English Teacher's Competence in Digital Era: A Study on the Development of Teacher's Ability to Assess Learning Achievement in Pendidikan Profesi Guru

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ABSTRACT

In digital era, internet, computer, mobile phone, application, ChatGPT, googling, etc. affect education. Googling can translate texts from Indonesian into English and vice versa. It can be used to seek information about linguistics. ChatGPT is able to generate ideas, edit, find main idea, write a summary of English text and do many others. Assessment is useful in providing feedback, developing instructional materials and selecting suitable teaching technique. This paper is intended to describe how Pendidikan Profesi Guru (PPG), as in-service training program, develop English teachers' assessment competence and to what extent the program accommodate current digital technology. Fifteen English teachers attending the PPG were taken as participants. Data were taken from the observation transcripts, lesson plans and teaching materials. Assessment theory and digital technology information were used as the data analysis perspective. The study shows that (1) the English teacher's assessment competence is deviated from linguistic, language learning, and language teaching methods theories, (2) technology product effect on test taker has not yet been considered in the language learning, (3) the teachers' assessment competence is affected by the PPG's programs which does not provide them with the knowledge of the interrelationship among linguistic, language learning and language teaching method theories, and which has not yet taken the technology effect on test taker into their training program. In order to increase the teacher's assessment competence, it is suggested that the PPG should be reorganized by accommodating linguistic, language learning, language teaching methods, and technology effect on assessment.

Key Words: Assessment, Digital, Language, English, Competence, In-Service Training

INTRODUCTION

Assessing students is as important as teaching and learning itself because based on the assessment teachers can decide what to do next in order to make students' more learning happen. Assessment provides feedback to the teachers with which they can decide what instructional activities to do next in order to make students' learning happen further. Assessment can also be taken by a teacher as consideration to label a student's level of achievement or mastery. Such label may be taken by other party into account in their decision towards the student, like accepting or rejecting him to work in their company. Assessment is so essential that it must be valid, unless the decision to be made will be wrong.

In the current era, the 21st century, technology advances rapidly. Internet, search engine, such as google, media communication, artificial intelligence (AI), such as ChatGPT are some examples of current technological development. Google and ChatGPT are technology that students can use to answer questions and to solve a problem. Google can provide information students seek for. It can answer students' questions. ChatGPT can develop writing, summarize text, identify main ideas of a text, solve problems. etc. Simply by providing prompts or questions or instructing these technologies, the students can complete the tasks assigned by the teachers without needing to learn. It can be used to answer or complete a paper and pencil test just by providing prompts as well. Therefore, the students' achievement as shown in their paper or work that the teacher assessed or measured, within such technological effects, is fake. Therefore, the decision that the teachers make based on such assessment will be wrong too. Improvement of instructional activities based on such assessment may never be able to make the students learn further. The decision about the students' mastery level or academic quality may not be valid. Certificate awarded to the students may not be taken as indicator of the students' academic quality.

Gage (2009) teaching is thinking process. This means that the teachers should always be alert and awake to observe and think of the moment to moment of students' response to every instructional activity. This idea is obviously proposed in his elaboration of the interrelationship among the four teaching variables in classroom interaction. Students' response to assessment or testing that may be affected by technology as described before should demand the teachers' reaction to construct test items or assessing tasks creatively that decision made based on the assessment is firm.

English teachers' competence to manage creative assessment and testing is badly required in this ICT and AI era. Such competence is built of knowledge dealing with linguistics, language learning theories, and pedagogy, especially that of assessment, testing and evaluation.

Assessing or testing students' language learning achievement is closely related to the nature of the linguistic aspects and communicative events. Validity of a test or assessment constructed or developed by a teacher is determined by his mastery of the nature of the topic to be assessed or tested, mastery of theories of testing, assessing and evaluating, as well as the awareness of the ultimate goal of teaching language.

Assessing or testing students' ability (1) to describe an object communicatively through spoken or written language, (2) to comprehend a descriptive text, and (3) to perform asking and giving information related to descriptive text in conversation should be based on the linguistic theory of descriptive text. Descriptive text, for example description of an animal, according to Knapp (2005), is produced based on this text structure: *classification,* and *description* which may be specified in *attributes, appearances,* and *behavior.* To realize this structure in descriptive text, one should apply linguistic features, such as: *simple present, adjectives, verbs, and adverbs.* Constructing a test or developing tasks for a teacher to administer or to assess the students' ability to describe an object, or to comprehend descriptive text, or to ask and give information related to descriptive text should be based on the theory descriptive text and the ultimate goal of learning descriptive text. Language testing or assessment should not be aimed at measuring the students' knowledge of learning descriptive text. The final objective of both testing and assessing is to find firm decision of students' ability level in describing an object and comprehending descriptive texts as well as in making use of the text in asking and giving information dealing with the descriptive text. This means that the test or assessment should have high validity in terms of both curriculum content and construct (Douglas, 2010). This principle goes true to all text of different genres, like narrative, argumentative, procedure text, etc.

Reliability is another essential aspect of language testing or assessment. Reliability means that a test produces consistent measurement or test results time after time. Reliability is essential because without it, decision made on the basis of test results or assessment is not justified. Unjustified interpretation can be determinant to students' future life. For example, suppose a student did not get admitted to a university study program based on a decision that he performed bad on a test may drastically affect the rest of his life. An owner of a company who decided to admit a student to work in his company but cannot perform as expected will make the owner disappointed. According to Douglas (2010) there are two factors which cause low reliability of a test, namely: test taker factors and assessment factors. Boredom, anxiety, fatigue, guessing are some examples of test taker factors.

In digital era, test taker factors become wider than proposed by Douglas (2010). Technological products, like google and ChatGPT, may cause inconsistency or low reliability. Test takers may use these technologies in answering the test or assessment tasks which causes the interpretation of test takers' performance to be inconsistent. Test takers' performance depends on the opportunity they have to use the technological product during the test or assessment and on their ability to make correct prompt relevant to the test or assessment. By so doing, test takers' performance does not reflect their language ability anymore. Therefore, the decision based on such test results will be unjustified and makes it unfair to the test takers and users of the test results. Assessment factors, according to Douglas (2010), are (1) low quality test/task design, (2) misrepresentative of test/task to learning objectives and content of subject matter to be tested, (3) low quality instruction, and (4) scoring errors. The four factors are due to the fact that the test/assessment developers' lack knowledge of the subject matter to be tested/assessed. In other

words, the four factors cause test/assessment to have low validity which also affect its degree of reliability.

Scoring errors may result from wrong weighing of test items/assessment task' importance. Rubric is required to score essay test/assessment. The scoring errors may also happen due to the development of this rubric. The number of the rubric items and weighing of each item are also the source of scoring error. This scoring error is also due to lack knowledge of subject matter to be tested.

The presence of google, ChatGPT, and other technology products can cause more factors - than those identified by Douglas (2010), for assessors/test developer to consider. Simple construction of test/assessment, like *asking the function,* or *text structure,* or *linguistic features* of certain text genre, is of no use because the students can take the question as prompt to be given to google, or ChatGPT and they can get excellent answer, which obviously cause wrong decision of the students' ability. Even instruction, like *summarize the following text*, or *translate this text into Indonesian, etc.*, can be completed by the students well but it cannot be taken as indication of their language ability. Test/assessment developer should be aware of this side effect. Wrong interpretation of the test takers' performances also occurs because of this side effect of technology.

Pendidikan Profesi Guru (PPG) - in-service training program for teachers – is intended to develop the teachers' competence in teaching. PPG for English teacher aims at developing the teachers' competence in teaching English to junior and senior high schools. The PPG provides the participants with linguistics knowledge, pedagogy, social competence, and personal competence. Linguistic knowledge is provided under a subject program called *professional development.* This contain theories related to text genres due to government policy that teaching English should be conducted with *genre approach.* Pedagogy provides the students with knowledge of teaching methods, instructional media, and writing lesson plan. PPG requires the participants to apply (1) *problem based* and *Project based methods,* (2) scientific approach, (3) to design technology/digital based instructional media, and (4) to write the learning objectives based on high order thinking. The training of pedagogy in PPG provides the participants of all disciplines with the same pedagogy knowledge and practices. PPG takes the same theoretical assumptions as that assumed in the teaching of all disciplines which may not be true to the teaching of language. These assumptions are realized in teaching practice and in the assessment or measurement of the participants' learning achievement. The PPG participants who have sufficient knowledge of linguistic theories and pedagogy of language teaching and learning will conflict about the assumptions hold by the PPG. While the participants who have insufficient linguistic and pedagogy of language teaching will take it as truth in language teaching. The two groups of PPG participants misconceive teaching English. Within this perspective, how PPG program affects the English teachers' competence in teaching English becomes necessary to be investigated for the purpose of improving the program. Doing assessment/testing is a part of teaching English and as essential as the teaching its self. Empirical evidences of English teachers' assessment/testing competence and evaluation of how the program biases from the principles of language teaching are the aims of this study.

METHODOLOGY

The purpose of the study was achieved by conducting the study with descriptive qualitative research design. Thirty four sets of assessment/testing/tasks in PPG participants' English lesson plans that were written by twelve PPG participants of 2022 and by twenty two of 2021, teaching materials provided by PPG, participants' teaching practices video recordings and the researcher' experiences and observation, as a lecturer in the program, during the teaching of the thirty four participants were taken as source of the data. The data were in the form of task, test, and questions raised by the participants during their teaching practices. These data were analyzed through the process of data identification and classification for condensation, through the process of data display for showing the interrelationship among the data which enable conclusion drawing. This data analysis was based on data analysis model proposed by Miles, Huberman, and Saldana (2014). Genre text theory by Knapp (2005), language teaching method by Richard (2014), and language and other related theories were used as predetermine category of data identification, and classification.

FINDINGS AND DISCUSSIONS

The results of data analysis, show the following findings. PPG participants assess the students' ability to use genre texts by focusing the assessment on the (a) social function, (b) text structures, and (c) linguistic features of text genres. These three aspects are perceived as knowledges of the genre texts, therefore the tasks are intended to find the students' knowledges about the three aspects.

To assess students' ability to use a text genre is exemplified in example 1. This is the way how a PPG participants assess the students' ability to use the three aspects in comprehending oral text of *procedures text*.

Example 1. Assessing Students' Ability for *Text Procedure"*

Social Function	…………………………………... …………………………………...
Generic Structure	Goal/Aim: ……………………………….. ………………………………..
	Materials/Ingredients/Tool: ………………………………… …………………………………
	Steps/Procedures:

	…………………………………… ……………………………………

In example 1, the teachers assess the students' ability in using *text procedures* by assigning students to watch a video of making *sayur Nangka,* then they are instructed to fill in the table as shown in example 1. Ways of assessing the students' ability to use genre texts as shown in example1 is intended to assess the students' ability to use the three aspects in comprehending a text of both in oral (listening) or in written forms (reading).

The same way is conducted to measure the students' ability to use different genres, like *descriptive text, narrative text, recount, etc.* The only difference is that the students' answer to each aspect depends on the types of the genre assigned to the students. The column for *social function* of *descriptive text*, for example, is expected to be answered with *to describe an object,* the expected answer to *text structure* of *descriptive text* are *classification* and *description,* while the expected answers to fill in the column of *linguistic features* of *descriptive text* are *simple present, adjectives and its comparative, superlative degrees, action verbs, to be, etc.* Whatever the types of text genres, the question to be filled in the column of example 1 remain the same.

To obtain the scores of the students in comprehending the three aspects of genre texts, the PPG participants make comparisons between the students answers and the aspects stated in the text, as shown in example 2.

Example 2 Assessing and Scoring Students' Ability in *Text Procedure*

No	Aspek yang dinilai (*Aspects Assessed*)	Kriteria (*Criteria*)	Skor (*Scores*)
1	Kesesuaian isi tulisan dengan fungsi sosial teks (*Match between social function of the Text and that is written by the student*)	Kesesuaian isi tulisan dengan fungsi sosial ditulis dengan sangat jelas. (*match between social function stated in a text and that written by the students – very clear*)	3
		Kesesuaian isi tulisan dengan fungsi sosial ditulis dengan kurang jelas. (*match between social function stated in a text and that written by the students – less clear*)	2
		Kesesuaian isi tulisan dengan fungsi sosial ditulis dengan tidak jelas: *match between social function stated in a text and that written by the students – less clear*	1
2	Kesesuaian isi tulisan dengan struktu teks (*Match between text structure of the Text and that*	Kesesuaian isi tulisan dengan struktur teks yg ditulis dengan sangat jelas. (*match between text structure stated in a text and that written by the students – very clear*)	3
		Kesesuaian isi tulisan struktur teks yg ditulis dengan kurang jelas. (*match between text structure stated in a text and that written by the students – less clear*)	2

	written by the student)	Kesesuaian isi tulisan dengan struktur teks yg ditulis dengan tidak jelas: *match between text structure stated in a text and that written by the students – less clear*	1
3	Kesesuaian isi tulisan dengan unsur kebahasaan (*Match between linguistic features stated in the Text and that written by the student*)	Kesesuaian isi tulisan dengan unsur kebahasaan yg ditulis dengan sangat jelas. (*match between linguistic features stated in a text and that written by the students – very clear*)	3
		Kesesuaian isi tulisan dgn unsur kebahasaan kurang jelas. (*match between linguistic features stated in a text and that written by the students – less clear*)	2
		Kesesuaian isi tulisan unsur kebahasaan teks yg ditulis dengan tidak jelas: *match between linguistic features stated in a text and that written by the students – less clear*	1

The ways as shown in example 2, is conducted to any aspects of any genre types. Example 1 and Example 2, both show that the assessment of the students' ability to use genre is focused on the knowledge of the genre its self. The assessment is not directed to measure the students' ability to use the three aspects communicatively, meaning that the assessment does not direct the students to use English communicatively in certain types of genres. Evans, K. (2013) said that real question of comprehending genre should be based on the rhetorical structure of a text. According to Knapp, P. (2005) every genre has different text structure. Genre of description has text structure: *classification, appearance, behavior,* and *reproduction.* This structure belongs to descriptive text describing animal. Describing *things,* of course, is organized in different structure, and according Kanpp, P. (2005) is: *classification*, *appearance, properties*, and *location*. Based on this two ideas, in assessing the students ability to comprehend a descriptive text, the rhetorical structure or text structure of descriptive text should be made use as follows: *how does the animal look like,* this is meant to ask the *appearance of the animal. Appearance* is one of text structure of descriptive text. To ask the students' comprehension of the *social function* of descriptive text, question like *what does the writer do with this text?* Instead of making table as exemplified in example 1 and 2, the teachers should raise questions of this types. Questions of this type can facilitate the students to use English communicatively. Richard (2014) said that the purpose of teaching English is to enable the students to use language. Using language refers to using the knowledge of genre to comprehend a text, as proposed by Evans (2013) and to use the knowledge to produce language, like to ask questions. In line with this idea, the students should be encouraged to raise questions about a particular genre. The students should be encouraged to raise question like: *what does the writer do with this text?* and *how does the animal look like?.* By training the students to answer questions and raise questions about certain genre based on its *social function* and *text structure,* there will be great possibility for them to use the language communicatively in oral interaction. Students' Scores of their ability to use *text structure* and *social function* communicatively can be obtained judging the accuracy of their utterances in asking or giving information dealing with the *social function*

and *text structure*. Unlike the rubric written in example 2., every items of the scale items is not related to the *text structure* and *social function* of the text.

Assessing the students ability to use linguistic features of a genre is conducted by asking the students to a text and then ask them to identify the linguistic features used in the text. In assessing the students ability to use linguistic features in descriptive text, the teachers ask the students to read a descriptive text, then ask them to list simple present tense, turn the identified sentence into negative forms, and ask the students to list action verbs used in the text, as shown in example 3.

Example 3: Assessing the Student's Ability in Descriptive Text

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PAHAWANG ISLAND

Pahawang Island is an island located in Punduh Padada sub district, Pasawaran district, Lampung province. The island is divided into two; They are Pahawang Besar island and Pahawang Kecil island. Pahawang island saves a lot of beauty. Beautiful scenery, hills of green trees, white sand beaches, crystal clear and fresh sea water are all you can enjoy on the island. It is suitable for those who like snorkelling. Moreover, in small Pahawang Island there is a natural bridge called Tanjung Putus. Tanjung Putus connects between the Tanjung Putus island and the Pahawang Kecil island. Tanjung Putus can only be seen during low tide because when the tides rise, this natural bridge will be under water. Tanjung Putus region is also one of the favorite diving spots for the visitors. Small Pahawang island can be reached approximately ten minutes from big Pahawang island. Most visitors stay at Pahawang Big Island because mostly locals live there

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Make a list of sentences using simple present tense in both text

1.	……………………………………………………………
2.	……………………………………………………………
3.	……………………………………………………………
4.	……………………………………………………………
5.	……………………………………………………………

Change the list of sentences using simple present tense found in t
he text above into negative sentences!

1.	……………………………………………………………
2.	……………………………………………………………
3.	……………………………………………………………
4.	……………………………………………………………
5.	……………………………………………………………

Make a list of action verbs found texts above!

1.	……………………………………………………………
2.	……………………………………………………………
3.	……………………………………………………………
4.	……………………………………………………………
5.	……………………………………………………………

Linguistic features in any text genre are meant to enable the students to express his ideas in correct sentences and organize the ideas according to the text structure of the genre (Evans, K., 2013). Identifying the tenses of the sentences and action verbs used in the sentences are not sufficient to enable the students to express his ideas. In line with Evans, K. (2013), the teacher should do more than just asking the students to identify sentences and action verbs. Action verbs is not necessarily separated from the sentences because a sentence is the order of words in certain grammar rules to express ideas. In addition, verbs is not the only words that can be used to form a sentence in descriptive text. Adjectives, nouns, adverbs are needed to. Developing students ability to express the results of his observation of an object in order to build description of the object, according to Evans, K. (2013) cannot be separated from its text structure. So training how to express *appearance* that is caught by students through his observation of the object in a correct sentences is essential. Sentence expressing *appearance,* like *her skin is dark* or *she has dark skin* is necessary for the students to be aware of the two functions of *adjectives*: as descriptive (*she has a dark skin)* and as predicative (*her skin is dark).* Sentences expressing the *behavior* of an animal is also necessary. *Behavior*, according to Knapp, P. (2005) is a part of text structure of descriptive text. Sentence like *Turtles can breathe on land and under water* expresses the behavior of the animal. Sentence like this, which uses *verb* and *modal,* should trained to students so that they can describe the behavior of an animal that they observe. How to use *modal* and how to use *verbs* in sentences should be taught to the students in the context of text structure of a genre.

CONCLUSIONS

Based on the data analysis, finding and discussion, it is concluded that the teachers' competence in assessing language learning achievement is determined by interrelationship among their linguistic knowledge, language learning theories, and knowledge of language pedagogy or language teaching method. Low assessment competence is a reflection of lack of knowledge of the interrelationship among the three theories. The effect of technological product has not yet been considered by the teachers in their assessment. Justified decision made based on assessment is the ultimate goal of assessment. Test taker is one determinant factor for the justification and test taker behavior in using technological product decrease the justification of the assessment. PPG program is misleading in assuming that the teaching of English can be base on general pedagogy which is applicable to any discipline. This can be one factor causing the low competence of English teachers in assessing language learning achievement. PPG program has not yet taken the effect of technological product either in its training program. This can be the factor why the teachers do not consider the technology product effect.

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