Novice English teachers' knowledge about assessment of learning, assessment for learning, and assessment as learning

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Article Info

Abstract

This study aimed to investigate the novice English teachers' knowledge about assessment of learning, assessment for learning, and assessment as learning in the context of Bali. Framed within a qualitative design, the study employed the qualitative method with a questionnaire and an interview guide as the instruments to collect the data. The obtained data were analysed using Interactive Model Analysis consisted of data collection, data display, data reduction, and verification or conclusion drawing. In the preliminary informal interview done towards several novice English teachers, it indicated that not all novice English teachers have heard about assessment of learning, assessment for learning, and assessment as learning. Therefore, this phenomenon led the researcher to conduct this study. Further, the results of this study showed that the novice English teachers' knowledge about assessment of learning, assessment for learning, and assessment as learning are limited to the basic concepts only. Even, several novice English teachers never heard about those assessment types. It implies that the school principals and other stakeholders need to emphasize the concept of assessment of learning, assessment for learning, and assessment as learning for novice English teachers through teacher training, workshop, or seminar.

INTRODUCTION

As one of the crucial parts in teaching and learning activity, the teachers need to understand deeply the concept of assessment (Amua-Sekyi, 2016; Padmadewi & Artini, 2019; Rahmawati, Utomo, & Ahmadi, 2018). According to Brown (1999), assessment is a related series of measures used to gather and interpret information related to the students' achievement level. In line with that, Kurniawati and Sukardiyono (2018) and Susilaningsih, Khotimah, and Nurhayati (2018) defines assessment as systematic and sustainable activities to obtain information about the students' knowledge and work. In this case, assessment could be used to measure the students' improvement along the process as well as evaluate the students' strengths and weaknesses. Gultom (2016) and Nurdiana (2020) added that language teachers have to be able to choose or select the most appropriate assessment for the students. Besides, the teachers urgently need to be literate to language assessment especially the way to make a good test or the most appropriate method to assess their students. It is because the minimum assessment literacy could not lead the teacher to help the students to achieve the maximum results of their performance (Nurdiana, 2020). The same opinion comes from Nikmard and Zenouzagh (2020), who stated that one of the important factors in English teaching is the teachers' assessment literacy. However, the preliminary situational analysis in forms of observation and informal interview found that the teachers' assessment literacy is limited to formative and summative assessment. Meanwhile, there are various types of assessment such as assessment of learning (AoL), assessment for learning (AfL), and assessment as learning (AaL) that being emphasized in this 21st century era.

Saragih (2016) and Volante (2006) divides assessment into informal assessment and formal assessment. In the informal assessment, it is conducted incidentally with unplanned comments and responses. Meanwhile, in the formal assessment, it specifically planned the procedures to know the students' skills and knowledge. In addition, Yambi (2018) states that assessment could also divided into formative and summative assessment, continuous and final assessment, process and product assessment, as well as divergent and convergent assessment. There are also assessment of learning, assessment for learning, and assessment as learning as the approaches to assessment (Yambi, 2018).

Assessment of learning is also known as summative assessment, in which it summarize and report the students' achievement at a certain time (Mutch, 2012). In this case, the form of assessment of learning could be seen in the result of test or in form of rapport of the students' learning outcomes at a certain time (Lee & Mak. 2012). Meanwhile, assessment for learning deals with the process of assessing the students' progress, the learning process, and the existence of on-going assessment to improve the students' achievement (Padmadewi & Artini, 2019). Assessment for learning is also called as the enlargement concept of formative assessment (Sardareh & Saad, 2013). For assessment as learning, it closely related with assessment and sustainability (Mutch, 2012). Assessment as learning deals with the students' process in monitoring their own learning, achievement, and progress. The form of assessment as learning could be seen in self-assessment, peer assessment, or discursive feedback (Dann, 2014).

The terms of assessment of learning, assessment for learning, and assessment as learning are being emphasized in today's era. However, based on the initial informal interview with several novice English teachers, it showed that not all novice English teachers have heard about assessment of learning, assessment for learning, and assessment as learning. In this case, novice teachers are teachers who have teaching experience less than three years or up to two years and have just implemented their teaching skills with basic classroom routines (Anggraini, 2019; Barrett et al., 2002; Hayes in Ahmed, Faizi, & Akbar, 2020). Novice English teachers were chosen as the subject of this research because the researcher wants to know the teachers' knowledge and readiness as a new teacher. Besides, the result of this research is expected to improve the teachers' quality as the frontliner in education.

The fact that not all novice English teachers have heard about assessment of learning, assessment for learning, and assessment as learning indicated that several novice English teachers are illiterate about those three assessments. It is the same as a study conducted by Nurdiana (2020) who found that the teachers did not practice the knowledge of their assessment literacy in the classroom. Even, some teachers are illiterate to assessment about the way to assess the students' language performance. However, the previous study found not present a vivid description of how the teachers' understanding about assessment of, for, and as learning. Therefore, this phenomenon led the researcher to conduct a study that investigate the novice English teachers' knowledge about assessment of learning, assessment for learning, and assessment as learning in the context of Bali. In

conclusion, the presented study could improve the novice English teachers' knowledge of those three assessments as well as improve the teaching and learning process by considering those three assessments that could not be offered in the previous study.

METHODS

Research design
This study employed qualitative research design. Hancock and Algozzine (2006) stated that qualitative research describes social phenomena that happen naturally. In this case, the social phenomenon was the novice English teachers' lack of knowledge about assessment of learning, assessment for learning, and assessment as learning in the context of Bali. Thus, this research examined the novice English teachers' knowledge about assessment of learning, assessment for learning, and assessment as learning in Bali.

Settings and participants
This research was conducted in the context of Bali. Specifically, the novice English teachers as the participants of this research are teaching in Gianyar Regency (1 respondent), Badung Regency (2 respondents), Jembrana Regency (1 respondent), Bangli Regency (1 respondent), Buleleng Regency (2 respondents), Karangasem Regency (1 respondent), Klungkung Regency (1 respondent), and Tabanan Regency (1 respondent) with consent as the participants of this research. Therefore, ten novice English teachers with teaching experiences from 2020-2022 were chosen as the participants.

Data collection method and analysis
In collecting the data, the researcher used qualitative method with questionnaire and interview guide as the instruments. The researcher used questionnaire to find the data about the novice English teachers knowledge about assessment of learning, assessment for learning, and assessment as learning. The questionnaire was in form of open-ended questionnaire and consisted of eight questions. It is designed in form of open-ended questions to allow the respondents to provide answers in an unlimited variety. In designing the questionnaire, the researcher used the theory about assessment of, for, and as learning especially the nature and the characteristics of those assessment. Those aspects were used because the researcher wants to know the novice English teachers' knowledge in terms of definition and characteristics of those three assessment.

In order to validate the data, the researcher also did unstructured interview via telephone and chat messages toward the respondents. Further, the data were analysed using Interactive Model Analysis consisted of data collection, data display, data reduction, and conclusion drawing. Miles and Huberman (1994) stated that there are three flows in data analysis, namely data reduction, data display, and verification or conclusion drawing. After collecting the data, the researcher simplified and transformed the data to be analysed in the data display. In the data display, the data were displayed in form of tables and description. The next flow is verification or conclusion drawing, in this flow the researcher elaborated the obtained data into one general conclusion.

FINDINGS AND DISCUSSION

Novice English teachers' basic knowledge about assessment of, for, and as learning
Figure 1 indicated that seven out of ten novice English teachers as the participants have heard about the terms of assessment of learning, assessment for learning, and assessment as learning. Meanwhile, three out of ten novice English teachers never heard about those three assessments. In this case, further explanation about the novice English teachers' knowledge about assessment of learning, assessment for learning, and assessment as learning are described as follows.
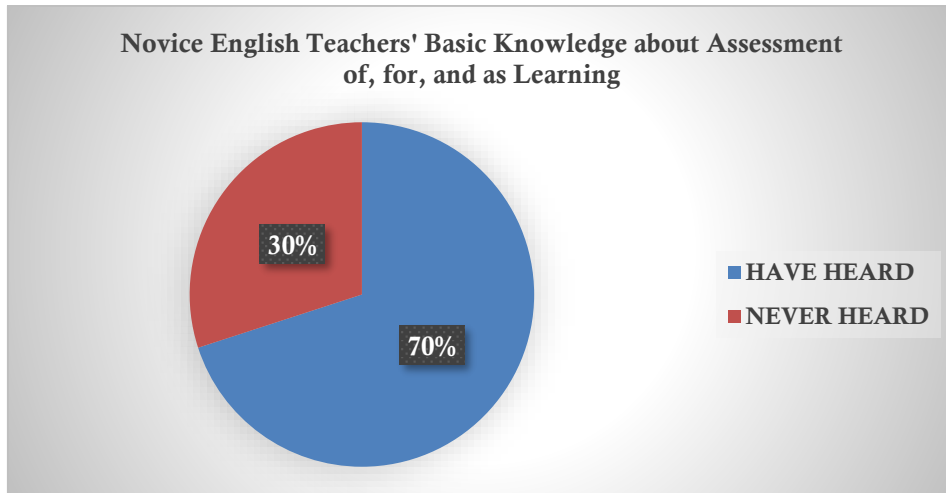
Figure 1. Novice English teachers' basic knowledge about the assessment types

In addition to it, Table 1 shows that seven out of ten novice English teachers defines assessment of learning as the assessment process that conducting after the learning process or in the end of the learning process. Further, the kinds of assessment of learning used by the participants were varied from quiz, fort-polio exam, written test, spoken test, and multiple-choice test in the end of semester, topic, or chapter. Moreover, the participants make sure that the assessment of learning conducted by the teachers were valid and reliable by adjusting the test with the students' level and learning material, checking the validity and reliability of the test with the school principals, and combining with the result of other assessment such as assessment for learning and assessment as learning.

Table 1. Novice English teachers' knowledge about assessment of learning

Subject	Data		
	Basic Knowledge	Kinds of Assessment	Validity and Reliability
T1	AoL is the assessment done after completing the learning process	Summative test	Adjusting the test level and combining with other assessment results
T3	AoL is the assessment done in the end of the learning process	Formative test	Checking other assessment done
T4	AoL is the assessment that collecting the students' learning result	Reward	Conducting summative test
T6	AoL is the assessment conducting in the end of the learning process	Test or quiz	Adjusting the test or quiz level
T7	AoL is assessment done during the learning process	Written and spoken test	Combining several results of test
T9	AoL is the assessment conducting after one semester	Summative test	Discussing with school principals
T10	AoL is assessment done to after the learning process	Fortpolio, summative test, formative text	Checking the students' progress in the class

Table 2. Novice English teachers' knowledge about assessment for learning

Subject	Data		
	Basic Knowledge	Kinds of Assessment	Validity and Reliability
T1	AfL is the assessment during the learning process	Discussion	Using personalisation technique
T3	AfL is the assessment during the learning process	Quiz and project	Checking the students' progress
T4	AfL is the assessment that collecting the result of students' learning	Students' activeness	Checking the students' progress
T6	AfL is the assessment in form of project	Project or worksheet	Adjusting the project or the worksheet
T7	AfL is the assessment during the learning process	Students' activeness	Looking at the students' improvement
T9	AfL is the assessment during the learning process	Task and quiz	Double-checking the students' work
T10	AfL is the assessment that could improve the students' cognitive and social performances	Discussion and QnA	-

Table 2 above shows that seven out of ten novice English teachers defines assessment for learning as the assessment process that conducted during the learning process or alongside the learning process. It is also said that assessment for learning usually used to improve the teaching and learning process. Further, the kinds of assessment for learning used by the participants were varied from discussion, quiz, fun worksheet, and project. Moreover, the participants make sure that the assessment for learning conducted by the teachers were valid and reliable by using personalisation technique (discussion), giving each student the same chance to involve in the discussion, looking at the students' progress and improvement during the learning process, having additional note of the students' progress, and double-checking the students' work.

Table 3. Novice English teachers' knowledge about assessment as learning

Subject	Data		
	Basic Knowledge	Kinds of Assesment	Validity and Reliability
T1	AaL is the assessment that involving the students actively in the assessing process	Self-assessment	Giving feedback
T3	AaL is the assessment that involving the students in the process	Not yet implemented	Not yet implemented
T4	AaL is the assessment for the students toward their learning	Reminder	Discussion and reflection
T6	AaL is the assessment in form of self-assessment	Not yet implemented	Not yet implemented
T7	AaL is the assessment during the learning process	Not yet implemented	Assessing daily activities
T9	AaL is the assessment that involve the students in the assessing process	Peer assessment	Comparing peer assessment
T10	AaL is assessment that could improve the students' cognitive and social performances	Self-assessment	-

Table 3 above shows that seven out of ten novice English teachers defines assessment as learning as the assessment process that conducting during the learning process and involving the students' active participation during the assessment process. Further, the kinds of assessment as learning used by the participants were commonly in form of self-assessment and peer assessment.

Moreover, the participants make sure the assessment as learning conducted by the teachers were valid and reliable by make sure that the students clearly understand the self-assessment given as well give feedback toward their self-assessment to improve the learning process. However, the result also showed there were several participants that have not implemented assessment as learning during the learning process.

Table 4. Novice English teachers' knowledge about other types of assessment

Subject	Other Types of Assessment	Examples	Validity and Reliability
T2	Traditional and Authentic Assessment	In form of multiple choice, *LKPD (Lembar Kerja Peserta Didik)*, observation sheet	Considering the result from those three examples
T5	Assessment based on learning objectives (various)	Performance test (speaking test), discussion or question and answer	By asking for feedback from the students about the teaching and looking for the students' improvement
T8	Not really know the other types of assessment	Question and answer, discussion, self-assessment	Considering the learning objectives and outcomes

In line with Figure 1 above, the result indicated that three out of ten novice English teachers never heard about assessment of learning, assessment for learning, and assessment as learning. Therefore, Table 4 above shows the novice English teachers' knowledge of other types of assessment and the examples as well as the validity and reliability of the assessment used. In this case, the other types of assessment used by those participants were traditional and authentic assessment and assessment based on learning objectives. The examples could be seen in form of multiple choice tests, *LKPD (Lembar Kerja Peserta Didik* or students' worksheets*)*, observation sheet, performance test (speaking test), discussion, question and answer, and self-assessment. To check the validity and reliability, the teachers considering the result of all assessment given during the learning process, asking for feedback from the students, looking for the students' improvement, and considering the learning objectives and learning outcomes.

Discussion on novice English teachers' knowledge about assessment of, for, and as learning

Assessment of learning
Based on the obtained data, the novice English teachers defines assessment of learning as the assessment process that conducting after the learning process or in the end of the learning process. The same opinion comes from Lee and Mak (2012), in which assessment of learning usually occurs at the end of the learning process. Lee and Mak (2014) added that assessment of learning aims to measure the students' learning outcomes as well as report the outcomes to the students and the other stakeholders. Because assessment of learning focusing on measuring the learning process and reporting the students' competency level, the teachers are the key assessor in assessment of learning and there is no participation of assessing from the students (Lee & Mak, 2014).

Further, Mutch (2012) stated that assessment of learning closely related to assessment and accountability. Because of that, the assessment results are the key evidence in the process of making judgements. In this case, the form of assessment of learning could be seen in the result of test or in form of rapport of the students' learning outcomes at a certain time (Lee & Mak. 2012). Therefore, assessment of learning usually found in form of test or quiz that resulted certain score based on the students' ability. It is as the same with the novice English teachers' answers about the forms of assessment of learning that they used in their teaching process such as quiz, fort-polio exam, written test, spoken test, and multiple-choice test in the end of semester, topic, or chapter.

As it is mentioned above, the teachers are the key assessor in assessment of learning. Therefore, the teachers need to make sure that the assessment given are valid and reliable. Denman and Al-Mahrooqi (2018), McMillan (2000), Volante (2006), and Yousuf (2018) has the same opinion, in which assessment need to be reliable and valid. Thus, the assessment itself must give consistent and accurate results. In this case, the novice English teachers make sure that the assessment of learning conducted were valid and reliable by adjusting the test with the students' level and learning material, checking the validity and reliability of the test with the school principals, and combining with the result of other assessment such as assessment for learning and assessment as learning. In line with that, Norcini et al. (2011) and Palomba and Banta (1999) added that assessment need to acceptable, in which the stakeholders have to find that the assessment process

and results are credible. Besides, the content and the form of assessment have to be associated with the learning objectives and the learning outcomes.

Assessment for learning
Based on the obtained data, the novice English teachers defines assessment for learning as the assessment process that conducting during the learning process or alongside the learning process. The same opinion comes from Padmadewi and Artini (2019), in which assessment for learning deals with the process of assessing the students' progress, the learning process, and the existence of on-going assessment to improve the students' achievement. It is also said that assessment for learning usually used to improve the teaching and learning process. In line with that, Mutch (2012) supported that assessment for learning closely related with assessment and improvement. Sardareh and Saad (2013) added that assessment for learning is used to improve instruction and learning through assessing the students' progress, providing feedback for students, and deciding the next step in the teaching and learning process.

Assessment for learning is also called as the enlargement concept of formative assessment (Sardareh & Saad, 2013). In this case, Sardareh and Saad (2013) stated that frequent testing at the end of each unit is helpful enough for the students but it is not really emphasize the importance of formative thinking. Therefore, the new concept that called as assessment for learning is developed to provide the students continuous evidence of their progress. It could be seen in how the teachers asses the students in assessment for learning through classroom interaction and group discussion. It is as the same with the novice English teachers' answers about the forms of assessment for learning that they used in their teaching process such as discussion, quiz, fun worksheet, and project.

In this case, the novice English teachers make sure that the assessment for learning conducted are valid and reliable. The assessment must give consistent and accurate results in order to be called as reliable and valid (Denman & Al-Mahrooqi, 2018; McMillan, 2000; Volante, 2006; and Yousuf, 2018). The findings showed the novice English teachers make sure that the assessment were valid and reliable by using personalisation technique (Q&A and discussion), giving each student the same chance to involve in the discussion, looking at the students' progress and improvement during the learning process, having additional note of the students' progress, and double-checking the students' work.

Assessment as learning
Based on the obtained data, the novice English teachers defines assessment as learning as the assessment process that conducting during the learning process and involving the students' active participation during the assessment process. In line with that, Mutch (2012) stated that assessment as learning closely related with assessment and sustainability. Further, assessment as learning deals with the students' process in monitoring their own learning, achievement, and progress. The same opinion comes from Lee and Mak (2014) who stated that the learners are involved in the process of assessing as well as becoming the part of learning in assessment as learning.

The form of assessment as learning could be seen in self-assessment, peer assessment, or discursive feedback (Dann, 2014). Lam (2018) added that the students are expected to actively engage in monitoring their processes through self-assessment and self-reflection. It is as the same with the novice English teachers' answers about the forms of assessment as learning that they used in their teaching process such as self-assessment and peer assessment. However, the results also showed that not all novice English teachers have conducted assessment as learning in their teaching. Several novice English teachers have not conducted assessment as learning during the learning process.

In line with the explanation above, it is said that the assessment conducted by the teachers need to be reliable and valid (Denman & Al-Mahrooqi, 2018; McMillan, 2000; Volante, 2006; and Yousuf, 2018). In this case, the novice English teachers make sure that the assessment as learning conducted by the teachers were valid and reliable by make sure that the students clearly understand the self-assessment given as well give feedback toward their self-assessment to improve the learning process. Mutch (2012) added that the students have to understand their learning and the things they have to improve. Further, Denman and Al-Mahrooqi (2018), McMillan (2000), Volante (2006), and Yousuf (2018) stated that feedback must be available and easily understand by the students.

Novice English teachers' knowledge of other types of assessment

Based on the obtained data, it indicated that not all novice English teachers know the concept of assessment of learning, assessment for learning, and assessment as learning. In this case, the other types of assessment used by those novice English teachers were traditional and authentic assessment and assessment based on learning objectives. The traditional and authentic assessment were chosen depend on the learning situation. It is as the same with the assessment chosen freely by the teacher based on the learning objectives. In this case, the various kinds of assessment could be chosen as long as it suit the learning situation. Therefore, the teachers need to choose the most appropriate assessment. Gultom (2016) and Nurdiana (2020) added that language teachers have to be able to choose or select the most appropriate assessment for the students. The forms of the other assessment types used by the novice English teachers could be seen in *LKPD (Lembar Kerja Peserta Didik)*, observation sheet, and performance test as in speaking test. To check the assessment validity and reliability, the teachers considering the result of all assessment given during the learning process, asking for feedback from the students, looking for the students' improvement, and considering the learning objectives and learning outcomes.

CONCLUSION
From the study, it could be concluded that the novice English teachers knowledge about assessment of learning, assessment for learning, and assessment as learning are limited to the basic concept of those three assessment. It could be seen from the answer written in the questionnaire and the interview done that limited to the basic concept only. Even, several novice English teachers never heard the terms of assessment of learning, assessment for learning, and assessment as learning. Further, not all novice English teachers have conducted assessment as learning in their teaching. Therefore, it is suggested for the school principals and other stakeholders to emphasize the existence and the concept of assessment of learning, assessment for learning, and assessment as learning for the teachers, especially the novice English teachers, to maximize the teaching and learning process. It could be done through teacher training, workshop, or seminar about assessment of learning, assessment for learning, and assessment as learning.

FUNDING STATEMENT

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