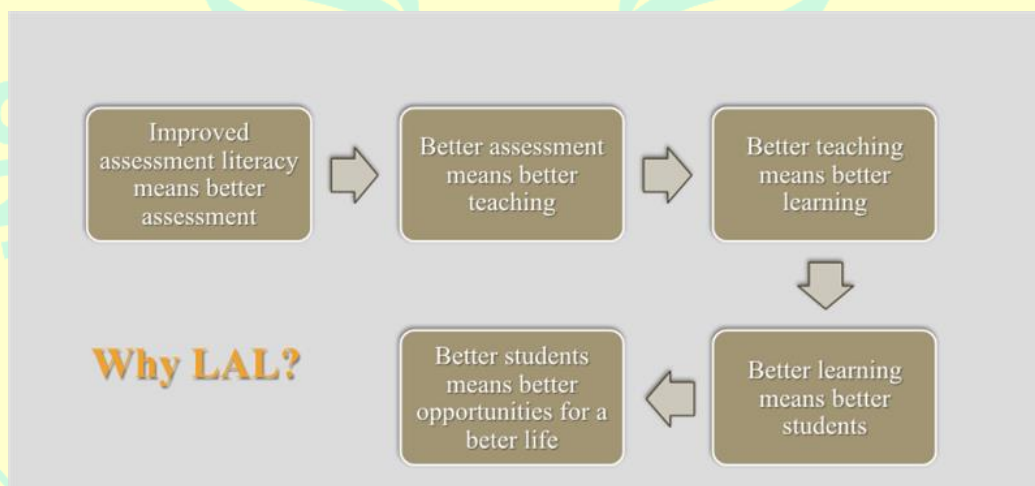


# CHAPTER I

## INTRODUCTION

### 1.1 Background

Assessment is an important aspect of education and has an integral component of learning. The purposes of assessment are: to diagnose student needs, to group students, to grade students, to evaluate instruction, to motivate students, to reclassification or exit and accountability (Jannati, 2015; Mertler, 2003). Most teachers were not well-prepared to perform assessment tasks which constitute a considerable part of their professional practices (Heritage, 2007; Chappuis, Stiggins, Chappuis, & Arter, 2012). The concept of assessment literacy help teachers in applying their assessment to get knowledge of how to assess and can perform, interpret assessment results, and apply results to improve student learning and program effectiveness (White, 2009).



**Figure I. 1 Rationale for LAL (White, 2009)**

Based on (White, 2009) the improvement of assessment literacy impact a better assessment, the better assessment could impact better teaching and finally better teaching impact for better opportunities for a better life.

The term of Language Assessment Literacy (LAL) refers to the repertoire of competencies, knowledge of using assessment methods, and applying suitable tools in an appropriate time enables an individual to understand, assess, construct language tests, and analyze test data (Coombe, Vafadar, & Mohebbi, 2020). LAL is needed for Pre-Service teachers, using LAL could effectively be used assessment for formative purposes to improve

teaching and learning could be important in language education to provide quality opportunities for teacher development (Giraldo, 2018).

Application LAL in Indonesia support by Merdeka Belajar. The Indonesian Minister of Education and Culture, Mr. Nadiem Makarim launched “Merdeka Belajar” Program in 2019. This program makes teachers more independent in choosing assessment methods. As long as it is based on learning objectives.

Based on the importance of language assessment literacy for teachers. The attention for the Pre-Service EFL Teachers LAL ability needs further research. It considered for assessment and evaluation skills for Pre-Service Teachers. It also used for the improvement of better education.

## **1.2 Objectives/Purpose of the Study**

This study aims to obtain The Language Assessment Literacy (LAL) of Pre-Service EFL teachers.

## **1.3 Research Questions**

This study aims at finding the answer to the following research question:

*How do Pre-Service teachers perceive their Language Assessment Literacy (LAL)?*

This question is further divided into three sub-questions:

- 1. What purposes underlie their classroom assessment activities?*
  - 2. What methods of assessment do they use in performing these activities?*
- What assessment procedures do they use in performing these activities?*

## **1.4 Scope of the Study**

This study focuses on Pre-Service EFL teachers' (EFL PRESET) LAL. LAL in this study is defined as teachers' knowledge and skills of the purposes, methods and procedures of assessment. For this study, a set of the questionnaire (Cheng, Rogers, & Hu, 2004) was employed to collect data on subjects' LAL.

## 1.5 Significance of the Study

Findings of this study should offer valuable data on EFL PRESETs' LAL:

- First, it can be used to predict their future professional performance and its impact on their student and learning programs. But the information was found related to research Pre-Service LAL is still slightly, while more information is needed because of the importance of LAL.
- Second, it should also provide valuable information to EFL Teacher Education and Training providers for their program evaluation purposes.
- Last but not least, the findings should also provide valuable information on EFL PRESETs' readiness for their professional career; i.e. their employability.

