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Prodi Pendidikan Bahasa Inggris

**A QUALITATIVE EXPLORATION OF NOVICE AND
EXPERIENCED EFL TEACHERS' PERCEPTIONS AND
EXPERIENCES OF LANGUAGE ASSESSMENT LITERACY
AND PROFESSIONAL DEVELOPMENT**

THESIS

**This thesis is submitted to meet one of the requirements to achieve
Bachelor Degree in English Language Education**



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2026

APPROVAL

This thesis, written by Naesheza Maragessy, has been thoroughly reviewed and
officially approved on 12th January 2026



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APPROVAL PAGE AFTER DEFENSE

This thesis has been successfully defended before the Board of Examiners of the Faculty of Teacher Training and Education, University of Muhammadiyah Malang, and has been officially accepted as one of the requirements for the completion of a Bachelor's Degree in English Language Education on

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MOTTO AND DEDICATION

MOTTO

“Indeed, Allah will not change the condition of a people until they change what is within themselves.”

(Qur'an, Surah Ar-Ra'd 13:11)

DEDICATION

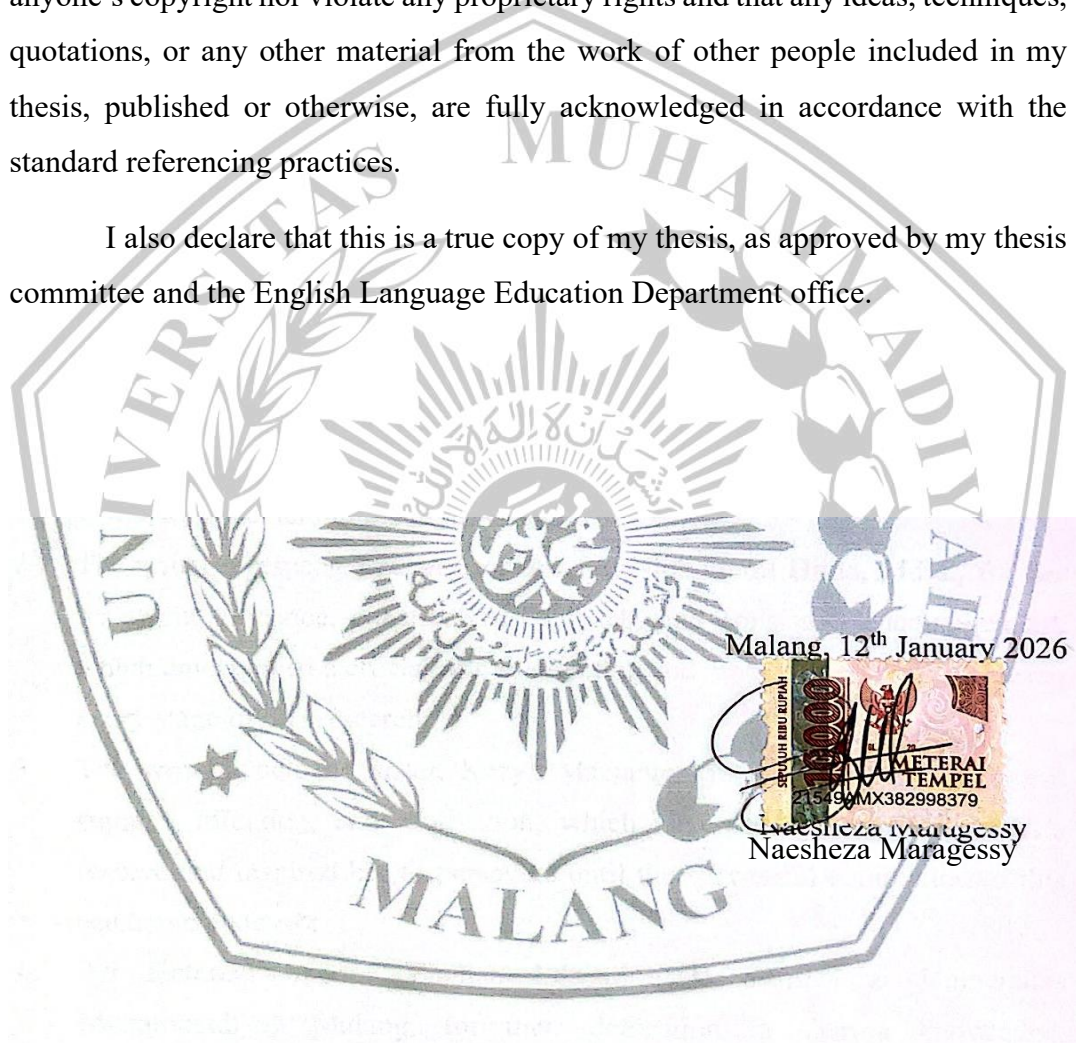
This thesis is dedicated to Allah SWT for His guidance, mercy, and blessings throughout the completion of this study. It is respectfully dedicated to the writer's beloved parents and family for their prayers, unconditional support, and encouragement during the academic journey. This thesis is also dedicated to the writer herself for perseverance and commitment, as well as to the writer's friends and partner for their support and understanding throughout the completion of this work.

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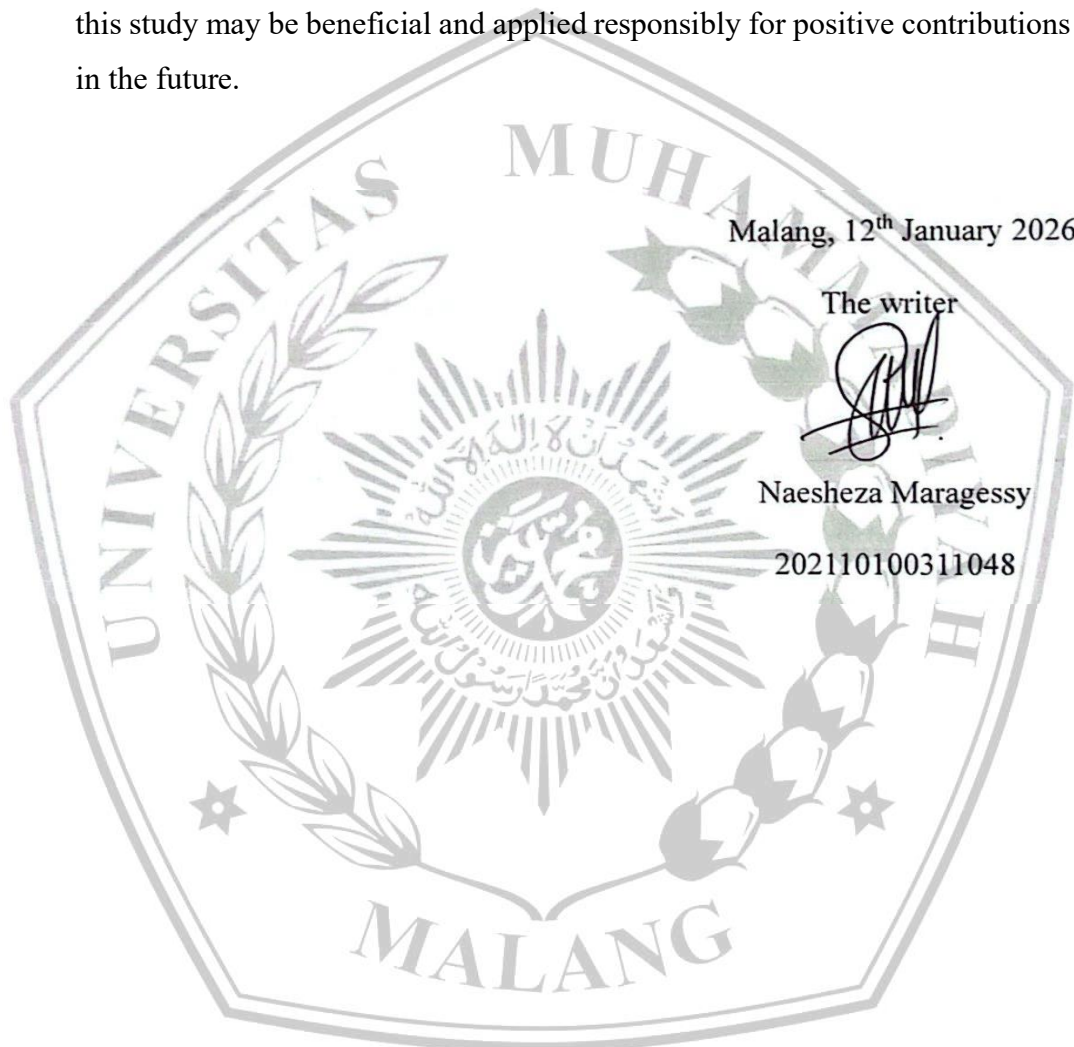
ACKNOWLEDGMENT

All praise and sincere gratitude are bestowed upon Allah SWT, the Most Compassionate and the Most Merciful, whose infinite guidance, grace, and blessings have endowed the writer with the strength, patience, and determination to accomplish this research. This thesis is submitted as a partial fulfillment of the requirements for obtaining a bachelor's degree.

The writer is deeply aware that the successful completion of this thesis would not have been possible without the invaluable assistance, support, and encouragement of many individuals. Therefore, the writer would like to express profound appreciation and heartfelt thanks to the following:

1. The writer's beloved parents, Agung Subyantoro and Yessy Yuniarti, for their unconditional love, continuous prayers, and unwavering moral and financial support. Their dedication, sacrifices, and encouragement have been an irreplaceable source of motivation throughout the completion of this thesis and will always be held in the highest regard.
2. The writer's respected supervisor, Aninda Nidhommil Hima, M.Pd., for her insightful guidance, constructive feedback, and consistent encouragement, which have played a crucial role in directing and motivating the writer during every stage of this research.
3. The writer's beloved sister, Kezya Maelanie Maragessy, for her constant support, affection, and motivation, which have strengthened the writer's resolve and inspired her to persevere until the successful completion of this academic endeavor.
4. All lecturers of the English Education Department at Universitas Muhammadiyah Malang, for their dedication in sharing knowledge, experiences, and academic insight that have significantly contributed to the writer's intellectual development.
5. All participants involved in this research, who generously devoted their time and effort to provide valuable data essential to the completion of this study.

6. The writer's fellow thesis companions, Farah Isna Zahiroh, for her companionship, mutual support, shared struggles, and encouragement, which have made the research process more motivating and meaningful.
7. Finally, the writer would like to acknowledge herself for the perseverance, resilience, and patience demonstrated in facing numerous challenges throughout the research process. It is hoped that the knowledge gained from this study may be beneficial and applied responsibly for positive contributions in the future.



Malang, 12th January 2026

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ABSTRACT

Language Assessment Literacy (LAL) is an essential competence for English as a Foreign Language (EFL) teachers, as assessment plays a central role in supporting learning and instructional decision-making. This study explored how novice and experienced EFL teachers perceive and implement Language Assessment Literacy in classroom contexts, as well as how they engage in Professional Development (PD) related to assessment practices.

This qualitative study was conducted at SMP Negeri 2 Batu and involved eight English teachers, consisting of four novice and four experienced teachers. Data were collected through semi-structured interviews, classroom observations, and document analysis, and analyzed thematically to identify patterns in teachers' assessment practices and professional learning experiences.

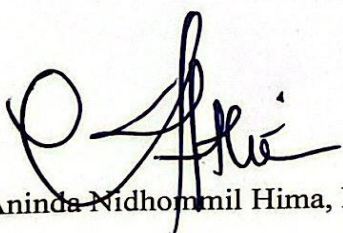
The findings indicate clear differences across career stages. Novice teachers tended to view assessment primarily as a procedural and administrative task, relying on textbook-based instruments and showing limited confidence in designing assessments independently. Experienced teachers, on the other hand, demonstrated a more reflective and contextualized approach, employing formative assessment strategies, feedback, and flexible assessment techniques to support students' learning. Differences were also evident in teachers' engagement with Professional Development. Experienced teachers perceived PD as a continuous and reflective learning process embedded in daily practice, whereas novice teachers often encountered difficulties in applying theoretical input due to limited guidance and follow-up support.

These patterns suggest that the development of Language Assessment Literacy is closely connected to teaching experience, reflective practice, and the quality of professional development opportunities. Sustained, context-sensitive PD and supportive institutional conditions appear to be essential in fostering meaningful assessment practices across different career stages.


Keywords: Language Assessment Literacy; Professional Development; EFL Teachers; Career Stages

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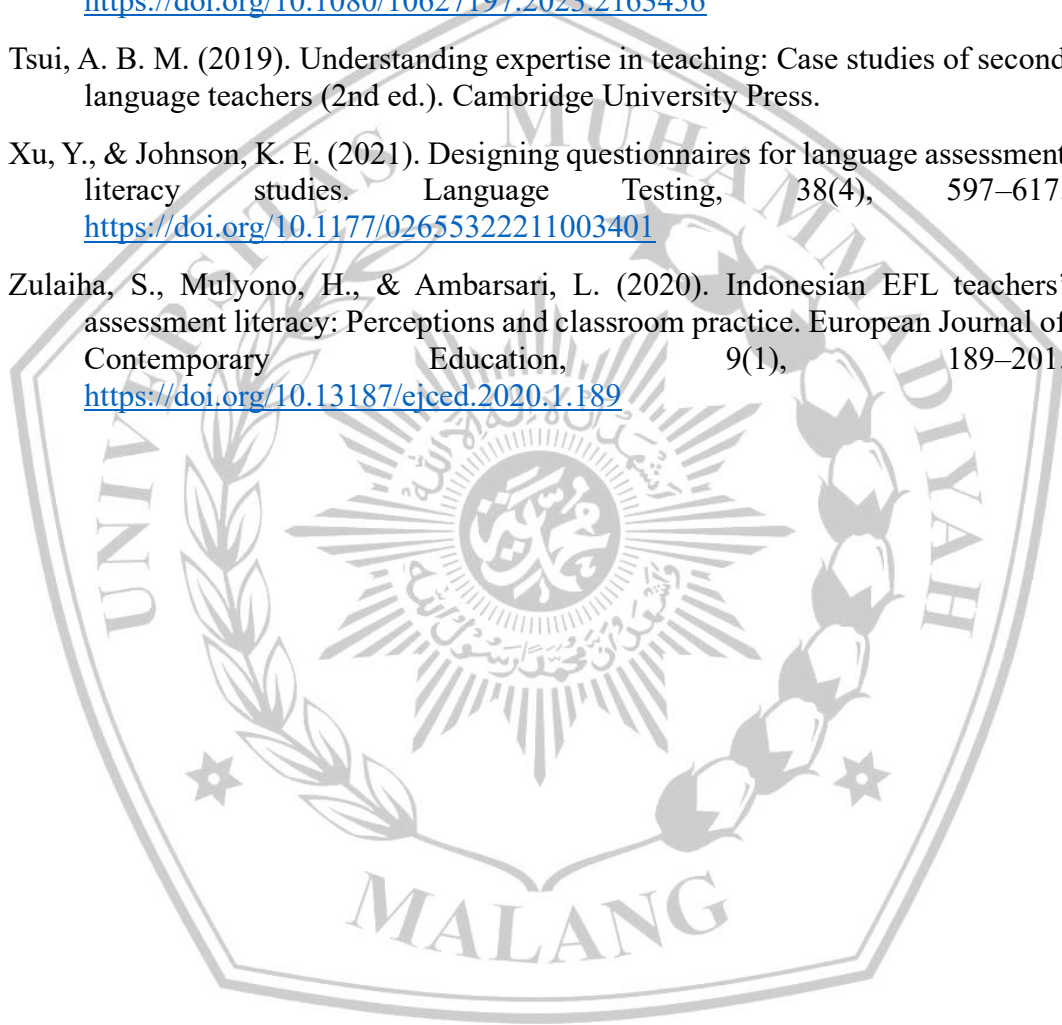
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