

**ENGLISH TEACHERS' PERCEPTIONS OF LANGUAGE
ASSESSMENT LITERACY AT JUNIOR HIGH SCHOOLS OF KERINCI
THE ACADEMIC YEAR 2022/2023**

A THESIS



**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023**

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A THESIS

*Submitted as a Partial Fulfillments of the Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUT OF KERINCI
ACADEMIC YEAR 2022/2023**

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Sungai Penuh, 2022

**To:
The rector of IAIN Kerinci
At-
Sungai Penuh**

OFFICIAL NOTE

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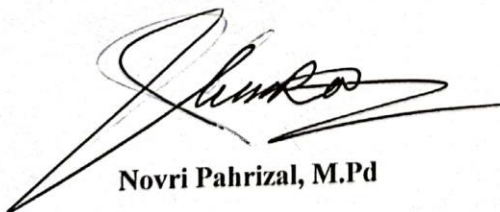
After guiding, analyzing, briefing and correcting the writing of **Randa Pratama's** thesis (The Student's Number is 17102030455) entitled: **ENGLISH TEACHERS' PERCEPTIONS OF LANGUAGE ASSESSMENT LITERACY AT JUNIOR HIGH SCHOOLS OF KERINCI THE ACADEMIC YEAR 2022/2023**, we are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum warahmatullahi wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “**ENGLISH TEACHERS’ PERCEPTIONS OF LANGUAGE ASSESSMENT LITERACY AT STATE JUNIOR HIGH SCHOOL OF KERINCI ACADEMIC YEAR 2022/2023**” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expressions is acknowledgment.

Kerinci, November 2022

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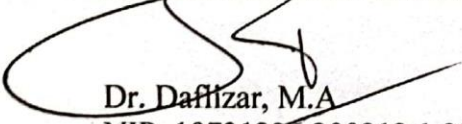
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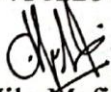
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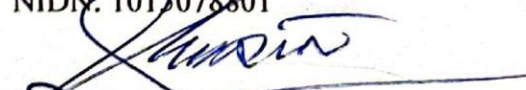
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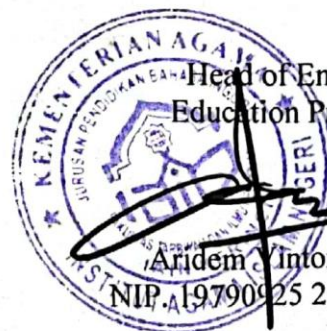
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DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis for:

My beloved father and mother

For their love, effort, suggestion, support and praying for my success in the future.

My beloved brother and sister and my family

Who always give me support

And my best friends

Who always motivated and give me inspiration

And spirit during the process to finish this thesis

And all people in my life.

May Allah SWT. Bless them

I thanks very much to you all

Big love and hug

MOTTO:

هُوَ اللَّهُ الْخَلْقُ الْبَارُّ الْمُصَوِّرُ لَهُ الْأَسْمَاءُ الْحُسْنَى يُسَبِّحُ لَهُ مَا فِي السَّمَوَاتِ
وَالْأَرْضِ وَهُوَ الْعَزِيزُ الْحَكِيمُ ٢٤

“Dialah ALLAH yang Menciptakan, yang Mengadakan, yang Membentuk Rupa, yang Mempunyai Asmaaul Husna. Bertasbih kepadaNya apa yang dilangit dan bumi. Dan di Dialah yang Maha Perkasa lagi Maha Bijaksana”.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled **“ENGLISH TEACHERS’ PERCEPTIONS OF LANGUAGE ASSESSMENT LITERACY AT JUNIOR HIGH SCHOOLS OF KERINCI THE ACADEMIC YEAR 2022/2023”** the researcher got difficulties, but there are guidance and support from other parties the researcher would like to express thank to:

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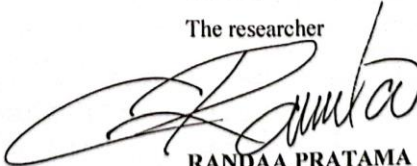
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Finally, the researcher would like to express the great thank to her beloved beloved parents, beloved brother and sister, big family, the friends who have given support, suggestion, prayers, and everything that could not mentions one by one. The researcher is aware this thesis still has much weakness because of the limitation of knowledge and others. The researcher expected and appreciates when there are some critics and suggestion to complete it.

Kerinci, November 2022

The researcher



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ABSTRACT

Randa Pratama, 2022

**: ENGLISH TEACHERS' PERCEPTIONS
OF LANGUAGE ASSESSMENT LITERACY
AT JUNIOR HIGH SCHOOLS OF KERINCI
THE ACADEMIC YEAR 2022/2023**

Advisors

**: 1. Novri Pahrizal, M.Pd
2. MUSDIZAL, M.Pd**

Keywords

: *Language Assessment Literacy, English Teacher' Perceptions*

Based on the observation in the field, the researcher identify the problem as follow: English teachers look at assessment as something that is final with a purpose of just giving students a grade. Most of them do not know the term of assessment literacy. The assessment practice is not more than grading activities. Meanwhile, conceptualizations of LAL have also started to include classroom-based perspectives, opening up for the possibility of including issues related to, for example, formative assessment. The purpose of this research was to find out how do English teachers' perception of Language Assessment Literacy at SMP Kerinci. The design of this research was quantitative descriptive. In collecting the data, the researcher was distributed questionnaire to the respondents to assess their perception on LAL. Based on the finding of the research, 1). the total mean of teachers' perception of Language Assessment Literacy (LAL) was **3.37**. The range level of **3.37** based on the intensity of LAL is at the medium level. It means that the teachers' perception of LAL was at medium level. And it can be said that the teachers sometimes used Language Assessment Literacy in English learning process. 2). the item analysis of Language assessment literacy of knowledge components it was found that the total mean of this components was 2.63. Thus, it can be concluded that the teachers' perception of LAL of knowledge component was at **Medium level criteria**. It means that the teacher sometimes used knowledge components in LAL. 3). Then, the item analysis of Language assessment literacy of skills components it was found that the total mean of this components was 2.83. Thus, it can be concluded that the teachers' perception of LAL of skills component was at **medium level criteria**. It means that the teacher sometimes used skills components in LAL. 4). In other hand, the item analysis of Language assessment literacy of principles components it was found that the total mean of this components was 3.56. Thus, it can be concluded that the teachers' perception of LAL of principles component was at **High level criteria**. It means that the teacher usually/often used principles components in LAL.

ABSTRAK

Randa Pratama, 2022

: ENGLISH TEACHERS' PERCEPTIONS OF LANGUAGE ASSESSMENT LITERACY AT JUNIOR HIGH SCHOOLS OF KERINCI THE ACADEMIC YEAR 2022/2023

Advisors : **1. Novri Pahrizal, M.Pd**
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Keywords : *Language Assessment Literacy, English Teacher' Perceptions*

Berdasarkan observasi di lapangan, peneliti mengidentifikasi masalah sebagai berikut: Guru bahasa Inggris memandang penilaian sebagai sesuatu yang final dengan tujuan hanya memberikan nilai kepada siswa. Sebagian besar dari mereka tidak mengetahui istilah literasi penilaian. Praktik penilaian tidak lebih dari kegiatan penilaian. Sementara itu, konseptualisasi LAL juga sudah mulai memasukkan perspektif berbasis kelas, membuka kemungkinan untuk memasukkan isu-isu terkait, misalnya, penilaian formatif. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi guru bahasa Inggris terhadap Literasi Penilaian Bahasa di SMP Kerinci. Desain penelitian ini adalah deskriptif kuantitatif. Dalam pengumpulan data, peneliti menyebarkan kuesioner kepada responden untuk menilai persepsi mereka tentang LAL. Berdasarkan hasil penelitian ditemukan bahwa: 1). Persepsi guru terhadap LAL berada di level menengah dengan rata-rata 3.37, ini berarti guru kadang-kadang menggunakan LAL dalam proses pembelajaran bahasa Inggris. 2). Analisis angket LAL komponen *pengetahuan* diketahui bahwa rerata total komponen ini adalah 2,63. Dengan demikian, dapat disimpulkan bahwa persepsi guru terhadap komponen pengetahuan LAL berada pada kriteria sedang. Artinya guru terkadang menggunakan komponen pengetahuan dalam LAL. 3). Kemudian, pada butir analisis literasi penilaian bahasa komponen *keterampilan* diperoleh rerata total komponen ini adalah 2,83. Dengan demikian, dapat disimpulkan bahwa persepsi guru terhadap LAL komponen keterampilan berada pada kriteria sedang. Artinya guru terkadang menggunakan komponen keterampilan dalam LAL. 4). Sementara itu, pada butir analisis literasi penilaian bahasa komponen *prinsip* ditemukan bahwa rata-rata total komponen ini adalah 3,56. Dengan demikian, dapat disimpulkan bahwa persepsi guru terhadap LAL komponen prinsip berada pada kriteria tingkat Tinggi. Artinya guru biasanya/sering menggunakan komponen prinsip ini dalam LAL.



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\CHAPTER I

INTRODUCTION

A. Background of The Problem

Assessment is an instrumental function of the teaching-learning process. While assessment is vital to evaluate the student's progress, the concerns about whether the instructors have the necessary assessment literacy should be taken into consideration for an effective assessment process.

Assessment has gained greater attention through some internal and external motivations that have taken place in the first decade of the 21st century (Fulcher, 2012). Concerning the external reasons, the legislation of No Child Left Behind from the United States and Common European Framework of References from the European Union are milestones for assessment policy, which are closely related to and followed by English Language Teaching programs in Turkey, as well. English language teachers' understanding of the importance of assessment in the language learning process is interpreted as the internal reason for the language assessment's gaining popularity (Fulcher, 2012).

While language assessment has attracted the attention of practitioners and scholars, the amount of time and space allocated to the process of assessment remains inadequate (Hatipoglu, 2015). One of the most fundamental stages of a lesson is the assessment part, which shapes learners and teachers, also the way teachers employ at the time of teaching. Teachers need to have language assessment literacy to measure student performance

and to guide them in further learning processes (Malone, 2011; Tsagari & Vogt, 2017). There are two specific courses associated with assessment in English Language Teaching departments in Turkey; that is, Assessment and Evaluation course and English Language Testing and Evaluation course. The assessment and Evaluation course is generally taught in students' native language and addressed to all students of the Education Faculty, not just to English Language Teaching Department's students. Also, it covers more general topics related to testing. However, English Language Testing and Evaluation course is designed to cover language-related assessment, evaluation, and testing topics. Considering that English Language Testing and Evaluation is a single course throughout one semester in four-year in ELT departments, it is hard for the instructors to build on its syllabus (Hatipoglu, 2015; Öz, 2014), meaning that ELT students are less likely to internalize the concepts of assessment.

Language assessment literacy is required for pre and in-service teachers. If language teachers are successfully trained in language assessment literacy it will improve teaching and learning (Giraldo, 2018). Seeing the importance of language assessment literacy of teachers, this study will focus on obtaining by EFL teachers will be considered literate about language assessment literacy when they understand clearly the purposes of assessment, methods of assessment, and procedures of assessment at their teaching subject. In line with Indonesia's latest higher education curriculum reform in 2016, which emphasizes the significance of using multiple assessment

methods and procedures to assess students' cognitive, psychomotor, and affective competencies involve teachers to have a higher level of language assessment literacy.

However, assessment literacy is still an under-explored area, especially for classroom English language teachers. Although English teachers are responsible for preparing the questions for the internal examinations that are held at the school or preparing the students for public exams, it has never been considered essential for classroom English teachers to develop the required assessment literacy. On the other hand, English is taught as a compulsory subject at the school level so that students become proficient users of English in real life. As mentioned by Patrao (2019:5) which said that in the teaching of English, It is highly desirable to know exactly what one is hoping to achieve. If this can be seen, then the best way of getting to work usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English.

Language assessment literacy plays an increasingly important role in language education and constitutes an integral part of language teachers' professional competence. Teachers who are language assessment literate can design and administer effective testing activities, interpret students' scores accurately, formulate appropriate teaching plans, and make rational education decisions. However, teachers' insufficient LAL may lead to poorly designed language assessments, incorrect interpretation of test results, and irrational

educational decisions, all of which may have negative consequences for students.

Language teachers make decisions based on assessment data, whether this endeavor involves reporting achievement or improving learning. Since data on language ability is used for decisions, they directly influence learning, teaching, and schools. Against this background, there is a need to improve the language assessment literacy of language teachers, a crucial stakeholder group in language assessment. In general, language assessment literacy (henceforth LAL) refers to the knowledge, skills, and principles for contextualizing, planning, developing, executing, evaluating, and interpreting language assessments, whether these are devised in the classroom or out of it (Fulcher, 2012 on Giraldo & Murcia, 2018:58).

Assessment of students is one of the most important responsibilities of teachers because the quality of teaching in the classroom is closely associated with the quality of the applied assessment. Hence, teachers need to possess assessment literacy. It is important because it helps teachers perceive, analyze, and use data on students' performance to improve teaching. Therefore, being assessment literate is vital because assessment illiteracy results in inaccurate assessment, and cannot fulfill the purposes of the assessment itself. It is why language assessment literacy is necessary for teachers to prevent serious consequences for teachers and students.

From the researcher's interview with the English teachers in the that at SMPN Kerinci, the researcher find out that the English teachers look at

assessment as something final to just give students a grade. Most of them do not know the term assessment literacy. The assessment practice is not more than grading activities. Meanwhile, assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, and curriculum. Even though Language assessment literacy has traditionally been taken as a starting point for knowledge and skills related to traditional language testing, making traditional psychometric content the main focus of attention.

From the observation in the School, the researcher find out that teachers give a test to their students without considering how the language may be used in the real world, although teachers need to consider it. Designing a test with considering authenticity will be more interesting for students. It's like linking the language with the real world so the test will not be boring and talking about unconnected items, such as reading passages from newspapers and listening to a news report. Besides, the students will be more interested, they also will feel motivated and enthusiastic, or even challenged in completing the test. Meanwhile, the teachers tended to choose a practical activity to evaluate and/ or design a test.

In later years, however, conceptualizations of LAL have also started to include classroom-based perspectives, opening up for the possibility of including issues related to, for example, formative assessment. And that is one of the areas that the course should emphasize: On the purpose of

assessment, on the usefulness of assessment, other than just giving students a grade. As stated by Hay & Penney cited by Sultana (2019:2) Assessment literacy largely has been defined by teachers' understanding of assessment processes as well as their capacities to design assessment tasks, develop adequate criteria for making valid judgments on the quality of students' performances, and understand and act upon the information that is collected through assessment.

Classroom English teachers are responsible for designing various internal examinations, and a few of them even serve on examination boards as question setters. Consequently, it is expected that teachers' classroom instruction would be largely molded by their assessment practices. Recognizing the importance of language teachers' LAL and the need for teacher development, some studies have been performed to conceptualize LAL, investigating teachers' LAL and supporting resources in different contexts and from different perspectives. Sultana (2019:1) stated that the results examine the nature and functionality of LAL among English teachers in Bangladesh. provided insights into how the inadequate academic and professional testing background of teachers hindered their performance in conducting assessment-related tasks and contributed to their limitations in the use of assessments to improve teaching. Based on the findings, she concludes with suggestions that can be implemented to develop language assessment awareness in English teachers.

Based on the phenomenon above, the researcher is interested to

research English teachers' knowledge of language assessment literacy. The title of the research is “English Teachers’ Perception of Language Assessment Literacy at SMP Kerinci Academic Year 2022/2023”

B. Identification of the Problem

Based on the observation in the field, the researcher identifies the problem as follows: English teachers look at assessment as something final to just give students a grade. Most of them do not know the term assessment literacy. The assessment practice is not more than grading activities. Meanwhile, conceptualizations of LAL have also started to include classroom-based perspectives, opening up for the possibility of including issues related to, for example, formative assessment. And that is one of the areas that the course should emphasize: On the purposes of assessment, on the usefulness of assessment, other than just giving students a grade. Furthermore, from the observation in the School, the researcher find out that teachers give a test to their students without considering how the language may be used in the real world, although teachers need to consider it.

C. Limitation of the Problem

The limitation of the study has its function to specify the object of the research. Based on the background of the research above, the researcher limited the research as follows: English Teachers’ Perception of Language Assessment Literacy at SMP Kerinci Academic Year 2022/2023. This research just took three junior high schools. They are SMPN 2, SMPN 1, and

SMP Attayibah Semurup, this was because of the limitation of time, cost, and ability of the researcher.

D. Research Questions

Based on the background above, the problem can be formulated as follows:

1. What are English teachers' perceptions of Language Assessment Literacy at SMPN Kerinci?
2. What is English teachers' perception of the Language Assessment Literacy component of knowledge at SMPN Kerinci?
3. What are English teachers' perceptions of the Language Assessment Literacy component of skills at SMPN Kerinci?
4. What are English teachers' perceptions of the Language Assessment Literacy component of Principle at SMPN Kerinci?

E. Purposes of the Research

The purposes of the research are as follows:

1. To find out what are English teachers' perceptions of Language Assessment Literacy at SMPN Kerinci?
2. To find out what are English teachers' perceptions of the Language Assessment Literacy component of knowledge at SMPN Kerinci?
3. To find out what are English teachers' perceptions of the Language Assessment Literacy component of skills at SMPN Kerinci?

4. To find out what are English teachers' perceptions of the Language Assessment Literacy component of Principle at SMPN Kerinci?

F. Significances of the Research

The results of this study were expected to give both theoretical and practical benefits as follows:

1. Theoretically

The result of this study is expected to explain Assessment Literacy can help a teacher design and administer effective testing activities, interpret students' scores accurately, formulate appropriate teaching plans, and make rational education decisions.

2. Practically

a. For the Teacher

A teacher can use the material easier and she/he will have a new strategy to design appropriate assessments for their class.

b. Students

It will improve the student's ability in English

c. Researcher

- 1) Researcher can use the result of this study to be a reference.
- 2) Researcher can search for the same variable.

G. Definition of the Key Terms

To avoid misunderstanding and misinterpretation in this research, the researcher defines specific terms as follows:

1. English is a study of literature, media, and language. There are four skills in the English language such as listening, speaking, reading, and writing.
2. Perception is a set of processes by which a person becomes aware of and interprets information about a certain object which may be by way of experience, exposure, or any other interaction.
3. Language Assessment Literature is defined as “teachers’ understanding of assessment processes as well as their capacities to design assessment tasks, develop adequate criteria for making valid judgments on the quality of students’ performances, and understand and act upon the information that is collected through assessment



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. Language Assessment Literacy

a). Assessment Literacy

Assessment literacy is a teacher's knowledge about how to assess what students have learned and how to implement the data captured by assessment for the enhancement of students' learning and teaching approach (Webb, 2002). In addition to theoretical knowledge, a teacher should know how to ensure the reliability and validity of assessment tools and should be aware of the procedures and concepts that influence the process of assessment (Popham, 2011). In a practical aspect, a teacher should collaborate with his/her colleagues to design an assessment process that influences directly what students are going to learn (Braney, 2011). Assessment literacy requires teachers to be aware of both theoretical and practical dimensions of assessment and evaluation (Yastıbaş, 2018). Besides, it demonstrates to what extent a teacher can reflect his assessment knowledge through different approaches and in a different context.

Fulcher (2012) made a definition of assessment literacy after a study conducted to investigate the assessment practices needs of language teachers. He claims that assessment literacy has three aspects. The first one is the ability to design, improve, preserve, or

evaluate standardized tests. The second one is aware of the assessment process, concepts, and principles that guide practice. The last one is the ability to integrate knowledge, processes, and concepts in a social and philosophical frame to understand why assessment practices have arisen, what the role of assessment is, and what the effect of assessment on the classroom and individuals is.

Newsfield (2006) defines assessment literacy from a different point of view. He categorizes assessment literacy from the viewpoint of a professional test developer, a university student, and a high school teacher. For professional test developers, each part of their work is related to assessment literacy. For a university student, assessment literacy is the knowledge of how successfully he/she acts during exams. For a teacher, it is the ability to grade students correctly and ethically.

As it was understood from different views of scholars, the definitions of assessment literacy vary depending on the context of use (Pill & Harding, 2013), however, we can grasp the common view of which teachers should understand all different purposes of assessment and use them appropriately (Volante & Fazio, 2007).

Thus, why assessment literacy is important, various aspects of teaching like making decisions for large group instructions and developing instructional programs are affected by assessment inevitably (Mertler, 2003). Therefore, it is significant for teachers to

be experts in assessment literacy to shape the instructions and to develop the students' learning (White, 2009). Supportingly, Stiggins (1991) argues that teachers should have adequate classroom assessment data to make decisions about their students' learning development through convenient instruction and at the last step, to make the most benefit from these decisions. If teachers cannot know the effectiveness of his/her instruction and make changes for the achievement of the students, the students

b). The Concept of Language Assessment Literacy

Language Assessment Literacy (LAL) is the ability of a language teacher which is essential for understanding, analyzing, and using students' assessment data for the enhancement of their learning. (Inbar - Lourie, 2008). It is the knowledge of a language teacher through which the teacher evaluates his/her assessment in a classroom (Fulcher, 2012). In other words, it is the ability to both develop and evaluate tests and other assessment components in detail and to evaluate grade assessment by theoretical knowledge (Vogt & Tsagari, 2014). According to Fulcher (2012), language assessment literacy also includes comprehending historical and political aspects for explaining how assessment may influence individuals.

When we have a look at why language assessment literacy is important, it affects teachers' practices and the student's learning development. Thus, the integration of language teaching with

language assessment helps students improve their learning (Malone, 2011; Rea-Dickins, 2004). Rea-Dickins (2004) stated that activities that language teachers use during language assessment are significant because the teachers have the opportunity to observe their students through these activities. The observation through the activities includes an assessment of the student's performances with different methods. The data obtained by this observation enables teachers to make decisions for their instructions and the learning process of students.

Giraldo & Murcia, (2018:59) stated that in education, assessment literacy refers to the skills and knowledge for the practice of assessment by stakeholders such as teachers and school administrators. Fulcher on Eda, et.al (2020:275) made a definition of assessment literacy after a study conducted to investigate the assessment practices needs of language teachers. He claims that assessment literacy has three aspects.

- a. The first one is the ability to design, improve, preserve, or evaluate standardized tests.
- b. The second one is aware of the assessment process, concepts, and principles that guide practice.
- c. The last one is the ability to integrate knowledge, processes, and concepts in a social and philosophical frame to understand why assessment practices have arisen, what the role of assessment is,

and what the effect of assessment on the classroom and individuals is.

Popham on Giraldo (2018: 178) explains that assessment literacy includes knowledge of reliability and threats to it, tests' content validity, fairness, design of closed-ended and open-ended test tasks, use of alternative assessments such as portfolios, formative assessment, student test preparation, and assessment of English language learners. Furthermore, Brookhart, Giraldo (2018: 178) who argues that the standards above are not comprehensive enough for classroom teachers, believes assessment literacy has to do with knowledge of how students learn in a specific subject; a connection between assessment, curriculum, and instruction; design of scoring schemes that are clear for stakeholders; administration of externally-produced tests; and use of feedback to improve learning.

Taylor on Giraldo (2018:178) argues that not only should language teachers be involved in knowledge of language assessment; other stakeholders such as school principals, parents, and politicians should know about language assessment and its implications (i.e., decisions based on scores).

A description of LAL was also discussed in Inbar-Lourie's study cited by Nurdiana (2020:68). She suggests eight aspects of LAL:

- a. Understanding of the social role of assessment and the responsibility of the language tester. Understanding the political (and) social forces involved, test power, and consequences.
- b. Knowledge of how to write, administer, and analyze tests; report test results, and ensure test quality.
- c. Understanding of large-scale test data.
- d. Proficiency in Language Classroom assessment.
- e. Mastering language acquisition and learning theories and relating to them in the assessment process.
- f. Matching assessment with language teaching approaches. Knowledge about current language teaching approaches and pedagogies.
- g. Awareness of the dilemmas that underlie assessment: formative vs. summative; internal-external; validity and reliability issues particularly about authentic language use.
- h. LAL is individualized, the product of knowledge, experience, perceptions, and beliefs that language teachers bring to the teaching and assessment process.

c). The Important of Language Assessment Literacy

According to Sultana (2019:3), Training may help develop the assessment literacy of language teachers. To equip teachers to be assessment literate in their classroom instructions, appropriate teacher training on assessment is required. Language teachers need

to be able to deliver high-quality assessments for the development of student's language proficiency, which is only possible if they possess the knowledge, skills, and practices of language testing.

Language assessment literacy plays an increasingly important role in language education and constitutes an integral part of language teachers' professional competence. Teachers who are language assessment literate can design and administer effective testing activities, interpret students' scores accurately, formulate appropriate teaching plans, and make rational education decisions. However, teachers' insufficient LAL may lead to poorly designed language assessments, incorrect interpretation of test results, and irrational educational decisions, all of which may have negative consequences for students. (Weng & Shen, 2022:1)

d). Language Assessment Stages

In Ra-Dickins (2001:429), there are four stages to language assessment in the classroom: planning, implementation, monitoring, and recording and dissemination:

- a. In the first stage, language teachers select the purposes and tools to assess and prepare students for assessments.
- b. In stage two, teachers introduce the why, what, and how of assessment, and also provide a scaffold while the assessment unfolds, ask learners to monitor themselves and others, and provide immediate feedback to students.

- c. During stage three, teachers bring together their observations and analyze them with peers, with the hope to provide delayed feedback to improve learning and teaching.
- d. In the last stage, teachers formally report their analyses to whomever they need to.

In McNamara and Hill (2011:395), the stages are called planning, framing, conducting, and using assessment data. They are, essentially, the same as those in Rea-Dickins as the stages refer to the same assessment activities. From these last two studies, the researcher believes there are more layers to what LAL can entail. LAL includes the ability to effectively plan, execute, evaluate, and report assessment processes and data.

d) Language assessment Literacy Dimension

Giraldo (2018 188-190) stated that there are eight dimensions of LAL for language teachers that were used as guiding principles in the interview protocol design, data collection, and analysis. The eight dimensions are categorized under the LAL components of knowledge, skills, and principle.

Table 1: Language Assessment Literacy Dimension

LAL Components	Dimensions
Knowledge	1. Awareness of applied linguistics 2. Awareness of theory and concepts 3. Awareness of own language assessment context
Skills	4. Instructional skills 5. Design skills for language assessments 6. Skills in educational measurement 7. Technological skills
Principles	8. Awareness of and actions toward critical issues in language assessment

2. Teachers' Perceptions and Practices in Language Assessment

According to Scarino (2013), in addition to knowledge, ability, and principles, it is important to take into account the teachers' interpretive structures as language teachers have specific teaching contexts, perceptions, beliefs, and practices all of which shape their language assessment literacy.

Shim (2009) searched for teachers' perceptions and practices for English language assessment. In this study, the results demonstrated that teachers have sufficient assessment literacy and they are concerned with assessment principles. Although they have adequate assessment literacy, they do not use these principles in their classrooms. The teachers sometimes have no control over the assessment process as they have overcrowded classrooms and heavy teaching burdens.

In the study of Öz and Atay (2017), teachers' perceptions and the relationship between their perceptions and experiences were investigated in Turkey. In the study, twelve prep-school teachers were interviewed and it was concluded that teachers have adequate classroom language assessment knowledge; however, their practices do not reflect their knowledge. Also, it was found that there is no relationship between their practices and experiences. In a similar study by Sikka, Nath, and Cohen (2007), teachers' beliefs about language assessment were investigated. It was revealed that there is a necessity for different assessment methods in teacher training programs as teachers' beliefs are shaped by their previous knowledge.

In a different study by Munoz, Palacio, and Escobar (2012), it was revealed that the participant English teachers believed that assessment could enhance teaching and learning and help evaluate the performance of an institution; therefore, assessment is also important for formative purposes. Despite their beliefs, the participants do not benefit from their assessment results and use their assessment for formative purposes.

Hornby (2000: 1386) stated that a teacher is a person whose job is teaching, especially in a school. A good teacher thinks that his teaching should be effective. All of us know very well that the basic principle of teaching is "know what you do and only do what you know". Teaching requires certain directions. After all, the success of teaching depends on the aims and objectives of teaching. (Patrau 2019:5)

Teaching is considered to be a form of strategic behavior that involves diagnosing the teaching problem and selecting/designing the appropriate solution. Teaching strategies are presented as basic categories with the potential for adjustment and modification. The teacher should regard them as options to choose from in real classroom conditions according to his or her diagnosis of the current didactic situation and the learners' needs. (Wydawnictwo Naukowe, 2005 : 14)

As a teacher, one can play many roles in the course of teaching. Just as parents are called upon too many things by their children, neither can a teacher be satisfied with one role. The following are the roles of the interactive teacher:

- a. The teacher as the controller
- b. The teacher as director
- c. The teacher as manager
- d. The teacher as facilitator
- e. The teacher is a resource. (Douglas Brown, 1994: 161)

Students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback. There are three main ways in which teachers help their students to learn. First, they present information, explain concepts, and model skills. Second, they ask questions and lead the students in discussion and other forms of discourse surrounding to content. Third, they engage students in activities or

assignments that provide them with opportunities to practice or apply what they are learning. (Jere Brophy, 2003 - 21)

Furthermore, one way to begin setting goals and priorities is to consider the quality of language teachers in particular. Once offered good Language teaching Characteristics in technical knowledge, pedagogical skills, interpersonal skills, and personal qualities.

- a. Technical knowledge: understands the linguistics of English phonology, grammar, and discourse; comprehensively grasps basic principles of language learning and teaching; has fluent competency in speaking, writing, listening to, and reading English; knows to experience what it is like to learn a foreign language; understands the close connection between language and culture; keeps up with the field through regular reading and conference/workshop attendance.
- b. Pedagogical Skills: has a well-thought-out, informed approach to language teaching; understand and has experience using a wide variety of techniques; efficiently designs and executes lesson plans; monitors lessons as they unfold and makes effective mid-lesson alterations; effectively perceives students' linguistic needs; gives optimal feedback to students; stimulates interaction, cooperation, and teamwork in the classroom; uses appropriate principles of classroom management; uses effective, clear presentation skills; creatively adapts textbook material and other audio, visual, and mechanical aids; innovatively creates brand new materials when needed; uses

interactive, intrinsically motivating techniques to create effective tests.

- c. Interpersonal skills: is aware of cross-cultural differences and sensitive to students' cultural traditions; enjoys people, shows enthusiasm, warmth, rapport, and appropriate humor; values the opinions and ability of students; is patient in working with students of lesser abilities; over challenges to students of exceptionally high ability; cooperate harmoniously and candidly with colleagues (Fellow teacher); seeks opportunities to share thought, idea, and technique with colleagues.
- d. Personal Qualities: is well organized, conscientious in meeting commitments, and dependable; is flexible when things go awry; maintains an inquisitive mind in trying out a new way of teaching; sets short-term goals for continued professional growth; maintains and exemplifies high ethical and moral standards. (Douglas Brown, 1994: 430)

We know very well that teaching any subject is a social and cultural activity. It is not so easy to teach any subject as it appears while teaching, a teacher has to keep in mind the aims and objectives of his subject. In other words, we can say that teaching any subject becomes much more effective when the teacher is fully conscious of the aims and objectives of teaching that subject. A good teacher thinks that his teaching should be effective.

B. Review of the Related Findings

There is some previous research as the related finding of this research, as follows:

The first research is written by Nasreen Sultana (2019). The title is Language assessment literacy: an uncharted area for the English language teachers in Bangladesh. Hence, this research aims to examine the nature and functionality of LAL among English teachers in Bangladesh. The study focused on two central concerns: first, whether the English teachers in the country are academically and professionally ready to perform various-testing tasks; and second, how the teachers perceive LAL in their teaching practices. Semi-structured interviews were used as the data collection method for this qualitative study. The results provided insights into how the inadequate academic and professional testing background of teachers hindered their performance in conducting assessment-related tasks and contributed to their limitations in the use of assessments to improve teaching. Based on the findings, the article concludes with suggestions that can be implemented to develop language assessment awareness among English teachers in Bangladesh.

The second research is written by Weng and Shen, With the title Language Assessment Literacy of Teachers. Researchers examine language teachers' assessment processes, self-designed assignments, and final papers, and how they use assessment results to identify their language assessment training needs. The majority of the language teacher assessment training

programs were shorter than one semester in duration. Although short-term training programs impart language assessment knowledge and skills, long-term training programs are needed as they are more effective at helping teachers apply what they have learned to the context in which they work. Flexible training methods such as online training courses, collaborative learning, and reflection are also worth exploring to ensure that as many language teachers as possible participate in LAL training.

The third research by Bohn and Tsagari (2021) with titled Teacher educators' Conceptions of Language Assessment Literacy in Norway. The current study used an exploratory, qualitative research design to investigate teacher educators' conceptions of teacher LAL in the Norwegian educational context. Teacher educators are an influential stakeholder group in education, whose knowledge of teaching and assessment can inform our understanding of teacher LAL in important ways. Taking Taylor's (2013) LAL model as a starting point, this study explored five English teacher educators' general understanding of teacher LAL, as well as the relevance of the components of Taylor's model in particular. The study provides important empirical evidence of how teacher LAL may be understood and how Taylor's model can be further developed.

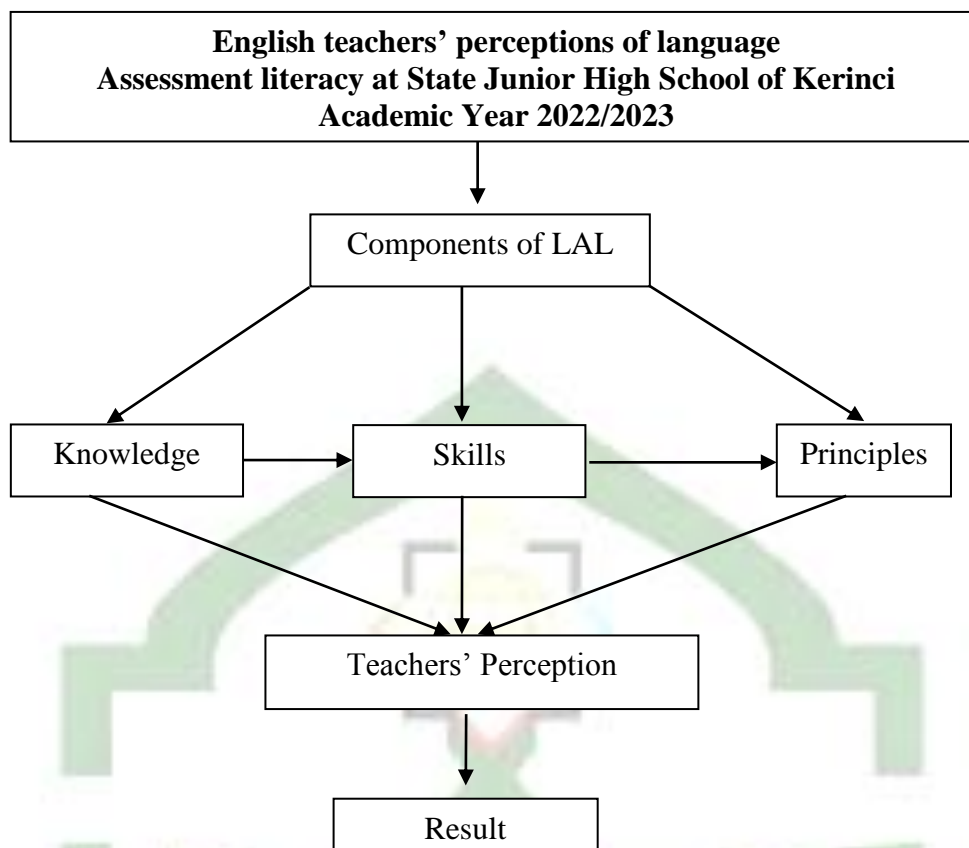
The first related finding has a similarity with this research in the variables of the research. Both types of research are about Teacher Language Assessment Literacy. The differences are the field of the research and the method used by the researcher. The first research uses qualitative research,

meanwhile, this research will use a quantitative design. The second previous research also has the same variable as this research. The differences are about the formulation of the problem. While this research focuses on how are English teachers' knowledge of Language Assessment Literacy at SMPN 24 Kerinci, the second previous research is about Researchers examining language teachers' assessment processes, self-designed assignments, and final papers, and how they use assessment results to identify their language assessment training needs. The third related finding and this research are about Teacher Language Assessment Literacy. The differences are the field of the research and the method used by the researcher. The first research uses qualitative research, meanwhile, this research will use quantitative design.

C. Conceptual Framework

The conceptual framework of this research is as bellow:

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KERINCI



The purpose of this research was to find out the English teachers' perceptions of language Assessment literacy at State Junior High School of Kerinci Academic Year 2022/2023. The researcher gave the questionnaire of LAL to the teachers with three components: knowledge, skills, and Principles. After the questionnaire answered by the teacher, the researcher analyzed the result of the questionnaires to find out what is the English teachers' perception of LAL.

CHAPTER III

METHODS OF THE RESEARCH

A. Research Design

This research was quantitative with a descriptive design. As mentioned by Creswell, (2008:46). Quantitative research is a type of educational research that decides what study, asks specific narrow questions, collects quantifiable data from participants, analyzes these numbers using a statistic, and conducts the inquiry in an unbiased objective manner.

A. Population and Participant

1. Population

According to Creswell (2008:151), a population is a group of individuals who have the same characteristic. The population of the research was English Teachers at SMPN 24 Kerinci, SMPN 1 Kerinci, and SMPN Attayibah Semurup Academic Year 2022/2023. The population consists of three Schools which consisted of 12 English Teachers, formore details can be seen as follow:

Table 2: Population of English Teachers at SMPN 24 Kerinci, SMPN 1 Kerinci, and SMP Attayibbah Kerinci

School	SMPN 24 Kerinci	SMPN 1 Kerinci	SMP Attayibah Semurup
Number of the Teachers	3	4	5

Source: The Data of SMPN 24, SMPN 1, and SMP Attayibah Academic Years 2022-2023

2. Participant

The participants of the research are subject to be investigated by researchers. So, the participants of the study are a source of information dug up to reveal facts in the field. In this study, the subjects of research are English teachers. The participant is someone that understands the object of the research. An informant of the research is 3 English teachers at SMP Negeri 24 Kerinci, 4 teachers at SMPN 1 Kerinci, and 5 Teachers at SMP Attayibah Semurup. They provided language assessment as they design and administer testing activities for the students. As stated that assessment literacy is simply an understanding of the principles and practice of testing and assessment. (Boyle on Hudaya, 2017: 247)

Before conducting the research, the researcher asked for permission from the respondents by giving an application letter for being the respondents and the research to them. In this research, the researcher gave the questionnaires to them to find out about their implementation of Language assessment in teaching English.

B. The procedure of the Research

This research was conducted to find out the teachers-perceptions' of Language assessment Literacy At Sekolah Menengah Pertama Negeri 24 Kerinci, Sekolah Menengah Pertama Negeri 1 Kerinci, and Sekolah Menengah Pertama Attayibah Semurup Academic Year 2022-2023. To achieve this goal, this research is guided by six general characteristics. First, exploring a problem and developing a detailed understanding of a central

phenomenon. Second, having the literature review plays a minor role but justifies the problem. Third, starting the purpose of the research questions in a general and broad way to the participants' experiences. Fourth, the collection of data is based on words from a small number of individuals so that the participants' views are obtained. Fifth, analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings. Sixth, writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias. (Creswell, 2012 : 16)

1. Exploring the problem and developing a detailed understanding of a central phenomenon. In this step, the researcher did the observation of the research to find out the phenomenon.
2. Starting the purpose of the research questions. Based on the phenomenon stated in the background of the research, the researcher then develops the research question and states the purposes in two main purposes. The result will be described in the findings.
3. Collection data. This research was done by giving questionnaires to the English teachers in the school, the researcher prepare the questionnaire before conducting the research.
4. Analyzing the data. The results of questionnaires and documentation that researchers obtain were analyzed quantitatively.
5. Writing the report. The result of the analysis data will be presented in the thesis in narrative and table forms.

C. Instrument of the Research

The instrument of this research used Questionnaires. To know the teachers' Language Assessment Literacy the researcher used LAL adopted from Giraldo's (2018 188-190). In this questionnaire there are eight dimensions are categorized under the LAL components of knowledge, skills, and practice. and modified to be more suitable to use in this research field. Five choices must be chosen by teachers, with 1-5 scales. They are Never (1), Rarely (2), Sometimes (3), Usually (4), and Always (5). The questionnaire itself is some within questions, which are used to gain information from respondents. The questionnaire is a collecting data technique that makes some questions for respondents to give their answers. (Sugiyono, 2008:142). This can be seen in the following table:

Table 3: The LAL Inventory

LAL Components	Indicators	Items
Knowledge	1. Awareness of applied linguistics	4 (1, 2, 3, 4)
	2. Awareness of theory and concepts	5 (5,6,7,8,9)
	3. Awareness of own language assessment context	5 (10, 11, 12, 13, 14)
Skills	4. Instructional skills	5 (15, 16,17,18,19)
	5. Design skills for language assessments	5 (20, 21, 22, 23, 24)

	6. Skills in educational measurement	5 (25,26,27,28,29)
	7. Technological skills	3(30, 31, 32)
Principles	8. Awareness of and actions toward critical issues in language assessment	5 (33, 34, 35,36,37)

D. The technique of Collecting Data

Data collection is the most important step in research. Therefore a researcher must be skilled in collecting data to obtain valid data and the main purpose of the research is to obtain the necessary data and information.

Data collection techniques used a questionnaire. Arikunto (2006: 152) stated that there are two types of questionnaires. They are open and closed questionnaires. In an open questionnaire, the respondent can answer the question using their sentences. Meanwhile, in the closed questionnaire, the respondent can directly choose the appropriate answer. In this research, the researcher used a closed questionnaire to measure the teachers' Language Assessment Literacy. There are 37 items of questionnaires on Language Assessment Literacy based on Eight dimensions of LAL. The Giraldo's (2018 188-190).

E. The technique of Data Analysis

To analyze the data, the researcher used the following descriptive analysis:

1. The result of the questionnaire was studied and identified to find out the LAL used by the teachers. For the identification of teachers' perceptions, the researcher calculated the mean as it is the most common measurement used in classifying teachers' categories. This idea is also supported by Ary, et.al (Furchan (Translator)), 2005: 159

The formula is:

$$M = \frac{\sum X}{N}$$

Where :

M = Mean
 $\sum X$ = Sum of students' Score in a distribution
 N = Number of teachers

After the mean was counted, then the researcher presented by using the following intensity:

Table 4: The intensity of LAL

Criteria	Frequency	Score
Very high	Always	4.50 – 5.00
High	Usually	3.50 – 4.49
Medium	Sometimes	2.50 – 3.49
Low	Rarely	1.50 – 2.49
Very low	Never	0.00 – 1.49

(Source: Oxford, 1990: 291)

2. Then, the percentage was calculated to find out the students who have problems in each indicator specifically and in each factor generally by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

- P = Percentage of teachers who answer
F = Frequency of teachers who answer the LAL
N = Number of teachers as sample



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings presented below are based on the information from the questionnaire. The questionnaire included 37 questions on Language Assessment Literacy.

1. Teachers' Perception of Language Assessment Literacy

To find out the teachers' perception of LAL the researcher used a questionnaire. The following table shows the result of a questionnaire that has been answered by the teacher.

Table 7: The result of percentage and mean of LAL.

No	Items	Scale and Frequency					Mean
		Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	
1	Compares approaches for language teaching and assessment; e.g., communicative language testing; task-based assessment.	-	8.3%	25%	50%	16.7%	2.75
2	Explains major issues in applied linguistics; e.g., bilingualism, language policy and planning, pragmatics, sociolinguistics, etc.	-	8.3%	58.3%	33.3%	-	2.33
3	Analyzes trends in second language acquisition and their impact on language assessment; e.g., motivation, cross-linguistic influence, learner strategies	-	-	50%	33.3%	16.7%	2.66
4	Integrates theories related to language and language use; e.g., models of language ability, discourse analysis, and grammar teaching	-	33.3%	50%	41.7%	-	2.50
5	Interprets reliability in language assessment and its implications: dependability, classical test theory, item analysis, threats, calculating the reliability of tests and items, inter- and intra-rater reliability, etc.	-	8.3%	41.7%	41.7%	8.3%	2.50
6	Interprets validity in assessment and its	-	8.3%	41.7%	41.7%	8.3%	2.50

	implications: construct, content, and criterion validities, construct validity as unitary, Messick's (1989) consequential validity; validity as an argument						
7	Calculates statistics procedures for investigating validity such as Pearson Product Moment Correlation.	-	8.3%	50%	41.7%	-	2.58
8	Interprets major qualities for language assessment practices (apart from reliability and validity), and their implications for language assessment: authenticity, practicality, interactiveness, fairness, ethics, and impact (including washback).	-	-	58.3%	41.7%	-	2.91
9	Recognizes what feedback implies within a formative assessment paradigm	-	16.7%	58.3%	25%	-	2.83
10	Explains your own beliefs, attitudes, context, and needs for assessment.	-	16.7%	50%	33.3%	-	2.33
11	Evaluates the test and assessment policies that influence his/her teaching.	-	-	41.7%	50%	8.3%	2.16
12	Assesses the existing tensions that influence language assessment in his/her school.	-	-	33.3%	50%	16.7%	2.91
13	Illustrates the general guidelines and policies that drive language learning and assessment in his/her context	-	8.3%	41.7%	50%	-	2.91
14	Criticizes the kind of washback assessments usually have on his/her teaching context.	-	8.3%	41.7%	50%	-	2.91
15	plan, implement, monitor, record, and report student language development. 27 28	-	8.3%	66.6%	25%	-	2.08
16	provide feedback on students' assessment performance (norm- and criterion-referenced).	-	-	25%	58.3%	16.7%	2.33
17	collect formal data (e.g., through tests) and informal data (while observing in class) of students' language development.	-	8.3%	33.3%	41.7%	16.7%	2.41
18	provide motivating assessment experiences, give encouraging feedback, or set up self-assessment scenarios.	-	-	50%	41.7%	8.3%	1.75
19	use multiple methods of assessment to make decisions based on substantive information.	-	-	16.7%	41.7%	41.7%	2.0
20	identify and state the purpose of language assessment.	-	16.7%	-	50%	33.3%	3.25
21	construct test specifications (or blueprints) to design parallel forms of a test.	8.3%	25%	50%	16.7%	-	3.08
22	design assessments that are	-	25%			-	3.66

	reliable, authentic, fair, ethical, practical, and interactive.			58.3%	16.7%		
23	write selected-response items such as multiple-choice, true-false, and matching.	25%	33.3%	25%	16.7%	-	3.41
24	improve test items after item analysis, focusing on items that are either too difficult, too easy, or unclear.	8.3%	41.7%	33.3%	16.7%	-	3.66
25	interpret data from large-scale tests, namely descriptive statistics such as means, modes, medians, bell curves, etc.; can calculate descriptive statistics.	33.3%	25%	25%	8.3%	8.3%	3.08
26	infer students' strengths and weaknesses based on data.	16.7%	16.7%	41.7%	8.3%	16.7%	3.41
27	criticize external tests and their qualities based on their psychometric characteristics.	8.3%	33.3%	50%	8.3%	-	3.41
28	interpret data related to test design, such as item difficulty and item discrimination.	8.3%	41.7%	33.3%	16.7%	-	3.25
29	calculate reliability and validity indices by using appropriate methods such as Kappa, ppmc, and others.	8.3%	25%	50%	16.7%	-	3.25
30	use software such as Statistical Package for the Social Sciences.	8.3%	41.7%	25%	16.7%	8.3%	3.25
31	run operations on Excel; for example, descriptive statistics and reliability correlations.	8.3%	25%	50%	16.7%	-	3.08
32	use internet resources such as online tutorials and adapt content for his/her particular language assessment needs.	-	25%	58.3%	16.7%	-	3.66
33	Informs the inferences and decisions that derive from scores in assessments.	25%	33.3%	25%	16.7%	-	3.51
34	Uses assessment results for feedback to influence language learning, not other construct-irrelevant sources (e.g., personal bias towards a student).	8.3%	41.7%	33.3%	16.7%	-	3.76
35	Treats all students, or users of language assessment, with respect.	33.3%	-	25%	8.3%	8.3%	3.50
36	Implements transparent language assessment practices; informs students of the what, how, and why of assessment.	8.3%	-	25%	16.7%	-	3.66
37	Implements democratic language assessment practices, by giving students opportunities to share their voices about assessment.	16.7%	-	41.7%	8.3%	-	3.75
Total Mean							3.37

From the table above it can be seen that the total mean of teachers' perception of Language Assessment Literacy (LAL) was **3.37**. The range level of **3.37** based on the intensity of LAL is at the medium level. It means that the teachers' perception of LAL was at a medium level. And it can be said that the teachers sometimes used Language Assessment Literacy in the English learning process.

2. Language Assessment Literacy Component of Knowledge

In LAL components of knowledge, 14 items have been administered to the teacher as the sample was item number 1- 14, the following table explains the percentage and mean of each of the items that have been answered by the teacher.

Table 8: The result of percentage and mean of LAL components of Knowledge

No	Items	Scale and Frequency					Mean
		Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	
1	Compares approaches for language teaching and assessment; e.g., communicative language testing; task-based assessment.	-	8.3%	25%	50%	16.7%	2.75
2	Explains major issues in applied linguistics; e.g., bilingualism, language policy and planning, pragmatics, sociolinguistics, etc.	-	8.3%	58.3%	33.3%	-	2.33
3	Analyzes trends in second language acquisition and their impact on language assessment; e.g., motivation, cross-linguistic influence, learner strategies	-	-	50%	33.3%	16.7%	2.66
4	Integrates theories related to language and language use; e.g., models of language ability, discourse analysis, and grammar teaching	-	33.3%	50%	41.7%	-	2.50
5	Interprets reliability in language assessment and its implications: dependability, classical test theory, item analysis, threats, calculating the reliability of tests and items, inter- and intra-rater	-	8.3%	41.7%	41.7%	8.3%	2.50

	reliability, etc.						
6	Interprets validity in assessment and its implications: construct, content, and criterion validities, construct validity as unitary, Messick's (1989) consequential validity; validity as an argument	-	8.3%	41.7%	41.7%	8.3%	2.50
7	Calculates statistics procedures for investigating validity such as Pearson Product Moment Correlation.	-	8.3%	50%	41.7%	-	2.58
8	Interprets major qualities for language assessment practices (apart from reliability and validity), and their implications for language assessment: authenticity, practicality, interactiveness, fairness, ethics, and impact (including washback).	-	-	58.3%	41.7%	-	2.91
9	Recognizes what feedback implies within a formative assessment paradigm	-	16.7%	58.3%	25%	-	2.83
10	Explains your own beliefs, attitudes, context, and needs for assessment.	-	16.7%	50%	33.3%	-	2.33
11	Evaluates the test and assessment policies that influence his/her teaching.	-	-	41.7%	50%	8.3%	2.16
12	Assesses the existing tensions that influence language assessment in his/her school.	-	-	33.3%	50%	16.7%	2.91
13	Illustrates the general guidelines and policies that drive language learning and assessment in his/her context	-	8.3%	41.7%	50%	-	2.91
14	Criticizes the kind of washback assessments usually have on his/her teaching context.	-	8.3%	41.7%	50%	-	2.91
Mean Total							2.63

From the result of the analysis item number 1 showed that 16.7% of teachers never used this item in LAL. Then, 50% of teachers rarely used this item. Next, 25% of teachers sometimes used this item, and 8.3% of the teacher often used this item in LAL. Besides, After computing the data it was found that the mean of item number 1 was 2.75. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

In item number 2 there are 33.4% of teachers rarely used this item in LAL. Then, 58.3% of teachers sometimes used this item. Next, 8.3% of teachers often used this item in LAL. Besides, After computing the data it was found that the mean of item number 2 was 2.33. This value is categorized at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 3 showed that 16.7% of teachers never used this item in LAL. Then, 25% of teachers rarely used this item. Next, 58.3% of teachers sometimes used this item in LAL. Thus, After computing the data it was found that the mean of item number 3 was 2.66. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 4 showed that 41.7% of teachers rarely used this item in LAL. Then, 50% of teachers sometimes used this item. Next, 33.3% of teachers often used this item in LAL. Thus, After computing the data it was found that the mean of item number 4 was 2.50. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

In item number 5 there is 8.3% teachers never used this item in LAL. Then, 41.7% of teachers rarely used this item. Next, 41.7% of teachers sometimes used this item in LAL and 8.3% of the teacher often used this item. Thus, After computing the data it was found that the mean of item

number 5 was 2.50. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

In item number 6, 8.3% teachers never used this item in LAL. Then, 41.7% of teachers rarely used this item. Next, 41.7% of teachers sometimes used this item in LAL and 8.3% of the teacher often used this item. Thus, After computing the data it was found that the mean of item number 6 was 2.50. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 7 showed that 41.7% of teachers rarely used this item in LAL. Then, 50% of teachers sometimes used this item. Next, 8.3% of teachers often used this item in LAL. Thus, After computing the data it was found that the mean of item number 7 was 2.58. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 8 showed that 41.7% of teachers rarely used this item in LAL. Then, 58.3% of teachers sometimes used this item. Thus, After computing the data it was found that the mean of item number 8 was 2.91. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 9 showed that 25% (3) teachers rarely used this item in LAL. Then, 58.3% of teachers sometimes used this item and 16.7% of teachers often used this item in LAL. Thus, After computing the data it was found that the mean of item number 9 was 2.83. This value is categorized at

medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 10 showed that 33.3% of teachers rarely used this item in LAL. Then, 50% of teachers sometimes used this item and 16.7% (2) teachers often used this item in LAL. Thus, After computing the data it was found that the mean of item number 10 was 2.33. This value is categorized at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 11 showed that 8.3% of teachers never used this item in LAL. Then, 50% of teachers rarely used this item. Next, 41.7% (5) teachers sometimes used this item in LAL. Thus, After computing the data it was found that the mean of item number 11 was 2.16. This value is categorized at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 12 showed that 16.7% of teachers never used this item in LAL. Then, 50% of teachers rarely used this item. Next, 33.3% of teachers sometimes used this item in LAL. Thus, After computing the data it was found that the mean of item number 12 was 2.91. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 13 show that 50% of teacher rarely used this item in LAL. Then, 41.7% of teachers sometimes used this item. Next, 8.3% of teachers often used this term in LAL. Thus, After computing the data it was found

that the mean of item number 13 was 2.91. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 14 showed that 50% of teachers rarely used this item in LAL. Then, 41.7% of teachers sometimes used this item. Next, 8.3% of the teacher often used this item in LAL. Thus, After computing the data it was found that the mean of item number 13 was 2.91. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

From the item analysis of Language assessment literacy of knowledge components, it was found that the total mean of these components was 2.63. Thus, it can be concluded that the teachers' perception of LAL of knowledge component was at *Medium level criteria*. It means that the teacher sometimes used knowledge components in LAL.

3. Language Assessment Literacy component of Skills

In the LAL components of Skills, 18 items have administered to the teacher as the sample which were item number 15- 32, the following table explains the percentage and mean of each of the items that have been answered by the teacher.

Table 9: The result of the percentage and mean of the LAL component of Skills

No	Items	Scale and Frequency					Mean
		Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	
15	plan, implement, monitor, record, and report student language development. 27 28	-	8.3%	66.6%	25%	-	2.08
16	provide feedback on students' assessment	-	-	25%	58.3%	16.7%	2.33

	performance (norm- and criterion-referenced).						
17	collect formal data (e.g., through tests) and informal data (while observing in class) of students' language development.	-	8.3%	33.3%	41.7%	16.7%	2.41
18	provide motivating assessment experiences, give encouraging feedback, or set up self-assessment scenarios.	-	-	50%	41.7%	8.3%	1.75
19	use multiple methods of assessment to make decisions based on substantive information.	-	-	16.7%	41.7%	41.7%	2.0
20	identify and state the purpose of language assessment.	-	16.7%	-	50%	33.3%	3.25
21	construct test specifications (or blueprints) to design parallel forms of a test.	8.3%	25%	50%	16.7%	-	3.08
22	design assessments that are reliable, authentic, fair, ethical, practical, and interactive.	-	25%	58.3%	16.7%	-	3.66
23	write selected-response items such as multiple-choice, true-false, and matching.	25%	33.3%	25%	16.7%	-	3.41
24	improve test items after item analysis, focusing on items that are either too difficult, too easy, or unclear.	8.3%	41.7%	33.3%	16.7%	-	3,66
25	interpret data from large-scale tests, namely descriptive statistics such as means, modes, medians, bell curves, etc.; can calculate descriptive statistics.	33.3%	25%	25%	8.3%	8.3%	3.08
26	infer students' strengths and weaknesses based on data.	16.7%	16.7%	41.7%	8.3%	16.7%	3.41
27	criticize external tests and their qualities based on their psychometric characteristics.	8.3%	33.3%	50%	8.3%	-	3.41
28	interpret data related to test design, such as item difficulty and item discrimination.	8.3%	41.7%	33.3%	16.7%	-	3.25
29	calculate reliability and validity indices by using appropriate methods such as Kappa, ppmc, and others.	8.3%	25%	50%	16.7%	-	3.25
30	use software such as Statistical Package for the Social Sciences.	8.3%	41.7%	25%	16.7%	8.3%	3.25
31	run operations on Excel; for example, descriptive statistics and reliability correlations.	8.3%	25%	50%	16.7%	-	3.08
32	use internet resources such as online tutorials and adapt content for his/her particular language assessment needs.	-	25%	58.3%	16.7%	-	3.66
Total Mean							2.83

From the result of the analysis item number 15 showed that 25% of teachers rarely used this item in LAL. Then, 66.6% (8) teachers sometimes used this item. Next, 8.3% of teachers often used this item in LAL. Besides, After computing the data it was found that the mean of item number 15 was 2.08. This value is categorized at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 16 showed that 16.7% of teachers never used this item in LAL. Then, 58.3% of teachers rarely used this item. Next, 25% of teachers sometimes used this item in LAL. Thus, After computing the data it was found that the mean of item number 16 was 2.33. This value is categorized at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 17 showed that 16.7% of teachers never used this item in LAL. Then, 41.7% of teachers rarely used this item. Next, 33.3% (4) teachers sometimes used this item and 8.3% of the teacher often used this item in LAL. Thus, After computing the data it was found that the mean of item number 17 was 2.41. This value is categorized at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 18 showed that 8.3% of teachers never used this item in LAL. Then, 41.7% of teachers rarely used this item. Next, 50% of teachers sometimes used this item in LAL. Thus, After computing the data it was found that the mean of item number 18 was 1.75. This value is categorized

at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 19 showed that 41.7% of teachers never used this item in LAL. Then, 41.7% of teachers rarely used this item. Next, 16.7% of teachers sometimes used this item in LAL. Thus, After computing the data it was found that the mean of item number 19 was 2.0. This value is categorized at a low-level frequency. It can be concluded the teachers rarely used this item in LAL.

Item number 20 showed that 33.3% of teachers never used this item in LAL. Then, 50% of teachers rarely used this item. Next, 16.7% of teachers often used this item in LAL. Thus, After computing the data it was found that the mean of item number 20 was 3.25. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 21 showed that 16.7% of teachers rarely used this item in LAL. Then, 50% of teachers sometimes used this item. Next, 25% of teachers often used this item and 8.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 21 was 3.08. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 22 showed that 16.7% of teachers rarely used this item in LAL. Then, 58.3% of teachers sometimes used this item. Next, 25% of teachers often used this item in LAL. Thus, After computing the data it was

found that the mean of item number 22 was 3.66. This value is categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

Item number 23 showed that 16.7% of teachers rarely used this item in LAL. Then, 25% of teachers sometimes used this item. Next, 33.3% of teachers often used this item and 25% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 23 was 3.41. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 24 showed that 16.7% of teachers rarely used this item in LAL. Then,33.3% of teachers sometimes used this item. Next, 41.7% of teachers often used this item and 8.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 24 was 3.66. This value is categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

Item number 25 showed that 8.3% of teachers never used this item in LAL. Then,8.3% of teachers rarely used this item. Next, 25% of teachers often used this item and 33.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 25 was 3.08. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 26 showed that 16.7% of teachers never used this item in LAL. Then,8.3% of teachers rarely used this item. Next, 41.7% of teachers

sometimes used this item. Besides, 16.7% of teachers often used this item and 16.7% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 26 was 3.41. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 27 showed that 8.3% of teachers rarely used this item in LAL. Then, 50% of teachers sometimes used this item. Next, 33.3% of teachers often used this item and 8.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 27 was 3.41. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 28 showed that 16.7% of teachers rarely used this item in LAL. Then, 33.3% of teachers sometimes used this item. Next, 41.7% of teachers often used this item and 8.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 28 was 3.25. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 29 showed that 16.7% of teachers rarely used this item in LAL. Then, 50% of teachers sometimes used this item. Next, 25% of teachers often used this item and 8.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 29 was 3.25. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 30 showed that 8.3% of teachers never used this item in LAL. Then, 16.7% of teachers rarely used this item. Next, 25% of teachers sometimes used this item. Besides, 41.7% of teachers often used this item and 8.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 30 was 3.25. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 31 showed that 16.7% of teachers rarely used this item in LAL. Then, 50% of teachers sometimes used this item. Next, 25% of teachers often used this item and 8.3% of teachers always used this item in LAL. Thus, After computing the data it was found that the mean of item number 31 was 3.08. This value is categorized at medium-level frequency. It can be concluded the teachers sometimes used this item in LAL.

Item number 32 showed that 16.7% (2) teachers rarely used this item in LAL. Then, 58.3% (7) teachers sometimes used this item. Next, 25% (3) teachers often used this item in LAL. Thus, After computing the data it was found that the mean of item number 32 was 3.66. This value is categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

From the item analysis of Language assessment literacy of skills components, it was found that the total mean of these components was 2.83. Thus, it can be concluded that the teachers' perception of LAL of skills

component was at *medium level criteria*. It means that the teacher sometimes used skills components in LAL.

4. Language Assessment Literacy component of Principles

In LAL components of Principles, 5 items have administered to the teacher as the sample which was item number 33 - 37, the following table explains the percentage and mean of each of the items that have been answered by the teacher.

Table 10: The result of percentage and mean of LAL component of Principles

No	Items	Scale and Frequency					Mean
		Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	
33	Informs the inferences and decisions that derive from scores in assessments.	25%	33.3%	25%	16.7%	-	3.51
34	Uses assessment results for feedback to influence language learning, not other construct-irrelevant sources (e.g., personal bias towards a student).	8.3%	41.7%	33.3%	16.7%	-	3.76
35	Treats all students, or users of language assessment, with respect.	33.3%	-	25%	8.3%	8.3%	3.50
36	Implements transparent language assessment practices; informs students of the what, how, and why of assessment.	8.3%	-	25%	16.7%	-	3.66
37	Implements democratic language assessment practices, by giving students opportunities to share their voices about assessment.	16.7%	-	41.7%	8.3%	-	3.75
Total Mean							3.56

From the result of the analysis item number 33 showed that 16.7% of teachers rarely used this item in LAL. Then, 25% of teachers sometimes used this item. Next, 33.3% of teachers often used this item and 25% of teachers always used this item in LAL. Besides, After computing the data it was found that the mean of item number 33 was 3.51. This value is

categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

Item number 34 showed that 16.7% of teachers rarely used this item in LAL. Then, 33.3% of teachers sometimes used this item. Next, 41.7% of teachers often used this item and 8.3% of teachers always used this item in LAL. Besides, After computing the data it was found that the mean of item number 34 was 3.76. This value is categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

Item number 35 showed that 8.3% of teachers never used this item in LAL. Then, 8.3% of teachers rarely used this item. Next, 25% of teachers sometimes used this item. Moreover, 25 % of the teacher often used this item and 33.3% of teachers always used this item in LAL. After computing the data it was found that the mean of item number 35 was 3.50. This value is categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

Item number 36 showed that 16.7% of teachers rarely used this item in LAL. Then, 25% of teachers sometimes used this item. Next, 50% of teachers often used this item and 8.3% of teachers always used this item in LAL. Besides, After computing the data it was found that the mean of item number 36 was 3.66. This value is categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

Item number 37 showed that 8.3% of teachers rarely used this item in LAL. Then, 41.7 teachers sometimes used this item. Next, 25% (3) teachers

often used this item and 16.7% of teachers always used this item in LAL. Besides, After computing the data it was found that the mean of item number 37 was 3.75. This value is categorized at a high-level frequency. It can be concluded the teachers usually/often used this item in LAL.

From the item analysis of Language assessment literacy of principles components, it was found that the total mean of these components was 3.56. Thus, it can be concluded that the teachers' perception of LAL of principles component was at *High-level criteria*. It means that the teacher usually/often used principles components in LAL.

From the item analysis of Language assessment literacy of principles components, it was found that the total mean of these components was 2.83. Thus, it can be concluded that the teachers' perception of LAL of the principles component was at *medium-level criteria*. It means that the teacher sometimes used skills components in LAL.

B. Discussion

Language Assessment Literacy (LAL) is the ability of a language teacher which is essential for understanding, analyzing, and using students' assessment data for the enhancement of their learning. (Inbar - Lourie, 2008). It is the knowledge of a language teacher through which the teacher evaluates his/her assessment in the classroom (Fulcher, 2012). In other words, it is the ability to both develop and evaluate tests and other assessment components in detail and to evaluate grade assessment by theoretical knowledge (Vogt &

Tsagari, 2014). According to Fulcher (2012), language assessment literacy also includes comprehending historical and political aspects for explaining how assessment may influence individuals.

Why language assessment literacy is important, it affects teachers' practices and the student's learning development. Thus, the integration of language teaching with language assessment helps students improve their learning (Malone, 2011; Rea-Dickins, 2004). Rea-Dickins (2004) stated that activities that language teachers use during language assessment are significant because the teachers have the opportunity to observe their students through these activities. The observation through the activities includes an assessment of the student's performances with different methods. The data obtained by this observation enables teachers to make decisions for their instructions and the learning process of students.

Language assessment literacy has gained significance in recent years, and a growing literature deals with this field nowadays (Yastıbaş, 2018). Although it is a new field (Fulcher, 2012), there is a growing demand for language assessment literacy of language teachers and there are many studies on assessment literacy (Ölmezer-Öztürk & Aydın, 2018). In other studies, the focus is on teacher training. Tsagari and Vogt (2017) conducted a study to investigate teachers' perceived level of language assessment literacy and their training needs for language assessment in seven different European countries. It was concluded that language teachers did not have adequate assessment literacy training except in some areas like purposes of testing, external tests,

and exams. The case of insufficient training causes teachers to conduct assessment tools inappropriately in their classrooms, and to gain negative experiences.

The studies about language assessment literacy in Turkey are inefficient and inadequate to gain a comprehensive view of the field in the country. Hatipoglu (2015) studied to investigate the knowledge of pre-service English language teachers in Turkey and their expectations for the content of related courses and methodology. The study revealed that few teachers are ready to face challenges that emerged through classroom assessment as they haven't accessed the opportunity to learn to do so. Also, it was concluded that the local context and the student's prior experience affect their beliefs about assessment. Similarly, Mede and Atay (2017) explored the assessment literacy of English teachers at preparatory schools in foundation universities in Turkey. In the study, it was revealed that Turkish EFL teachers' language assessment and testing literacy is limited. The teachers specifically need classroom-based assessment training and need knowledge about the content and concepts of assessment. For example, the participant teachers lack adequate knowledge about test preparation and providing feedback.

Different researchers conducted studies about different aspects of the field around the world. Some studies focused on teachers' assessment knowledge and its effect on assessment procedures when we look at the international sphere. In the study of Kiomrs, Abdolmehdi, and Naser (2011), it was found that Iranian EFL teachers have poor knowledge of language

assessment, so they use standardized tests as they only know them as sources for assessment. Their exams were a copy of a standardized test with or without change. The researchers of the study believe that the participants could not find any resolution for the washback effect of the standardized tests on students because of poor knowledge about assessment. In a similar study, Xu and Brown (2017) found that the language assessment literacy of teachers at Chinese universities is low; their pre-service and in-service teacher training is inadequate so they use standardized tests.

From the research result the total mean of teachers' perception of Language Assessment Literacy (LAL) was **3.37**. The range level of **3.37** based on The intensity of LAL is at the medium level. It means that the teachers' perception of LAL was at a medium level. And it can be said that the teachers sometimes used Language Assessment Literacy in the English learning process.

Besides, the item analysis of Language assessment literacy of knowledge components it was found that the total mean of these components was 2.63. Thus, it can be concluded that the teachers' perception of LAL of knowledge component was at *Medium level criteria*. It means that the teacher sometimes used knowledge components in LAL.

Then, from the item analysis of Language assessment literacy of skills components, it was found that the total mean of these components was 2.83. Thus, it can be concluded that the teachers' perception of LAL of skills

component was at *medium level criteria*. It means that the teacher sometimes used skills components in LAL.

On the other hand, from the item analysis of Language assessment literacy of principles components, it was found that the total mean of these components was 3.56. Thus, it can be concluded that the teachers' perception of LAL of principles component was at *High-level criteria*. It means that the teacher usually/often used principles components in LAL.

However, assessment literacy is still an underexplored area, especially for classroom English language teachers. Although English teachers are responsible for preparing the questions for the internal examinations that are held at the school or preparing the students for public exams, it has never been considered essential for classroom English teachers to develop the required assessment literacy. On the other hand, English is taught as a compulsory subject at the school level so that students become proficient users of English in real life. As mentioned by Patrao (2019:5) which said that in teaching English It is highly desirable to know exactly what one is hoping to achieve. If this can be seen, then the best way of getting to work usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

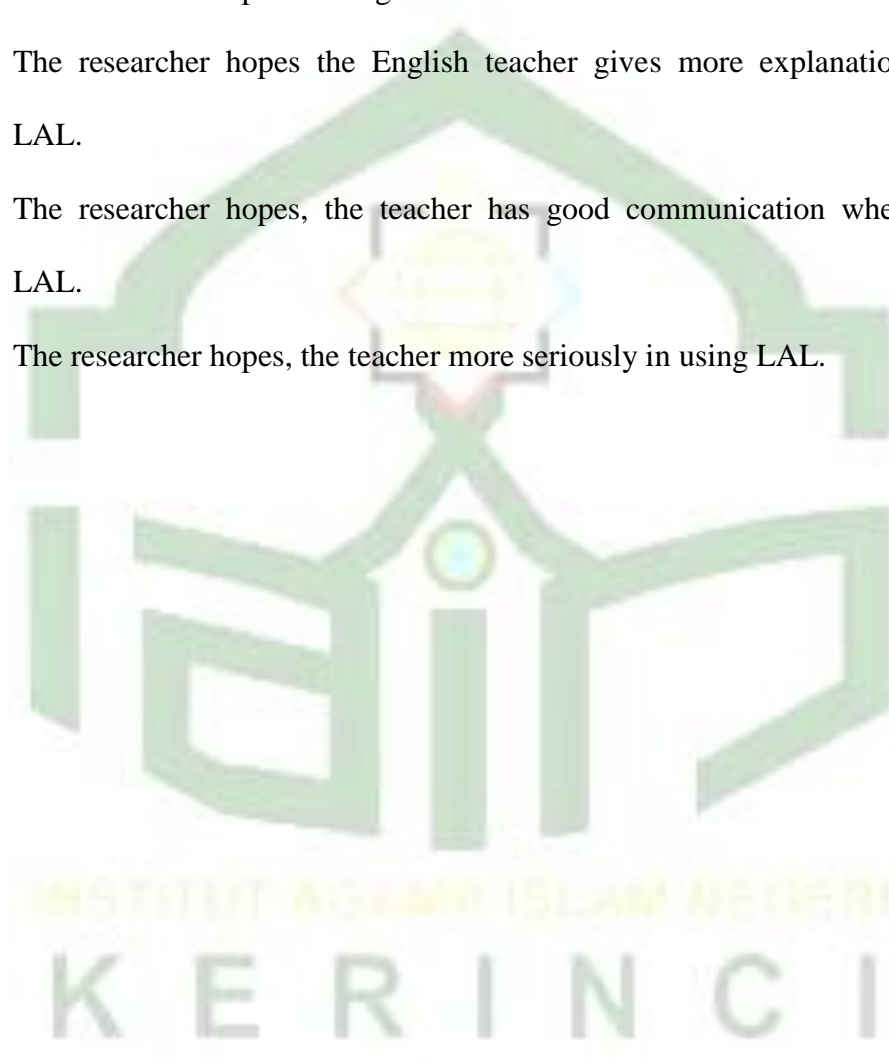
Based on the result of the research, it can be concluded that:

1. The total mean of teachers' perception of Language Assessment Literacy (LAL) was **3.37**. The range level of **3.37** based on the intensity of LAL is at the medium level. It means that the teachers' perception of LAL was at a medium level. And it can be said that the teachers sometimes used Language Assessment Literacy in the English learning process.
2. Based on the finding of the research, the item analysis of Language assessment literacy of knowledge components it was found that the total mean of these components was 2.63. Thus, it can be concluded that the teachers' perception of LAL of knowledge component was at *Medium level criteria*. It means that the teacher sometimes used knowledge components in LAL.
3. In the item analysis of Language assessment literacy of skills components, it was found that the total mean of these components was 2.83. Thus, it can be concluded that the teachers' perception of LAL of skills component was at *medium level criteria*. It means that the teacher sometimes used skills components in LAL.
4. In the item analysis of Language assessment literacy of principles components, it was found that the total mean of these components was 3.56. Thus, it can be concluded that the teachers' perception of LAL of

principles component was at *High-level criteria*. It means that the teacher usually/often used principles components in LAL.

B. Suggestions

1. The researcher hopes the English teacher more attention to LAL.
2. The researcher hopes the English teacher gives more explanation about LAL.
3. The researcher hopes, the teacher has good communication when using LAL.
4. The researcher hopes, the teacher more seriously in using LAL.



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APPENDICES

APPENDIX: 1
Language Assessment Literacy Questionnaire

Directions: Five numbers follow each statement (1, 2, 3, 4, 5), and each number means the following:

1 means “I **never or never** do this.”

2 means “I do this **only occasionally**.”

3 means “I **sometimes** do this” (about **50%** of the time).

4 means “I **usually** do this.”

5 means “I **always or almost always** do this.”

After reading each statement, check **the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this questionnaire.

No	Item	Scale				
		1	2	3	4	5
1	Compares approaches for language teaching and assessment; e.g., communicative language testing; task-based assessment.					
2	Explains major issues in applied linguistics; e.g., bilingualism, language policy and planning, pragmatics, sociolinguistics, etc.					
3	Analyzes trends in second language acquisition and their impact on language assessment; e.g., motivation, cross-linguistic influence, learner strategies					
4	Integrates theories related to language and language use; e.g., models of language ability, discourse analysis, and grammar teaching					
5	Interprets reliability in language assessment and its implications: dependability, classical test theory, item analysis, threats, calculating					

	the reliability of tests and items, inter- and intra-rater reliability, etc.					
6	Interprets validity in assessment and its implications: construct, content, and criterion validities, construct validity as unitary, Messick's (1989) consequential validity; validity as an argument					
7	Calculates statistics procedures for investigating validity such as Pearson Product Moment Correlation (ppmc).					
8	Interprets major qualities for language assessment practices (apart from reliability and validity), and their implications for language assessment: authenticity, practicality, interactiveness, fairness, ethics, and impact (including washback).					
9	Recognizes what feedback implies within a formative assessment paradigm					
10	Explains your own beliefs, attitudes, context, and needs for assessment.					
11	Evaluates the test and assessment policies that influence his/her teaching.					
12	Assesses the existing tensions that influence language assessment in his/her school.					
13	Illustrates the general guidelines and policies that drive language learning and assessment in his/her context					
14	Criticizes the kind of washback assessments usually have on his/her teaching context.					
15	plan, implement, monitor, record, and report student language development. 27 28					
16	provide feedback on students' assessment performance (norm- and criterion-referenced).					
17	collect formal data (e.g., through					

	tests) and informal data (while observing in class) of students' language development.					
18	provide motivating assessment experiences, give encouraging feedback, or set up self-assessment scenarios.					
19	use multiple methods of assessment to make decisions based on substantive information.					
20	identify and state the purpose of language assessment.					
21	construct test specifications (or blueprints) to design parallel forms of a test.					
22	design assessments that are reliable, authentic, fair, ethical, practical, and interactive.					
23	write selected-response items such as multiple-choice, true-false, and matching.					
24	improve test items after item analysis, focusing on items that are either too difficult, too easy, or unclear.					
25	interpret data from large-scale tests, namely descriptive statistics such as means, modes, medians, bell curves, etc.; can calculate descriptive statistics.					
26	infer students' strengths and weaknesses based on data.					
27	criticize external tests and their qualities based on their psychometric characteristics.					
28	interpret data related to test design, such as item difficulty and item discrimination.					
29	calculate reliability and validity indices by using appropriate methods such as Kappa, ppmc, and others.					
30	use software such as Statistical Package for the Social Sciences.					
31	run operations on Excel; for example, descriptive statistics and					

	reliability correlations.					
32	use internet resources such as online tutorials and adapt content for his/her particular language assessment needs.					
33	Informs the inferences and decisions that derive from scores in assessments.					
34	Uses assessment results for feedback to influence language learning, not other construct-irrelevant sources (e.g., personal bias towards a student).					
35	Treats all students, or users of language assessment, with respect.					
36	Implements transparent language assessment practices; informs students of the what, how, and why of assessment.					
37	Implements democratic language assessment practices, by giving students opportunities to share their voices about assessment.					



APPENDIX: 2
LANGUAGE ASSESSMENT LITERACY QUESTIONNAIRE RESULT

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	Score	
1	3	2	1	2	1	2	2	3	3	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	5	5	3	3	3	2	3	3	3	3	5	3	3	105	
2	2	4	2	4	4	1	3	3	4	4	1	3	3	4	3	1	1	2	1	1	4	3	4	4	5	4	3	4	4	4	4	3	4	4	5	2	2	114	
3	2	2	1	3	2	3	3	2	3	2	3	2	3	2	3	2	3	3	2	2	2	2	3	3	3	2	3	3	2	3	2	2	3	3	3	3	4	4	95
4	1	3	3	3	3	3	3	3	4	4	3	3	2	3	3	3	3	3	3	1	1	3	3	3	3	4	1	3	3	3	3	3	3	3	4	4	5	109	
5	2	3	2	3	2	2	3	3	3	2	2	2	2	2	3	2	2	3	2	2	3	4	4	4	4	3	3	4	3	4	3	4	4	4	4	4	4	110	
6	1	3	3	3	2	3	2	2	2	3	2	2	2	2	2	3	3	3	1	4	3	4	5	5	5	3	4	5	3	4	3	4	5	5	5	2	5	118	
7	2	3	3	3	3	3	2	3	2	2	2	1	4	3	2	2	4	1	3	4	4	4	4	5	4	5	4	4	4	5	4	4	5	4	5	4	3	124	
8	3	2	3	2	3	2	4	2	3	3	3	3	3	3	3	3	1	2	2	2	3	3	4	4	3	3	4	4	3	3	3	3	4	4	3	3	3	109	
9	4	3	2	2	2	4	3	3	3	2	2	1	2	3	4	2	2	3	1	1	5	3	5	3	3	5	5	3	5	4	5	3	5	3	3	3	3	115	
10	3	3	3	3	3	3	2	3	3	3	2	2	2	2	3	1	2	2	1	1	3	3	2	2	2	3	3	2	3	2	3	3	2	2	2	4	3	91	
11	2	3	3	2	3	2	2	2	2	3	3	2	3	2	3	2	2	3	2	2	2	2	2	2	1	1	2	2	2	1	2	2	2	2	1	4	4	82	
12	2	2	2	2	2	2	3	2	3	3	2	2	2	2	2	2	2	2	2	2	4	3	4	4	4	3	4	4	4	4	4	3	4	4	4	5	5	110	