



ENGLISH TEACHERS' ASSESSMENT LITERACY IN CONDUCTING ASSESSMENT OF LEARNING

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Abstract

Conducting assessment to students' learning is one of responsibilities a teacher has to do. Therefore, it is necessary for teachers of English to have good assessment literacy in order to help teachers of English to construct and conduct good assessment instrument. Assessment literacy is teachers' knowledge towards assessment and its implementation. This research was case study with descriptive method and aimed at finding out teachers' assessment of learning literacy and its implementation. This research took place at SMA PGRI 2 Palembang and three teachers of English involved as participants. Interview, survey questionnaire, observation, and documentation were used in data collection. The results of study revealed that teachers of English were not familiar with the nature of assessment of learning, and teachers did not make use of their knowledge on assessment into practice. It is important for schools' principals in particular and government in general to provide professional development to upgrade teachers' assessment of learning literacy.

Keywords: Teachers of English, assessment, assessment literacy, assessment of learning, assessment implementation

INTRODUCTION

Government Regulation of the Republic of Indonesia number 19 Year 2005 pointed out that teachers accomplish learning assessment continuously in order to supervise the process, progress, and improvement of students' learning results. It may take from daily tests, mid-semester examination, and final semester examination. This regulation mentioned that assessment is used to measure students' learning achievement, to compile a report for students' learning progress, and to improve teaching and learning processes. Moreover, Minister of Education and Culture Regulation number 16 Year 2007 pointed out that one of the core competences in teacher's pedagogical competence is assessment. Assessment has strong relationship to the teaching and learning process, delivered big contribution to the teachers as important information of students' achievement towards the learning objectives, and played crucial connection between teaching and learning contents, activities, and learning outcomes.

Basically, there are three classroom assessment approaches: (1) assessment *as learning*, (2) assessment *for learning*, and (3) assessment *of learning* (Earl, 2003). Assessment *as learning* focus on students' self-monitoring. While assessment *for learning* provides any information for teachers' instructional decisions. Then, assessment *of learning* is the judgments about placement, promotion, credentials, etc.

Since assessment of students' proficiency is one of the most important responsibilities of classroom teachers, they need to know the teaching materials and the appropriate assessment of the taught materials (Mertler, 2009). Therefore, an adequate level of assessment literacy is necessarily needed for teachers (Popham, 2006). Assessment literacy is knowledge towards the way teachers assess or evaluate their learning processes or students' achievement. In line with this, Stiggins (1991) states that educators with assessment literacy know what they assess, why they assess, how to assess, what possible obstacles with assessment are, and how to apprehend them from the obstacles. Henceforth, Webb (2002) claims that those who associated with education need to be literate in assessment because of the emphasis on measuring student outcomes through standardized testing and the variety of assessment forms available. Consequently, having good assessment literacy could make teachers able to integrate assessment with their instructional strategies and choose an appropriate form of instruction (McMillan, 2000). Hence, not only have good assessment literacy, but teachers should apply their knowledge of assessment literacy in assessing their students' achievement.

Data from Education for All Monitoring Report (2012) showed that Indonesia EFA Development Index (EDI) ranking was 64 out of 120 countries, categorized into medium level, and one of focus points in this research was learning assessment. Meanwhile, data from *Ujian Kompetensi Guru* (Teachers Competence Test) Provided by *Neraca Pendidikan Daerah* (Scale of Regional Education, 2016) showed that means score of Palembang area

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was 54.35 and it was under the means score set by regulation (60.0). Therefore, it can be assumed that not all of the Teachers of English in Indonesia were fully pay attention to the implementation of proper classroom assessment practices in the classroom and Indonesia's education needs advancement especially in assessment aspect. Some studies revealed that most school teachers' assessment literacy is not strong (Brookhart, 2001; Campbell, Murphy, & Holt, 2002). Henceforth, various backgrounds of the students, some obstacles that faced by the students in the classroom, and other challenges included the lack of tools to teach EFL students as well as appropriate assessments to diagnose student needs and measure student learning might be the plausible causes for teachers in giving the assessment (Saefurrohman, 2015). As a result, it has prevented the students from reaching their full potential (Lian & Yew, 2016). Briefly, the things that caused the clumsy of assessment implementation could come from the multiple backgrounds of the students and little expose for teachers' development towards the assessment.

Recent trends in teachers' classroom practices directed to the new paradigm (Hargreaves, Earl, & Schmidt, 2002) towards the practice of assessment to improve learning (Guskey, 2003). This new paradigm mostly appeared in the country where the government implemented low-stakes examination policy (Azis, 2014). On the other hand, some countries with high-stakes examination widely accepted the practice of assessment *of learning* or summative assessment. Teachers and stake holder in those countries tend to maintain and value the familiar assessment *of learning* processes and practices (Earl, 2003). Further, this phenomenon potentially affects some difference between high-stakes and low-stakes countries in terms of assessment policy and practices of assessment itself. Moreover, these policies present to work well for particular contexts and indicate that the assessment matched with cultural beliefs and practices (Azis, 2014). So, this phenomenon sends a message for further investigation towards teachers' conceptions of assessment in different contexts and cultures, and the application of the assessment.

In Indonesia, Directorate General of Primary and Secondary Education of Ministry of Education and Culture (2017) mentioned that one of the approaches used in the 2013 curriculum was assessment *of learning*, it is conducted in order to measure students' achievements toward the applied competencies and given after the end of learning process, and the example are: semester examination, school's examination, and national examination.

One of the reputable assessment conception in learning is outlined by Brown (2002) in his study. The four conception of assessment that drawn by Brown are: (1) Improvement conception that has four main dimensions; (a) assessment improves teachers' practice, (b) assessment improves students' learning, (c) assessment describes students' achievement, and (d) assessment provides valid information; (2) Irrelevance conception has three main dimensions; (a) assessment is bad for students, (b) assessment is used but ignored, and (c) assessment is inaccurate; (3) Accountability conception that made up of two related consequence-based dimensions; (a) assessment makes schools, teachers, and systems accountable and (b) assessment makes students accountable for or certifies their learning. Moreover, Directorate General of Primary and Secondary Education of Ministry of Education and Culture (2017) recently outlines concept of assessment in the 2013 curriculum as the process of collecting and tabulating information to measure students' learning achievement.

At the current condition, almost all classroom assessments in a traditional environment is summative assessment or assessment *of learning*, focus on confirming what students' comprehend, looking for students achievement towards the curriculum goals, used for categorizing students, and reporting these judgments to others (Western and Northern Canadian Protocol for Collaboration in Education, 2006). Earl (2003) adds that Assessment *of learning* held and done at the end of the program, and it is conducted in form of tests or exams that contain questions took from the materials along the learning process, and marks all the content areas in order to report to students' parents. This kind of assessment still rules most classroom assessment activities, particularly in secondary schools, where the teachers responsible to take charge both making and marking the test. Most of the teachers used assessment *of learning* to assess students' quantity and accuracy works, and the crucial of teachers' effort in assessment is marking and grading students' achievement (Earl, 2003). Further, Results from assessment *of learning* provide accurate and sound statement of students' proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions (Earl & Katz, 2006).

Further, Directorate General of Primary and Secondary Education of Ministry of Education and Culture (2017) mentions the implemented approaches of assessment in the 2013 curriculum. In general, Indonesia adopted the approaches of assessment proposed by Earl (2003). It is mentioned that conventional assessment place assessment *of learning* as the dominated approaches implemented in Indonesia. However, the current curriculum which is the 2013 curriculum want to reform and change the domination and it is hoped that the teachers will more prioritize assessment *for learning* and assessment *as learning*. Thus, even the curriculum planned to change the domination but they still kept the essential purpose of assessment *of learning*. In assessment guidance by educator and education institution for senior high school, it is explained that assessment *of learning* will be held



after the learning process finished and give comprehensible information about students' achievement to the teachers, principals, or stakeholders in order to know students' and schools' accountability. Moreover, it is also mentioned that assessment *of* learning or summative assessment could be in form of final semester examination, school examination, or national examination.

Every country has their own standard of educational assessment which is ruled by the government and it is followed by the curriculum to reach the education goals and each country has different standard from one to another. The standard explores some aspects in assessment, they are: what should be assessed, how to assess and what it is for. In Indonesia, standard of educational assessment includes in national education standards in order to guarantee and control the quality of education and this statement clearly mentioned in government regulation number 19 Year 2005. Furthermore, regulation from minister of education and culture number 16 Year 2007 explains that assessment is one of the core competences in teacher's pedagogical competence.

According to the regulation from ministry of education and culture of Indonesia No.23 (2016), standard of educational assessment is about some criteria of coverage, purposes, benefit, mechanisms, procedure and assessment instruments of the students' learning outcomes that is used as the principal to assess the students on elementary and secondary education level. In detail, assessment is delineated as the act of collecting and processing information to measure the learning outcomes of the students. Thus, there are some components of assessment mechanism which should be considered by the teachers as follows: (a) Planning assessment strategies when the teachers constructing the lesson plan which follow the syllabus; (b) Assessing affective domain through observation and other relevant techniques of assessment and the report is accounted to the teachers; (c) Assessing cognitive domain through written test, oral test and tasks which suit the assessed competence; (d) Assessing psychomotoric domain through practise, product, portfolio, and other techniques of assessment which suit the assessed competence; (e) Students who obtain score lower than the standard score (KKM), they must have remedial; (f) The result of cognitive and psycomotoric domain is possibly reported either in number or description.

Furthermore, some principles are drawn as the standards of assessment for senior high school in 2013 curriculum have been released by Directorate General of Primary and Secondary Education of Ministry of Education and Culture (2017), covering: (1) Valid; teachers should use a valid instrument; (2) Objective; teachers should avoid the subjectivity while assessing students' learning results; (3) Fair; The differences of students' assessment result should be based on the differences of students' comprehension toward the competence that should be assessed; (4) Integrated; teachers should plan the assessment process, integrate the assessment with the learning processes, and continuous; (5) Transparent; transparent means good assessment should be fair and ethical (McMillan, 2000); (6) Thorough and Sustainable; the assessment should cover all the competence aspects use some suitable assessment techniques, and should be administered along the teaching and learning process; (7) Systematic; assessment should be planned and gradual by following the standard steps.; (8) Criteria referenced; the assessment compares students' achievement to the defined standard competence and not compares one students' achievement to another students' achievement or group; (9) Accountable: teachers should take the responsibility towards the technique, procedure, and result of the assessment process to the internal or external side of the school.

Some studies dealing with assessment had been conducted by other writers in relation to assessment literacy in general or assessment *of* learning in particular. The preference of Indonesian teachers in assessment aspect was assessment *for* learning, followed by assessment *of* learning, and the last was assessment *as* learning ; and most frequently used of classroom assessment *of* learning was to determine the final grades for students and to provide information to the central administration (Saefurrohman, 2015). Moreover, study done in Bali revealed that most of teachers are familiar with authentic assessment in 2013 curriculum but their knowledge toward the assessment was not enough to support their assessment practices (Marhaeni & Dantes, 2014).

Thus, the objectives of the study are to investigate: (1) the description of assessment *of* learning literacy of Teachers of English in SMA PGRI 2 Palembang (2) the application of Teachers of English' assessment *of* learning in SMA PGRI 2 Palembang towards assessment *of* learning in assessing students' learning (3) teachers of English of SMA PGRI 2 Palembang experience in the process of constructing assessment instruments for regional or national area (4) problems that Teachers of English of SMA PGRI 2 Palembang encounter in constructing the assessment instruments.

METHODOLOGY

This research was case study with descriptive method and aimed to find out teachers of English understanding towards the concept of assessment *of* learning and their application of the understanding to their assessment instrument in SMA PGRI 2 Palembang. This study took place at SMA PGRI 2 Palembang. Purposive sampling was used in this study. All teachers of English in SMA PGRI 2 Palembang were chosen as the research



participants. Main reason to choose SMA PGRI 2 Palembang because the school applies 2013 curriculum and all grade level have already used the same 2013 curriculum. Since SMA PGRI 2 Palembang has 5 teachers of English, so that all the teacher were chosen as the participants of this study.

In collecting the data, survey questionnaire, interview, and documentation were used. Survey questionnaire was given to five teachers of English of SMA PGRI 2 Palembang in order to measure teachers' of English understanding towards the concept of assessment *of learning*. In this study the writer administered Assessment Literacy Questionnaire (ALQ) that consists of 60 questions. This questionnaire consisted of three parts. Part I consisted of 8 questions related to teachers' personal information. Part II consisted of 32 questions adapted from Classroom Assessment Literacy Inventory from Mertler (2003) related to the seven "Standards for Teacher Competence in the Educational Assessment of Students". Part III consisted of 20 items related to some aspects about assessment that existed in 2013 Curriculum.

Interview was conducted to the teachers of English in order to know teachers' conception towards assessment *of learning* and their application towards the knowledge about assessment *of learning* to their assessment instruments. The interview was recorded and the result was transcribed in order to analyze participants' conception towards the assessment *of learning*.

Then, a document review was administered as a supportive data. The document of assessment *of learning* instruments was collected in order to confirm teachers' understanding and application of assessment *of learning*. Checklist for assessment *of learning* review was employed in order to conduct the document review.

The data were analyzed following the sequence of each research question. First, in order to analyze research question number 1, after collecting the data from questionnaire of assessment literacy questionnaire, the answer of questionnaire was calculated in order to find out the description of teachers' assessment literacy and the results of calculation was categorized into three categories (high, medium, and low). Since the total number of Assessment Literacy Questionnaire is 60 items, the highest score will be 72 points and the lowest will be 0 points.)

Next, to answer research questions number 2, 3 and 4, researcher interviewed the participants concerning their implementation of the knowledge about assessment of learning to their assessment instruments. Further, results of the interview were transcribed and within-case analysis or thick description was used in order to make in-dept interpretation towards the result of the interview. Moreover, documentation was held in order to know teachers' experiences and participation in composing assessment instruments for regional or national area and to confirm teachers' answers in research question number 2. A checklist for assessment *of learning* review was administered in order to check whether the assessment *of learning* instruments made by teachers of English meet some points in the checklist or not.

Then, this study used method triangulation in order to keep the trustworthiness of the study and contribute to verify and validate the qualitative data. Patton (2002) mentions that method triangulation is examining the consistency of research findings by administering different methods of data collection. In this case, researcher used three methods in collecting the data, namely, survey questionnaire, interview, and documentation. Further, before analyzing the result of interview; the transcriptions of interview were given to the participants in order to confirm the answers from the participants. Patton (2002) suggests that even the researcher record the interview, they should go over the interview transcription in order to recheck the originality of the answers and avoid the ambiguity or uncertainty of the interview results. Therefore, when the researcher finds something that does not make sense to the interview result, they could see the interviewee to ask for clarification.

FINDINGS AND DISCUSSIONS

To answer research questions number 1 (How is the assessment *of learning* literacy of teachers of English in SMA PGRI 2 Palembang?), teachers' questionnaire was used (see appendix 1). Based on the data obtained, teachers' scores on the questionnaire ranged from a minimum of 46 to a maximum of 60. Figure 1 displays the assessment literacy of the teachers of English. It can be seen the most teachers' were in the high category of assessment literacy based on the highest score was high category. There are 4 teachers in this category. Meanwhile, one teacher of English was in the medium category.

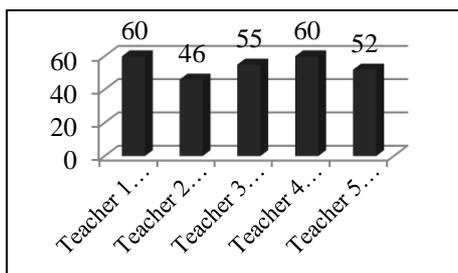


Figure 1. Description of Teachers' Assessment Literacy

Results of teachers' questionnaire indicated that all teachers could answer the question in questionnaire part II correctly. Plausible reason to describe the implication of these findings is the teachers may have good mastery and comprehension about any terms or information about assessment aspect, especially in the 2013 curriculum.

Nevertheless, teachers' ignorance were seen when they did not get right answer for some questions and statements in the questionnaire. In particular, data from the questionnaire reveal that all the teachers of English in SMA PGRI 2 Palembang have almost very good knowledge about assessment aspect in general and assessment in the 2013 curriculum.

To answer research question number 2 (How do teachers of English in SMA PGRI 2 Palembang apply their knowledge towards assessment of learning in assessing students' learning?), interview (see appendix 2) and documentation (see appendix 3) were administered. Results of the interview showed that some themes emerged as described below.

Assessment is compulsory

All teachers of English in SMA PGRI 2 Palembang recognized that the importance of assessment in English teaching and learning processes. As indicated in the following interview excerpt:

Yes, we need. How can we measure students' comprehension without exercise (assessment)? So, we do really need assessment. (Teacher 4)

Moreover, teachers assumed that assessment is needed in order to measure students' comprehension or ability in cognitive, affective, and psychomotor area and to see whether the students reach the learning goals. Teachers' statements can be seen below:

Yes, we need assessment, especially in K13. The assessment includes cognitive, affective, and psychomotor aspect. (Teacher 3)

In keeping with teachers' statement before, Regulation of Minister of Education and Culture number 23 Year 2014 mentions the purposes of assessment are to evaluate teaching and learning processes, discover students' comprehension level, and improve students' learning results sustainably. Moreover, it is mentioned that assessment given by teachers should cover the three domains: cognitive, affective, and psychomotor aspect.

Teachers' illiteracy on assessment criteria and assessment of learning

Some teachers of English mentioned that good assessment should be matched with the learning goals and basic competences in lesson plan. Further, teachers believed that good assessment should include three domains of assessment, they are: cognitive, affective, and psychomotor. As shown in the following teachers' statement below:

Good assessment should include three points that existed in students' report book, namely: cognitive, affective, and psychomotor. It should be balance among cognitive, affective, and psychomotor. (Teacher 5)

Unfortunately, two other teachers explained the procedure in implementing assessment, and did not describe the characteristic of good assessment specifically. As mentioned by teacher 1 in the following statement:

It could be many characteristics. It might be from practice aspect, directly or not. That's all. (Teacher 1)

Then, almost all teachers of English could not give clear explanation when teachers should give assessment of learning. Two teachers did not have any idea when they should give assessment of learning, and one teacher



explained the terms of daily test, mid semester test, and semester test and could answer that assessment of learning is given at the end of semester. As illustrated below:

Usually, we gave the assessment at the end of one basic competence. (Teacher 2)

However, one of the teacher could answer the right answer if the assessment of learning is given at the end of the semester in order to measure students' and school's accountability. Teacher 3 stated that:

When we want to see schools' accountability, we could see that point from final semester test. Yet, when we want to see students' accountability, we could see that point from daily assessment. (Teacher 3)

Further, all teachers of English said that they ever heard the term of assessment of learning. Yet, they could not give clear explanation about assessment of learning itself. As seen in interview excerpt below:

So, assessment of learning is the product of learning process that comes from the assessment. Surely, we used it in every school. So we measure our students from a question and we could see the result. (Teacher 4)

Assessment results reflect students' learning achievement

Teachers of English in SMA PGRI 2 Palembang said that students' assessment results reflected what they have learned. However, some teachers emphasized the point that sometimes students' results are not really representing their comprehension. Plausible reasons are students may see friends' work and lack of teachers' supervision when the students have a test. As shown in teachers' interview excerpt below:

Yes. For example, if the students do cognitive test, if it is done honestly by the students, it could really reflect student's comprehension. Yet, if the supervision is not really good, the assessment result could not really represent student's comprehension. (Teacher 3)

Yes. Along this time, students who are diligent, they should get good score. However, sometimes we (teacher) see the students who are not really diligent get score more than diligent students. It could be happened because they can see their friends' works, so they can get higher score than a diligent student. (Teacher 5)

Then, four teachers of English believed that assessment results could give good or bad impact to the students' motivation in learning and doing assignments. On the other words, good remarks could motivate the students to be better or vice versa. As indicated below:

Yes, it does. The impact is the students could learn harder than before and find out their weaknesses. (Teacher 1)

In contrary, one teacher said that students' assessment result did not have any implication to the way students learn or do assignments. As illustrated in the following statement:

No, it is not impact the students' study. (Teacher 2)

Teachers need for professional development in assessment literacy

All the teachers are willing to read books or seeking any information towards the assessment aspect, especially assessment in the 2013 curriculum. Furthermore, teachers of English in SMA PGRI Palembang regularly joined a seminar about assessment twice in a year, whether the seminar held by their school or by the government. As illustrated in the following statements:

Alhamdulillah, we held and attended some seminars or workshops related to assessment. The seminars are held twice in a year. (Teacher 1)

I do really like to browse and read anything about technical guidance of assessment, especially assessment in 2013 curriculum. We regularly held and attended the seminar about assessment, at least twice in a year. (Teacher 3)



Then, to answer research question number 3 (Do teachers of English of SMA PGRI 2 Palembang have an experience in the process of composing assessment instruments for regional area or national area?), interview and documentation were administered. Results of the interview showed that one theme appeared as explained below.

Teachers' lack of experience in test construction

All teachers of English in SMA PGRI 2 Palembang confessed that they did not have any experiences or even chance to compose the assessment instrument either for regional area or national area. Yet, one teacher said that teachers of English in MGMP had an experience to make a test question, or determine the level of difficulty for each question. As illustrated in the following statement:

No, I don't have the experiences to compose the assessment instrument for regional or national area. (Teacher 3)

Afterwards, all teachers of English in SMA PGRI 2 Palembang confessed that they have the experience in composing assessment instrument for summative test and gave some procedure in it. As displayed in teachers' interview excerpt:

Yes, I have the experience to make the assessment instrument for final semester exam. Usually, we (teacher) composed the points that we want to assess first, and then we make the questions by ourselves. (Teacher 1)

Yes, I have the experience. Every teacher directly formulates the assessment instrument individually. (Teacher 3)

Yes, I have the experience. First, every teacher should make question guidance that related to the points in syllabus. Then, every teacher will make the assessment questions. In our school, teachers are rotated to compose the assessment instrument in every semester. (Teacher 5)

Moreover, results of documentation findings produced few findings. First, teachers of English in SMA PGRI 2 Palembang could show the writer some documents that writer asked to them. Teacher handed the all kinds of assessment instrument, and also assessment of learning instrument that they gave to the students at the end of semester. Afterward, teachers showed students assessment results in terms of the students' score list. However, some mistakes were found in assessment instrument made by teachers, namely: (1) the instructions were not written in good form; (2) format of answer choices was not consistent.

Further, since the teachers confessed that they did not have any experiences in composing assessment instrument for regional and national area, so they did not have any certificate to be showed. These findings imply that teachers statements in their interview session could be trusted because they showed some evidence that writer asked based on the points in the documents review checklist. Only some points that teachers could not display the evidence. Teachers already gave the reason why they cannot display the certificate of seminar about assessment in the 2013 curriculum and writer assumed that the reason is acceptable.

Finally, to answer research question number 4 (If any, what problems did teachers of English of SMA PGRI 2 Palembang encounter in composing the assessment instruments?), interview was administered. Results of the interview showed that one theme appeared as pictured below.

Difficulties in test construction

Teacher 2, 3, and 5 did not find it difficult to compose assessment instrument because they handed guidance for composing assessment instrument that really help them in this phase. Yet, teacher 3 emphasized teachers' creativity should be developed in this phase, so the assessment instrument they made could be more valid. It can be seen in the following interview excerpt:

The problems become our (teacher) challenge to be more creative to find out many sources in order to compose good assessment instrument. (Teacher 3)

In contrary, teacher 1 and 4 portrayed some problems that they faced along their experiences in composing assessment instruments. Problem faced by teacher 1 focused on the difference of students' level, in terms of students' understanding towards the learning materials. Moreover, teacher 4 confused with the implementation of



multiple choices question and essay question in examination sheets. Teacher 4 felt that it's not fair to have two kinds of question in the examination. The teacher preferred to choose one kind two kinds question in examination. As revealed by teacher 1 and 4 in interview excerpt below:

The problem revealed when we face the difference of students' ability and we should consider the appropriate assessment instrument. (Teacher 1)

Honestly, I confused with the use of multiple choice and essay test in one exam sheet. I thought, it is not fair to combine those two kinds of test in terms of the scoring system. I preferred to administer one of them. (Teacher 4)

DISCUSSIONS

Based on the interview results, it can be seen that teachers of English in SMA PGRI 2 Palembang do not really understand good characteristics of assessment. Teachers 3, 4, and 5 gave their statements about good characteristics of assessment only up the assessment should be matched with the learning goals and basic competences in lesson plan and good assessment should include three kinds of assessment, they are: cognitive, affective, and psychomotor. Otherwise, teacher 1 and 2 precisely explained the procedure in implementing assessment, and did not describe the characteristic of good assessment. Whereas, government mentioned some principles that should be followed and understood by teachers in order to make good and standard assessment instrument for senior high school in the 2013 curriculum. Those standards are occurred in guidance by educator and education institution for senior high school released by Directorate General of Primary and Secondary of Ministry of Education and Culture (2017), they are: valid, objective, fair, integrated, transparent, thorough and sustainable, systematic, criteria referenced, and accountable. Unfortunately, all the teachers of English in SMA PGRI 2 Palembang could not mention one of those nine standards for good assessment in their statements.

Further, teacher 1 and 4 delineated some problems that encountered by them along their experiences in composing assessment instruments. Problem faced by teacher 1 focused on the difference of students' level, in terms of students' understanding towards the learning materials. Moreover, teacher 4 confused with the implementation of multiple choice question and essay question for exam questions. Teacher 4 felt that it's not fair to have two kinds of question in the examination. The teacher preferred to choose one kind two kinds question in examination. Whereas, Directorate General of Primary and Secondary of Ministry of Education and Culture (2017) released guidance by educator and education institution for senior high school that provides some techniques in cognitive assessment, namely: true-false, multiple choice, match, fill in the blank, and essay. More detail, this guidance describes that multiple choice test includes subject matter (stem) and choices of answers (option) that usually used five choices of answers; where students could answer by seeking the right answer from those five choices of answers. Meanwhile, essay question demands students to organize and write the answer with his own sentence. Assessment in high school should preferably assess high-order thinking skills (HOTS). HOTS is a form of matter that has a level of thinking analyze, evaluate, and create. To train HOTS, teachers preferably give more assessment in form of essay question.

Forward, interview results showed that teachers of English in SMA PGRI 2 Palembang were not able to describe nature of assessment of learning. However, they admitted that they ever heard that name. In another case, almost all teachers did not have any idea when they should give assessment of learning to the students. Two teachers of English did not have any idea about it. Fortunately, one teacher explained the terms of daily test, mid semester test, and semester test and could answer that assessment of learning is given at the end of semester. Interestingly, guidance by educator and education institution for senior high school released by Directorate General of Primary and Secondary of Ministry of Education and Culture (2017) mentions definition and explanation of assessment of learning clearly. In that guidance, it is explained that assessment of learning will be held after the learning process finished and give comprehensible information about students' achievement to the teachers, principals, or stakeholders in order to know students' and schools' accountability and could be in form of final semester examination, school examination, or national examination.

Teachers' statements regarding assessment results reflect students' learning achievement are in line with improvement conception proposed by Brown (2002). Two of main dimensions in this concept are assessment provides valid information and assessment improves student's learning. While, Brown's irrelevance conception (2002) is in line with teacher's 2 who said that assessment does not impact student's learning. Brown founds one dimension in irrelevance conception of assessment is assessment is used but ignore. In this case, teacher might use assessment result as a report to the students but the result is ignored by the students. So, it seems like the assessment result does not impact the students in teaching and learning processes.



Then, the findings confessed that teachers of English in SMA PGRI 2 Palembang regularly followed a seminar about assessment twice in a year, whether the seminar held by their school or by the government. It means that not many numbers of seminar or training followed by the teachers in terms of getting information towards the assessment knowledge. In line with that statement, Setiadi (2016) suggested that government should provide socialization and training on instrument analysis and making rubrics for essay questions. Fortunately, all the teachers are willing to read books or seeking any information towards the assessment aspect, especially assessment in the 2013 curriculum. This statement sends a message that teachers has an optimism to possess the assessment aspect and overcome some problems they faced by reading some books or guidance from the government and browsing in the internet. However, only one teacher of English could show the certificate of seminar about assessment or assessment in the 2013 curriculum. Four teachers could not display their certificates due to the committee did not send the certificate yet, but they convincing the writer if they really join the seminar about assessment in the 2013 curriculum.

Moreover, interview excerpts conveyed that all teachers of English in SMA PGRI 2 Palembang did not have any experiences or even chance to compose the assessment instrument either for regional area or national area. However, one teacher said that teachers of English in MGMP had an experience to make a test question, or determine the level of difficulty for each question. So, the teacher could apply their knowledge into the practice and share their experiences to other teachers. Yet, in the school level, they were experienced in constructing summative test and every teacher will take the chance to construct the instrument in every semester. Further, detection of some errors that teachers made in their assessment instruments indicated that teachers did not really put their knowledge into practice. In line with it, one of Aliningsih and Sofwan (2015) findings revealed that teachers were not applied assessment principles into practice.

However, this present study has two limitations. First, in terms of the data collection technique, the study did not use observation as one of the methods in gathering the data and triangulation of data source as triangulation of the study. Even though observation is considered to serve stronger data than interview particularly to see the implementation of the teachers in assessment aspect, the method triangulation used by the writer (questionnaire, interview and documentation) in which the interview results were used as the main data source to find out how teachers' assessment *of learning* literacy and the implementation in teaching and learning processes. Thus, method triangulation had provided the data which the writer wanted to obtain and answered the research questions.

Second, the limitations of this study concerns on the practical application of the teachers in terms of assessment *of learning*. As discussed in the chapter three, it was described that a case study with a descriptive method was used as research design of the study which is the purpose of descriptive research is to simply describe or portrait phenomena and not to particularly concern with the understanding why behavior happens like the way it is. Moreover, the study is also regardless of obtaining data about the way teachers implement assessment *of learning* before and after the investigation in this study. Therefore, this study could not tell any improvement of assessment implementation undergone by the teachers in the practice. The study could only describe the facts in the field and compare to what it should be based on the regulation or theory expectation.

CONCLUSIONS AND SUGGESTIONS

Four conclusions were drawn in this study. First, the category of Teachers of English' assessment literacy were mostly on high category and only one teacher whose literacy level of assessment was on medium category. Second, interview results revealed that teachers of English did not familiar with the term and definition of assessment *of learning*, and teachers did not apply their knowledge on assessment into practice. Third, teachers of English in SMA PGRI 2 Palembang did not have any experiences in composing assessment instrument for regional or national area. Fourth, teachers found it difficult when they formulate questions for assessment instrument in terms of matching the questions with students' levels and deciding the format of question (multiple choice or essay question)

From this study, four suggestions were offered. First, teachers of English in SMA PGRI 2 Palembang could use the information of assessment literacy questionnaire to picture their strengths and weaknesses towards assessment in general and assessment in the 2013 curriculum. Second, teachers of English should find and read any information related to assessment *of learning* since this approach is one of important part in teaching and learning processes that could give information of student's and school's accountability. Teachers could see the recent guidance released by Directorate General of Primary and Secondary of Ministry of Education and Culture in 2017, so they can get more information about assessment and assessment *of learning* specifically. Third, it is necessary for teachers of English to follow or join any seminar related to assessment aspect in order to enhance their knowledge towards the implementation of assessment *of learning* and cope with their problems in composing assessment instrument. Fourth, government should provide professional development related to assessment literacy, so teachers will be literate in assessment.



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