire were analysed using quantitative method and then the results were described descriptively based on the findings.

Research Subject

EFL teachers in Tabanan regency were the focus of this research and purposive sampling was used to choose the sample. Purposive sampling is a research technique in which the researcher selects a sample of participants based on the quality of the informant (Tongco, 2007). Furthermore, the quality of the sample in this study included 45 English teachers from Tabanan regency, Bali, Indonesia, who had at least one year of teaching experience in elementary school, junior high school, senior high school, and vocational school.

Research Instrument

The questionnaire was used by the researcher to collect data for this investigation. The questionnaire was derived from a study by Marhaeni et al. (2020) and it was developed using Plake and Impara's seven assessment literacy standards (1993). From those seven standards, 30 closed-ended questions were produced that were applicable to evaluation in the Indonesian environment, particularly in Tabanan. Each question had four options and was sent to all responses via Google form link in order to collect as much data as feasible. The results of the survey revealed how literate English teachers were in terms of using assessment procedures during the teaching and learning process. Table 1 below contains the questionnaire's blueprint.

Table 1. Blueprint of Teacher Assessment Literacy Questionnaire

No	Dimension	Description	Items
----	-----------	-------------	-------

1	Choosing	Choose appropriate assessment method with the learning objectives.	1, 8, 26
2	Developing	Develop appropriate assessment method with the learning objectives.	2, 9, 15
3	Administering	Conducting assessments, scoring, and interpreting assessment results both those made by external parties or assessment methods made by teachers.	3, 10, 16, 25
4	Using-Decision	Making decisions based on assessment data concerning student learning outcomes, teacher planning, curriculum development, and school construction.	4, 11, 22
5	Using-Grading	Developing valid students' ranking procedures.	5, 12, 17, 19, 23
6	Communicating	Communicating assessment results to stakeholders.	6, 13, 20, 24
7	Recognizing Ethics	Knowledge of assessment methods and unethical, illegal, and inappropriate use of appraisal information.	7, 14, 18, 21, 27, 28, 29, 30

Adopted from: Plake et al. (2005).

Data Analysis Technique

To make the data analysis become easier, the questionnaire data was collected and presented in the form of tables. The researcher then examined the data using the mean score to obtain quantitative statistics data. Table II shows the optimal mean score as a guideline.

Table 2. Ideal Mean Score Guideline

Formula	Score	Category
$MI + 1.5 SDi \leq X \leq Mi + 3.0 SDi$	$22.5 \leq X \leq 30$	Very Good
$MI + 0.5 SDi \leq X < Mi + 1.5 SDi$	$17.5 \leq X < 22.5$	Good
$MI - 0.5 SDi \leq X < Mi + 0.5 SDi$	$12.5 \leq X < 17.5$	Fair
$MI + 1.5 SDi \leq X < Mi - 0.5 SDi$	$7.5 \leq X < 12.5$	Poor
$MI + 3.0 SDi \leq X < Mi - 1.5 SDi$	$0 \leq X < 7.5$	Very Poor

Note:

MI = $\frac{1}{2}$ (Ideal maximum score + ideal minimum score)

SDi = $\frac{1}{6}$ (Ideal maximum score – ideal minimum score)

FINDINGS AND DISCUSSIONS

Demography of English Teachers in Tabanan

The objective of this research was to observe English teachers' assessment literacy in the Tabanan regency of Bali. The Teacher Assessment Literacy Questionnaire, which consists of 30 questions about assessment processes, was used to assess teacher assessment literacy. Marhaeni et al. (2020) developed and verified the questionnaire. There were 45 English teachers who participated in this study, all of whom had distinct demographics. Educational units, professional backgrounds, and institutional units are among the several demographic features. Table 3 shows the demographics of English teachers in Tabanan.

According to the table, one English teacher from an elementary school completed the questionnaire. The total number of English teachers in Junior High School are 27. Then, this questionnaire was completed by 17 English teachers who teach in Senior High School. Aside from that, the total number of respondents who filled out the questionnaire came from two different professional backgrounds. English instructors with a bachelor's degree (S1) account for 38, whereas English teachers with a master's degree account for 7. The institutional units are the final demographic characteristic. In the Tabanan regency of Bali, there are 39 English instructors from Negeri schools and 6 English teachers from Swasta schools.

Table 3. Demography of English Teachers in Tabanan

Demographics	Category	(n)
Educational Units	SD	1
	SMP/MTs	27
	SMA/SMK	17
Professional Background	S1	38
	S2	7
Institutional Units	Negeri	39
	Swasta	6

Teacher Assessment Literacy Category

Vagias (2006) used categorization level to categorize the level of English instructors' assessment literacy in order to figure out what level of assessment literacy the English teachers have. The level of quality, which has five categories, is the category used. They are very good, good, fair, poor, and very poor. Table 4 shows the intervals for each of the categories. Very good teachers are those who receive a score of higher than 22.5 and less than or equal to 30 on the questionnaire. A good score is one that is more than 17.5 but less than or equal to 22.5. Fair is defined as a score that is more than 12.5 but less than or equal to 17.5. Poor is defined as a score of more than 7.5 but less than or equal to 12.5 points. Very poor is defined as a score more than 0 but less than or equal to 7.5.

Table 4. Interval Score of Teacher Assessment Literacy Category

Score	Category
$22.5 \leq X \leq 30$	Very Good
$17.5 \leq X < 22.5$	Good
$12.5 \leq X < 17.5$	Fair
$7.5 \leq X < 12.5$	Poor
$0 \leq X < 7.5$	Very Poor

Level of English Teacher Assessment Literacy in Tabanan

Teacher assessment literacy questionnaires were used to measure the teachers' assessment literacy level, and they were presented to the subject, which were English teachers in Tabanan regency. The questionnaire asked 30 questions about assessment methods and was based on the assessment literacy theory's seven standards, which were derived from (Plake et al., 2005). The questionnaire was completed by the teachers. Following that, the teachers' degree of assessment literacy was determined using the category in table 4 based on their overall score. Table 5 shows the results of 45 English teachers in Tabanan, Bali who participated in this research.

Table 5. Teachers' Assessment Literacy Score

No	Respondents	Score
1	R1	12
2	R2	14

3	R3	9
4	R4	18
5	R5	15
6	R6	23
7	R7	17
8	R8	17
9	R9	12
10	R10	18
11	R11	19
12	R12	18
13	R13	16
14	R14	19
15	R15	18
16	R16	18
17	R17	19
18	R18	16
19	R19	19
20	R20	14
21	R21	17
22	R22	18
23	R23	18
24	R24	13
25	R25	20
26	R26	17
27	R27	13
28	R28	18
29	R29	18
30	R30	21
31	R31	18
32	R32	15
33	R33	16
34	R34	14
35	R35	12
36	R36	19
37	R37	15
38	R38	15
39	R39	12
40	R40	13
41	R41	18
42	R42	12
43	R43	14
44	R44	16
45	R45	15

Table 6. Teachers' Assessment Literacy Level

Number of Teacher	Percentage	Category
1 teacher	2,3%	Very Good
18 teachers	40%	Good
20 teachers	44.4%	Fair
6 teachers	13.3%	Poor
0 teacher	0%	Very Poor

Table 7. Summary of Teachers' Assessment Literacy Score

Maximum Points	9
Minimum Points	23

Mean Score	16.18
------------	-------

Table 5 and table 6 demonstrate that more than 40% of English instructors' evaluation literacy in Tabanan, Bali was characterized as 'fair'. In which, there are twenty teachers out of forty-five who participated in this survey who got the 'fair' level. Furthermore, 40% of English teachers or eighteen teachers received 'good' level of assessment literacy. It may be assumed that the most of English teachers in Tabanan regency are in 'good' and 'fair' standard. Among the forty-five teachers that responded, just one can be classified as "very good." There are six teachers in the 'poor' category, accounting for 13.3% of the total. Finally, no teacher is classified as "very poor." The highest score is received by the R6 with 23 accurate answers out of 30 questions in the questionnaire, as shown in the table. Meanwhile, the teacher with the lowest score was the R3, with only 9 questions correctly answered. As a result, the range score of teachers' assessment literacy in Tabanan from 8 to 23. In addition, table 7 shows that the mean literacy testing score for teachers is 16.18. When compared to the category level in table 4, the level of teachers' assessment literacy in Tabanan, Bali falls into the 'fair' category.

Discussion

The research findings described above show that assessment literacy of English teachers in Tabanan was categorized as fair. It was taken from 45 sample of English teachers. This outcome is consistent with a research by Marhaeni et al. (2020), which found that the results of primary teachers' literacy assessments were likewise adequate. Furthermore, according to the findings of a study done by Luthfiyyah et al. (2020), the assessment literacy level of EFL secondary teachers was moderate.

The ideal expectation stated by Mellati and Khademi (2018) have said that teachers who have high level of assessment literacy will produce better assessment practices compared to them who are not. Reflecting from that argument, the low assessment practices of English teachers in Tabanan, Bali were influenced by the sufficient level of teachers' assessment literacy they have. Also, teachers who have good understanding on assessment will be easily integrate the assessment into the learning and use proper assessment method according to the learning situation (Volante & Fazio, 2007).

Surgenor (2010.) indicates that assessment turns into a very crucial part of education. Once an assessment method changes, it can change the whole learning. From the statement, it implies that teachers' knowledge of assessment and their level of assessment literacy is one of the factors who take role to make a learning become successful.

However, the assessment practices in Tabanan regency of Bali become not yet maximal and do not meet the expectation. By accompanying this study, teachers are expected to be motivated in improving their assessment practices become better to be able to fulfil the ideal expectations. Then, in order to develop an assessment literacy level, it takes effort, motivation, and a lot of practices.

CONCLUSION

The intention of this research was to investigate the level of English teachers' assessment literacy in Tabanan regency of Bali, Indonesia. Teacher assessment literacy is one of several factors that might influence the education. It helps teachers to determine students' knowledge, strengths and weaknesses, and provide useful input about students' learning acquisition. In order to have a good level of assessment literacy, teachers should master 7 standards of assessment literacy. In addition, assessment must be valid and reliable to be able to measure students' competence in a fair way. From the findings of this study, there were 2.3% teachers in very good level, 40% teachers in good level, the teachers with fair level were 44.4%,

then there were 13.3% teachers who categorized as poor, and there are no teachers with poor category. As a result, the quality of English teachers' assessment literacy based on the seven criteria was assessed to be 'fair'. It can be concluded that the results are in line with the preliminary observation and the expectation that shows the low assessment practices were caused by the 'fair' level of English teachers' assessment literacy in Tabanan.

Acknowledgments

This work is supported by the two honorable supervisor, A.A. Gede Yudha Paramartha, S.Pd., M.Pd., and Luh Gede Eka Wahyuni, S.Pd., M.Pd., English language education lecturer in Ganesha University of Education, Singaraja, Bali, Indonesia which have been guiding me to complete this research. The researchers would like to express their gratitude to all of the respondents, who are English instructors in Tabanan regency, who took part in this study.

REFERENCES

- Course, C. R. N. (2020). *Assessment and Evaluation in Education EDUC 540 Spring 2020*. July.
- Lee, D. (2017). The Role of Assessment in Language Teaching, Learning and Materials Development. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2881901>
- Luthfiyyah, R., Basyari, I. W., & Dwiniasih, D. (2020). EFL secondary teachers' assessment literacy: Assessment conceptions and practices. *Journal on English as a Foreign Language*, 10(2), 402–421. <https://doi.org/10.23971/jefl.v10i2.2101>
- Marhaeni, A.A. Istri Ngurah, Dantes, N., & Paramartha, A. A. G. Y. (2018). *Teacher Assessment Literacy: Discrepancies in Authentic Assessment Practice in EFL Context*. 2, 18–21. <https://doi.org/10.26499/iceap.v2i1.90>
- Marhaeni, A.A.I. Ngurah, Paramartha, A. A. G. Y., Wirabrata, D. G. F., Dantes, N., Susilawan, I. K. A., & Handayani, D. A. P. (2020). *Uncovering Assessment Literacy of Elementary Teachers in Singaraja, Bali*. 394(Icirad 2019), 252–257. <https://doi.org/10.2991/assehr.k.200115.041>
- Mellati, M., & Khademi, M. (2018). Exploring teachers' assessment literacy: Impact on learners' writing achievements and implications for teacher development. *Australian Journal of Teacher Education*, 43(6), 1–18. <https://doi.org/10.14221/ajte.2018v43n6.1>
- Panggabean, M. S., & Himawan, K. K. (2016). The Development of Indonesian Teacher Competence Questionnaire. *Journal of Educational, Health and Community Psychology*, 5(2), 1. <https://doi.org/10.12928/jehcp.v5i2.5134>
- Plake, B. S., & Impara, J. C. (1993). The teacher Assessment Literacy: What Do Teachers Now about Assessment. *Handbook of Classroom Assessment*, 53–68. <http://www.sciencedirect.com/science/article/pii/B9780125541558500053>
- Plake, B. S., Impara, J. C., & Fager, J. J. (2005). Assessment Competencies of Teachers: A National Survey. *Educational Measurement: Issues and Practice*, 12(4), 10–12. <https://doi.org/10.1111/j.1745-3992.1993.tb00548.x>
- Rad, M. R. (2019). The Impact of EFL Teachers' Assessment Literacy on Their Assessment Efficiency in Classroom. *Britain International of Linguistics Arts and Education (BioLAE) Journal*, 1(1), 9–17. <https://doi.org/10.33258/biolae.v1i1.14>

- Rust, C. (2002). *Learning and Teaching Briefing Papers Series: Theories of learning*. 3.
- Surgenor, P. (2010). *Effect of Assessment on Learning.pdf*.
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5, 147–158. <https://doi.org/10.17348/era.5.0.147-158>
- Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, 6(9), 163. <https://doi.org/10.11114/jets.v6i9.3443>
- Volante, L., & Fazio, X. (2007). Exploring teacher candidates' assessment literacy: Implications for teacher education reform and professional development. *Canadian Journal of Education*, 30(3), 749–770. <https://doi.org/10.2307/20466661>
- Wade, V. (2006). Likert-type scale response anchors. *Clemson International Institute for Tourism and ...*, 3–4.