

Rumpun Ilmu: Pendidikan  
Bidang Fokus: Bahasa Inggris

## LAPORAN PENELITIAN

*CLASSROOM ASSESSMENT LITERACY OF ENGLISH AS A FOREIGN LANGUAGE  
TEACHERS ACROSS KALIMANTAN PROVINCE*



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UNIVERSITAS LAMBUNG MANGKURAT  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
BANJARMASIN  
2019

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## ACKNOWLEDGEMENT

*Alhamdulillah* *Rabbil Aalamiin* is the first expression the researchers would like to say to express their deepest gratitude to the Almighty *Allah SWT* for the wonderful blessing, grace, and guidance throughout the research. Finally, the researchers are able to conduct this study, analyze the data and write the report.

On this occasion, the researchers would also like to address sincere gratitude to several parties who have supported them for the completion of the study. In this chance, the researchers would like to present genuine gratitude to special persons as follows:

- (1) Dean of FKIP ULM, Dr. Chairil Faif Pasani, M.Si., who have given the support,
- (2) Students of *Pendidikan Profesi Guru Dalam Jabatan Tahap1 dan 2, tahun 2019* for the cooperation during the research,
- (3) All parties who have contributed to the administration of the study including the Head of PPG Program and the lecturers of English Language Education of FKIP ULM.

This study is hopefully can contribute to the development of education particularly in the aspect of language assessment. However, The researchers realize that this research is still not perfect due to its limitation. Therefore, any suggestions for the improvement of the research are kindly welcome. Thank you.

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Assessment is an important part of teaching and learning process. It is the process which finds information about not only how well the students achieve the learning objectives but also the quality of teaching. Assessment shows which parts of the teaching and learning need improvement. It is usually carried out continuously or periodically in the forms of test and non test. Each has distinctive functions which teachers should recognize; moreover teachers should have the capabilities to utilize each based on their needs.

Having knowledge on classroom assessment is essential as it enables teachers to collect evidence on students' learning progress. Further, the data can be used to develop and improve classroom instructions, improve students' achievement, and improve teachers' instructional practices. The knowledge and skills in classroom assessment will equip teachers with the competence to map the students' achievement, learning progress, and areas of strengths and weaknesses. Once teachers select an inappropriate type of assessment, targeted data will not be achieved not to mention the actual and valid data. This is also true when teachers are failed to use the results of assessment, the data will become merely a list of scores with no use. Therefore, teachers need to have the ability named as classroom assessment literacy.

However, teachers often have difficulties dealing with what to assess, how to assess, and how to use the assessment results. It is commonly found teachers give grades to students not based on students' actual performance but based on personal judgment. It

is also common to see teachers give unfair grades due to the large number of students they have. In fact, having knowledge and skills in classroom assessment are crucial.

In the implementation of assessment in schools in Indonesia as outlined in the school curriculum (*Kurikulum 2013 Revisi 2017*) and *Permendikbud No.66 tahun 2013*, assessment is carried out using authentic approach in various forms such as self assessment, portfolios, formative and summative assessments, national examination and school examination. Hence, teachers should continuously assess their students by collecting as much as evidence for instance students' portfolios, projects, and journals. It is not enough having the tests only such as formative and summative assessment when authentic assessment is required. Within this principle, students are involved in assessing their own learning progress through reflection and assessing their classmates through peer assessment. By doing so, teachers will have rich data about their students' progress in learning, their teaching quality, and other meaningful information on which parts of the teaching and learning which still need improvement.

Pertaining to the condition, it is necessary to investigate the state of assessment literacy of EFL teachers in junior and senior high schools across Kalimantan Province. This information will give the real picture of how EFL junior and senior high school teachers in some areas in Kalimantan province understand about the types, functions, and use of classroom assessment. It also tries to reveal what the teachers need to do and expect to have to improve their assessment literacy as an effort to improve their professionalism.

## 1.2 Research Problems

Referring to the background of the study, the research problems are formulated as follow:

1. Do the teachers of junior and senior high school across Kalimantan province have sufficient knowledge on assessment?
2. What problems do the teachers have in carrying out language assessment?
3. What do the teachers expect to have and plan to do to improve their assessment literacy?



### REVIEW OF RELATED LITERATURE

This section discusses the review of literature on the principles of assessment, of assessment in classroom settings, and assessment literacy.

#### 2.1 Principles of Assessment

Assessment is defined by Bachman (2004:6) as “a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded”. In other words, assessment is a process of collecting evidence of students’ learning progress consisting of what they know, what they are able to do, and what they are learning to do. It is systematically conducted from the very beginning of teaching (when a teacher designs an instructional objective), during the students’ learning (when a teacher wants to know the students’ progress), and at the end of learning a unit or one term learning (when a teacher wants to see students’ achievement after certain unit or certain period).

A meaningful assessment should be able to give actual information which depicts clear condition of the students. As a result, this clear information can serve as beneficial data for the teachers pertaining to what they should do to improve their learning practices. This is due to the need of having assessment as a tool which can inform classroom instruction and students’ learning improvement. Hence, in order to obtain meaningful data, understanding on assessment types, functions, and use of assessment tools is a must. This implies the urgency of knowledge and skills from the teachers to be able to select appropriate tools for assessing their students, interpreting the results of assessment, and utilizing the results in order to be meaningful for both the students and the teachers.

There are some principles on language assessment. Brown and Abeywickrama (2010) propose five basic principles in assessing language which comprise of practicality, reliability, validity, authenticity, and washback. Practicality refers to the use of assessment with regard to the time, cost, and usefulness. Reliability is the consistency and dependability of the assessment results. Validity deals with whether or not an instrument

reveals the intended learning objectives targeted in the assessment. Authenticity is the feature of an assessment which reflects the real world tasks, meaningful topics, and natural. Finally, an assessment should give valuable feedback for the students, teachers and stakeholders which meant it has washback effect to related parties. These principles should be met by a good assessment tool; hence, teachers need to consider them in designing a type of assessment.

## **2.2 Assessment in Classroom Settings**

In the context of classroom practices, there are two basic types of assessment based on its functions namely formative assessment and summative assessment. Formative assessment is defined as an ongoing process of gathering information on students' learning. It can serve as feedback of the effectiveness of an instruction. Elliott and Yu (2013) add that formative assessment helps teachers see the gap between the learning process and the desired learning outcomes. Formative assessment is conducted by using some techniques such as observations, learning logs, journals, and self-reflection and usually involves students in evaluating themselves and their classmates. Meanwhile, summative assessment is a periodic assessment usually in the end of learning unit or in the end of a course. Its function is to assess how well students achieve the learning objectives within certain range of time. Summative assessment is then always in a form of test either written or oral, which can be objective or subjective tests.

By definition, classroom assessment is the process of collecting information on students' learning which takes place continuously in a non threatening way such as observations, portfolios, journals, learning logs, and other non-test forms. It is a necessary skill any teacher should have to be a classroom assessment-literate teacher. Chappuis, Stiggins, Chappuis, and Arter (2012) define classroom assessment literacy as a necessary knowledge and skill for compiling data about students' achievement and for effectively utilizing the assessment process and the assessment outcomes to enhance students' achievement. Meanwhile, Bachman and Palmer (2010) propose that classroom assessment can be either explicit (concerned about summative decisions) or implicit (focused on formative decisions).

However, due to practical issues in classrooms of Indonesian schools, classroom assessment remains a challenge for every teacher. Previous studies show that Indonesian

Language assessment literacy is distinctive from assessment literacy in terms of it also covers the knowledge on language, language use, and language pedagogy in the assessment practices (Brookhart, 2001). Assessment literacy is a common name in education whereas language assessment is a more specific term focusing on the language being taught and learned. A survey study by Fulcher (2012) suggests the need of an approach to assessment literacy which comprises the knowledge, skills, and principles for both classroom and normative assessment.

Language assessment literacy should be seen as a comprehensive approach to language teachers' state of knowledge on assessment both in basic principles and practice levels and their skills in selecting the right measurement tools for appropriate learning objectives, utilizing the assessment tools, interpreting the results of assessment, and using the information of assessment for the correct purposes and to correct parties. As Xu and Liu (2009) pointed out in their narrative inquiry involving teachers in China, what teachers understood and practiced in conducting daily classroom assessment affected their current practices and future plans. This is what Xu and Liu termed as '*temporality*' which determines teachers' way in carrying out classroom assessment. Further, the study found that teachers' actual practices were affected by the authority's support (*sociality*) and the location where the teachers lived (*place*). Finally, the study concluded three conditions which influence teachers in carrying out assessment namely temporality, sociality, and place.



## CHAPTER III

### RESEARCH METHOD

This section discusses the method of the study. It consists of the research design, research objectives, research significances, research subject, data collection, and data analysis.

#### 3.1. Research Design

The study is aimed at investigating the condition of EFL teachers' knowledge on classroom assessment which include their beliefs and practices. Consequently, the study employs a descriptive qualitative design as it is suitable to describe actual condition of certain phenomenon. In this study, the researchers try to reveal the actual state of assessment literacy of teachers across Kalimantan province which focusing on their understanding towards what, when, and how they do assessments.

#### 3.2 Research Objectives

The objectives of the study are to investigate the state of EFL teachers' knowledge and skills in conducting assessment. It tries to investigate the subjects' understanding towards assessment consisting of what tools to use, when to assess, the procedures to do assessment, and how to use the results of assessment. This study also tries to reveal teachers' beliefs and practices in assessing their students in EFL classrooms of both the junior and senior high schools.

### **3.3 Research Significances**

By conducting this research, it is expected that it can reveal the state of EFL teachers' knowledge and skills in classroom assessment. It is hoped that the result can map teachers' knowledge about classroom assessment which eventually suggest whether the need for training or workshop on assessment is necessary.

### **3.4 Research Subjects**

The research involves EFL teachers of junior and senior high schools coming from various regions in the Kalimantan Province who teach in schools in the South Kalimantan, Central Kalimantan, East Kalimantan, and North Kalimantan provinces. They are 60 teachers with varied years of teaching experience ranging from 6 years to 19 years and are the participants of *Pendidikan Profesi Guru (PPG) Dalam Jabatan* (in service) *Tahap 1 dan Tahap 2* year 2019.

### **3.5 Limitation of the Research**

The study limits its scope by focusing on the condition of EFL teachers across Kalimantan province in terms of their knowledge, skills, and beliefs in language assessment.

### **3.6 Research Instrument**

The study utilizes questionnaire as the instrument to obtain general information about the condition of EFL teachers. The questionnaire is designed to contain the factual condition of the research subject. The first part covers the classroom assessment literacy

while the second part is about teachers' reflection on their assessment practices and their expectation.

Following the questionnaire, an in-depth interview is also conducted to collect detailed information on the subjects' beliefs and practices on classroom assessment. The interview is directed to certain research subjects who represent the whole subjects in terms of teaching experience: less than 10 years, between 10-15 years, and more than 15 years. The interview is in a form of open-ended questions which the researchers can modify and adjust depending on the subjects' responses.

### **3.7 Technique of Data Analysis**

The data which has been collected is analyzed by using the procedures of analyzing qualitative data. First, transcribing the results of the questionnaire in order to obtain the main findings related to the state of assessment literacy, problems in conducting language assessment, and expectations and plans with regard to improving assessment literacy. Next, the data are utilized to direct the interview and when the information is obtained, the data are also transcribed. Third is interpreting the data in order to find the answers to the research questions proposed in this study. Finally is drawing conclusions referring to the findings.



RESEARCH FINDINGS

4.1 Research Findings

The findings of the study comprise of the findings on the questionnaire and the findings on the interview. Both are presented below and elaborated in the following sub sections.

4.1.1 Findings on the Questionnaire

As noted earlier, the questionnaire was utilized to reveal teachers' knowledge on language assessment. There were three parts: Part A was to find out the demographic data of the research subjects, Part B was to reveal the state of knowledge on language assessment and the practices on language assessment, and Part C was about their expectations regarding language assessment knowledge and practices. Part A functioned as the additional information regarding teachers' background teaching experience which might or might not be relevant to their knowledge and practices on language assessment. Based on the data collected, it was found that the respondents had varied years of teaching experience in junior and senior high schools ranging from 6 to 19 years.

Part B was about the condition of respondents' knowledge on and practices in language assessment which was designed in an open-ended question type. The first item asked them to explain the term 'assessment'. Referring to their answers, the majority of the respondents gave plain definition of assessment as they did not include comprehensive definition. Below are the samples of the respondents' answers:

“Assessment is teacher’s activity in giving scores on tests and tasks”

“Assessment covers all activities of teachers in evaluating and judging their students’ performance”

“Assessment is measuring students’ performance through summative tests, tasks, and projects”

The next item was about whether or not they know the term ‘assessment of learning’ and required them to explain the term further. Their answers reflect their sufficient understanding on the term as the majority could explain the term well as shown in some responses below.

“Assessment of learning is the assessment done in the end of learning a lesson”

“Assessment of learning is like summative test to measure students’ achievement after learning a lesson”

“Assessment of learning is usually done in the end of semester to measure students’ understanding of the lesson”

The third item asked the research subjects whether or not they know the term ‘assessment for learning’ and to define the term. Almost all of the research subjects failed to define the term showing that they were lack of knowledge on ‘assessment for learning’.

“Assessment for learning is the assessment to see students’ achievement in learning a lesson”

“Assessment for learning means all activities to evaluate students’ performance using tasks and tests”

“Assessment for learning maybe teachers evaluate students’ performance during learning”

Items number 4 and 5 asked the respondents about assessment tools and the functions of each tool. The findings revealed that they know various types of assessment tools but two respondents seemed misused the tools as they failed to mention the function of some assessment tools.

The next item number 6 was about whether or not they have difficulties in interpreting the results of assessment. Most of the research subjects said they did not find

any difficulties in interpreting the assessment results as they could draw conclusion about their students based on the results. However, 5 respondents mentioned that sometimes they were confused to decide the results of oral tests particularly with the components of speaking like pronunciation and intonation. Below are the samples of their answers.

“Sometimes I don’t know whether the scores represent their actual abilities or not. I’m not sure...”

“I usually use test instruments from books so I don’t know whether the results show the real abilities or not... but maybe yes.”

Item number 7 asked the research subjects about whether or not they face problems in assessing the cognitive, skill, and affective aspects. All of the respondents admitted that they had troubles in assessing affective aspects due to large number of students they had. Additionally, they believed that the main focus of teaching English language was skill and cognitive, not affective aspects so that they did not pay enough attention to it.

The next items number 8 and 9 was about whether or not they know the terms “summative assessment” and formative assessment”. All the research subjects could explain the term “summative assessment” but many failed to define the term “formative assessment”. Some of the responses are given in the following.

“Formative assessment is type of tests on students’ understanding on the lesson. It is in the middle of the lesson and end of semester”

“Formative assessment is a kind of assessment before the end of a semester by using tasks”

“Formative assessment is the evaluation which teachers do in the end of semester, formally”

The tenth item asked whether the respondents apply both summative and formative assessments or not. Surprisingly, all respondents said they applied summative



assessment and formative assessment. This answer is contradictory with their responses to previous number wherein many of them failed to define the term 'formative assessment' but they claimed they applied it in their teaching practices.

Item number 11 was about whether or not they involved students in self assessment and peer assessment. All of the research subjects mentioned that they involved their students in self assessment and peer assessment. For item number 12 which asked about teacher's feedback, the respondents stated that they almost always gave feedback to their students. The feedback given was both spoken and written depending on the type of the measurement they used. Below are some samples of the responses.

"I usually give written feedback on their tasks, which parts they are good and which parts they still need improvement."

"I give my students feedback by telling them the parts they need to correct later."

"I often give written feedback in addition to scores. I use praises words and sometimes things to improve"

"I usually give scores and draw emoticon to show the level of very good, good, average, or poor"

The next discussion is on the item number 13 about whether or not they communicate the assessment results to students' parents using other media beside School Report (*Buku Rapor*). The findings show that all the teachers rarely do this except for students having troubles in learning and achieving the minimum standard (*Kriteria Ketuntasan Minimum*).

The last question in Part B was about the usage of the assessment results. Most of them mentioned that they used the results to decide students' achievement on learning the lesson while a few stated that they used assessment to get the information on students' learning progress.

Part C was about teachers' expectations dealing with their competency in language assessment practices. The items were developed into closed format and open-ended format. The closed format covered the questions on their opinions regarding the need of learning more about language assessment. The first two questions were about their opinion on whether they still need to learn about language assessment or not. All the respondents stated that they still need to learn about language assessment and learn more about how to develop assessment tools. The next question asked whether or not they thought that the government needs to revise the system of assessment as already outlined in the school curriculum. Most of them mentioned that the system needs to be revised while a few stated "maybe". No one stated that the government did not need to revise the system indicating that the system of assessment is still not proper based on their point of views. Further, the next question asked whether they felt that the assessment system was difficult to be applied by teachers in the city and rural areas or not. For this item, all of them mentioned that the system was difficult to be implemented in their daily teaching practices.

The last two items were in an open-ended format asking about their expectations dealing with workshop on language assessment and their expectations on language assessment practices after they become professional teachers. All of the research subjects mentioned that they expected to be involved in workshops on language assessment. They stated that they would be glad if they were informed or invited to join the workshops wherein they could expand their horizon and improve their skills. The last item asked about their plans in the future dealing with assessing students in their teaching practices. For this item, all of the research subjects had good plans in the future among which were improving knowledge and skills in language assessment by being active members of

Teachers Forum (*Musyawarah Guru Mata Pelajaran/MGMP*) and joining training and workshops on developing test items and scoring rubric. They also expected that the Headmaster and their colleagues supported them in developing their knowledge and skills on language assessment as they believed that the support would be very influential in their career and school development.

#### **4.1.2 Findings on the Interview**

Subsequent to the analysis of the data from the questionnaire, an in-depth interview was given to some representative subjects. The main focus of the interview was to explore the subjects' opinions regarding their knowledge and skills on language assessment and the need of developmental efforts to improve their knowledge and skills. There were several points highlighted in the interview which included their opinion about the state of their knowledge and skills, which parts they commonly face troubles in implementation, the need to improve their knowledge and skills, and their expectations dealing with language assessment practices. The interview involved six subjects: Teacher A, Teacher B, Teacher C, Teacher D, Teacher E, and Teacher F categorized into three parts of teaching experience. Teachers A and B have been teaching for less than 10 years, Teachers C and D for about 10-15 years, while Teachers E and F have been teaching for more than 15 years.

The first question was pertaining to their opinions on the state of their knowledge and skills on language assessment. Surprisingly, their opinions were relatively similar regardless their teaching experience. All of them mentioned that they still lack of knowledge and skills in language assessment though the details and degree of the problems are varied.



"I'm still lack of skills in designing the blueprint and instruments. So far I only use test items from books, well... because I don't have enough time and I don't know how to make the test item." (Teacher A).

"I'm still confused with how to design assessment tools and the scoring rubrics. I'm also often confused..like...ummm, when I want to measure speaking skills for example, the tool that I made was actually to measure reading skills, not speaking..." (Teacher B).

"Making assessment instruments is difficult because I only learn when I was a university student. I'm lack of knowledge about it so I usually use the instruments from books." (Teacher C).

"It's not easy to design a good assessment tool. We need to pay attention to the elements of scoring, making the blueprint, making balanced alternative answers for multiple choices, and developing scoring rubric for subjective tests. I realize that I'm still far from perfect." (Teacher F).

The next question was about which parts of language assessment they felt difficult in the implementation. Their opinions were also quite similar. All of them admitted that they had problems in assessing speaking skills since there were quite a lot of elements to be assessed. They also mentioned that they had troubles in designing assessment instruments and the scoring rubric.

"I'm not good in designing test instrument especially multiple choices. It's difficult for me to make good alternative answers ...and well, it's time consuming." (Teacher E)

"I'm confused with making rubric for speaking... I mean the criteria of very good, good, average, and poor...It's complicated because the details must be made carefully" (Teacher F)

Question number three also obtained the same answer. All of the research subjects mentioned that they needed to join workshops and trainings on language assessment.

Below are the samples of their answers:

"I'll be very happy if I have the opportunity to join workshops on language assessment. I never join it before, and I think if I join it I will improve my knowledge and skills... I hope.." (Teacher A)

“I don’t know how to make good instruments of tests to assess language skills...so I usually use the instruments made by other people that I found in books or the Internet. I think I need to learn more about it from workshops or trainings” (Teacher B)

“For me, designing Lesson Plans is already challenging so that for designing assessment tools I often use the test or exercises from books or from MGMP. I never develop on my own. You know, I’m not confident, that’s why I need to join workshops on assessment” (Teacher D)

#### 4.2 Discussion

The findings show that based on their point of views the state of teachers’ knowledge and skills on classroom assessment is inadequate. All the research subjects mentioned that they are lack of the skills in designing assessment tools due to the lack of knowledge on how to develop the blueprint and proper instrument. Further, the majority of them were failed in defining formative assessment whereas this assessment type is a must based on the school curriculum (*Kurikulum 2013 revisi 2017*). This is similar to the findings of a study conducted by Widiastuti and Saukah (2017) showing that teachers have limited knowledge on formative assessment and are unable to use it in their classrooms. In fact, being literate in classroom assessment is essential for every teacher (Fulcher, 2012). If teachers have limited knowledge on language assessment, they will be unable to measure their students’ learning progress properly.

When further information is revealed, the research subjects also had difficulties in designing test items which included the multiple-choice types particularly in designing good alternative answers. Some of them also stated that designing the scoring rubrics for speaking and writing skills was very demanding for them. To the researchers’ surprise, the majority of the research subjects mentioned that they commonly used the available test items from books or the internet since they felt that they were unable to develop their

own. This finding infers the urgent need to improve teachers' assessment literacy as being literate in language assessment is a must for every language teacher.

The subjects of the present research admitted that they needed to join workshops or trainings on language assessment particularly with designing assessment tools and developing scoring rubrics. Even the subjects with more than 15 years of teaching experience also declared that they needed to learn more about classroom assessment. Despite their experience in teaching and joining workshops on *Kurikulum 2013*, they felt that they had limited knowledge on conducting classroom language assessments. In other words, their experience in teaching, carrying out assessment in day-to-day practices, and joining trainings on school curriculum influence their future plans that is participating in workshops and seminars on language assessment. This is in line with the finding from the study by Xu and Liu (2009) which reveals the *temporality* condition affecting teachers in their assessment practices and plans in the future.

Within the notion of continuous professional development, the subjects of the research indicated their reflection on their assessment practices. This reflection led them to set a plan for improving their knowledge and skills on language assessment as implied in the in-depth interview. In other words, they admitted that they still needed to improve their knowledge and skills through joining workshops and trainings and being active in Teachers Forum (MGMP) in the future. Moreover, the present study found that teachers expected to have support from the Headmaster and the colleagues to enable them participate in workshops and seminars. Even one research subject mentioned that she never got the chance as the Headmaster always assigned the senior teacher to join workshops and seminars on assessment. It confirmed the finding of the study by Xu and

Liu (2009) wherein the condition of *sociality* which largely depends on the support from the senior colleagues and authority affected teachers in assessment practices.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the discussion on the findings of the present study, the following conclusions are drawn. First, the majority of the research subjects have limited knowledge and skills in language assessment. They could not distinguish between summative and formative assessment. Further, some of them were unable to develop assessment tools such as objective test with multiple choices and the scoring rubrics for subjective tests. Second, all of the research subjects felt the need to improve their knowledge and skills on language assessment by joining workshops and trainings as well as being active in Teachers Forum (MGMP). Finally, the subjects of the research reflected on their assessment practices and set a plan to improve their knowledge and skills.

#### **5.2 Suggestion**

Based on the conclusions of the study, the researchers propose several recommendations:

1. Teachers are encouraged to do self reflection on their teaching practices to find which parts they still need to improve. This can be done either independently or within teachers' community. By doing so, they will be able to develop their knowledge and skills as an effort to do continuous professional development.
2. The government and related parties are recommended to take these findings into account and conduct immediate actions to help teachers improve their knowledge

and skills on language assessment. As such, establishing workshops and trainings on language assessments will be beneficial.

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## SURAT REKOMENDASI

Nomor : 307/UN8.1.2/PL/2019

kan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat Banjarmasin memberikan rekomendasi kepada yang tercantum dibawah ini, untuk melaksanakan kegiatan penelitian di lingkungan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat Banjarmasin dengan judul **“Classroom Assessment Literacy of English as a Foreign Language Teachers Across Kalimantan Province”**.

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Demikian Surat Rekomendasi ini diberikan untuk dapat dilaksanakan dengan sebaik-baiknya.



Banjarmasin, 2 April 2019

Dr. H. Wahyu, M.S.

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