

PROFILES OF ASSESSMENT FOR LEARNING LITERACY OF STUDENTS MAJORING IN ENGLISH LANGUAGE EDUCATION

by Nur Hidayanto Pancoro Setyo Putro, S.Pd., M.Pd., Ph.D./NIP. 19821122 200604 1 001 Drs. Bambang Sugeng, M.Pd., Ph.D./NIP. 51802520 122659 Sukarno, S.Pd., M.Hum./NIP. 19760502 200501 1 001 Nur Mahsun Asqallany Ramadhan/NIM. 17202241037 Adil Bayu Rexsa Pratama/NIM. 17202241074

ABSTRACT

This second year research aims to find the students profile concerning their literacy of Assessment for Learning. A total of 435 bachelor students from the English Education Study Program (PBI), Faculty of Language and Arts, Yogyakarta State University and Universiti Teknologi MARA, Malaysia who are prospective English teachers involved in this study. The focus of this research is to find out how the Assessment for Learning literacy of prospective English teacher students can be categorized into several profile groups. This profile is expected to reveal how students understand the 6 dimensions of the teacher's roles in terms of Assessment for Learning. The data used in this study are data collected from the first year research from a total of 435 prospective English teachers who have been at least in semester 4. Confirmatory factor analysis and latent profile analysis with MPlus version 7.2 were used in this study. The results of the profile analysis revealed that the Assessment for Learning literacy profiles of students from the English Education Study Program (PBI), Faculty of Languages and Arts, Yogyakarta State University and Universiti Teknologi MARA, Malaysia can be classified into 2 profile groups, with a percentage of 47.9% of students reported that they had low literacy related to the teacher's role in AfL, and 52.1% reported that they had high literacy related to the teacher's role in AfL.

Kata Kunci: *learning assessment, literacy, profile*