

**EFL PRE-SERVICE TEACHERS' PERCEPTION ON
LANGUAGE ASSESSMENT LITERACY TO IMPROVE
TEACHING PRACTICE**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2024 M / 1446 H

THESIS

Submitted to Faculty of *Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

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Date: 12/08/2024

It has been defended in *Sidang Munaqasyah*
in front of the board of Examination for working paper
and has been accepted in partial fulfillment of the requirement
for the Bachelor Degree of Education in English Language Teaching

On:

August 21st, 2024 M

Wednesday, _____

Syawal 25th, 1445 H

In Darussalam, Banda Aceh

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EFL Pre-Service Teachers' Perception on Language Assessment Literacy to Improve Teaching Practice

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 08 Juli 2024

Yang menyatakan,



ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful, the writer expresses his deepest gratitude for the blessings and strength bestowed upon him to complete this thesis. He sends blessings and peace upon the Prophet Muhammad, his family, and his companions, who tirelessly guided humanity towards righteousness.

The writer recognizes that the completion of this thesis was made possible by the invaluable guidance and support of many people. With deep appreciation, the author expresses sincere thanks to his beloved parents, Maryamah and M Yusuf Ali, SP., who have been his greatest source of motivation. He acknowledges that their support and prayers have been instrumental in his achievements. He also extends his gratitude to his beloved brother Aidilsyah and sister Asirah for their unwavering encouragement, support, and love. The author prays that Allah blesses them all with strength and happiness in this life and the hereafter.

The writer extends his sincere thanks to his supervisor, Ibu Siti Khasinah, S.Ag., M.Pd, for her invaluable guidance and support throughout the writing process. She also gave her valuable time to help the writer in finishing this thesis. He also expresses his gratitude to his academic advisor, Ibu Rahmi Fhonna, M.A., for her insightful advice and direction since the proposal title submission.

Furthermore, the writer acknowledges the contributions of Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D., Dean of the Faculty of Tarbiyah and Teacher Training, for his unwavering support. He also extends his appreciation to Miss Syarifah

Dahliaana, S.Ag., SE., M.Ag., M.Ed, Ph.D., Head of the English Education Department, and Mrs. Azizah, M.Pd., Secretary of the English Education Department, for their assistance throughout his academic journey. The writer also thanks all the lecturers and staff of the English Department for their support.

The writer acknowledges the inspiration he received from a fellow student in the English Education Department, class of 2020, who motivated him to persevere in his studies. He also expresses his gratitude to his respondents and interviewees for their valuable contributions.

Finally, the writer extends his heartfelt thanks to all his colleagues from the English Education Department and others who have supported and encouraged him throughout this endeavor. He deeply appreciates their contributions, recognizing that this accomplishment would not have been possible without their assistance. May Allah SWT reward them all for their kindness and support.

Banda Aceh, 14 Agustus 2023

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ABSTRACT

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Thesis Working Title : EFL Pre-Service Teachers' Perception on Language Assessment Literacy to Improve Teaching Practice
Supervisor : Siti Khasinah, S.Ag., M.Pd
Keywords : Language Assessment Literacy, EFL Pre-Service Teachers, Teaching Practice

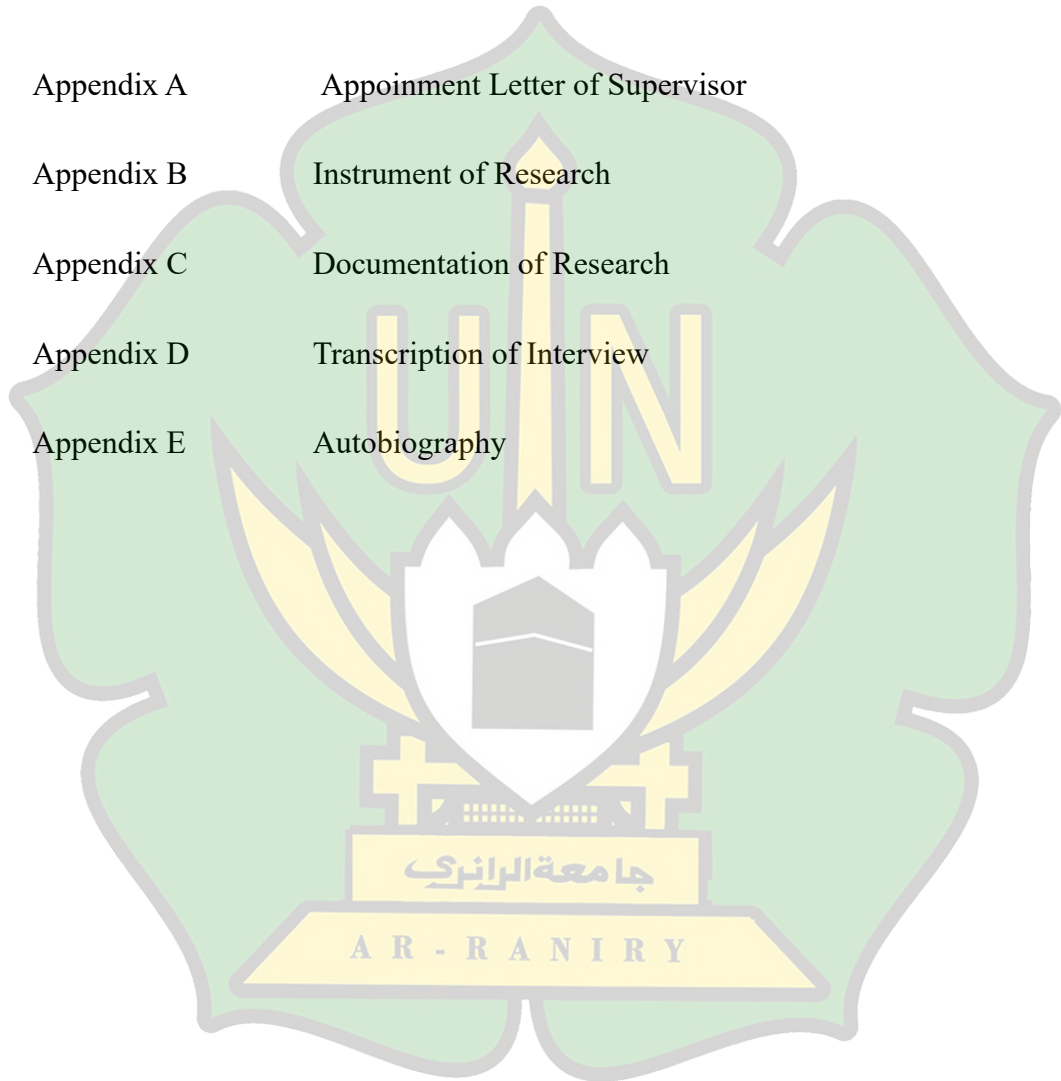
Assessment plays a pivotal role in education, guiding teachers in refining their teaching methods and providing valuable insights for enhancing assessment strategies. However, numerous studies have shown that some teachers still feel ill-equipped to assess student learning, particularly in ensuring its quality. This study aimed to investigate EFL pre-service teachers' perceptions of language assessment literacy and its impact on their teaching practices. Semi-structured interviews were conducted with six pre-service teachers who had completed their teaching practicum in state-based senior high schools in Banda Aceh. The data were analyzed using the qualitative data analysis framework proposed by Miles and Huberman. The analysis revealed several important findings, including the recognition of language assessment literacy as an integral component of effective teaching. Participants demonstrated an understanding of key assessment principles, such as aligning assessments with learning objectives, utilizing diverse assessment methods, and using assessment results to inform instructional decisions. They expressed a need for more comprehensive training in assessment methods and tools, highlighting challenges in implementing effective assessment practices. The study identified key themes such as selecting appropriate assessment tools, developing valid grading procedures, and communicating assessment results. The study concludes that enhancing language assessment literacy among pre-service teachers is crucial for improving their teaching practices and promoting student learning outcomes. It suggests that teacher education programs should prioritize the development of assessment literacy and provide ongoing support to pre-service teachers in this area.

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CHAPTER I

INTRODUCTION

A. Background of Study

Assessment plays a pivotal role in education and has a critical role in the teaching process, because assessments can serve a comprehensive and measurable way to evaluate the quality of educational outcomes. In teaching practice, teachers who understand the assessment properly can develop appropriate testing methods, identify clear objective of assessment, understand how to do sampling and collecting student achievement data to represent student performance and minimise bias from practical or technical issues. Therefore, good and appropriate implementation of assessment can improve quality of learning and teaching process, so it is vital for educators and teachers to be assessment literate teachers due to effectively evaluate student learning progress.

Essentially, there's a strong link between assessment and teaching. Assessment can guide teachers in refining their teaching methods, while teaching can provide valuable insights for enhancing assessment strategies (Coombe et al., 2020). Despite this, numerous studies have shown that some teachers still feel ill-equipped to assess student learning and struggle with various aspects of assessment, particularly in ensuring its quality (Zolfaghari & Ahmadi, 2016; Melati & Khademi, 2018). (Popham, 2009) argued that although most of teachers completed their teacher-education program, there was no guarantee that they actually are assessment literate. Furthermore, Stiggins (2002) noted that teachers seldom get the chance to learn how to leverage assessment as a tool for teaching and learning.

Conversely, if teachers lack a strong understanding of assessment, they won't be able to effectively guide students towards greater academic success (Coombe, Troudi & Al-Hamly, 2012).

The necessity of assessment knowledge for teacher triggered some scholars to introduce and extend the paramount concept of “assessment literacy”. In the field of foreign language or second language education, assessment literacy is mainly focusing on the testing teachers’ knowledge of implementation of principle of assessment test (Coombe at al.,2020). Language assessment literacy refers to a teacher's grasp of assessment principles and methods, their ability to create language assessments, implement assessment techniques and tools, and utilize evaluation criteria to enhance their teaching based on reliable assessment information.

Today, the growing diversity of language tests and assessment methods is pushing language teachers to become proficient in assessment literacy (Fulcher, 2012). This change may involve assessment reform, such as moving away from traditional paper-based tests towards performance-based assessments. For instance, multiple-choice questions were the standard way to measure student achievement for years before educators recognized that this method wasn't effective for evaluating skills like speaking and writing (Stiggins, 1995).

Several international studies have highlighted the need for language teachers to receive training in assessment and evaluation, emphasizing that language teachers have a particularly strong requirement for such training

(Hasselgreen, Carlsen, & Helness, 2004; Taylor, 2009; Vogt, Guerin, SahinkarakasPavlou, Tsagari, & Afiri, 2008). Several studies (e.g., Kiomrs, Abdolmehdi, & Naser, 2011; Leaph, Channy, & Chan, 2015; Talib, Kamsah, Ghafar, Zakaria, & Naim, 2013; Xu & Brown, 2017) Previous research has shown that language teachers possess low to moderate levels of language assessment literacy. In addition to international studies, national studies have also focused on pre-service assessment training. Research in Turkey, for example, has found that pre-service language assessment training was not very effective in influencing pre-service language teachers' assessment practices (Hatipoğlu, 2010; Hatipoğlu & Erçetin, 2016). Therefore, the university officials take a role in organizing the relevant training courses, called PPL (Praktik Pengalaman Lapangan), to help teacher enhance the level of their language assessment literacy.

Although numerous studies emphasize the importance of teacher assessment literacy (Koh, 2011; DeLuca, LaPointe-McEwan & LuHanga, 2015; Mellati & Khademi, 2018), there's limited research on professional development for language teachers, especially pre-service teachers, through assessment training. Thus, our study aims to understand how English pre-service teachers perceive the role of assessment literacy in enhancing their teaching practices. Additionally, we aim to explore how pre-service teachers' perspectives on assessment literacy can contribute to improving language teaching in English classrooms.

B. Research Questions

In order to meet the research objectives, the researcher needs to answer the following research questions:

1. What is English pre-service teachers' perception on language assessment literacy in improving language teaching practice?
2. How does language assessment literacy affect English pre-service teacher teaching practices?

C. Research Objective

In line with the research aim of enhancing language teaching practice by examining EFL pre-service teachers' perspectives on language assessment literacy in the English classroom, the research objectives are:

1. To find out English pre-service teachers' perceptions on language assessment literacy to improving language teaching practice.
2. To gain an understanding of how assessment literacy affects English pre-service teacher teaching practices.

D. Significance of Study

This study highlights the crucial role of language assessment literacy in enhancing the teaching practices of English pre-service teachers. Findings reveal that a strong understanding of assessment enables teachers to implement effective strategies, make informed instructional decisions, and align assessments with learning objectives. The research identifies a significant gap in pre-service training, emphasizing the need for comprehensive professional development in assessment

practices. By providing insights into teachers' perceptions, this study contributes to the field of English language education, advocating for improved teacher education programs that foster assessment literacy, ultimately leading to better student outcomes and more effective teaching.

E. Terminology

In this study, there are some terms utilized which require further description in order to prevent confusion. The terminologies are:

1. EFL Pre-Service Teacher

In this study, EFL pre-service teachers refer to undergraduate students enrolled in English language teacher education programs (specifically, the S1 Bachelor's degree program) who are currently engaged in their teaching practicum (PPL) at schools. These individuals are in the process of acquiring the knowledge, skills, and dispositions necessary to become qualified English as a Foreign Language (EFL) teachers.

2. Language Assessment Literacy

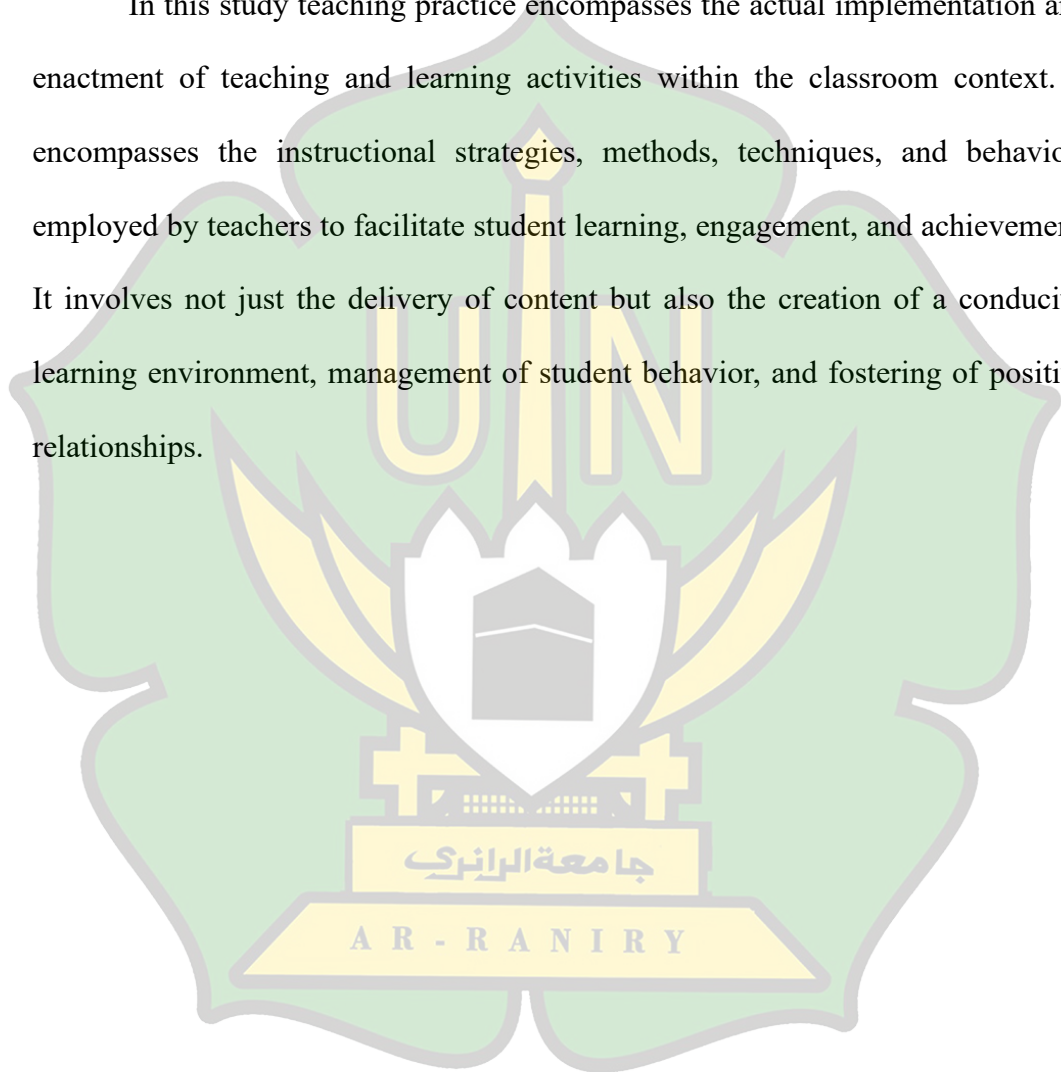
Language Assessment Literacy encompasses the multifaceted knowledge, skills, and principles that enable teachers to effectively navigate the complex landscape of assessment in language education. It extends beyond mere technical proficiency in assessment design and administration, encompassing a deep understanding of the pedagogical, ethical, and practical dimensions of assessment.

In this study language assessment literacy refer to language assessment literacy (henceforth LAL) refers to the knowledge, skills, and principles for

contextualizing, planning, developing, implementing, evaluating, and interpreting language assessments, whether developed within or outside the classroom.

3. Teaching Practice

In this study teaching practice encompasses the actual implementation and enactment of teaching and learning activities within the classroom context. It encompasses the instructional strategies, methods, techniques, and behaviors employed by teachers to facilitate student learning, engagement, and achievement. It involves not just the delivery of content but also the creation of a conducive learning environment, management of student behavior, and fostering of positive relationships.



CHAPTER II

LITERATURE REVIEW

Language assessment literacy encompasses the knowledge, skills, and principle involved in evaluating language proficiency (Davies, 2008; Fulcher, 2012). Language teachers use assessment data to make decisions about reporting achievement and enhancing learning (Brown & Abeywickrama, 2010). Because these decisions directly impact learning, teaching, and schools, it's crucial to enhance language teachers' assessment literacy.

A. Literacy

In education, literacy is a fundamental concept. Traditionally, it referred to the ability to read and write (Rintaningrum, 2009). However, the understanding of literacy has evolved. The OECD (2013) defines literacy as an individual's capacity to effectively use written information to achieve their goals. In essence, literacy reflects a person's ability to process information in order to navigate and succeed in all aspects of life.

B. Assessment Literacy

The demand for qualified teachers will continue to increase over time. One the most important thing to improve teacher quality is to look at assessment literacy skills for teachers as part of mapping for teachers' literacy skills. Baker and Riches (2017) explained that teachers' assessment skills are one of the factors that need to be considered educational policy and interesting learning materials linked to their impact on the world learning process.

Stiggins (1991) first introduced the concept of assessment literacy when he questioned the reliability of student achievement data. He emphasized that decisions about student achievement should be based on valid assessment data, otherwise, the results cannot accurately reflect the quality of educational outcomes. Historically, assessment literacy has been a tool for monitoring, documenting, enhancing, and reporting on student learning. The significance of assessment's impact on teaching, learning, and curriculum has grown over time (Brookhart, 2011).

Stiggins (1991) suggests that assessment-literate teachers understand that assessment should communicate the value of student achievement, and that assessment can contain errors that might lead to poor quality results. Similarly, Popham (2009) defines assessment literacy as encompassing knowledge of reliability, validity, fairness, test development, alternative assessments, and assessing English skills. This knowledge helps teachers understand the strategic role of tests in language learning.

Popham (2011) later refined this definition, suggesting that assessment literacy is the understanding of assessment concepts and procedures that can inform educational decisions. This implies that assessment literacy can impact teaching practice by helping teachers use student achievement data to improve their methods. In the context of language learning, assessment literacy involves the knowledge, skills, and principles needed to create language assessments (Giraldo & Murcia, 2018). Similar to general assessment literacy, language assessment literacy is

crucial for teachers to develop effective tools to measure students' language skills mastery, especially those taught in the classroom.

C. Language Assessment Literacy

Language assessment literacy (LAL) is crucial for language teachers and stakeholders to understand. It encompasses the knowledge, skills, and principles needed to create, implement, evaluate, and interpret language assessments, both inside and outside the classroom (Fulcher, 2012). Assessment literacy includes teachers' understanding of the assessment process, their ability to design assessments and interpret assessment data (Hay & Penney, 2013). However, LAL is unique because the language used in assessments differs from everyday language (Giraldo, 2018). Therefore, LAL involves a combination of language knowledge, principles, abilities, and language testing skills (Davies, 2008; Fulcher, 2012; Inbar-Lourie, 2013).

Regarding the principles of language assessment, Brown (2004) stated that the five principles of practicality, reliability, validity, authenticity and feedback provide useful guidance for evaluating existing assessment procedures and for teachers to design their own assessment procedures. Harmer (2007b) suggests that a good test should be valid, have reliable labelling, be practical and have significant backwash effects. Johnson (2001) argued that a good test should have validity, reliability, discriminability, and feasibility (as does Brown, 2004 for utility).

1. Practicality. Practicality depends on time constraints, cost, administrative details for teachers and students, and events before and after testing (Brown,

2004). A test is worthless if it takes so long that no one has time to test it (Harmer, 2007b).

2. Reliability. In testing means that the test consistently yields similar results (Brown, 2001, 2004). This means it should be easy to score, and different scorers should arrive at the same conclusions (Harmer, 2007b).
3. Effectiveness. (a) A test can claim content validity if it measures what it is supposed to measure, does what it says it does, and can be considered representative of the subject area covered (Brown, 2001, Harmer, 2007b, & Johnson, 2001). (b) Face validity refers to the extent to which "students believe that an assessment is fair, relevant, and helpful in improving learning" (Gronlund, 1998, p. 210). Face validity depends on teacher and student perceptions of the test (Johnson, 2001). You should think it looks like the original (Harmer, 2007b). A term related to face validity is "bias toward the best." It refers to the way students view a test and the degree to which students and teachers are strategically involved in the preparation, setting, and follow-up of the test itself (Braun, 2004).
4. Authenticity. Basically, using authenticity principles in testing is using tests to perform tasks in real life. Therefore, the authenticity of the test can be expressed in the following way: a) Contain as much natural language as possible b) Contain context-sensitive components c) Have meaningful, relevant, real-world topics d) Provide tasks that replicate real-world tasks (Brown, 2010).

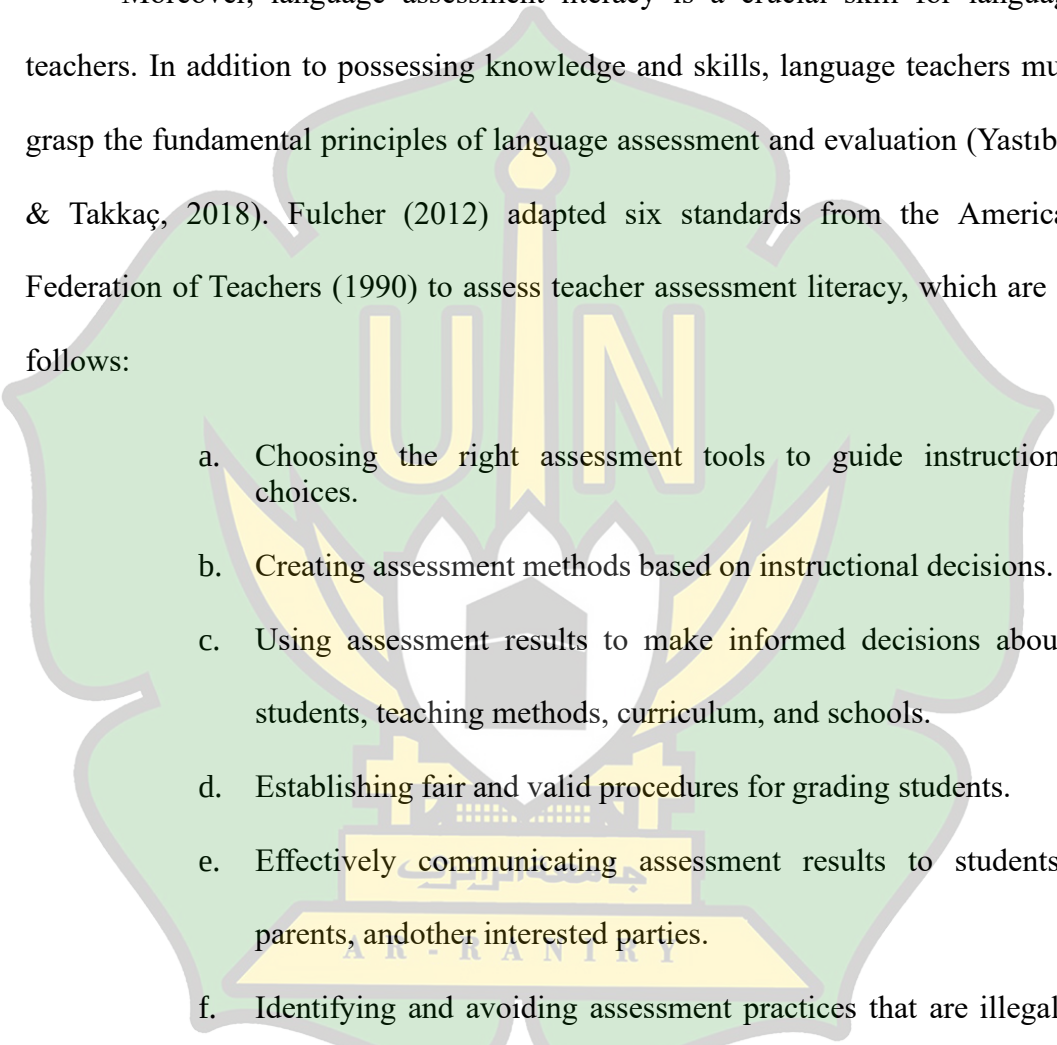
5. Washback. According to Brown (2004) and Anderson Rourke, Archer & Garrison (2001), the principle of washback is defined as the impact of testing on foreign language teaching and learning language. This principle reflects how testing affects teaching and learning. The following issues need to be considered Precautions when using backwash; a) Positively influence teachers' teaching content, teaching methods and students' learning methods b) It is recommended that students have the opportunity to prepare d) Provide feedback data to students to assess their language performance e) Create conditions for student excellence (Brown & Abeywickrama, 2010).

Teachers proficient in language assessment literacy can effectively assess language learning. Conversely, teachers lacking this literacy may encounter difficulties in assessment practices. Giraldo (2021) explains that there is an urgent need to see language level of assessment skills that teachers possess as a result of their participation in data collection students' language ability. There is an urgent need to provide training to improve language proficiency of teachers with assessment skills with a good understanding of language concepts Assessing competencies and how educational institutions interpret language assessment competencies Background (Coombe et al., 2020).

Language assessment literacy is crucial for both pre-service English teachers and other stakeholders to grasp the broader context of education and teaching (Taylor, 2009). Scarino (2013) emphasizes that English teachers and pre-service teachers are the most critical stakeholders, as they directly use assessment tools. However, even experienced teachers can lack sufficient assessment skills

(Crusana et al., 2016). A study by Tsagari & Vogt (2017) revealed that some teachers were unprepared for assessment tasks due to inadequate training during their teacher education programs.

Moreover, language assessment literacy is a crucial skill for language teachers. In addition to possessing knowledge and skills, language teachers must grasp the fundamental principles of language assessment and evaluation (Yastıbaş & Takkaç, 2018). Fulcher (2012) adapted six standards from the American Federation of Teachers (1990) to assess teacher assessment literacy, which are as follows:

- 
- a. Choosing the right assessment tools to guide instructional choices.
 - b. Creating assessment methods based on instructional decisions.
 - c. Using assessment results to make informed decisions about students, teaching methods, curriculum, and schools.
 - d. Establishing fair and valid procedures for grading students.
 - e. Effectively communicating assessment results to students, parents, and other interested parties.
 - f. Identifying and avoiding assessment practices that are illegal, unethical, or inappropriate.

In conclusion, these six standards of teacher assessment literacy provide a framework for investigating how English pre-service teachers perceive the role of assessment literacy in enhancing their teaching methods.

D. The Perceptions of English pre-service teachers toward language assessment literacy to improve teaching practice.

Assessment literacy can be a challenge for teachers who don't recognize the importance of understanding assessment in their learning process. They can't simply use a test or assessment task in their classroom without fully comprehending its context and nature. It's essential to assess whether the task aligns with the learning objectives and ensure that the results are reliable enough to draw conclusions about student performance. Therefore, teachers need to possess and apply assessment knowledge and skills effectively in their teaching.

As the field of language testing evolves, it remains crucial to develop assessment skills (Malone, 2013). These skills enable language teachers to select appropriate assessments for specific purposes and use data to enhance their teaching (Coombe, Troudi, & Al-Hamly, 2012). Professional development helps both new and experienced foreign language teachers become proficient in assessment analysis (Boyle, 2006). It equips them with the tools to interpret assessment results, understand their implications, and apply this knowledge to teaching and assessment practices.

Therefore, to effectively evaluate student performance, teachers need to know, understand, and apply fundamental principles of language assessment in their daily practice. This includes selecting suitable assessment methods, designing valid assessment tasks, providing meaningful feedback, and assessing the learning process based on the five key assessment principles.

Teacher education programs typically cover assessment concepts and procedures for both pre-service and in-service teachers. However, this study focuses on language pre-service teachers to observe the early development of their assessment literacy awareness during their training. Pre-service English teacher education should equip them for their professional roles, one of which involves enhancing students' language skills. These future teachers will be responsible for creating language assessment tools, yet the concept of developing assessment literacy in teachers hasn't been adequately emphasized or discussed.

However, it's important to note that if teachers can critically reflect on their assessment practices, they demonstrate awareness of assessment literacy. This awareness is a crucial step in developing their assessment literacy (Scarino, 2013). Therefore, it's important to consider language pre-service teachers' perspectives on language assessment literacy, including their knowledge, beliefs, and values about assessment, to understand how it might influence their teaching practices. Additionally, teachers play a vital role in developing, designing, and evaluating assessments (Hudaya, 2017).

Additionally, teachers are tasked with communicating assessment results to students, parents, and other stakeholders. Therefore, they need to be proficient in assessment literacy to be considered professionals (Popham, 2011). Teachers who are assessment-literate can interpret student assessment data and use it to promote higher levels of academic achievement. Understanding this data allows teachers to make informed changes to their classroom instruction by selecting appropriate assessments that enhance student learning. For instance, diagnostic assessments can

offer valuable insights into student learning levels, helping teachers make decisions to improve student outcomes (Popham, 2011). Ultimately, decisions based on student assessment data can be leveraged to enhance future teaching practices.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative research approach provided an insight to understand a phenomenon by exploring underlying opinions, motivations, and impacts to the phenomenon (Cresswell, 2007). Thus, to find out pre-service teachers' perception on language assessment literacy to improve their teaching practice, qualitative research was appropriate approach for this study. The purpose of the qualitative approach in this research was to raise awareness and to increase insight about language assessment literacy in improving teaching practice.

B. Research Location

This study was conducted in Banda Aceh, the capital city of Aceh Province, Indonesia. The research participants were pre-service English teachers (EFL student teachers) from the Faculty of Tarbiyah and Teacher Training who undertook their teaching practicum (PPL) during the even semester of the 2023-2024 academic year.

While approximately 80 student teachers were placed across Aceh Besar and Banda Aceh, this research focused specifically on those placed within government-run Islamic senior high schools (Madrasah Aliyah/MA) in Banda Aceh. This focus was chosen due to the standardized curriculum implemented in government schools, ensuring a consistent basis for comparison across participants' experiences and perceptions. In contrast, private schools often have more autonomy in curriculum development, which could have introduced extraneous variables in

the study. Schools with specialized vocational tracks were also excluded to maintain a focus on general English language education.

The selected schools were:

1. MAN 2 Banda Aceh
2. MAN 1 Banda Aceh
3. MAN 3 Banda Aceh

These schools were chosen due to their status as favored institutions with strong reputations and credibility within the community.

C. Research Participant

1. Population

Since conducting research required collecting data, researchers must select representative individuals or groups to effectively draw conclusions. Therefore, it was essential to decide which populations to select in order to collect the appropriate data. Creswell (2008) states that a group is a collection of individuals sharing the same characteristics.

The population for this study comprised 59 English education students from the Faculty of Tarbiyah and Teacher Training who completed their practical teaching (PPL) during the even semester of the 2023-2024 academic year in Banda Aceh. To gather data for this study, the researcher specifically chose English pre-service teachers from the English Language Education program (PBI) who had completed their Practicum Program (PPL) at public senior high schools in Banda Aceh. These individuals were selected due to their relevance to the research topic,

as they represent a group actively engaged in English language teaching within the specified geographical area.

2. Sample

After determining the population, the researcher must select a sample that represents the population. A sample consists of individuals who embody the characteristics of the larger group (Borg, Joyce & Meredith, 1993). Sampling, as Riduwan (2010) points out, is a method of capturing a representative subset of the total population. For this study, the purposive sampling method was chosen. This method involves selecting cases that are most informative for the research and ensuring that data collection captures the phenomenon effectively. Creswell (2014) emphasizes the importance of selecting participants who can provide valuable insights into the research questions.

The criteria for inclusion were PBI students who have completed their Practicum Program (PPL) at public senior high schools in Banda Aceh. From a total population of 59 individuals meeting the criteria, a purposive sample of 6 English pre-service teachers was selected. These students were specifically chosen based on their placement in state-based Senior High Schools (Sekolah Negeri Menengah ke Atas) during their PPL. These schools were selected based on their esteemed standing and well-regarded reputations within the community. The selected schools and the number of participants from each were as follows:

Table 1.1

The selected schools and the number of participants from each school

NO	School Names	Number of Pre-Service Teachers
1.	MAN 2 Banda Aceh	2 pre-service teachers
2.	MAN 1 Banda Aceh	2 pre-service teachers
3.	MAN 3 Banda Aceh	2 pre-service teachers

Note: PPKPM FTK UIN AR-RANIRY TA 2023-2024

To ensure a representative sample from each school, the researcher interviewed all pre-service teachers in those institutions. Although the sample size is small, it was appropriate for qualitative research, allowing for an in-depth exploration of participants' perceptions and experiences. This approach prioritized depth over breadth, enabling richer data collection and analysis. The selection process ensured diversity in backgrounds, experiences, and viewpoints among the participants.

D. Techniques of Data Collection

In order to collect the data for this research, the researcher used technique of data collection which was interview that would be explained more as follows:

Interviews involved the collection of data through direct interaction between the researcher and the person being researched. It can determine data at a deeper level than any other measurement methodology. There are three main types of interviews: structured interviews, semi-structured interviews, and unstructured interviews (Borg et al., 1993).

In a structured interview, the interviewer asks specific questions based on the interview guide and does not deviate from these questions. In a semi-structured interview, the interviewer follows a guide that lists questions that cover all the key information the researcher needs, but also provides opportunities to ask follow-up questions. In an unstructured interview, the interviewer does not list questions as a guide. Instead, he asked questions based on the responses of the interviewees.

In this study, the researcher opted for semi-structured interviews to gather information, as this method enables deeper exploration and clarification of participants' responses. Semi-structured interviews are advantageous for researchers because questions can be prepared in advance while still allowing interviewees to express their opinions freely (Cohen & Crabtree, 2006). Additionally, this interview format can yield comparable and reliable qualitative data, rich in detail. Before administering the questionnaire, participants will be informed about the research and its purpose, and asked if they would like to participate in 30-minute semi-structured interviews.

E. Technique of Data Analysis

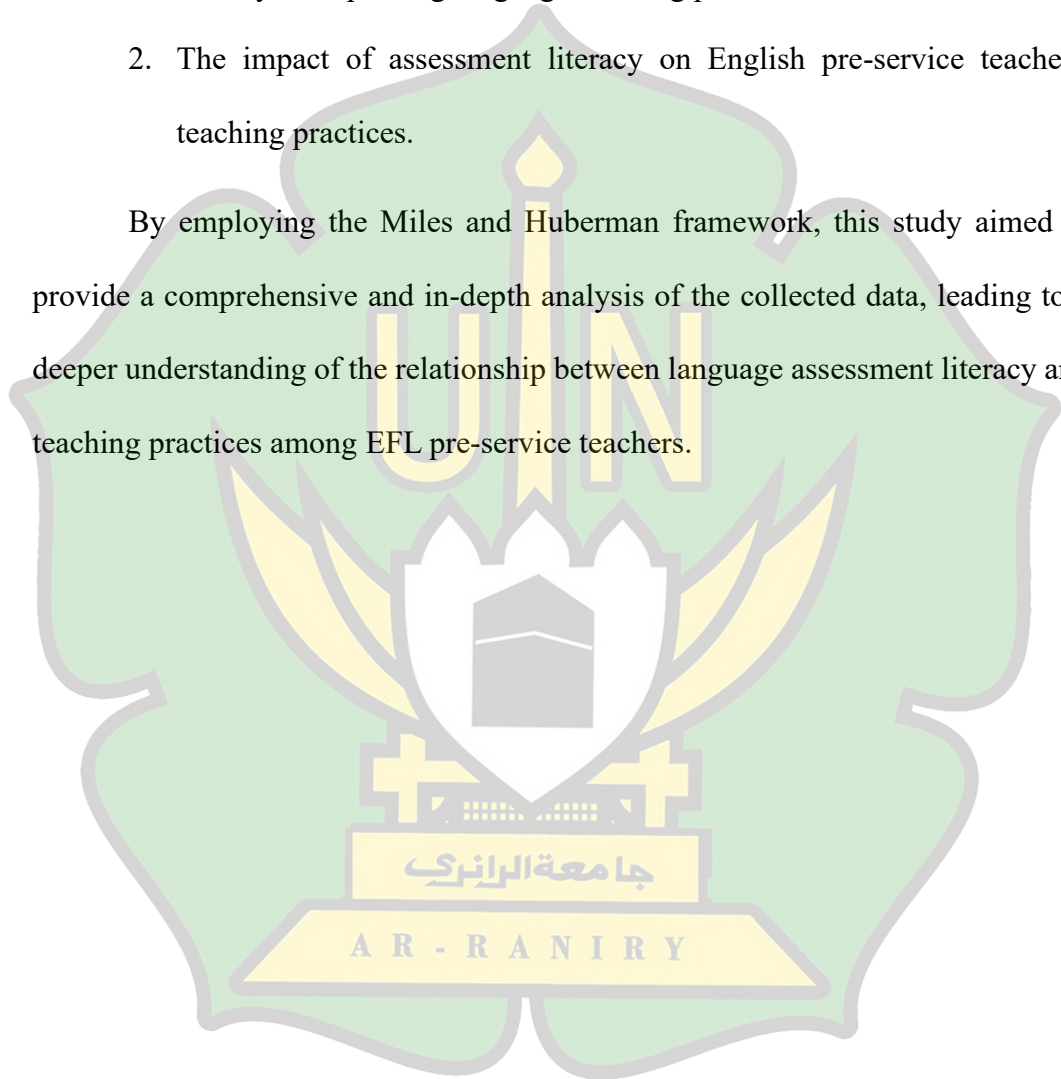
The data collected in this study were analyzed using the qualitative data analysis framework proposed by Miles and Huberman (1994). In this study, the framework was applied to data collected from semi-structured interviews with 10 selected English pre-service teachers who had completed their Practicum Program (PPL) at state-based Senior High Schools in Banda Aceh. The framework involved a three-phase process:

1. Data Reduction: The qualitative data obtained from interview transcripts, field notes, and any other relevant sources were systematically organized and condensed. This process involved transcribing interviews, carefully reading and re-reading the data, and identifying key themes, patterns, and recurring ideas related to pre-service teachers' perceptions of language assessment literacy and its connection to teaching practices. Coding was employed to categorize and label relevant segments of the data.
2. Data Display: The reduced data were presented in an organized and accessible format to facilitate interpretation. This involved creating summary tables, matrices, and narrative descriptions that highlighted the relationships between different themes and subthemes that emerged from the data. Visual representations were also used to illustrate key findings and patterns.
3. Conclusion Drawing and Verification: In this final phase, the researcher interpreted the displayed data to draw meaningful conclusions about EFL pre-service teachers' perceptions of language assessment literacy and its implications for their teaching practices. These conclusions were grounded in the data and supported by evidence from the analysis. Additionally, the conclusions were subjected to verification through member checking, where the researcher sought feedback from participants to ensure the accuracy and validity of the interpretations.

By following the steps outlined above, the researcher systematically analyzed the interview transcripts to uncover themes related to:

1. English pre-service teachers' perceptions of language assessment literacy in improving language teaching practice.
2. The impact of assessment literacy on English pre-service teachers' teaching practices.

By employing the Miles and Huberman framework, this study aimed to provide a comprehensive and in-depth analysis of the collected data, leading to a deeper understanding of the relationship between language assessment literacy and teaching practices among EFL pre-service teachers.



CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the findings of the study and presents the discussion of the research.

A. Findings

In this chapter, I present the findings of my interviews analyzing the perceptions of pre-service English language teachers regarding language assessment literacy to improve teaching practice. The analysis is framed using the adapted six standards for measuring teacher assessment literacy from the American Federation of Teachers (1990). Through these interviews, I sought to understand how EFL PSTs perceive LAL and its role in their teaching practice. The findings are organized into the following key themes:

1. Selecting appropriate assessment tools
2. Developing assessment methods
3. Utilizing assessment results - R A N I R Y
4. Developing valid grading procedures
5. Communicating assessment results
6. Recognizing inappropriate assessment practices.

By examining these themes, this study aims to shed light on the current state of LAL among EFL Pre-service teachers and its implications for their professional development and instructional practices.

1. EFL Preservice teachers' perceptions towards Language Assessment Literacy

a. Initial Understanding and Exposure to Language Assessment Literacy

All of the pre-service teachers I interviewed had learned about Language Assessment Literacy (LAL) during their university studies. The most common course where they encountered this topic was "English Language Assessment." Some also mentioned learning about it in courses like "English Course Design" and "Micro Teaching." One participant, P5, explained that "English Language Assessment" focused on evaluating students, while "Course Design" and "Micro Teaching" helped them learn to plan lessons. Another, P4, described a gradual introduction to LAL, starting with basic language teaching courses and ending with practical experience during teaching practice.

Interestingly, even though they all had similar learning experiences, the pre-service teachers had different ideas about what LAL actually meant. P1 thought LAL meant looking at not only a student's skills and knowledge but also their behavior and how they interact with others as stated by P1 in the interview, "Language assessment, in my understanding, is about learning the different ways a teacher can assess. It's more than just giving a grade. It includes what happens both inside and outside the classroom, looking at not only a child's individual skills but also their relationships with classmates".

P2 and P3, on the other hand, saw LAL as more about the practical parts of teaching, like creating lesson plans, managing time, setting learning goals, designing tests, and choosing the right teaching methods. "Actually, it's still lacking because during our lectures, we were still focused on the learning objectives (KD and KI), still designing lesson plans (RPP)" said P3. P2 also has a similar concern "It's about how we create lesson plans (RPP). In the RPP, there's the timing, the allocation of time, and the teaching methods we use with the students, and also the assignments.

Participants P4 and P5 shared a common understanding of Language Assessment Literacy (LAL) as it relates to the selection of assessment methods. They emphasized the importance of aligning assessment types with the four core language skills (listening, speaking, reading, and writing). P4 stated, "Language Assessment Literacy is more like about the type of assessment. There is also an example, for example, the type is matched with the 4 skills." P5 further elaborated, defining LAL as "the ability to design, implement, and interpret language assessment results effectively to improve learning practices in schools." This shared perspective suggests that these pre-service teachers recognize the need for assessment methods that accurately reflect students' abilities across different language domains.

b. Perceptions on Aligning Assessment Instruments with Learning Objectives

The pre-service teachers generally recognized the importance of selecting assessment instruments that align with clear learning objectives. They highlighted

the need to consider student characteristics and abilities when making these choices. P1 noted the diverse learning needs within their school, stating, "I first observed the situation at MAN 2 it's interesting. There are language classes, religious classes, science classes, and social science classes. So, the quality among the students, excuse me for saying, is different." P4 agreed with this idea, highlighting how important it is to create assessments that match what students already know and what the teacher wants them to learn by the end of the lesson as explained by P4 "Usually, it's adjusted to the characteristics or knowledge that the students already have. After that, it's also in accordance with the goals to be achieved. For example, if we give an essay assignment, it's suitable for assessing students' critical thinking skills.". P5 stressed the need to understand students' comprehension levels to ensure appropriate assessment design. He revealed "...and also the students' characteristics. It should match what they understand, like how far they understand the material I teach. So, I have to observe the students as well, to know how much they understand."

However, some participants expressed challenges in fully implementing this principle. Several mentioned aligning assessment instruments with lesson plans and pre-prepared questions, as exemplified by P2's statement, "I choose them when I create the lesson plan. I match the questions I'll give with the lesson plan. If I find the questions first, then I adjust them to fit the lesson plan." Additionally, the limited duration of the teaching practicum (45 days) posed a challenge for some participants in conducting detailed assessments. P3, for instance, mentioned

resorting to using questions found online for classroom instruction due to time constraints and limited experience.

c. Perception towards the Alignment of Assessment Methods with Teaching Strategies

Participants demonstrated a clear understanding of the need to align assessment methods with their chosen teaching strategies. P1 advocated for collaborative learning activities, such as role-plays, to foster interactive and engaging learning experiences. They described using role-plays to practice specific language functions, such as expressing cause and effect or apologizing for being late. P1 also noted the importance of minimizing direct teacher involvement in some activities to encourage student participation and reduce shyness: "I give them the opportunity to answer, and we always give rewards. If not, they, even though they are adults in MAN (Madrasah Aliyah Negeri), they can be shy or say, 'You do it, you do it.'"

P2 favored group discussions and presentations, utilizing performance-based assessments to evaluate students' language proficiency and ability to apply language skills to real-world problems. They explained their approach: "The method is Group Discussion, where after I explain a topic, I divide them into groups, which I assign, not the students. Then I explain what each group has to do, and then they present. After that, I don't immediately ask them to ask questions, but after all the presentations, I ask if there's anything confusing from the groups that have presented. Then we discuss together and solve the problem together."

P5 chose for cooperative learning, assigning essays and employing formative assessment to monitor students' progress. They explained, "So maybe we can see from that how far their understanding is. I use groups, like groups of 3-4 people because the class size is usually 30-40 people, so if we do peer assessment, it's not really possible with that many. So, I just do it per group, formative assessment."

These findings show that the pre-service teachers think carefully about how teaching and assessment work together. They want to create lessons where the way they assess students fits well with how they teach, making the learning experience better overall.

d. Perception on Utilizing Assessment Results for Instructional Improvement

Participants recognized the importance of interpreting academic results to identify student strengths and weaknesses, adjust instruction, and track progress. P1 acknowledged that unclear results might reflect instructional gaps rather than student deficiencies, stating, "Excuse me, in my case yesterday, I wasn't very specific in giving them understanding, so they were still unsure. So, if it's said that it's the students' fault, no, maybe it's still too vague, I haven't been too specific in giving material about that. So, in cases like what Ikram said earlier, we need remediation." P1 and P5 both mentioned using remedial activities to address learning gaps, with P5 noting, "So, I give them a test directly, there's a test, and there's also remediation. So, if they don't master the material, they have to do remediation again."

P2 preferred individual interviews or conferences to gain direct insights into the difficulties faced by struggling students: "I will ask them to meet me, like, why don't they want to? I have to find out the reason why they don't know or don't want to. Is it because they can't, or is there another problem?"

P3 opted to revisit and re-teach material that students hadn't grasped, emphasizing the need to vary instructional methods to maintain engagement: "So, we can, can, can repeat the material again, so that the children really understand, but when we repeat the material, don't make them bored, but there always has to be new material or new materials every meeting."

P4 and P6 both emphasized self-reflection and identifying shortcomings in their previous teaching practices. P4 explained, "Usually, after getting the results, there will be an identification of the weaknesses and strengths of the class, and then it's reflected upon the results. To address the inconsistencies, what will be improved that is not in accordance, and what will stabilize or remain in accordance with us. Okay, if it's not in accordance, it will be improved, and if it's already in accordance, it will be kept. To address the inconsistencies that are not in accordance."

These findings illustrate that pre-service teachers employ a range of strategies to utilize assessment results for instructional decision-making, including targeted remediation, individual conferences, revisiting material, and self-reflection on teaching practices.

e. Perceptions of Reliability and Validity in Language Assessment

The pre-service EFL teachers in this study demonstrated varying levels of understanding regarding reliability and validity in language assessment, with a greater emphasis placed on validity. They generally understood validity as the alignment between assessment tasks and learning objectives, as well as the importance of matching questions to the taught material. This is evident in P1's statement: "How I see and create tests that are suitable and that we can assess them, that we can evaluate them...". P2 and P3 also emphasized content validity, with P2 mentioning the use of a validated rubric and P3 highlighting the importance of aligning questions with the material to avoid student dissatisfaction.

Understanding of reliability was more varied. Some participants associated it with clarity of instructions and ease of implementation, as expressed by P4: "If it's reliable, usually the instructions are clear, and can be understood or easily understood, and also easily applied." P4 also demonstrated an awareness of external factors that can impact reliability, such as facilities and student conditions. However, an understanding of the consistency of test results as a key aspect of reliability appeared limited.

Overall, the pre-service EFL teachers in this study were aware of the importance of reliability and validity in language assessment, although their understanding of reliability could be further developed. They also demonstrated efforts to design valid and reliable assessments, such as using validated rubrics and aligning questions with the material. However, they also recognized the challenges

in creating reliable assessments, as expressed by P5: "if, for example, we create questions, not all teachers can create questions, right? They can create assessments, for example, assessments that are in accordance with reliability."

f. Perception on Communicating Assessment Results

The pre-service EFL teachers in this study employed various methods to communicate language assessment results to students, parents, and other stakeholders. Report cards were the primary method mentioned by all respondents (P1-P6). However, oral communication was also considered important, both individually ("I tell them one by one," P2) and in groups ("...many of us still don't understand this and that," P1).

Additionally, some pre-service teachers utilized classroom reflections (P4) and teaching modules (P4) to convey assessment results and learning plans. They recognized that effective communication goes beyond simply conveying scores or grades; it involves providing insights into students' strengths and weaknesses ("giving them insights," P1).

This communication of assessment results had a positive impact on their teaching practice. By understanding students' needs, teachers could adapt their teaching and assessment methods ("must adjust to their understanding too," P5). Furthermore, communicating assessment results could also enhance student motivation, especially when accompanied by rewards or prizes ("the prize is a motivator for students," P3).

However, the pre-service EFL teachers also acknowledged challenges in communicating assessment results. They needed to maintain the confidentiality of students' grades (P3) and avoid comparisons between students that could demotivate them (P2). Additionally, they needed to be fair and non-discriminatory in providing feedback (P5).

Overall, the pre-service EFL teachers in this study demonstrated a good understanding of the importance of communicating assessment results and its impact on teaching practice. They strived to communicate assessment results effectively, fairly, and in a motivating manner, despite facing some challenges.

g. Pre-Service Teachers' Understanding and Application of Fair and Non-Discriminatory Assessment Practices

The pre-service EFL teachers in this study demonstrated a good understanding of the importance of fairness and non-discrimination in assessment practices. They acknowledged that each student has different characteristics and needs, and therefore assessments should be conducted fairly and objectively. P1, for example, strives to involve all students in the learning and assessment process, including those who are less active, to avoid favoritism. P2 emphasized using the same assessment rubric for all students, while P4 stated that they had never engaged in illegal or unethical actions in assessment.

However, some respondents admitted to having engaged in less appropriate assessment practices in the past. P1, for instance, used to ask more questions to students who seemed more attentive, while P2 had given "sympathy grades" to

active and diligent students, even though their abilities might have been lacking. P3 also confessed to having used false promises to motivate students. Nevertheless, these experiences had a positive impact on their teaching practice. They became more aware of the importance of fairness and strived to implement more equitable and objective assessment practices.

Overall, the pre-service EFL teachers in this study demonstrated a commitment to providing fair and non-discriminatory assessment practices. They understood that fair assessment is not only important for accurately measuring students' abilities but also for building trust, motivation, and a positive learning environment for all students.

2. Impact of Assessment Literacy on Teaching Practices

a. Enhanced Assessment Design and Implementation

Pre-service teachers with a strong understanding of LAL demonstrated the ability to design assessments that aligned with learning objectives, student needs, and diverse classroom contexts. They recognized the importance of selecting appropriate assessment instruments, such as P2 who used validated rubrics. They also emphasized customizing questions to match the taught material, as seen in P1's statement: "How I see and create tests that are suitable and that we can assess them, that we can evaluate them..." and P3's concern about aligning questions to avoid student dissatisfaction.

b. Targeted Instructional Adjustments

Language Assessment Literacy (LAL) empowered pre-service teachers to use assessment results to identify students' strengths and weaknesses, which helped them make better decisions about their teaching. They had different ways of doing this. P1 and P5 focused on giving extra help to students who were struggling or providing more challenging work to those who were ahead, saying things like, "we need remediation" (P1) and "if they don't master the material, they have to do remediation again" (P5). P2 preferred having one-on-one meetings with students who were having trouble to figure out what was causing their difficulties. P3 suggested going over the material again using different teaching methods to keep students interested, saying, "...can repeat the material again...don't make them bored..." P4 and P6 thought it was important for teachers to reflect on their own teaching and identify areas where they could improve. P4 said, "Usually, after getting the results, there will be an identification of the weaknesses and strengths of the class..." Overall, LAL helped these future teachers become more aware of their students' needs and change their teaching methods to help everyone learn better.

c. Increased Student Engagement and Motivation

By incorporating diverse assessment methods like collaborative learning, role-plays (P1: "role play itu"), group discussions, and presentations (P2: "The method is Group Discussion..."), pre-service teachers fostered a more engaging and interactive learning environment. Additionally, effective communication of

assessment results, including the use of rewards and positive reinforcement (P3: "The prize acts as a motivator for the students."), contributed to increased student motivation.

d. Ethical and Fair Assessment Practices

Pre-service teachers with higher LAL awareness demonstrated a commitment to fair and non-discriminatory assessment practices. They strived to create an inclusive assessment environment where all students are treated equitably, avoiding favoritism (P1) and using consistent rubrics for evaluation (P2).

e. Holistic Understanding of Student Learning

LAL enabled pre-service teachers to broaden their assessment focus beyond academic aspects. They recognized the importance of assessing social skills and interaction with the environment (P3: "students' social skills and their interaction with their environment"), contributing to a more holistic understanding of student learning.

f. Structured and Purposeful Learning

Integrating LAL principles into teaching practice led to a more structured and purposeful learning experience. Teachers reported that using appropriate assessment methods resulted in "concrete and not futile results" (Respondent 1). This suggests that LAL guides teachers in making informed decisions about their teaching strategies and assessment choices.

B. Discussion

The findings of this study provide valuable insights into the perceptions of EFL pre-service teachers regarding language assessment literacy (LAL) and its impact on their teaching practices. The data reveal a nuanced understanding of LAL among the participants, with varying degrees of awareness and application across the six standards adapted from the American Federation of Teachers (1990).

The findings resonate with existing literature on LAL, highlighting both strengths and areas for further development. The participants' recognition of the importance of aligning assessment tools with learning objectives and student characteristics aligns with Davies (2008) and Fulcher's (2012) emphasis on the knowledge and skills required for contextualizing and planning language assessments. Their use of diverse assessment methods, such as collaborative learning and role-plays, reflects an understanding of the need for authentic and varied assessment practices, as advocated by Brown (2004) and Harmer (2007b).

The participants' efforts to utilize assessment results for instructional improvement, through remediation, individual conferences, and self-reflection, demonstrate an awareness of the formative potential of assessment, consistent with the views of Brown and Abeywickrama (2010) regarding the role of assessment in informing teaching and learning decisions. Furthermore, the participants' commitment to fairness and non-discrimination in assessment practices aligns with ethical considerations in language assessment emphasized by Fulcher (2012).

While the findings reveal positive aspects of LAL among the pre-service teachers, some areas for growth were also identified. The understanding of reliability, particularly in terms of the consistency of test results, appeared less developed compared to validity. This suggests a need for further professional development in this area, as reliability is a critical aspect of ensuring the quality of assessment data (Brown, 2001, 2004).

Additionally, while the participants recognized the importance of communicating assessment results to various stakeholders, they also faced challenges related to confidentiality, avoiding comparisons, and ensuring fairness in feedback. These challenges highlight the need for ongoing support and training in effective communication strategies.

The findings of this study underscore the importance of integrating LAL into teacher education programs for pre-service English teachers. A comprehensive understanding of LAL empowers teachers to make informed decisions about assessment design, implementation, and interpretation, ultimately leading to improved teaching practices and student learning outcomes.

Professional development opportunities for in-service teachers should also focus on strengthening their LAL, particularly in areas such as reliability, communication strategies, and aligning assessment with diverse student needs. By investing in the development of LAL, educational institutions can ensure that their teachers are equipped with the necessary knowledge and skills to create meaningful and effective assessment practices.

This study contributes to the growing body of research on LAL in the context of EFL pre-service teachers. The findings highlight the complexities and nuances of LAL development and its impact on teaching practices. By addressing the identified areas for growth and providing targeted support, teacher education programs can foster a generation of assessment-literate teachers who are well-prepared to meet the diverse needs of their students.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The findings indicate that English pre-service teachers generally recognize the significance of language assessment literacy as a critical component of effective teaching. They perceive assessment literacy not merely as a set of skills for evaluating student performance but as an integral part of the teaching and learning process that can enhance their instructional strategies. The pre-service teachers expressed an understanding that well-designed assessments can provide valuable feedback, inform instructional decisions, and ultimately lead to improved student outcomes.

However, the study also highlighted some challenges faced by these pre-service teachers. Many reported feeling inadequately prepared to implement effective assessment practices due to limited training and experience. They acknowledged the need for more comprehensive education on various assessment methods, tools, and their appropriate application in diverse classroom contexts.

Moreover, the pre-service teachers emphasized the importance of aligning assessments with learning objectives and student needs, indicating a desire to develop assessments that are both valid and reliable. Their reflections suggest a growing awareness of the ethical implications of assessment practices and the necessity of communicating assessment results effectively to students and stakeholders.

Assessment literacy also significantly influences the teaching practices of English pre-service teachers. Those who possess a higher level of assessment literacy are more likely to implement varied and effective assessment strategies that align with their instructional goals. They demonstrate a greater ability to select appropriate assessment tools, develop valid grading procedures, and utilize assessment results to inform their teaching. This ability not only enhances their instructional planning but also fosters a more responsive learning environment that meets the diverse needs of their students.

Conversely, pre-service teachers with limited assessment literacy often struggle to integrate assessment effectively into their teaching. They may rely on traditional assessment methods that do not adequately reflect student learning or fail to provide meaningful feedback. This lack of understanding can lead to missed opportunities for student engagement and growth, ultimately hindering the overall learning process.

Furthermore, the study highlights that pre-service teachers who actively engage in reflective practices regarding their assessment methods are better equipped to adapt their teaching strategies based on assessment outcomes. This reflective approach fosters a cycle of continuous improvement, where assessment becomes a tool for enhancing both teaching and learning.

In summary, the research highlights the essential role of assessment literacy in enhancing the teaching practices of English pre-service teachers. To prepare future educators effectively, teacher education programs must prioritize the

development of assessment literacy, equipping pre-service teachers to meet the demands of contemporary educational settings.

B. Suggestion

Based on the findings of this study, the following suggestions are proposed:

1. Enhanced Training Programs:

Educational institutions should develop and implement training programs focused on assessment literacy. These programs should provide pre-service teachers with practical skills and knowledge to design and implement effective assessments that cater to diverse student needs.

2. Mentorship Opportunities

Establishing mentorship programs where experienced teachers guide pre-service teachers can help them navigate the complexities of assessment in real classroom settings. This support can enhance their confidence and competence in using assessment as a tool for learning.

3. Resource Development

Creating a repository of assessment tools and resources that pre-service teachers can access during their practicum can alleviate the pressure of time constraints. This resource should include examples of assessments that align with various learning objectives and student characteristics.

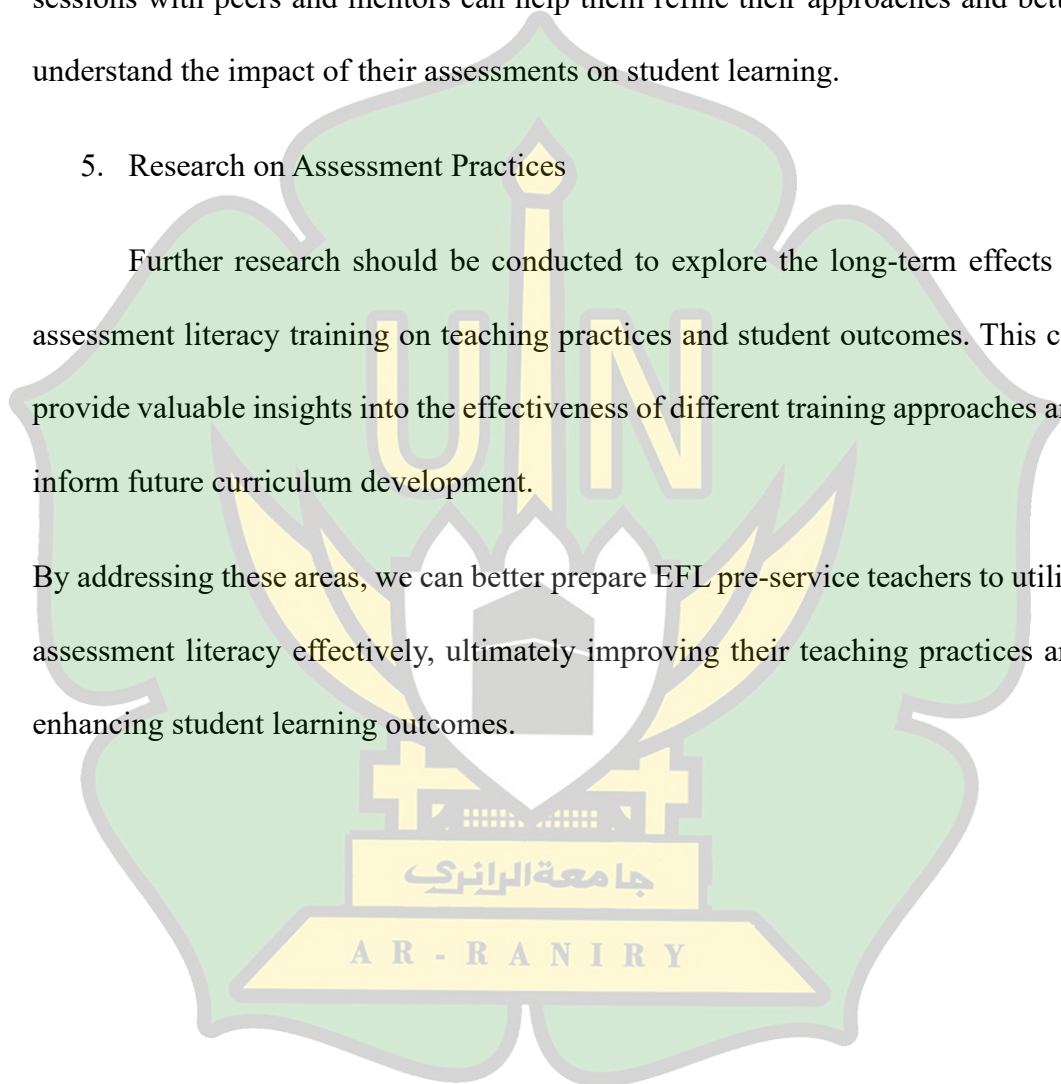
4. Ongoing Reflection and Feedback

Encouraging a culture of reflection among pre-service teachers regarding their assessment practices can lead to continuous improvement. Regular feedback sessions with peers and mentors can help them refine their approaches and better understand the impact of their assessments on student learning.

5. Research on Assessment Practices

Further research should be conducted to explore the long-term effects of assessment literacy training on teaching practices and student outcomes. This can provide valuable insights into the effectiveness of different training approaches and inform future curriculum development.

By addressing these areas, we can better prepare EFL pre-service teachers to utilize assessment literacy effectively, ultimately improving their teaching practices and enhancing student learning outcomes.



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APPENDIX A



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: B-2956/Un.08/FTK/Kp.07.6/04/2024

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
- Siti Khasinah, S.Ag, M.Pd
- Untuk membimbing Skripsi
- Nama : Zul Ikram
- NIM : 200203060
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : English Pre-Service Teachers' Perception on Language Assessment Literacy to Improve Teaching Practice
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 April 2024
Dekan,

Saifur Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perpustakaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



APPENDIX B

EFL PRE-SERVICE TEACHERS' PERCEPTION ON LANGUAGE ASSESSMENT LITERACY TO IMPROVE TEACHING PRACTICE

Research Questions:

3. What is English pre-service teachers' perception on language assessment literacy in improving language teaching practice?
4. How does language assessment literacy affect English pre-service teacher teaching practices?

Language assessment literacy (henceforth LAL) refers to the knowledge, skills, and principles for contextualizing, planning, developing, implementing, evaluating, and interpreting language assessments, whether developed within or outside the classroom (Fulcher, 2012). Fulcher (2012) adapted six standards to measure teacher assessment literacy from the American Federation of Teachers (1990), they are:

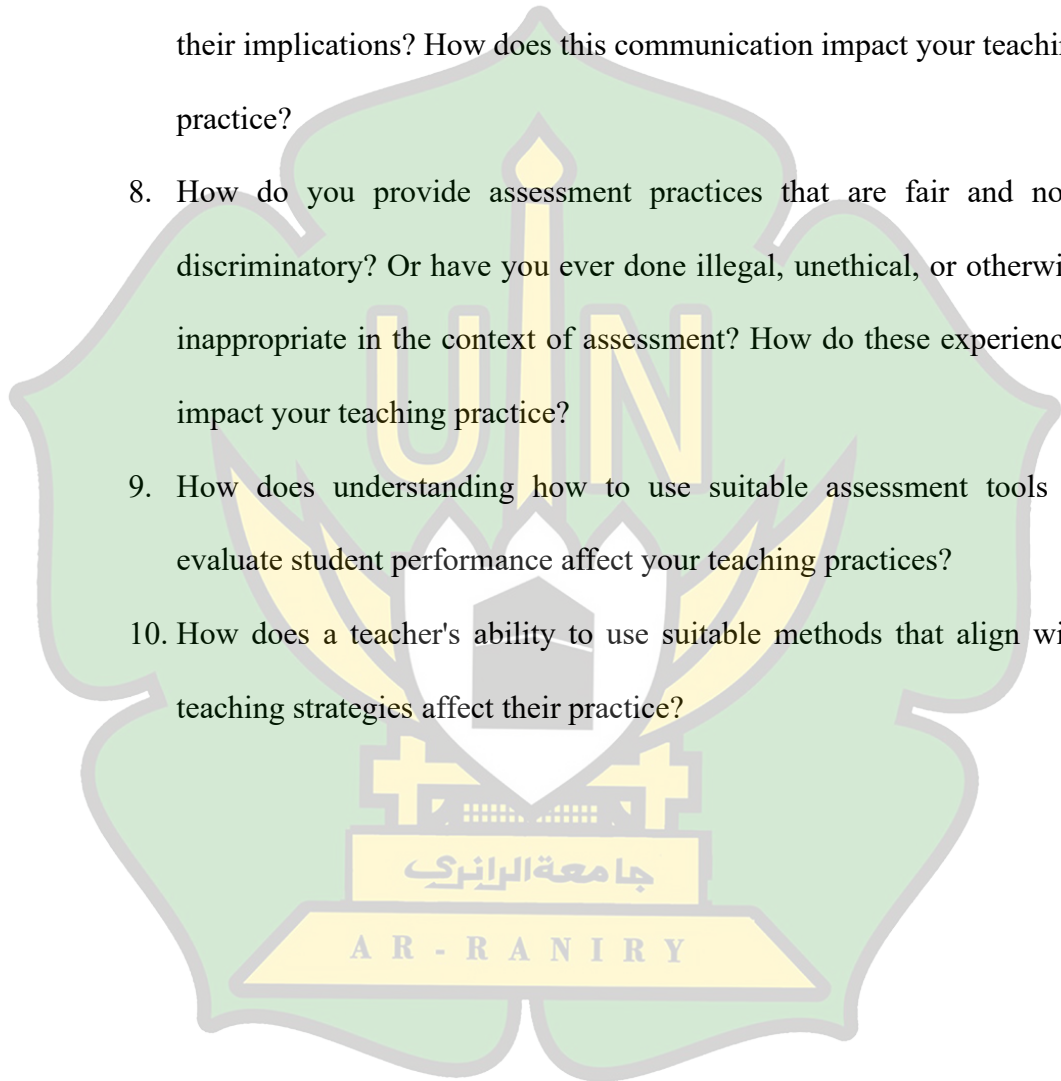
- a. Selecting appropriate assessment tools for instructional decisions.
- b. Developing assessment methods depending on instructional decisions.
- c. Utilising assessment results for decision-making related to students, instructions, curriculum and schools.
- d. Developing valid student-grading procedure.
- e. Communicating assessment results for students, parents, and stakeholders.
- f. Recognising illegal, unethical and inappropriate assessment practices.

Finally, the six standards of teacher assessment literacy from the American Federation of Teachers (1990) used as a guideline to explore English pre-service teachers' perceptions on assessment literacy in improving their teaching practices.

Questions for Interview:

1. Did you learn about language Assessment Literacy at your University? What is your understanding of "Language Assessment Literacy"? Which course did you take at your university that dealt with language assessment?
2. How do you select appropriate assessment instruments that align with the intended learning objectives?
3. How do you select appropriate assessment approaches for language teaching depending on teaching strategies and specific learning context.?
4. How do you employ the results of assessments to guide decisions regarding the identification of student strengths and weaknesses, the evaluation of instructional tools, and the provision of suggestions and feedback for the curriculum and school policy?
5. How do you interpret reliability and validity in language assessment and its implication?

6. How do you evaluate student performance following the established assessment guidelines?
7. How do you effectively communicate assessment results to ensure that students, parents, and other stakeholders understand the outcomes and their implications? How does this communication impact your teaching practice?
8. How do you provide assessment practices that are fair and non-discriminatory? Or have you ever done illegal, unethical, or otherwise inappropriate in the context of assessment? How do these experiences impact your teaching practice?
9. How does understanding how to use suitable assessment tools to evaluate student performance affect your teaching practices?
10. How does a teacher's ability to use suitable methods that align with teaching strategies affect their practice?



APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fik@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-414/Un.08/PBI/Kp.01.2/8/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Zul Ikram
NIM : 200203060
Fak/Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Alamat : Indrapuri

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"EFL Pre-Service Teachers' Perception on Language Assessment Literacy to Improve teaching Practice"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 9 Agustus 2024

Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahlia

APPENDIX D

Audio Transcript from Ahmad Dastur (P1)

1. Oke nama saya ahmad dastur sekarang saya semester 8 mahasiswa uin prodi Pendidikan Bahasa Inggris, izin saya ingin menjawab pertanyaan 1, dari quitioner abang zul ikram, baik yang pertama itu apakah saya pernah mempelajari language assessment literacy, alhamdulillah pasti nya sebagai mahasiswa Pendidikan Bahasa Inggris saya pernah mempelajari apa itu language assessment literacy, apa pembelajaran language assessment, berkaitan dengan what is your understanding for LAL. Nah language assessment ini mempelajari bagaimana sih seorang guru mengassessment kan beda ketika menilai dengan mengeassessmentkan, assessment itu tidak hanya di dalam saja tapi diluar tidak hanya skill individu seorang anak saja tapi bagaimana dia dengan sekeliling kawan nya, itu lebih singkatnya jika saya berbicara mungkin agak lebih singkat nya seperti yang saya tau ya. Kemudian which course did you take? Alhamdulillah saya pernah mengambil ELA disingkat english Language Assessment.
2. Nah menarik pertanyaan kedua ini saya ingin menjawab saya ingin menjawab mungkin secara singkat nya saya mungkin belum terlalu mendalami itu, dengan kapasitas saya yang sekarang ini kemarin experience saya ketika saya ppl di MAN 2 Banda Aceh cara mengambil nilai serta menilai anak-anak. Saya melihat dulu jadi kasus di MAN 2 ini menarik Ada kelas bahasa, ada kelas agama, ada kelas IPA, ada kelas IPS nah jadi kualitas antar murid ini, maaf cakup berbeda. Si kelas Bahasa ini bisa dibilang dia

udah diatas advance memang kelas yang fokus pada kelas bahasa. Nah berbeda dengan kelas agama dan juga IPS. Nah mungkin agak sedikit dekat jika kelas IPA, yang mungkin agak lebih leluasa. Nah menarik di MAN 2 ini, mereka ada dua mata kuliah Bahasa Inggris. Ada mata kuliah, maaf, mata pelajaran bahasa Inggris umum. Ada mata pelajaran bahasa Inggris yang terapan, memang khusus, didalam lagi. Jadi ya syukurnya pemimbing saya memang beliau mengampu dua-duanya. Tapi diberikan yang diampukan kepada saya itu mata pelajaran umum. Nah ketika saya turun ke dalam, apa? Untuk melihat seperti apa kualitas -kualitas anak -anak. apa yang sudah di pelajari oleh seorang anak ini itu masih bisa dibilang, masih bisa kita gunakan seperti contohnya, ya cara menilainya, diskusi cara berdiskusi, apa berdiskusi saya tuh menghampiri mereka seru satu yang seingat saya berdiskusi kemudian saya berikan kesempatan kepada mereka siapa yang bisa menjawab itu pasti kita kasih rewardt ya kalau enggak, mereka, walaupun anak yang udah dewasa MAN Mereka malu -malu ataupun “dia aja -dia aja” gitu Jadi itu kedua, Ketiga itu caranya, nah, cara saya menilai itu mungkin kemarin di PPL itu Saya bilang nih saya mau ambil nilai kuis Jadi mereka mau-tidak mau Tetap harus mengekspresikan diri jadi apa yang sudah siap berikan kepada mereka Nah, contohnya seperti ada teori cause and effect materi cause and effect, jadi mereka menganalisis kembali Apa itu cause and effect secara yang apa dimengerti oleh mereka gitu Jadi secara langsung mereka terpaksa Karena saya bilang kalau saya mengambil nilai mereka berarti Anda menilai sesuatu dengan tanya jawab

Iya, dengan tanya jawab mengassess skill mereka itu dengan tanya jawab Tengah jawab, nah Kalau orang bisa udah bisa jawab, apa yang kita tanya kita berikan nilai plus lah istilahnya karena ada effort disitu ya Yang pasti, kadang ada juga kasusnya yang kita enggak lagi bertanya Nah, gini aja Apa yang adik dapatkan selama dua jam di sini tadi Nah, gitu Kadang saya enggak lagi tahu, enggak tahu lagi kita pertanyaan apa Apa nih yang kamu dapatkan hari ini, gitu Jadi dengan tanya jawab, itu Anda bisa mengukur skill apa aja sih? Nah, mengukur skill apa aja sih Mengukur yang pertama, pemahaman dia terhadap sebuah materi Terus fokus dia terhadap satu materi Nah, kita lihat nih, apa namanya keseriusan dia, ketika dia mau menjawab ada memang cara menjawabnya ya oh iya pak, yang tadi itu belajar tapi ada siswa-siswa, memang betul -betul dia memang teratur, terstruktur gitu jadi itu membedakannya, saya bisa melihat kegigahan mereka, ke seriusan mereka yang menarik karena masih MAN berbeda karakter langsung, lanjut ok, sorry, baik -baik, tadi saya baru ingat di kedua ini, di nomor dua ini saya pernah menggunakan itu, saya bagi itu berapa lembar, itu dua lembar per mereka kita buat grup itu kita suruh isi ini ada bahasa Inggrisnya yang bisa A, B, C, sampai D terus ada 1, 2, 3 pihan jawabannya yang nanti orang ni Tarik garis, kemana itu. Haaa, matching gitu ya, cara mengambil nilai matching gitu. Saya tahunya dipinteres, jadi saya ambil, saya print. Kayaknya ini worth it untuk anak -anak ini gitu, lebih simple. Oke, perkara ini untuk option A, B, C gitu ya.

3. Select appropriate assessment approach, apa ini? Assessments yang sesuai dengan strategi pembelajaran. berarti cara menilai mereka di kelas dong, ini nggak lagi terkait materi doang. Haa, maksud saya, metode pembelajaran itu apa? Strategi assessment, metode assessment yang cocok itu apa, sesuai dengan metode pembelajaran. Hmm, ya, ya, ya, misal kolaboratif-learning, assessment yang cocok, latihan apa yang cocok untuk kolaboratif-learning? Itu dia kan belajar kelompok, terus test, PR, task kelompok yang دستور ambil untuk belajar kelompok itu apa. Apakah project base task, multiple choice, atau peer assessment, atau grup project? Haa, ya, ya, ya, ya, ya. Mungkin lebih kepada peer assessment. Peer assessment. Ya, kemudian ini lagi, ya, matching itu mungkin masuk nggak? Matching, boleh. Matching, ah, matching, terus. Ya, ya itu, itu aja sih. Ah, ini karena kita bahasa Inggris, mungkin siswa-siswa ini kadang jenuh dia untuk serius serius kayak gimana. Jadi kita buat role play. Haa, menarik itu role play. Mereka mengekspresikan diri sesuai dengan perannya masing-masing gitu, contoh kayak apa gitu, kakek-kakek, intonasinya seperti kakek-kakek gitu, bahasa Inggris gitu, apa kan sesuai. role play model Itu metode assessment nya, pembelajarannya itu kolaboratif. Kolaboratif, ya, kolaboratif, kolaborasi. Kita buat beberapa kelompok ini berbeda, mereka menirukan sesuai peran masing2. Itu Materi, materinya tentang apa, tentang bisa tentang cause-and effect. Menarik juga, cause-and effect juga bisa. jadi siswa itu praktekkan kenapa kamu terlambat why are you late today, i'm sorry sir, it's

because i'm sick, bisa juga mungkin storytelling dan lain -lain untuk role play itu.

4. oke oke mungkin ini yang kasus yang agak sikit berbeda ya kemarin itu pengalaman di MAN 2, di MAN 2 ini kan bervariasi nah kemarin itu memang ada catatan -catatan yang di mereka itu kita suruh mereka jawab di buku kemudian kita suruh kumpul nah saya mengambil banyak catatan -catatan yang memang ada kurang, ada memang yang udah perfect kita merahin tuh di bawah itu ada sebagian catatannya sebagian catatan mereka kalau ini salah dan mereka lah yang isi sendiri nah di pertemuan selanjutnya nanti itu saya udah bilang ada yang lihat itu ada yang saya gariskan itu nah itu ada beberapa yang memang kurang matching gitu, maaf saya kemarin itu kasusnya saya belum terlalu spesifik memberi pemahaman kepada mereka jadi mereka masih ngambang jadi kalau dibilang itu kesalahan siswa tidak, mungkin itu masih terlalu ngambang belum terlalu spesifik saya memberi materi tentang itu jadi kalau kasusnya seperti bg ikram bilang tadi itu kita perlu remedial, remedial yang lebih lanjut walaupun ya kita bilang remedial itu mungkin cuma ada di matematika tapi Bahasa Inggris perlu juga untuk lebih analisis lagi gitu apa yang memang mereka kurang itu apa, bilang aja gitu kita lihat juga kan pendekatan-pendekatan apa yang bisa, atau memang nanti bisa kita bilang, bisa kita suruh remedialkan dengan kawan di sampingnya di samping peer assessment saling mengisi satu sama lain gitu. Kadang mereka itu malu sama kita. Mungkin agak sedikit terbuka, agak sedikit bisa lebih serius dengan teman -teman yang sebenarnya. Bisa

terjawab banget bg. terjawab berarti dastur ambilnya tu misalnya udah dapet nilai hasil akhirnya tu, next nya dastur buat remedial. Ya, kita buat remedial lagi nih. Masa sih 6 soal aja. Ini ada 3 soal yang masih kalian susah jawabnya. Nah, ayo kita buat lagi gitu. Kita buat lagi gitu. Berapa orang gitu yang gitu. Remedialnya tidak mesti tertulis lagi. Bisa jadi nanti langsung, kira-kira langsung interview tanya jawab QNA gitu. Gitu sih.

5. Bagaimana saya melihat dan membuat test yang cocok dan yang bisa kita nilai kan mereka, yang bisa kita nilai Mungkin balik lagi ke topik tadi Yang pertama itu Saya ingat kasus, ini mungkin PPL ya, mungkin yang masih - masih hangat gitu kan Jadi, pertama -first impression itu kita tanya dulu Jadi, bagaimana menurut kalian bahasa Inggris itu enak atau enggak, apa yang kalian susah di bahasa Inggris itu Apakah grammar, apakah grammar, apakah writing, macam gitu Jadi kita lihat di situ, jadi kasusnya, satu -satu saya tanyakan, ya satu -satu, ya satu -satu Karena ada beberapa kelas yang saya masuk, ada yang secara umum, ada yang mereka, yuk, yuk abang2, kakak2, ada yang bisa kasih sampaikan Yang jadi challenge, yang jadi tantangan kalian itu, yang masih, kayaknya kurang disini Jadi disitu, ada memang grammar pak, dengan 16 tenses itu, susah itu, terus apa lagi, tenses gitu Apa present perfect dan macam -macam lah, part of speech gitu ya Jadi disitu, jadi saya, kita lihat dulu, awal -awal masih banyak ternyata yang masih menjadi tantangan mereka , ya, dengan, pamong saya ini sudah masuk ke bab ini, ke bab yang, bab 6, bab 7 gitu ya Jadi kita menyesuaikan, saya juga menyesuaikan, saya mengambil itu, materi -materi yang tidak

terlalu susah secara bahasa Tapi tetap fokus, kita tetap, tuntaskan tujuan bab 6, bab 7 ini, cause and effect ini harus harus tuntas. Mereka harus paham. Cara pahamnya dengan saya minta bantu itu. di GPT saya minta bantu tolong memberikan materi bahasa Inggris cause and effect kelas dua SMA dengan mudah dan mudah dipahami oleh siswa. Gitu kayak, seingat saya promnya gitu. Kemudian muncul ya, itu yang saya print, itu yang saya tuliskan di papan tulis. Seperti ya. Jadi cara -cara seperti itu yang mungkin saya terapkan. Iya, terus kalau quiz itu saya minta bantu di pinteres. Banyak itu. Foto -foto catatan-catatan orang -orang ya. Oh ini kayaknya ini oke nih kalau kita ambil nih. Saya simpan print. Jadi kalau dibilang secara yang kayak ya mungkin belum, belum terlalu berpengalaman yang kayak gimana -gimana. Tapi saya melihatnya secara sebetul itu, mungkin yang lebih asik, lebih aktif.

6. Oke, kalau untuk mengukur ini, yang pertama, yang pasti yang paling yang bisa kita itu, mereka buat catatan nggak? Ada kasus -kasusnya mereka malas catat, dan ada kasus -kasusnya ada sesuai memang rajin catat. Malahan ada tidak hanya catatan yang kita kasih itu, dia buat lagi pemahaman - pemahaman yang menurut dia gitu. Saya melihatnya gitu, saya cek catatan kalian, kalian nggak ada catat nggak? Itu kemarin itu kita sempat kumpulkan, kita lihat nih siswa siswa mana yang malas. Kemudian yang bisa terukur nih, apa ya, kehadiran, kehadiran, kehadiran ya. Kadang ada beberapa siswa yang memang, banyak juga yang jarang berhadir, banyak juga. Kadang dari 30, kadang ada 4 -5 orang yang nggak hadir gitu. Terus,

ah ini, kadang mereka, ini kasus -kasusnya , kita bilang terus di MAN 2 mungkin ya. Ada lagi kita belajar, mungkin karena memang kurang interest, karena kita nggak bisa memaksakan ya, ga bisa kontrol semua. Nah, yang lain yang bisa saya ukur itu, Pak, saya izin ke wc Pak, saya izin ke wc. Apa itu cowok, apa itu cewek? Dan dia nggak ke wc, dia ke kantin. Nah, dan tidak hanya mata pelajaran kita, mata Pelajaran lain juga, masih sesama anak PPL, gitu juga kasusnya. Dan dia juga orangnya yang kita jumpa dikantin, gitu. Ya, itu mungkin yang bisa terukur, kalau lain, kehadiran, catatat. Maksudnya ini dengan materinya? Materinya, materinya ya, ya penugasan, penugasan, penugasan kelompok itu. Kayak tadi ya tanya jawab. Enggak -enggak tanya jawab, tanya jawab itu kan, kita kan menilai cara itu kan. Enggak ada yang tertulis, tapi ini proyek, proyek kelompok itu tertulis. Di situ nanti kan berdasarkan nilai, sesuai mungkin itu. Bisa diisi A 1-10, 1. A, A nya sudah ada di samping ini. Tinggal mereka tinggal, A, B, C, atau D

7. Jadi cara -cara kita kasih info kalau sejauh mana pemahaman mereka itu ya kemarin itu kita bilang, ya kita masih banyak dari kita ini yang masih kurang paham terkait yang ini ini ini, kalian ada liat nggak ini yang bapak garis itu yang abang garis di bawah -bawah itu, itu masih kurang kalian itu ya kita analisis lagi lebih lanjut gitu nah mungkin kita belum bisa sejauh itu berkapasitas bang sekarang nggak bisa kayak kita nilai mereka, 1-90, mungkin belum ada wewenang, gitu. sejauh yang saya, tuh kan, pengalaman. Ya, itu sih bang. Kita cuma bisa memberi, apa, ngasih insight kepada mereka, banyak yang masih kalian belum paham, di materi ini,

materi ini, materi ini. secara lisan ya. Secara lisan, ya. Nah, mungkin secara realnya, bang, kita nggak bisa ber apa ya, memikir ini bakal selalu positif, gitu. Pasti kan siswa kayak ada titik jenuh kayak segala macam, UTS, ulangan gitu, kayak segala macam yang berbeda. Karena ada beberapa kasus, saya ingat, Bapak, bentar lagi UTS, bak. Itu kadang kendala yang memang di luar, di luar kendali kita. Jadi, yang kita lihat setelah kita bilang gitu, yang mungkin mereka tetap semangat, tetap semangat. api kita nggak bisa mematok kalau mereka bisa lebih baik dari sebelumnya. Yang pasti secara keseluruhan mereka, itu -tuh mereka oke, baik, tidak ada kayak gimana. Ya, worth it. Apa, kelasnya aktif Materi pelajaran yang kita ampuhkan, selesai. Mungkin ada sebagian yang banyak yang mengeluh ga habis kita kasih nilai? Ga Karena kalau nilai kita nggak publish ke mereka, nilai nggak kita publish ke mereka, langsung kita kasih ke Pamong. Mungkin ada yang mengeluh Apa, ini materinya capek kali pak. Sebenarnya nggak capek, Sebenarnya secara generalnya mungkin mereka masih terbatas di iya Bahasa. Karena kasusnya di kelas IPA. Karena saya lebih dipercayakan untuk memegang kelas IPA 3. IPA 243 ya, 243. Kalau kelas Bahasa mereka udah sedikit lebih lumayan paham. Kadang -kadang, kadang -kadang saya menggunakan bahasa inggris gitu oke, let's today we learn ya, Pak, apa itu, gimana itu, ada yang masih ngangong,

8. ya ya, menarik, itu saya ingat kata -katat kata Bapak yang menghampung mata kuliah ELA jangan terlalu dominansi pada satu anak ya, itu, itu, itu kasus, itu... pernyataan gimana? ini saya ingat, itu ada yang mungkin ya,

kasus -kasusnya kata kan ada yang lebih kayaknya ini anak -anak ini, yang lebih care ini mungkin lebih banyak kita tayain ke dia, gitu sebenarnya ada beberapa per... ada satu, dua pertemuan seperti itu tapi setelah saya kira enggak boleh begini, terlalu pilih kasih jadi saya sendiri itu dengan evaluasi diri saya sendiri makanya, dari itu dari belakang sana yang paling ngantuk -ngantuk, bandel -bandel abang -abang yang dibelakang sana, saya panggil abang gimana nih, nih, nih, nih kakak yang masih, ketawa -ketawa, senggol sana senggol sini, saya mampir ke belakang, putar -putar -putar ngada waktu duduk jadi itu, setelah satu -dua pertemuan, mungkin ya pertama kali PPL itu dia yang paling care, yang paling care, dia -dia aja gitu sebenarnya ya, jangan gitu, jadi ilmunya cuma dapat ke mereka doang kan bg apa itu asesman, apa itu cara kita bertanya menilai mereka padahal yang di belakang itu dia mendengar tapi mungkin dia agak lebih bermain, sebenarnya beda -beda karakter siswa itu sih bg,? nah, menarik itu, setelah saya menggunakan metode seperti tadi bang yang saya mampir ke sana, ke mari, ke belakang, ke depan gitu saya tanya satu -satu tidak ada siswa yang nggak saya tanya ini apa kiri apa kanan semua anak setelah itu mereka lebih care, lebih senyum walaupun dia nggak tahu apa -apa hari itu, tapi dia kayak ya, dia happy masuk kelas itu gitu ya, itu sih, pastinya ya lebih lebih apa ya, lebih terbuka juga kan pendekatan kita jangan terlalu strict gitu ya, setelah saya menerapkan hal -hal itu ya, lebih interaktif mungkin tidak semuanya, kita nggak bisa baharap semuanya itu menjawab, tapi lebih karena sekali di sini, sekali di ujung sana, sekali di sini ya,

9. setelah beberapa metode yang saya gunakan gitu kan seperti tadi matching atau saya buat kayak, ada saya print itu semacam satu lembar beberapa pertanyaan gitu dampak, berbicara dampak ya, pastinya ya mereka dan saya sendiri itu, happy hari itu ada hasil gak kosong lebih terstruktur gak? lebih terstruktur pasti lebih terstruktur karena saya ingat saya itu saya memberikan waktu orang ini 20 menit ada Batasan Batasan waktu yang memang, terus tidak ada yang melihat kanan kiri karena mereka bisa bawa HP tidak saya jinkan untuk bawa melihat HP, melihat kamus kalau ada kamus boleh kalau ada kamus boleh tapi tidak ada, tidak boleh membuka google translate jadi kalau dampak kita berbicara dampak banyak dampak lebih memudahkan saya dalam mengehandle kelas itu yang mungkin, yang pengen abg tau handle lebih mudah tidak ngangong kita sebagai guru tidak ngangong, kita tidak tahu apa in,i kita ajarin hari ini ke anak -anak tapi dengan ada yang itu hari ini kita kerjakan ini itu. ya, ya dampak, itu juga bakal manajemen kelas tapi lebih enak lebih enak ya, lebih enak ok, ya terima kasih, sudah mempercayai saya untuk menjadi... ya... apa namanya? saya yang makasih, sudah menjadi informan yang sangat baik.

Audio Transcript from Asra Tasya (P2)

1. Kayak data atau informasi yang aku belajar kayak cara aku mendapatkan informasi dari Sebuah pelajaran itu kek mana, kek tu, itu sih pemahaman aku cara mengumpuli informasi atau yang jelasin sama dosen Kalau di kampus ada mata kuliah apa yang membahas assessment? Language assessment, English Course Design, Kalau English cross design itu apa -apa aja biasanya yang dibahas itu? silabus Terus cara kita buat RPP, nanti di RPP itu kan ada waktu -waktu nya pembagian waktu-waktunya , terus metode pembelajaran yang kita pakai ke murid kaya gitu Terus Tugasnya nanti Tugasnya gimana?
2. Aku milihnya tuh, lebih pas aku buat RPP nya, Ini kan pas di bagian soal nanti yang aku kasih, aku sesuai kan, kalau aku cari soalnya dulu nanti baru aku sesuai kan kaya ini -ini kira -kira cocoknya Aku nilai mereka tuh pakai apa kaya itu, atau aku fokusin ke grammar mereka kalau misalnya nanti ada ngomongnya, atau nanti ada tulis kaya itu Nanti atau vocabnya kaya itu.
3. Aku biasanya pakainya metode Discussion Group, nah dimana nanti pas udah aku jelasin nih dalam satu topik itu kan aku udah jelasin, nah setelah aku jelasin aku bakal bagi kelompok aku yang bagi, bukan muridnya yang bagi, nah setelah itu aku jelasin apa saja sih yang harus dikerjakan dari setiap kelompok, nah baru mereka presentasi, nah setelah itu baru nanti aku nggak langsung minta mereka untuk bertanya, jadi setelah presentasi semua baru nih ada nggak yang bikin bingung sama kelompok -kelompok yang udah

presentasi tadi gitu disitu baru nanti diskusi sama -sama gitu, pecahin soal sama -sama.

4. caranya aku untuk ngecovernya itu misal aku ngajar nih tentang topik introduce myself Nah pas topik itu kan aku minta secara random murid aku mau itu aku tunjuk atau aku pilih dari absen untuk maju ke depan Untuk memperkenalkan diri mereka memang tidak semua murid aku suruh gitu kan Misalnya nanti ada yang pas aku suruh dia gak mau kayak itu udah dipaksa udah dibujuk dan pokoknya dengan segala cara dia gak mau Mungkin nanti aku bakal suruh dia untuk menjumpai aku kayak itu kenapa dia gak mau aku kan harus cari tahu penyebab dia gak mau tuh kenapa Kayak itu apa dia gak bisa atau ada problem lain gitu.
5. Kalau misalnya dari persepsi aku, aku biasanya kalau misalnya mau nilai tugas yang aku kasih itu kan ada rubriknya rubriknya tuh aku bisa ngambil dari google gitu Yang rubrik -gudrik yang udah valid tentunya nah untuk soalnya mungkin memang aku buat sendiri nanti aku cocokin sama rubrik yang aku dapat kayak gitu seperti itu.
6. Caranya aku itu dengan cara misalnya muridnya gak mencapai nilai yang udah ditentukan aku disitu bakal kasih soal ke murid untuk dikerjakan dan dikumpulkan ke aku gitu, Mungkin gak lisan tapi tulisan di buku dikumpulkan di atas meja, misal ga Cukup nilai Untuk nilai tambahan untuk mereka.
7. caranya aku itu aku mau informasikan kepada murid, siswa, atau gitu. Kalau misalnya nilai itu udah aku periksa dan udah keluar. Nah, karena aku pasti

tanya, kayak itu udah pasti mereka pasti mau, gitu kan. Mau nggak dikasih tau nilai ya? Ya pasti mereka, kalau bilang mau. Terus, caranya aku memberitahunya dengan menyebutkan satu -satu, gitu. Sesuai absen misalnya ikram, dapat nilai 80, suci, misalnya dapat nilai 75, tina, nilai 90, gitu. Aku sebutin satu -satu. Kira -kira efektif nggak kalau kita buat itu? Atau ada yang lebih efektif? Menurut aku efektif karena kalau misalnya aku kasih nampak perorrangan gitu. Kalau misalnya yang aku bilang tadi itu, kan yang lain juga tau gitu kan. Pasti bakal ada komplain kalau menurut mereka, nilai mereka tuh nggak sesuai gitu kan Nah, aku cari tau pas di komplain itu, biasanya yang nyontek itu malah nilainya lebih tinggi, gitu kan dari kawannya, bisa jadi nanti ini nilainya aku kurangin atau bisa jadi ini nilainya aku tambahin.

8. Karena dia disini sebagai murid, bukan sebagai orang lain. Di sini belajar juga sebagai murid, kalau misalnya aku menilai dia dalam hal itu, misalnya dia bodoh. Tapi aku tetap kasih dia nilai tinggi itu. Dia ke depannya pasti kayak bodoh, tidak akan berkembang, dia tidak akan dapat perkembangan itu. Dia berhasil dengan cara mungkin disogok, disogok, disogok terus. Terus kalau misalnya satu lagi tadi, dengan secara itu, mungkin dia kurang bisa sih. Tapi karena dia aktif, karena dia aktif, dia tidak membuat masalah, dia juga rajin, maksudnya aktif. Dia selalu hadir, mungkin itu ada nilai tambahan dari aku, kayak nilai kasih sayang. Apa efek terhadap praktek mengajar ketika kamu bisa menilai dengan secara adil? Kalau misalnya dari yang kaya gitu, aku lebih tahu mana murid yang mampu dan tidak mampu.

Mungkin kek mana cara bilangny ya, mana murid yang mungkin lebih bisa, lebih pintar. sama murid yang kurang gitu. Jadi aku tahu kelompoknya biasanya mereka berkelompok langsung. Aku lebih tau nih. Terus aku bisa juga dilihat dari nilai kalau misalnya orang pintar itu pasti berkelompok nilainya. Bisa semua. Kalau misalnya gak bisa ya kurang dalam satu kelompok itu pasti nilainya agak dibawah semua.

9. Kalau misalnya dari aku pribadi, kalau misalnya itu terselaksanakan sesuai yang aku plan gitu, bisa dibilang aku senang sih sebenarnya karena apa yang aku bilang itu tersampaikan semua gitu. Apa yang udah aku, misalnya aku mau bilang mau mengaitkan mungkin dalam kehidupan sehari-hari itu juga sampai, mungkin lebih, kek gitu yang aku sampaikan itu bisa jadi itu kayak ada kepuasan untuk aku gitu.
10. kn biasanya klu ngajar itu udh pasti ada metode nya, nah metode yang aku gunakan belum tentu bakal berjalan sesuai kemauan aku, bisa jdi mood siswa itu kn ga semua murid mood nya sama nah aku otomatis bakal ngikuti mood nya mereka, itu gimana caranya apa yang aku mau Kusampaikan itu tersampaikan, jadi materinya itu nggak ketinggalan dari yang lain gitu. Jadi mau tidak mau aku menyesuaikan dengan mereka, agar semua yang ingin aku sampaikan tersampaikan gitu. Mungkin hanya ini, terima kasih sudah menjadi partisipan penempatan saya. Asrah Tasha Nabila.

Audio Transcript from Cut Mutia (P3)

1. Assessment itu kan kita belajarnya sama Pak Eri, English Language Assessment, kelas ELA, jadi untuk literasi di konteks ini maksudnya gimana, literasi berbahasa kah, literasi cara komunikasi atau gimana? Oh, berarti ilmu, berarti kaya MK ELA nih kan? Ya, kaya MK Eri. Berarti, ada ketika saya di universitas, saya dikenalkan dari pembelajaran ELA dan EFLT. Lalu ada yang berkelanjutan seperti, course design, mikro teaching dan berakhir di PPL. Nah, mikro teaching dan final praktis di PPL. Jadi di kelas ELA ke English Course Design, sejauh pemahaman Anda terhadap assessment? Ketika saya di universitas, saya mengambil mata kuliah tersebut. Di universitas itu kan tidak ada siswanya, jadi kalau masalah assessment. Sejauh mana pemahaman saya tentang asesmen itu... Sebenarnya masih kurang karena pas di perkuliahan kami masih fokus dengan KD, KI, masih merancang -rancang RPP. Jadi ketika, ketika PPL kami baru paham gimana cara menilai siswa. Tapi dalam artian menilai secara luar. Belum bisa memilah bahwa menilai, maksudnya, maksudnya kita belum tahu bahwa cara menilai siswa secara perbagian -bagian. Misalnya kita tidak bisa menilai di bagian akademik, kita tidak bisa menilai dia di sehari -hari atau hubungan antara teman -teman. Kita cuma bisa melihat secara sekilas. Berarti untuk basic -basik mendesain RPP itu udah ada, udah ada cuma. Menilai siswanya yang belum. Terus menilai student performanya itu belum.

2. Mungkin kita di... ada beberapa aktivitas tidak kita nilai, sedangkan itu bisa dinilai karena kita belum mengerti cara menilai siswa karena tidak pernah diajarkan oke, jadi selama PPL, itu guru pamong saya juga tidak mengerti hal-hal tersebut jadi saya juga pusing untuk hal-hal seperti menilai siswa memang tidak diajarkan itu biasanya saya copy di internet. jadi intinya. Intinya ya karena copy paste dari internet. Ke siswa masuk tapi, maksudnya materinya nyambung Tapi kita belum paham instrument-instrument apa sih yang harus dinilai. Itu pakai instrument penilaiannya apa biasanya? Jadi kita lebih preapare ke materi daripada penilaian. Pada saat PPL.

3. Jadi untuk penilaian kita kan harus lihat ke materi. Harus kita kaitkan dengan materi. Lalu dari materi kita hubungkan dengan siswa. Dari misalnya terhubung antara materi dengan siswa, jadi kita bisa menilai bahwa dengan materi tersebut kelas aktif. Jadi kita bisa menilai dari kelas tersebut dengan materi ini dan metode ini pembelajaran jalan. Tapi, balik lagi kan ini selama PPL, kalau saya tidak diajarkan untuk menilai. Tidak ada penilai yang sudah di dalam kelas tersebut. Tapi saya mengamati bahwa materi yang saya berikan itu berjalan kondusif di dalam kelas tersebut. Jadi, materinya berjalan kondusif karena metode asesmannya itu sesuai dengan metode pembelajaran. Tapi, emang gak pernah menilai siswa. Ya berarti ini mutia kasih contoh ya pas PPL. Jadi pas PPL tuh pernah ngajar di kelas 11. 11nya 3 gak. Jadi materinya tuh tentang Misalnya kita bilang recount text. Habis itu kami di kelasnya tuh belajar kelompok. Jadi setiap kelas abis belajar kelompok, Kami menggunakan metode gallery walk. Project gitu

kan. Mungkin suruh sama setiap kelompok tuh buat contoh dari kalimat tersebut. Lalu dipaparkan dengan metode tersebut. Misalny gallery walk itu kan setiap kelompok, habis itu jalan. Jadi setiap anak tuh memberikan nilai terhadap kelompok setiap kelompok. Jadi ya itu cuman kalau masalah penilaian. Lalu kalau isi itu gak pernah.

4. kita dapat mengidentifikasi oh siswa lemahnya di skill ini atau siswa lemahnya di bagian ini oh kuatnya di sini itu bagaimana? Jadi, selama pengalaman PPL, kami itu kurang dalam mengajar karena di sekolah kami banyak membuat acara, acara perpisahankah, acara muzaik, banyak agenda. Ketika masuk ke dalam kelas, karena melihat Ibu PPL, jadi mereka antusias semuanya tidak keluar kelas. Intinya bercerita dalam kelas. Tetapi, saat kita kasih tugas, orang ini buat. Jadi, walaupun dari hasil nyontek itu masuk juga, apakah kemana. Sebenarnya, siswa dikasih tugas, buat gitu kan. Tapi hasil AI, ataupun hasil nyontek dari kawan, asal -asal buat. Jadi, aku menilai anak kek mana. Ga tau mau nilai kek mana Tapi anak -anak MAN itu baik -baik, tidak bertingkah. Tak ada keluar masuk kelas, anak-anaknya, kek nurut, palingan main HP Karena sekolahnya mengizinkan main hp. Jadi, habis mutia kasih assessment, kan itu keluar nilai mereka itu. kemudian, misalnya ada yang tidak lolos, itu kek mana, langkah selanjutnya yang mutia buat Misalnya ada satu siswa minus di, di kertas jawaban itu, kek mana mutia mengevaluasi siswa ini. Kalau evaluasi, mungkin belum sampai ke tahap itu. Tapi kalau nantinya jadi calon guru. yang betulan, misalnya, ini siswa ketika jawabannya banyak yang salah misalnya di di nomor 6 -10

contohnya, contohnya kaya rata-rata siswanya kurang di soal-soal tersebut, jadi kita bisa, bisa, bisa mengulang lagi materi-materi tersebut, sehingga anak benar-benar paham, tetapi kita saat mengulang-ulang materi tersebut, jangan membuat mereka bosan, tapi selalu harus ada materi atau bahan-bahan baru setiap pertemuannya.

5. Jadi lebih prepare ke validitas karena kan kita masih calon guru, Jadi kita gak bisa memberikan soal yang siswa kita belum belajar. Jadi memang di validitas ni, mereka pun pasti akan bilang ke pamong nya bahwa misalnya Ibu PPL ini kasih tugas yang berat gitu. Kan kita takut juga sehingga soal yang kita berikan itu tidak sesuai dengan materi siswa. Lalu siswa tersebut, ngaduh kepamah ke guru, guru mata kuliah tersebut. Jadi kita harus memberikan soal sesuai materi.
6. jadi pada saat saya PPL itu kena-kena di bulan Ramadan dan di saat bulan Ramadan sekolah tersebut ada kegiatan namanya pesantren kilat. jadi disitu mereka dinilai, aspek-aspek yang dinilai dari kehadiran Tepat waktu mengikuti semua kegiatan pembelajaran, seperti mengaji, sholat dhuha, maksudnya mereka kreatif dengan cara sering bertanya, seperti itu. Lalu dari pihak sekolah, lalu dari pihak sekolah, memberikan apresiasi dalam bentuk beasiswa terhadap, sesuai-sesuai yang sesuai dengan kriteria yang kita sebutkan tadi, misalnya di kelas tersebut, misalnya, selama dua minggu pembelajaran mereka aktif sering bertanya, mengikuti segala peraturan, mereka akan diberikan beasiswa oleh pihak sekolah. Jadi pertanyaannya

untuk penilaian, pasti sangat detail dari segi validitas, dari segi apapun. Tetapi itu tidak semuanya diserahkan kepada guru pamong, tetapi ini sekolah tersebut memperhatikan hal tersebut.

7. Mungkin pada saat PPL belum sampai ke tahap sedekat itu dengan siswa.

Tapi untuk memberitahukan nilai itu, emang dirahasiakan nilai itu. Tapi untuk feedback terhadap siswa itu disamaratakan. Maksudnya tidak bisa kita sebagai calon guru ketika kita masuk ke dalam kelas. Kita beritahu di depan siswa bahwa si fulan. nilainya kurang, tapi kita akan ada rapor. kan bisa dilihat nilai siswanya dari rapor itu. Gak bisa kita memaparkan nilai siswa secara umum. Itu yang aku paha. Pernah gak kayak, ini bapak kasih nilai 100 kalau yang aktif gitu. Maksudnya? Ini kasih nilai 100 siapa yang cepat jawab gitu. Oh itu ada atau ada? Ada. Kira-kira apa dampaknya? Terhadap teaching practice. Praktek pengajaran kalau kita terapinya kayak gitu lah contohnya yang kita bilang. Maksudnya kita kasih tau nilai kesiswa? Secara langsung tuh dampak terhadap praktek mengajar kita apakah lebih mulus atau lebih kacau gitu. Meningkat. Jadi pada pas materi yang gallery walk tuh dia juga menjadikan kepada siswa-siswa kalau nilai mereka bagus itu akan diberikan hadiah. Dan siswa kan interesting. Ini karena ada hadiah. Sebagai calon guru kita tidak bisa memberikan hadiah kepada satu kelompok. Tapi hadiah tersebut tuh pemancing buat siswa. Semuanya ingin belajar. Tapi kita memberikan kepada semua siswa hal-hal yang sama. Itu yang saya lakukan ketika saya. Praktek.

8. kita harus bisa membuat siswa ingin belajar dengan menjanjikan sesuatu. Tapi kita bohong-bohong pada hal kita. Bemberikan sama rata ke siswa, tapi ini kan biasanya di dalam kelas adalah anak -anak yang malas ketika kita memberikan perhatian tersebut mereka interesting, oh misalnya kita hari ini aja yuk belajar, misalnya karena ada ibu PPL nih yuk belajar kemudian (jawaban untuk soal 8 digabung dari jawaban no 7 dan 8)
9. kalau guru yang betul -betulan emang bisa melihat ataupun bisa memilih instrument penilaian sesuka hati dia kan nggak mungkin semua guru menilainya tuh secara misalnya akademi saja, bukan nya mungkin, tapi dia berinteraksi dengan kawannya, dengan sosialnya, dengan terhadap guru lain seperti itu maksudnya untuk penilaian yang akan dinaikkan ke rapot mungkin ya tentang akademi ketika keterampilan itu pasti dibedakan antara akademik dan keterampilan keterampilan mungkin lebih ke sosial anak dan akademi lebih ke pengetahuan anak, pengetahuan siswa jadi pengaruh ke praktek mengajar apa? pengaruh ke praktek mengajar Pengaruh ke praktek mengajar ya, kita harus, kan kita praktek nih masih praktek, jadi kita harus tahu dan melihat anak -anak yang, kita pasti bisa langsung melihat anak -anak yang memiliki keterampilan di luar dan dua -dua kelas. Itu cara sekilas dengan cara mungkin kita bisa memberikan soal, jadi kita bisa tahu secara sekilas karena kita kan cuma calon guru PPL jadi tidak mengenal anak -anak, kita mengenalnya cuma beberapa hari.
10. Ya mungkin peningkatan belajarnya semakin baik. Tapi, apabila metode yang kita gunakan tepat, jadi kita bisa menilai siswa dengan mudah bisa

atau tidaknya. Bukan tidak, tapi bisa dan belum bisanya. Bukan tidak bisa atau belum, belum mencapai hal yang kita inginkan. Maksudnya, praktik mengajar itu, yaitu lebih baik, lebih terhubung, tersampaikan apa yang kita maksud.



Audio Transcript from Kasriah (P4)

Okay, can you introduce yourself first? Okay, halo, nama saya Kasriah dan saya dari PBI Leading 2020, uin ar-raniry.

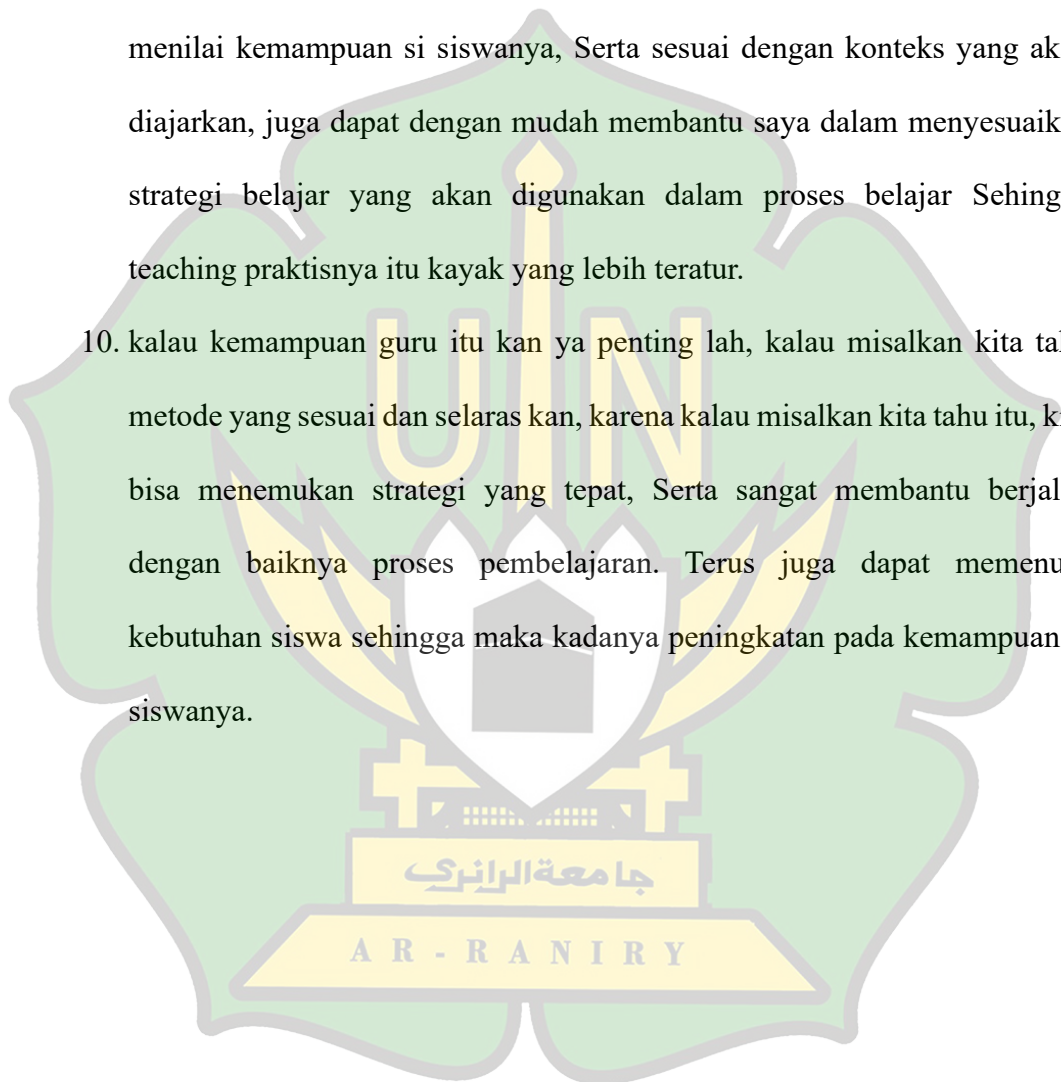
1. Okay, for the first question is did you learn about Language Assessment Literacy at your university? And what is your understanding of Language Assessment Literacy? Which course did you take at your university that deal with Language Assessment? So, the answer is yes, I have learned about Language Assessment Literacy at my university, Language Assessment Literacy is more like about the type of assessment There is also an example, for example, the type is matched with the 4 skills that are there And which course did you take at university that deal with Langit Assessment? Ada namanya yaitu English Language Assessment yang saya ambil di ini Lain - lain ya nggak? Kalau lain kalau untuk Language Assessment itu cuma satu, English Language Assessment Nah, nah, nah, nah, course design
2. ? Biasanya disesuaikan dengan karakteristik atau pengetahuan yang sudah siswa tahu Abis itu juga sesuai dengan tujuan yang dicapai Contohnya itu, kalau misalkan kita kasih yugas essay, itu cocok untuk menilai kemampuan siswa dalam berpikir kritis.
3. Okay, biasanya itu disesuaikan dengan strategi atau dengan konteks yang akan diajarkan, contohnya strateginya itu ada problem-based learning. Itu cocok untuk pemecahan masalah yang dikaitin dengan kehidupan sehari - hari, itu bisa melatih kemampuan siswa dalam berpikir kritis.

4. Itu biasanya kalau setelah mendapatkan hasil itu biasanya bakalan dilakukan identifikasi tentang kelemahan dan kelebihan colosnya terus baru direfeksikan terhadap hasil Untuk mengatasi ketidak sesuai dengan sesuainya, apa itu akan meningkatkan yang tidak sesuai, dan akan menstabilkan atau tetap ada yang memang sesuai kita. Oke, dia kalau memang tidak sesuai, dia bakal ditingkatin, terus kalau memang sudah sesuai, dia tetap ambil. Untuk mengatasi ketidak sesuai yang tidak sesuai,
5. Kalau reabiliti itu biasanya, instruksinya itu jelas, terus dapat dipahami atau dapat dipahami dengan mudah, terus juga di aplikasikan mudah. Sedangkan administrasi reabiliti itu lebih kesesuaian fasilitasnya dengan lingkungan belajar siswanya, terus sesuai itu dinilai di luar faktor, di luar faktornya kayak kelelahan atau misalkan ada yang sakit atau yang lain. terus kalau misalkan untuk validiti atau validitasnya itu menurut saya, penilaiannya itu yang tepat atau menilaianya itu sesuai dengan apa yang dipelajarin, seperti apa yang sudah dipahami oleh si siswanya. Contohnya itu kan kayak kita kasih pilihan ganda gitu kan Kalau misalkan realibilitas itu lebih ke... Ehh... Waktu udah di test sekali lagi Dia itu tetap sama hasilnya Misalkan kayak... tetap -tetap samanya tuh Sesuai dengan pengetahuan yang udah dia dapat kayak gitu loh Terus kalau misalkan validitas Ya sesuai sama... Ininya misalkan kalau misalkan kita kasih materi tentang Simple present, pasti soalnya bakalan tetap simple present gitu.
6. Evaluasi student performance itu bisa dengan menyesuaikan dengan reabilitasnya, validitasnya serta praktiknya atau aplikasinya.

7. Kalau misalkan, untuk assessment kalau student, itu biasanya ada refleksi di kelas. Kalau misalkan, parents and other stakeholders, itu biasanya kita pun laporan. Kalau untuk parents, laporannya itu bisa berupa rapor atau kita bisa kasih lisan, terus bisa jelasin pengembangan anaknya ini -ini. Kalau misalkan untuk stakeholders, itu ada yang namanya modul ajar. Jadi, di modul ajar itu kita jelasin, misalkan kita pakai materi ini, RPP -nya ini, terus nanti hasilnya ini, dan nanti bakalan ada nilai dari siswanya. Bagaimana dampak komunikasi ini terhadap teaching practice? Dengan kita tahu lingkungan siswa itu bagaimana lebih mudah nentuin bagaimana sih si siswa ini kenapa kelemahan itu kenapa dia lemah disini dan lebih nya disini jadi dengan kita tahu itu pembelajaran kita atau cara kita mengevaluasi di situ lebih tau gitu.
8. biasanya bakalan ada rubrik penilaian yang sama terus itu kan kalo misalkan udah kita buat rubrik penilaian itu bakalan adil dalam nilai yang mana siswa itu akan dinilai sesuai dengan kriteria yang sama tanpa diskriminasi terus lancar untuk bagian yang itu saya tidak pernah melakukan tindakan illegal apalagi yang tidak etis dalam nilai penilaian karena penilaian itu kan penting ya kalo misalkan kita sesuai dengan yang itu nanti gitu nya jadi gak adil gitu loh kan kasian siswanya. Kita adil, itu si siswanya juga jadi, gimana ya? Enggak terlalu terdiskriminasi, kalau si suatu terdiskriminasi, nanti dia bakalan terpengaruh sama hasil assessment dia atau hasil yang udah dia pelajari kita.

9. Dengan penggunaan alat penilaian ini, alat penilaian baik itu bisa bantu saya untuk menentukan instrumen penilaian yang tepat untuk si siswanya, untuk yang sesuai dengan kemampuan si siswanya, Saya menentukan instrumen penilaian yang valid dengan kemampuan si siswanya untuk menilai kemampuan si siswanya, Serta sesuai dengan konteks yang akan diajarkan, juga dapat dengan mudah membantu saya dalam menyesuaikan strategi belajar yang akan digunakan dalam proses belajar Sehingga teaching praktisnya itu kayak yang lebih teratur.

10. kalau kemampuan guru itu kan ya penting lah, kalau misalkan kita tahu metode yang sesuai dan selaras kan, karena kalau misalkan kita tahu itu, kita bisa menemukan strategi yang tepat, Serta sangat membantu berjalan dengan baiknya proses pembelajaran. Terus juga dapat memenuhi kebutuhan siswa sehingga maka kadanya peningkatan pada kemampuan si siswanya.



Audio Transcript from Nora Lizana (P5)

Can you introduce yourself? Bismillahirrahmanirrahim. Assalamualaikum warahmatullahi wabarakatuh. My name is Nora Lizana. I'm from mahasiswa Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry.

1. kalau untuk secara detail belajar di universitas tentang literacy penilaian pebahasanya belum ya, kalau untuk detail. Tapi sepertinya ada di Mata kuliah Semester 4, kalau ga salah ketika semester 3 lupa, cuma kalau tentang secara detailnya belum terlalu tahu, tapi kalau umumnya mungkin udah ya. berarti apa menurut Nora language assessment Literasi itu? Itu kayak kemampuan untuk merancang, mengimplementasikan dan menginterpretasikan hasil penilaian Bahasa secara efektif untuk meningkatkan praktik bahajar disekolah. Belajar assessment di mata kuliah English language assessment tapi itu untuk evaluasi, Cuma klu untuk pembuatan RPP itu course design dan mikro teaching.
2. Memilih dengan cara mungkin mempertimbangkan ini ya siswa nya juga ya kok dari lapangan nanti. Mempertimbangkan aja sih yang harus di nilai gitu. Kompetisi kayak misalnya kalau bisa dalam bahasa Inggris ada Listening, speaking, reading sama writing itu saja sih, Berarti dengan mempertimbangkan skill -skill terlebih dahulu ? terus juga karakteristik siswa juga itu. Sesuai yang mereka pahami kek gitu sampai mana sih, Mereka pahami materi yang saya ajar kan. Jadi saya harus melihat juga nih ke siswa nya juga gitu. Biar tahu gimana sih orang ini mengerti sampai mananya. Biasanya waktu PPL pernah pakai instrument penilaian seperti

apa ya? Mungkin kerja kelompok gitu ya maksudnya ya kayak misalnya suruh satu -satu orang gitu kan. Baca bahasa Inggris atau reading atau kerja kelompok terus Short Essay atau apa gitu.

3. Memang menggunakan, apa namanya ya, agak mirip -mirip dengan yang sebelumnya. Sebenarnya ini kalau misalnya kan penilaian ujian, ada ujian akhir ada ulangan gitu kan. Terus untuk kesahariannya kan kita kan pakai, pakai apa namanya? LKPD ya, LKPD gitu kan. Jadi LKPD setiap pertemuan, pakai LKPD gitu kan. Jadi sebenarnya bisa juga dengan materi yang kita ajarkan sehari itu kita lihat dari LKPD itu, Apasih namanya jawaban sesuai itu. Jadi mungkin kita lihat dari situ kan bisa liat nih seberapa jauh sih pemahaman mereka gitu. Saya sih kelompok ya, maksudnya kayak kelompok antara 3 -4 orang gitu kan Karena kan sesuanya kan banyak 30 - 40 satu kelas, 40 orang, Jadi kalau kita buat peer assessment itu agak tidak mungkin kan sebanyak itu. Jadi makanya buat per kelompok aja gitu, penilaian formatif.
4. Biasanya saya memaparkan hasil penilaian untuk mengidentifikasi kekuatan dan kelemahan siswa. Itu kayaknya dengan mengevaluasi alat instruksional serta memberikan saran dan umpan balik untuk kurikulum dan kebijakan sekolah. Jadi dengan cara biasanya itu setiap di akhir di satu materi. Jadi langsung kasih ulangan, ada ulangannya, jadi ulangannya ada remedial juga. Jadi kalau setiap dia nggak tuntas dalam materi, dia remedial lagi dong. Terus jika instrument nya tidak cocok biasanya saya meminta saran dari senior, terus juga tetap setara dengan kurikulum yang

diberikan, misalnya kurikulum tahun 2013 yang dipakai harus sama misalnya, tadi ada dengan apa namanya silabusnya,

5. kalo menurut saya sih penilaian bahasa itu kan sangat penting, apalagi yang sesuai dengan reabilitas dan validitasnya. Itu untuk memastikan akurasi dan ketepatan hasil penilaian. Kalo misalnya saya sih saya berusaha merancang penilaian itu yang memenuhi standarnya. misalnya kayak soal pasif voice ya. Pasif voice ya kan gak mungkin tuh dikasi soal apa yang tidak berkenaan dengan pasif voice atau enggak misal nya terus juga penilaian yang memenuhi kriteria, reabilitas, validitas, agar dapat menghasilkan data yang dapat dipercaya dalam merefleksikan kemampuan siswa secara valid gitu. kalau misalnya buat soal itu kan sebenarnya nggak semua guru bisa buat soal, kan? Bisa buat penilaian, misalnya, buat penilaian yang sesuai dengan reabilitas. Cuma kalau misalnya ada yang nggak sesuai, ya memang nggak bisa gitu dijadikan soal ujian atau ulangan gitu misalnya. Jadi harus dipastikan yang akurat dulu, akurat dan ketepatan hasil penilaian, ya jawabannya juga udah pas semuanya udah ada kunci jawabannya.
6. Jadi kan misalnya kan udah ada nih, instrumen, rubriknya udah ada, semuanya kan. jadi misalnya karena kita harus nilainya satu-satu orang, walaupun misalnya apa sih, misalnya cara ini ya kelompok misalnya. Tapi kita tetap nilai per orang/per individu nih. Jadi ya itu dengan cara betul - betul dia harus, memang hasil akhir di ujian dan kita tahu sebagian mana sih, apa sih kemampuan, kemampuan siswa ini. Cuma harus memberikan penilaian yang objektif gitu. Jadi harus betul -betul dilihat. Apalagi kayak

MC gitu kan. MC kan, poinnya kan nggak nentu gitu. Jadi ya betul -betul sebagai guru, itu harus kayak adil, objektif gitu. Betul -betul nggak boleh, dalam penilaian itu nggak boleh, nggak adil gitu. Jadi itu sih nggak boleh pilih kasih gitu. Jadi harus adil dan objektif gitu.

7. Biasanya kan kalau di akhir sih dengan rapor, kan biasanya dengan rapor. Cuma kalau untuk sekali bisa dipanggil gitu kan, dilihat ini dia kurang misalnya dalam bahasa Inggrisnya gitu. Atau nggak, ya itu aja sering apa namanya, sering selagi misalnya lagi dalam sekolah pembelajaran gitu. Kalau misalnya ada waktu kosong, suruh aja mereka kayak... kayak explore lebih jauh gitu. Ini gimana sih harus belajar tentangnya? Kan sekarang udah, jaman kan udah modern, bisa lah belajar HP atau dari mana gitu. Jadi ya, itu dia suruh explore lebih aja, harus belajar lebih aja di luar gitu. apa sih impact dari cara kita mengkomunikasikan hasil penilaian tadi terhadap teaching practice? Jadi misalnya kayak guru ini kan harus balance intinya dia pinter siswa nih pada di kelas terus dia kayak istilahnya dia pilih kasih walaupun dia pinter tapi jangan lah pilih kasih jadi kalau ada anak yang ga pinter dia harus dididik harus dikasih nasehat lagi , dikasih pembelajaran lagi yang lebih jelas, ga diskriminatif dan berlaku adil didalam kelas kepada setiap siswa, tapi ini kan ngomong impact ke praktek mengajar gitu oh iya impact ya impact berarti apakah meningkat apakah setelah berkomunikasi dengan hasil penilaian apa teaching praktisnya menurun apa memang improve kalau udah bicara dengan siswanya otomatis harus meningkat jadi kan kita kan harus menyesuaikan dengan pemahaman mereka juga kok gak ada cara -

cara mereka yang ngerti itu kan gak semua bahasa inggris yang kita ngerti, jadi sebagai guru kayaknya kan harus kreatif, itu ya adalah memilih apa nakanya, metode pembelajaran, gitu misalnya, jangan itu -itu terus, gitu misalnya jangan soal -soal terus, jangan misalnya kayak, misalnya harus kreatif, misalnya dengan cara nonton film.

8. jadi menurut saya, kalau misalnya, mungkin kalau sudah jadi memang, sudah jadi guru tetap, mungkin satu -dua orang ada gitu, tapi kalau bagi saya sih, saya nggak ya, saya orangnya nggak, istilahnya kalau sudah tahu itu nggak benar, nggak dilakuin itu misalnya. Jadi kalau misalnya memang benar ya, siswa itu kan ya beda karakteristiknya, ada yang mala, ada yang rajin, ada yang, kadang kita lagi jelasin juga, yang nggak perhatiin itu kan. Cuma kalau untuk penilaian sih, memang harus tetap adil itu. Saya kalau illegal dan segala macamnya sih, nggak ya lebih. Karena juga, sebenarnya kita mau buat, kita mau buat dengan cara illegalnya, mungkin belum terpenuhi itu misalnya, semuanya ini buat yang untuk illegal ya nggak mungkin gitu. Jadi kalau untuk soal dalam tertulis, itu pasti semuanya sama kan. Tapi kalau misalnya soal per hari, sehari -hari yang kita berikan, saya gitu -tahu tunjuk -tunjuk itu ya, ada lah insya allah. Yang pasti sebenarnya kalau seorang guru kan dia harus, ini ngomongnya harus belajar, dia mau mengajaknya kesiswanya. Dan ini itu isilannya, itu ya, aku rasa ini ya. Jadi pas mau nilai secara ilegal ya, kayak mana mau nilai ilegal kan? Orang ini ada yang malas, ada yang rajin lah, ya. Kita pay attention sama rajin -rajin nih, maksudnya ya. Coba ya, kalau saya keterapitnya ilegal kan. Ini bukan

main, ada yang ini malahan. Saya nggak sesuai itu, nggak ini juga itu, nggak nge-respon itu kurang gitu. Jadi, kensuaikan lah selanjutnya.

9. jadi kan instrumen penilaian itu kan sebenarnya yang buat guru juga kan. Pasti nyusun RPP itu, pasti nyusun RPP segala macem, itu kan dia juga yang buat kan. adu sebelumnya, ya pastinya kan sebelum dia mengajar, saya dia ngajar materi RPP ini, jadi pakai RPP ini kan. Dia harus bersiap, dulu gitu loh misalnya, dia harus siapin dulu. Jadi istilah terrealisasi kan dan tidak realisasi kan antipah yang aja, dan itu yang nggak tahu. Karena kan sesuai -sesuai aja RPP itu bagaimana. Jadi kan, sebenarnya instrumen itu harus kita, harus udung -udung tercapai. Karena kan, bagaimana tercapai pada materi itu misalnya kan. Jadi kalau misalnya istilahnya misalnya kan, ada di hari itu misalnya. Sisiwa ini karena sudah halapusnya kayak, gimana ya? Maksudnya sehari itu sisiwa itu nggak masuk untuk membangun pelajaran yang kita ajani, nggak lebih orang. Otomatis, instrumentnya harus dilombak lagi itu kan, misalnya jadi harus, dia kan namanya harus sesuatu yang sisiwa sebenarnya.
10. Kalau menurut saya sih, enak kan kemampuan guru ini kan, guruknya banyak -banyak pengelayan itu kan berbagai main sencara, jadi misalnya dia juga dengan keselamatan yang benar -benarnya kan, digunakan secara tepat pada materi yang tepat, misalnya nggak semua materi, sekalipun pembelajaran yang belajar ini khususnya, nggak cocok misalnya dengan satu metode aja, jadi disesuaikan juga, jadi diselaraskan dengan kejualan pembelajarannya. Itu juga efektivitasnya, penggunaan beberapa penelayan

yang cocok akan meningkatkan, efektivitas proses pembelajaran. Terus, itu juga beberapa penelayan yang suai, itu juga membuat guru juga, apa sih gampang itu, membuatkan sekirah apa sih namanya perempuan balik itu, yang baik. Oke, ada lagi mungkin, apa, sagasian atau bantu ini?



Audio Transcript from Ahmad Zamdivalsya

1. Hallo my name is ahmad zamdivalsya, iya saya mempelajari
assessment, assessment adalah proses mengevaluasi



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