

A COMPARATIVE STUDY OF PRE-SERVICE TEACHERS LITERACY OF ASSESSMENT FOR LEARNING: A CASE IN INDONESIA AND MALAYSIA

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ABSTRACT

This study set out to explore and compare the assessment for learning literacy of pre-service English teachers in Indonesia and Malaysia. The focus of this research was how students majoring in English education in the two countries understood the concept of assessment for learning which includes the six dimensions-framework developed by Alonzo (2016) namely teachers as assessors, teachers as pedagogists, teachers as student partners, teachers as motivators, teachers as learners, and teachers as a stakeholder partner. This research involved 221 students from the two countries. A total of 42 items of the Assessment for Learning questionnaire developed by Alonzo (2016) were used in this study. Confirmatory factor analysis with Mplus version 7.2 were used to see whether pre-service English teachers in Indonesia and Malaysia had the same perception in terms of the six dimensions. Furthermore, the results were subsequently tested with MANOVA to see whether the Assessment for Learning literacy dimensions that emerged from this research differed significantly between pre-service teachers in the two countries by the respondents' demographic variables, such as gender, age, semester, GPA to their highest expected education. The results showed that the six dimensions of assessment for learning emerged from the data collected from preservice English teachers in Indonesia. Some significant differences on the six dimensions were found by students gender and expected education.

Kata Kunci: *assessment for learning, literacy, pre-service teachers*