

**EFL TEACHERS' LANGUAGE ASSESSMENT LITERACY (LAL):  
STUDENTS' READING ACHIEVEMENT**

**THESIS**

*Submitted as Partial Fulfillment of Requirement to Obtain a Master Degree  
(M.Pd) in English Language Education*



**By:**

**DESTA WULANDARI**

**NIM. 21178026**

**Advisor:**

**Dr. Hamzah, M.A., M.M**

**NIP. 19611221 199003 1 001**

**MASTER OF ENGLISH EDUCATION  
FACULTY OF LANGUAGE AND ARTS  
UNIVERSITAS NEGERI PADANG**

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## ABSTRAK

### **Desti Wulandari. 2023. Literasi Penilaian Bahasa Guru EFL: Prestasi Membaca Siswa**

Sebagai bagian yang sangat penting dari pengajaran dan pembelajaran bahasa, penilaian memungkinkan guru untuk memperoleh informasi yang berkaitan dengan proses pembelajaran siswa yang memungkinkan mereka membuat keputusan untuk praktik pengajaran mereka di masa depan. Konsekuensinya, guru bahasa perlu mahir dalam asesmen literasi. Literasi penilaian bahasa adalah kombinasi dari pengetahuan dan keterampilan guru untuk menerapkan prosedur dan prinsip penilaian bahasa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui penilaian literasi bahasa guru EFL dan pengaruhnya terhadap prestasi membaca siswa. Untuk menganalisis data digunakan statistik deskriptif dengan bantuan program SPSS 24 for windows. Data yang dianalisis menunjukkan bahwa guru berada pada tingkat literasi penilaian bahasa prosedural dan konseptual yang berarti guru mampu menyesuaikan pengetahuan mereka ke dalam praktik. Hasil ini sesuai dengan analisis berikut yang menemukan penilaian literasi bahasa guru tergambar oleh praktik penilaian mereka. Selain itu, guru memiliki persepsi positif tentang persepsi guru dalam menerapkan prinsip-prinsip penilaian bahasa. Terakhir, untuk analisis regresi linier sederhana ditemukan bahwa terdapat pengaruh penilaian literasi bahasa guru terhadap prestasi membaca siswa.

***Kata Kunci:*** Literasi Penilaian Bahasa, Persepsi, dan Prestasi Membaca Siswa

## ABSTRACT

### **Desta Wulandari. 2023. EFL Teachers' Language Assessment Literacy (LAL): Students' Reading Achievement**

As a great important part of language teaching and learning, assessment enables the teachers to acquire the information related to the process of students' learning that allows them to make decisions for their future instructional practices. In consequence, the language teachers need to be proficient in assessment literacy. Language assessment literacy (LAL) is the combination of the teachers' knowledge and skill in order to apply the procedures and principles of language assessment. Thus, this paper is aimed to find out the EFL teachers' language assessment literacy and its' influence on the students' reading achievement. Descriptive statistic was used in order to analyze the data with the help of SPSS 24 for the windows program. The analyzed data showed that the teachers are in procedural and conceptual language assessment literacy level which means the teachers are able to adjust their knowledge into practice. This result is accordance with the following analysis that found the teachers' language assessment literacy is drawn by their assessment practice. Furthermore, the teachers have positive perception regarding to the teachers' perception in applying the principles of language assessment. Finally, for the simple linier regression analysis is found that there is an influence of the teachers' language assessment literacy toward the students' reading achievement.

***Key Words:*** *Language Assessment Literacy (LAL), Perception, and Students' Reading Achievement*

## PERSETUJUAN AKHIR TESIS

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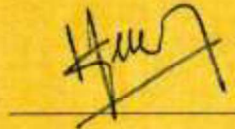
Mahasiswa : **Desta Wulandari**  
NIM : 21178026  
Program Studi : Pendidikan Bahasa Inggris

**Nama**

**Tanda Tangan**

**Tanggal**

Dr. Hamzah, M.A., M.M.  
Pembimbing



28 / - 2023  
08

Dekan Fakultas Bahasa dan Seni  
Universitas Negeri Padang,



Prof. Dr. Ermanto, S.Pd., M.Hum.  
NIP. 19690212.199403.1.004

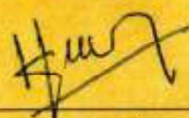
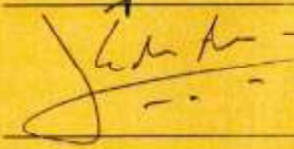

Ketua Program Studi,



Dr. Hamzah, M.A., M.M.  
NIP. 19611221.199003.1.001

**PERSETUJUAN KOMISI  
UJIAN TESIS MAGISTER KEPENDIDIKAN**

---

No.	Nama	Tanda Tangan
1.	Dr. Hamzah, M.A., M.M. (Ketua)	
2.	Dr. Edi Trisno, M.A. (Anggota)	
3.	Dr. Yuli Tiarina, S.Pd., M.Pd. (Anggota)	

Mahasiswa

Mahasiswa : **Desti Wulandari**  
NIM : 21178026  
Program Studi : Pendidikan Bahasa Inggris  
Tanggal Ujian : 23 - 08 - 2023



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Padang, 28 Agustus 2023

Saya yang menyatakan



Desti Wulandari

NIM. 21178026

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Padang, Agustus 2023  
Saya yang menyatakan

Destia Wulandari  
NIM. 21178026



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Assessment plays a crucial role in language teaching, particularly when it comes to teaching English as a foreign language (EFL). Assessing students' performance through language testing is an essential aspect of the teaching process. Zulaiha, Mulyono, and Ambarsari (2020) support the previous idea that assessing students' performance is a crucial element of teachers' job in language teaching. Assessing students' performance is not all about giving students a mark on their testing; however, it will be seen in how teachers design and the way they assess. Furthermore, the assessment will reflect teachers' success and show what goes right and wrong, and what parts need some changes and improvement (Öz & Atay, 2017). Another reason mentioned by Montee, Bach, Donovan, and Thompson (2012) claim that assessment allows a teacher to gather information about students learning and adjust their practices. The activity of assessing is estimated between 30% to 50% of teachers' activity in teaching indicating that assessment is important (Lan & Fan, 2019).

Assessment is necessary for the process of teaching and learning that can draw the quality of learning, it also assumes as the crucial element that the teacher can help the students' learning (Tosuncuoglu, 2018). Assessment is also known as the most challenging part of the process of teaching since at

the same time assessment deals with a complicated task. Because of that reason the teachers are expected to have a comprehension of how to assess the students' knowledge and what they can do, then the teacher needs to interpret the assessment's results and apply them to enhance the effectiveness of students' learning (Bahtiar & Purnawarman, 2020).

One of the issues of language assessment that is needed to be researched nowadays is teachers' language assessment literacy because it helps teachers perceive, analyze and use data on student performance to improve their teaching (Khadijeh & Amir, 2015). Language assessment literacy can be defined as the skills, and understanding of employing assessment methodologies, and implementation of appropriate instruments in a timely manner that enables teachers to understand, assess, construct, and analyze data (Coombe, Vafadar, & Mohebbi, 2020). Another reason that makes it essential to be developed is that language testing is constantly changing (Malone, 2013). Thus, when language teachers are able to recognize relevant assessments for certain purposes and analyze empirical data to enhance their process of teaching means that they are successful in acquiring the assessment literacy itself (Coombe, Troudi, & Al-Hamly, 2012). As a result, it is becoming more important to offer professional development for pre-and in-service foreign language teachers so they may become adept at assessment and analysis (Boyles, 2006).

Additionally, teachers must possess the abilities or skills to create valid assessment tasks, select appropriate assessment strategies, give feedback on

the students' performance, and evaluate the process of teaching and learning in order to assess the students' performance effectively. These abilities or skills should be all reflected in the application of the five basic principles of language assessment (Hudaya, 2017). According to Harmer (2007) and Johnson (2001) that gives their suggestion that a good test should be practical, reliable, valid, and giving affect the students (washback). It is strengthened by (Brown, 2004), there are five principles of language assessment namely practicality, reliability, validity, authenticity, and washback. Those principles are used as guidelines for teachers in order to design the assessment itself and evaluate the assessment procedure.

Teachers and their understanding play the important role in the complex process of language teaching. So, understanding how to evaluate students' abilities, often known as assessment literacy, is one of the teachers' knowledge bases. It means that all of the materials and classroom environment will lose their usefulness if teachers are lacking in setting up the classroom assessment in a way that supports the learning process (Al-Malki & Weir, 2014). So, assessment literacy is dealing with the teachers' capacity in designing, implementing, discussing the assessment procedure, measuring tools, evaluating the criteria of assessment, and making a decision. It is considered that teachers' language assessment literacy may have an impact on their teaching plans and practices (Hidayat, 2020). It is strengthened by Coombe, Davidson, Sullivan, and Stoyhoff (2012) in Herrera and Macías (2015) that stated language teachers must have a large amount of LAL

competence in order to help the students in enhancing their academic level achievement. Thus, teacher-mediated classroom assessment might have significant impacts on students' academic achievements and teachers' development (Beziat & Coleman, 2015; Lingam & Lingam, 2016).

Moreover, there are also some researches that were conducted by Hidayat (2020); Mellati and Khademi (2018). The studies were about teachers' assessment literacy and its impact on their current assessment practices and learners' writing outcomes. To get the data, the researchers used Writing Competence Rating Scale (WCRS) and teachers' assessment literacy inventory. From the data analyzed, it was found that teachers' assessment literacy give a significant impact on the students' writing achievement and give an effective teaching environment as well as assessment design.

Additionally, the research that has been studied is related to language assessment literacy in the latest five years. It begins with teachers' belief in language assessment literacy (LAL). Related to this issue, mixed methods were mostly used by the researcher as the research design in order to collect data. It was divided into two kinds of data, first, by using quantitative data that involved a survey or questionnaire of self-rating LAL level and knowledge; second, using qualitative data that used interviews, reflection, and scenarios. Reza, Ahmadi, and Ketabi (2019) revealed that teachers realized that knowledge and skill in language assessment are the two crucial aspects of their teaching, on the other hand, the teachers also pay attention to their language assessment literacy (Bahtiar & Purnawarman, 2020; Puspawati,

2019; Reza et al., 2019; Sultana, 2019). Furthermore, the studies also showed that the teachers felt more confident in their teaching skills than their assessment skills (Puspawati, 2019; Sultana, 2019), although they ignore LAL a bit and put more emphasis on teaching methodology (Babaii & Asadnia, 2019; Bahtiar & Purnawarman, 2020; Sultana, 2019). The phenomena above happened because both pre-service and in-service teachers were lack in training LAL (Babaii & Asadnia, 2019; Sultana, 2019). Additionally, the research on teachers' LAL levels found that many teachers described their perceived abilities as not ideal, fair, and good (Reza et al., 2019; Puspawati, 2019; Bahtiar & Purnawarman, 2020). This finding was also in line with Ölmezer-Öztürk and Aydin (2019) study that the teachers acknowledged having less in language assessment. In research, teachers rely more on tools that have been made by experts, and expect guidance from senior teachers to help them in increasing their LAL knowledge.

Furthermore, the issue appears in discussing teachers' LAL belief and their assessment practice; how the teachers' beliefs on their LAL, and how to reflect on their assessment practices. Mostly, the researcher used interviews, a reflective journal for teachers' beliefs, content analysis of their assessment tool, and observation in order to collect the data; then mixed methods and qualitative employed in these studies. The result indicated that two separate findings were provided. The first findings pronounced teachers' beliefs and evaluation practices (Liu & Li, 2020; Öz & Atay, 2017; Zulaiha et al., 2020). 65 primary school English teachers in China were involved in this study.

Teachers in these studies claimed they were properly organized for their evaluation practices, however, they are in a low level of assessment literacy, especially in understanding the principles of language assessment (Liu & Li, 2020). EFL junior high school teachers additionally claimed that they were good at comprehending LAL (Zulaiha et al., 2020). Teachers also believed that they have prepared in assessing the students' performance and they have applied the principles of language assessment into their assessment practice (teacher-made test) (Hudaya, 2017), and teachers Turkish university additionally believed that they were comprehending well about assessment in the classroom and the principles of language assessment theories (Öz & Atay, 2017). Nevertheless, their LAL expertise was once no longer reflected in their evaluation practices (Öz & Atay, 2017; Zulaiha et al., 2020).

On the other side, studies done by Yastibas and Takkaç (2018); Giraldo (2019) reported various findings regarding teachers' LAL views and their evaluation techniques. According to these two studies, teachers demonstrated knowledge, abilities, and principles in their practices and attitudes, as well as adequate use of LAL in their assessment procedures (Giraldo, 2019). Additionally, they used assessment strategies that integrated LAL presentation requirements such as content validity, student-centeredness, washback effects, and a critical mindset. Next, studies by Razavipour and Rezagah (2018); Firoozi, Razavipour, and Ahmadi (2019) demonstrated the significance of LAL. Their study looked at how teachers' LAL helped them adapt to curriculum changes in their particular teaching environments. Both



studies found that teachers with insufficient LAL found it difficult to modify their assessment strategies to meet the needs of the new curriculum.

The other emerging result from this evaluation concerned the needs assessment of the LAL teaching materials that should be developed. The elements of LAL training included LAL knowledge, such as knowledge of various assessment methods (Giraldo & Murcia, 2018), principles and concepts of assessment designing and development (Bøhn & Tsagari, 2021), knowledge of extensive standardized testing and classroom assessment (Janatifar & Marandi, 2018), and knowledge of local assessment practices (Bøhn & Tsagari, 2021). Additionally, LAL skills like the ability to design and produce assessments should be incorporated in order to test the validity and reliability of assessments (Giraldo & Murcia, 2018; Janatifar & Marandi, 2018), and to score and make a decision based on the assessment (Bøhn & Tsagari, 2021).

Developing teachers' LAL was the fourth study topic that was covered. A study revealed action research to train pre-service teachers in LAL through a course on classroom language assessment that was created to help pre-service teachers learn the concepts, methods, and strategies of LAL (Giraldo & Murcia Quintero, 2019). The teachers who took part in the programs, created and enhanced their LAL experienced favorable results, according to all the research. Studies have shown that enhancing teachers' LAL required that teachers actively participate in assessment, including planning,

developing, administering, scoring, providing feedback, evaluating, and changing assessments.

To sum up, the previous studies examined the effects of teachers' language assessment literacy on the methods of assessment used today and the writing outcomes of students. Furthermore, the previous research on the teachers' language assessment literacy happened for university teachers and junior high school teachers in the foreign language context. Thus, there is a limited study dealing with teachers' language assessment literacy and its influence on the students' learning achievement for senior high school EFL teachers in the Indonesian context. The mixed method, qualitative, and action research were mostly used as the research design. Therefore, the current study finds novelty by exploring the senior high teachers' language assessment literacy in applying the principles of language assessment and its influence on the students' learning achievement, especially for a reading skill in an English subject.

## **B. Identification of the Problem**

Dealing with the previous studies above, there is some identification of the problems related to this research. It begins with a discussion about language assessment literacy, it is found that English teachers recognize how the importance of LAL although some of them ignore it because they focus on the language teaching approaches. Furthermore, teachers also realize that they have not been professionally trained in creating assessment tasks for

their students. In addition, teachers' assessment practice does not apply to their assessment beliefs. On the other hand, teachers have adequate LAL, even good, which is shown clearly in their assessment practices. It means that LAL influences teachers' practice. Teachers who had inadequate LAL failed to carry out assessment practices as mandated in the curriculum reforms because teachers do not have the assessment knowledge and skills to respond to the policy changes. Lastly, there is a limited study related to the influence of LAL on the students' learning achievement for another skill of English subject that is reading skill because it still discusses the students' writing achievement.

### **C. Limitation of the Problem**

Some problems appear related to the language assessment literacy faced by language teachers. However, in order to direct the research to a focus, the researcher focuses on measuring EFL teachers' language assessment literacy and its influence on the students' learning achievement, especially for the twelve-grade students' reading achievement at senior high school in Padang City.

### **D. Formulation of the Problem**

Based on the limitation mentioned above, the researcher formulates the central question of this research "What are the senior high school EFL

teachers' language assessment literacy and its influence on the students' reading achievement in Padang City?"

#### **E. Research Questions**

1. What is the language assessment literacy level of the senior high school EFL teachers in Padang city?
2. What is the language assessment literacy practice of the senior high school EFL teachers in Padang city?
3. What is the senior high school EFL teachers' perception of applying the principle of language assessment in Padang city?
4. How do the senior high school EFL teachers' LAL influence the students' reading achievement in Padang city?

#### **F. Purpose of the Research**

Regarding to the research questions above, the research aims:

1. To find out the language assessment literacy level of the senior high school EFL teachers in Padang city.
2. To find out the language assessment literacy practice of the senior high school EFL teachers in Padang city.
3. To find out the senior high school EFL teachers' perception of applying the principle of the language assessment in Padang city.
4. To find out the senior high school EFL teachers' LAL influence on the students' reading achievement in Padang city.

## **G. Significance of the Research**

It is expected that the findings of this research will give significant and beneficial contributions both practically and theoretically. For practical contribution, it is hoped that the findings will be helpful for the senior high school EFL teacher in applying the principles of language assessment to the teacher-made test through language assessment literacy and by knowing its influence on the students' learning achievement in terms of reading skill will helpfully improve the process of teaching and learning especially for assessment improvement. Furthermore, the findings are expected to give information to the teachers about language assessment literacy. In line with the theoretical contribution, the findings of the research will enrich the relevant literature that has existed before related the language assessment literacy.

## **H. Definition of Key Term**

In order to avoid misunderstanding the terms used in this research, the key terms are defined below:

1. Assessment can be known as the process of making a judgment for the students during the process of teaching and learning.
2. Language assessment literacy can be defined as the knowledge, skill, and principle of the teachers and the way for teachers in giving the students' feedback that can influence their practice in making or designing the students' assessment.

3. Reading achievement can be defined as the information dealing with the students' result for their reading achievement. Reading achievement usually refers to being able to use the skills that are needed to read grade-level material fluently and with understanding.