

**DEVELOPING THE EPG (EUROPEAN PROFILING GRID)-  
BASED ASSESSMENT SPECIFICATIONS OF  
METHODOLOGY COMPETENCES FOR UNDERGRADUATE  
ENGLISH EDUCATION STUDY PROGRAM IN INDONESIA**



**A Thesis Submitted in Partial Fulfillment of the Requirements  
For the Degree of Master Program of English Language Education**

**NUR CHALIPAH  
2236159109**

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGE AND ART  
STATE UNIVERSITY OF JAKARTA  
2018**

## ABSTRAK

**Chalipah Nur.** 2018. *Mengembangkan Kerangka Penilaian berdasarkan European Profiling Grid (EPG) pada kemampuan Metodologi Pengajaran untuk program studi S-1 Pendidikan Bahasa Inggris di Indonesia.* Thesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian yang sekarang ini bertujuan untuk mengembangkan kerangka penilaian berdasar EPG pada kemampuan metodologi pengajaran untuk program studi S-1 Pendidikan Bahasa Inggris di Indonesia. Penelitian ini menggunakan metode penelitian desain dan pengembanganserta memodifikasi tahapannya. Tahap penelitian desain dan pengembangan ini adalah 1) mengidentifikasi masalah, 2) mendeskripsikan tujuan, 3) mendesain dan mengembangkan produk, 4) menguji produk dengan diskusi kelompok terpusat (DKT) dan 5) revisi desain. Hasil penelitian menunjukkan bahwa dari 305 mata kuliah di program S1 bahasa Inggris dari 5 universitas hanya ada 19 mata kuliah yang sejalan dengan fase perkembangan EPG. Kemudian, dari 19 mata kuliah tidak ditemukan kerangka penilaian untuk mengukur kemampuan metodologi pengajaran. Kemudian, sebuah kerangka penilaian dikembangkan dengan 1) mendeskripsikan tujuan berdasarkan temuan, 2) menyusun tujuan yang mencakup kemampuan untuk tingkat guru pemula (fase perkembangan EPG 1.1) hingga tingkat guru berpengalaman (fase perkembangan EPG 2.2), 3) memilih materi uji yang sesuai, 4) menentukan tingkat kognitif untuk kemampuan yang diuji, 5) Memaparkan tipe penilaian 6) menentukan waktu mengerjakan 7) memaparkan arahan untuk melakukan penilaian dalam bentuk praktek dan secara tertulis 8) menentukan nomor 9) menentukan berapa banyak soal yang dinilai.

**Kata Kunci:** *European Profiling Grid (EPG), Kemampuan Metodologi Pengajaran, dan Kerangka Spesifikasi Penilaian*

## ABSTRACT


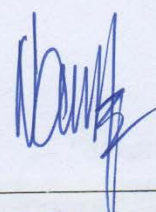
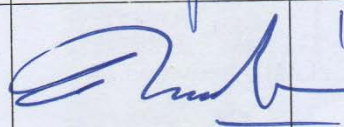
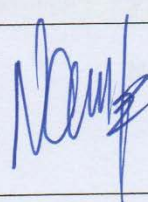


**Chalipah Nur.** 2018. *Developing The EPG (European Profiling Grid)-Based Assessment Specifications of Methodology Competences for Undergraduate English Education Study Program in Indonesia*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, State University of Jakarta.

The present study aimed at developing The EPG (*European Profiling Grid*)-based assessment specifications of methodology competences for Undergraduate English Education Study program in Indonesia. This study used Design and Development Research (DDR) and modified the steps. The steps of DDR are; 1) identify the problem; 2) describe the objective; 3) design and develop the artifact; 4) test the artifact through a focus group discussion and 5) design revision. The findings show that from 305 courses of five universities only 19 courses cover methodology competences. Then, there are no assessment specifications in 19 courses from five universities in the existing syllabi. Moreover, some methodology competences identified are in line with descriptors of some development phase in EPG. Furthermore, the assessment specifications were developed by 1) deciding the objectives; based on the findings which cover the methodology competences from the level of novice teachers (EPG development phase 1.1) up to the level of experienced teachers (EPG development phase 2.2) 2) deciding descriptor in development phase based on EPG-methodology competence; 3) deciding materials; 4) deciding cognitive level of the items; 5) deciding type of assessment; and 6) deciding time allocation 7) deciding performance competence and written competence 8) deciding questions number and 9) deciding number of items.

**Keywords:** *European Profiling Grid (EPG), Methodology Competence, Undergraduate English Education Study Program, and Assessment Specifications.*

**PERSETUJUAN PANITIA UJIAN  
ATAS HASIL PERBAIKAN TESIS**

Nama : Nur Chalipah  
 NomorRegistrasi : 2236159109  
 Program Studi : Program Magister Pendidikan Bahasa Inggris

NO.	NAMA	TANDA TANGAN	TANGGAL
1.	Dr. Liliana Muliastuti, M.Pd.  Dekan Fakultas Bahasa dan Seni		19-2-2018
2.	Dr. Ratna Dewanti, M.Pd.  Koordinator Program Studi Magister Pendidikan Bahasa Inggris		5 Februari 2018
3.	Dr. Ifan Iskandar, M.Hum.  Pembimbing I		1 Februari 2018
4.	Dr. Ratna Dewanti, M.Pd.  Pembimbing II		5 Februari 2018
5.	Dr. Sri Sumarni, M.Pd.  Ketua Penguji		1 Februari 2018
6.	Dr. Darmahusni, M.A  Anggota Penguji		5 Februari 2018

## DECLARATION

I declare that this research paper entitled *Developing The EPG (European Profiling Grid)-Based Assessment Specifications of Methodology Competences for Undergraduate English Education Study Program in Indonesia* submitted for Magister degree is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jakarta, February 2018



Nur Chalipah



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Nama : Nur Chalipah  
Nomor Registrasi : 2236159109  
Program Studi : Magister Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Jenis Karya : Tesis  
Judul Tesis :

**DEVELOPING THE EPG (EUROPEAN PROFILING GRID)-BASED  
ASSESSMENT SPECIFICATIONS OF METHODOLOGY COMPETENCES  
FOR UNDERGRADUATE ENGLISH EDUCATION STUDY PROGRAM IN  
INDONESIA**

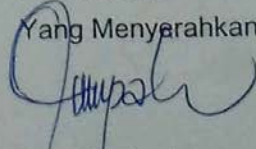
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## ACKNOWLEDGEMENT

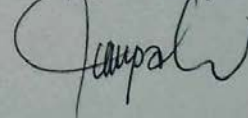
Great praise to ALLAH SWT for the blessing, loving, strengthens, and guidance in my life, especially in conducting my thesis.

Then, I would like to thank to the following essential people for their, guidance, and spirit during my study at Jakarta State University. Dr. Ifan Iskandar, M.Hum. and Dr. Ratna Dewanti, M.Pd as the supervisors. Thank you for being my supervisor and sparing your time to give corrections and advice while doing my thesis.

I also would like to thank Dr. Sri Sumarni, M.Pd. and Dr. Darmahusni, MA. as both reviewers and examiners. Their feedbacks are very important for developing and improving the product of this study. I would like to thank all EPG project teammates, PMPBI 2015 friends and all staffs of PMPBI UNJ especially Mba Ida and Mas Yusuf who have given me encouragement in completing this research.

For all those people above, i would like to thank for your kindheartedness and support in accomplishing this study. Without your help, I would not be able to complete this thesis. God bless you all.

Jakarta, 12 February 2018



Nur Chalipah

## **Dedication**

**Prayers, Spirit and love are the most crucial in our life, so don't make people who love and pray for you disappointed.**

**Without prayers, love and spirit in our life, we can't achieve our visions and missions...**

**I dedicated this thesis for my dearly loved mom, father, and younger brothers.**

**Then, for people who love, support and encourage me to complete this thesis, without you all, I'm nothing at all,,,**



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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides background of the study as well as statement of the research questions, purposes of the study, scope of the study, significance of the study, and definition of key terms.

#### **1.1 Background of the study**

Language learners have aim to become competent in the system and use of language to a level to be defined in the particular learning situation. This competence is categorized as language competence. In order to impart this competence to language learner, teachers or lecturers should have language competence to a greater degree than that expected of their learners. Moreover, the teachers or lecturers should own competence dealing with teaching how to teach or methodological competence. Having high competence for teachers or lecturers is important because it can lead positive student development and even lessen the aggressive behaviour in the classroom (Cubukcu, 2010).

They are also expected to possess some qualifications to become good teachers or lecturers. They should possess personality traits, attitudes, beliefs, pedagogical skills and knowledge (Malikow 2005, Oser et al 2006, Koster 2005, Runco 2003, and Beyer 2002). Moreover, they should have some knowledge; content knowledge, pedagogical knowledge, pedagogical content knowledge, subject knowledge,

curriculum knowledge, general pedagogical knowledge and teaching methodology (Schulman 1986, Kennedy 1990, and Koehler & Mirsha 2005, 2006, 2008, 2009).

One of knowledge that should be considered in the learning and teaching activities is teaching methodology. Teaching methodology or English teaching methodology has benefit to encourage student to use the language, involve the student in the lesson or explain the language to the student who have to listen attentively (Boumova: 2008). Moreover, English teaching methodology dealing with transformation of teaching material into teachable knowledge, methodological organisation of teaching and the use of teaching methods and aids (Meijer, 2001).

There are previous studies dealing with English teaching methodology and teaching competence. First, previous study entitled “The effects of English teaching methods course of the English Department of Kabul Education University on Secondary School English teachers conducted by Hikmat in 2009”. This previous study aimed to investigate the influences of the English teaching methods course of the English department of Kabul Education University on English teachers of secondary school as well as to explore the positive changes that this course can bring in the way of teaching English in secondary school. Moreover, it evaluates the influences of the course on secondary school English teacher. The finding of this study showed that English teaching method course as a venue for

promoting the English proficiency of the students (potentials educational operators).

The second previous study entitled "Investigation of teaching competences to enhance students EFL learning at Taif University". This previous research aimed to investigate teaching competencies implemented by instructors to enhance EFL students at Taif University. The finding of this previous study is the educational context may not have supported years of experience to play significant role in enhancing students learning.

The instrument which provides language teachers, teachers-trainers and managers with a reliable means of outlining current competences is not new issue now days. In 2013, there is instrument that deals with teacher competence. The instrument is EPG or European Profiling Grid, it aimed to increase the quality and efficiency of the training and professional development of language teachers and also assist self-assessment and mapping of a range current language teaching skills. It consists of four broad categories of language categories. One of the categories related to key teaching competences which aim to incorporate teachers' knowledge and skills in methodology, lesson and course planning, assessment, interaction management and monitoring (European Profiling Grid User Guide: 2011)

There is a project of Rossner entitled "Supporting language teacher development using EPG in University Language centres which has

members in over 35 countries. The project aimed to improve the quality of language education by developing and validating an innovative instrument: the European Profiling Grid designed for teacher working in language centres and schools. Besides the project, there are four previous studies that dealing with EPG. First study entitled “Milestone in English language teacher Education: How to use European Profiling Grid in the Assessment of prospective EFL teachers’ qualifications conducted by Bergil et al in 2016. This research aimed to exemplify one of the new practices that can be used for the assessment of prospective English language teacher’s qualification. The findings showed that EPG has significant effects on prospective EFL teachers.

The second previous study entitled “Investigating perceived competences of English language teachers in Turkey with regard to educational background and experience conducted by Taner in 2017”. This survey study reports on the perceived competence levels of teachers in English working at state schools in Turkey with respect to their background, and proposes a new competence framework that meets international standards and matches local definitions. The framework that used in this study is EPG as part of the language teacher competences survey, which was completed by 4172 teachers across Turkey. The findings showed that alternatively certified teachers with BA in English report significantly higher levels of perceived English proficiency, followed



by traditionally certified teachers (ELT graduates) and alternatively certified teachers with non-English degrees.

Third previous study is from Indonesia entitled “Developing assessments specifications on the basis of European Profiling Grid (EPG) lesson and course planning competences for Undergraduate English Education program conducted by Ramadhan in 2017”. This previous study aimed at developing assessment specifications on the basis of European Profiling Grid (EPG) lesson and course planning competences for Undergraduate English Education Study program in Indonesia. The findings showed that existing English syllabi mostly have already developed the lesson and course planning competences. Furthermore, the existing syllabi have already covered the EPG development phase, the teacher's degree competences, ranging from teachers-in-training to experienced modern language professional teachers.

The fourth previous study is also from Indonesia. This previous study entitled “European Profiling Grid (EPG)-Based key teaching competences in the curricula of English Education Study Programs and Pre-service teacher training Programs conducting by Nugroho in 2017”. This previous study aimed at elaborating the descriptors of EPG as the basis to analyze its coverage in the curricula of Undergraduate English Education study programs and in pre-service teacher training programs. Moreover, this study is examining the coverage of the EPG-based key teaching competences in the existing curricula and investigating the extent of the

EPG-based key teaching competence in the existing curricula. The findings showed that EPG based key teaching competences are not well covered in all of the existing curricula. Moreover some courses in university A, C, D, E and pre service teacher training program overlap.

Assessments are part of teaching and learning process in the classroom. In general, assessments are methods used to gather information about students' knowledge, ability, understanding, attitudes and motivation. Moreover, appropriate assessments give teacher useful information about how to improve their teaching methods (Jabbarifar 2009). Moreover, Jay and O' corner (2005) pointed out that teachers can use assessment to enhance learning and teaching. There are three previous studies dealing with assessment. The first previous study entitled "The importance of classroom assessment and evaluation in educational system conducted by Jabbarifar in 2009". The research findings showed that through using appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the language.

The second previous study entitled "ELT Teachers' Language Assessment Literacy: Perception and Practices conducted by Jannati in 2015". This second previous aimed to examine assessment-related perceptions and practices of Iranian ELT teachers. The findings of this study showed the teachers across the three groups were familiar with the basic concept and terminologies in assessment and teaching experience

appears to make no significant difference in the way teachers perceive assessment.

The Last previous study about assessment entitled “Self- and Teacher Assessment in an EFL Writing Class is conducted by Baleighizadeh and Hajizadeh in 2014”. This previous study investigated 15 Iranian EFL Learners developed the ability to self-assess their writings through having access to the rate’s scores. The findings of showed that self-assessment could not only be viewed as a useful tool for evaluating learners’ performance but also regarded as an efficient instrument for developing their writing skill. From, all studies about assessment it can be concluded that assessment is not only for assessing students’ abilities in learning language, but also to develop teaching methods and skills.

To develop assessment is not easy task; there are some requirements to develop the assessment. The examiner has to implement the table of specification (TOS). Moreover, TOS can be used to help teacher’s frame the decisions making process of test or assessment construction and improve the validity of teacher’s evaluations based on tests constructed for classroom use (fives et al, 2013). There are two previous studies dealing with table of specifications and test of specification.

First study, entitled “Table of specification and its relevance in Educational development Assessment conducted by Alade and Omoruyi in 2014”. This previous study examined the table of specification and its relevance in educational assessment. The findings showed that there was

significant difference between table of specification and its relevance in educational assessment, positive relationship exists between problems of table of specification and its relevance in the educational assessment. Moreover, there is significant relationship between general pattern of preparing table of specification and its relevance in the educational assessment. In addition, it was recommended that examiner should endeavour to construct a well test blue print that will help to improve the validity of teacher and evaluation based on given assessment.

The second previous study entitled “The effect of test specifications review on improving the quality of test conducted by Zandi et al in 2014”. The aimed this study was to know how specifications review could help to improve the validity of a test in the context of assessment for learning (AFL) and to what extent qualitative review of items can identify the poor ones. The findings showed that the potential of the specifications review as part of the priori validation of tests in small-scale assessments where conducting statistical analysis is not usually feasible.

After reviewed all the previous studies dealing with assessments, and table of specifications then the researcher consider that table of specifications are useful to guide the examiner to conduct appropriate assessment. Moreover, there are still limited research dealing with EPG and there is no research in Indonesia especially in subcategory knowledge and skills in methodology competence. Moreover, there is no assessment specifications of methodology competence that conducted based on EPG

perspectives. Then, the researcher decided to conduct the research entitled the developing the EPG (European Profiling Grid)-Based assessment specifications of methodology competences for Undergraduate English Education Study Program in Indonesia. Moreover, the researcher conducted this study in order to develop appropriate assessment specifications based on perspective EPG and existing syllabi from five Universities in Indonesia.

## **1.2 Statement of Research Questions**

Based on the background of the study above, the researcher organized the main question as follows:

How are the EPG-Based assessment specifications of methodology competences for undergraduate English Education Study program in Indonesia?

The main research question is divided into two sub-questions. There are:

1. How are the assessment specifications of methodology competences presented in the existing syllabi for undergraduate English Education Study program in Indonesia?
2. How are the assessment specifications standard of methodology competences presented in the existing syllabi and in EPG share similarities and differences?

### **1.3 Purposes of the Study**

This study is conducted to answer the statement of research questions above. Therefore, the purposes of this study are formulated into main and sub purposes.

The main purpose of this study is:

To develop EPG-based assessment specifications of methodology competences for undergraduate English Education Study Program in Indonesia.

The sub-purposes of this study are:

1. To identify the assessment specifications of methodology competences presented in the existing syllabi of undergraduate English Education Study program in Indonesia.
2. To analyze the assessment specifications standard of methodology competences presented in the existing syllabi and in EPG share similarities and differences.

### **1.4 Scope of the Study**

This study focuses on developing the EPG-based assessment specifications of methodology competences for undergraduate English Education study program in Indonesia. Moreover, this study obviously conducted to identify the methodology competences presented in the existing syllabi of undergraduate English Education Study Program and to



analyze the methodology competences presented in the existing syllabi and in EPG share similarities and differences. Moreover, it conducted to identify the assessment specifications of methodology competences presented in the existing syllabi of undergraduate English Education Study program in Indonesia and to analyze the assessment specifications standard of methodology competences presented in the existing syllabi and in EPG share similarities and differences. Furthermore, the proposed of EPG-based assessment specifications of methodology competences for undergraduate English Education study program in Indonesia aimed at developing the appropriate assessment specifications of methodology competences for Undergraduate English Education Study Program in five universities of Indonesia based on EPG perspective and Existing syllabi from five universities.

### **1.5 Significance of the Study**

This research focuses on developing EPG-based assessment specifications of methodology competences for undergraduate English Education study program in Indonesia is significantly for these reasons. First, in theoretically this research hopefully to give the idea of how the English teaching methodology competences should be designed in line with the EPG. Moreover, the findings of this study can be used as a basic for further research in conducting research on EPG in broader area. Then, especially for course designer and curriculum developer in the field of

English Education study program, who are intended to develop their campus courses of English teaching methodology. Second, the EPG-based assessment specifications of methodology competences can be used as model for course designers who want to develop the appropriate assessment specifications based on EPG perspective and their campus syllabi. Third, in practically this study can be one of information about the EPG as an instrument which assist self-assessment and mapping of range of current language teaching skills and competence.

### **1.6 Definition of Key Terms**

In order to avoid misunderstanding, the technical terms found in this study are defined as follows:

1. EPG is (European Profiling Grid), it is an instrument that describes the competence of language teachers and presents them in tabular form spanning six phase's development ranging from novice teacher, experience teacher and expert teacher.
2. Assessment Specification is a tool which connected with what is taught and what is tested.
3. Methodology assessment specification is an evaluation tool to measure undergraduate English study program ability in methodology; knowledge and skills competences.
4. Teaching methodology is set of methods based on the same rules and having common aim (Boumova: 2008).

5. TOS or Table of specifications as test blueprint is a table that helps teachers to align the objective of the lessons, instructions and assessment (Notar, Zuelke, Wilson and Yunker, 2004).

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents related studies that support the analyses of the present study regarding to the topic of this research. In order to answer statement of research questions, this literature review provides the interpretation of the ideas that involved the concepts of assessment, assessment specifications models, English Language teaching methodology competences for EFL teachers, and EPG for methodology; knowledge and skills competences. Due to the purpose of this research, there are also comprehensive explanations about the concept of undergraduate English Education study program, learning achievement of Undergraduate English Education Study program and the flow of the present study.

#### **2.1 Assessment**

In teaching and learning language process, teachers impart the lessons to the student and at the end of study conduct test. Test, assessment, teaching and learning process cannot be separated. Test is small part of assessment and teaching is the biggest part of those activities. Teachers sometimes conduct assessment in students' practices activities in subconsciously and consciously. Assessment defines as an ongoing process that covers a much wider domain. For example, when a

student responds to a question, offers a comment, or tries out a new word in the classroom, the teacher subconsciously conduct an assessment of the student's performance. For example, written work and formal essay are performance that ultimately are assessed by self, teacher, and possibly other students. (Brown: 2004). Meanwhile, according to Dunn et al., 2004, he stated that the assessment is a process that include four basic components: 1) Measuring improvement over a time, 2) Motivating students to study, 3) Evaluating the teaching methods, 4) Ranking the students capabilities in relation to the whole group evaluation.

Moreover, the purposes of the assessment are; 1) motivating learning, 2) identifying learning difficulties of students, 3) setting of state and national standards, 4) Identifying and providing instructional resources and programs, 5) monitoring and evaluating teachers, 6) providing guidance for future education system and 7) employment decisions, and providing quality assurance within the school system (Airasian & Russell, 2008; Lamber & Lines, 2000; Newstead, 2003; Newton, 2007; Rust, 2002 in Nebling 2014).

Another purpose of assessment is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned (Jabbarifar, 2009). Moreover, according to Jay and O' Corner (2005) they stated teachers can use assessment to enhance learning and teaching. Thus from that explanation about assessment above, it can be concluded that the relationship between

teaching and assessment could not be separable in language classroom because in teaching and learning process there is an assessment to judge and to enhance student's performance in understanding the language course, for evaluating the teaching methods of teachers, and motivating students to study.

### **2.1.1 Types of Assessment**

This subchapter explains types of assessment that occur in language learning process. There are numerous terms that use to describe different types of assessments. 1) Formative and summative. 2) Informal and formal. 3) Continuous and final. 4) Process and product. 5) Divergent and convergent (Mc Alpine, 2002).

According to Brown (2004) formative assessment, it defines evaluating students in the process of “forming” their competencies and skills the goal of helping them to continue the process. Moreover, formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weaknesses and hence improve future performance. On the other hand, summative assessment aims to measure, or summarize, what students have grasped, and typically occurs at the end of a course or unit of instruction. Moreover, summative assessment is used primarily to make decisions for grading or determine readiness for progression.

There are another types of assessment such as; informal and formal assessment. First, informal assessment, it defines as a form starting with

incidental, unplanned, comments and responses, along with coaching and other impromptu feedback to the student. Moreover, the informal assessment is judgements that are integrated with other tasks. For example, it includes lecturer feedback on the answer to question and marginal comments on paper, and responding to a draft of an essay. On the other hand, formal assessment defines as exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. Moreover, formal assessment occurs when students are conscious that the task that they are doing is for assessment purpose such as; a written examination (Brown, 2004).

Next, there are terms of traditional and alternative assessment according to Armstrong (1994) and Bailey (1998) cited in Brown (2004). The traditional assessment deals with summative assessment and focuses on the right answer. On the other hand, alternative assessment deals with formative assessment and interactive performance. Performance assessment deals with authentic assessment. Authentic assessment is all the assessment that provides systematic about student learning (O Malley 1996). Moreover, this assessment includes oral interviews, story, writing samples, projects, demonstrations, teacher observation and portfolios.

There are the continuous and final assessment, the continuous assessment occurs throughout a learning experience and provides both students and teachers with the information needed to improve teaching and learning in process. On the other hand, final assessment defines as

assessment that takes place only at the end of a learning activity. Moreover, it is most appropriate when learning can only be assessed as a complete whole rather than as constituents.

Next, process and product assessment, process assessment focuses on the steps or procedures underlying a particular ability or task. On the other hand, product assessment focuses on evaluating the result or outcome and requiring only a specification of attributes of the final product. The last forms of assessment are divergent and convergent assessment. Divergent assessment is assessment that tends to be more authentic and most appropriate in evaluating higher cognitive skills. E.g. essay test. On the other hand, convergent assessment defines as assessment that has only one correct response (per item). Moreover the objective of this assessment is assessing knowledge, for example, multiple choices tests.

### **2.1.2 Principles of Language Assessment**

It is necessary to include the concepts of language assessment in developing the assessment specifications. There are some principles of language assessment from Brown (2004), there are validity, practicality, and reliability. Validity means assessment is the extent to which it measures what it is supposed to measure or not. Gronlund also states, validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of purpose assessment. The validity covers face validity, content validity and wash back.



Face validity means the degree in which student or test takers opinions of the test are fair, relevant and useful for improving and measuring the knowledge and skills of students' language learning in the classroom. Moreover, face validity means the tests are well constructed, expected format with familiar tasks (Brown 2004). Next, content validity means the test will have content validity if the test includes the representative of the lesson that has been taught in the classroom. Moreover, Gronlund stated that test should clear that the key element in content validity is the sufficiency of sampling. Wash back includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment. Moreover, wash back refers to the effects the tests have on instruction in terms of how students prepare for the test (Brown 2004). Construct validity means a test is capable to measure certain specific characteristics eligibility with a theory of language behavior and learning.

The last principle of language assessment are; practicality and reliability. Practicality means the test is not extremely expensive to conduct, and it is relative easy to administer and it has a scoring procedure that is specific (Brown, 2004). On the other hand, reliability means the consistency of test results or the tests are dependable (Brown 2004).

### **2.1.3 Assessment specifications Models**

There is a difference in using term of assessment specification or table of specifications (TOS). There is one institution used the term of assessment specifications instead of table of specification such as California department of Education (2004).

According to California Education (2004) it defined assessment specification as a test content which includes the number of items, and items formats. Moreover, it can be presented in the blueprints that specify the content and skills that will be tested. Meanwhile, according to Akem (2006), Notar, Zuelke, Wilson and Yunker, 2004 cited in Alade and Omoruyi using term of Table of specifications instead of assessment specification. They define TOS as test blueprint is a table that helps teachers to align the objective of the lessons, instructions and assessment (Notar, Zuelke, Wilson and Yunker, 2004).

Table of specifications sometimes referred to as test blueprint. Moreover, table of specifications is a table that helps teachers align objectives, instruction and assessment. Another definition of TOS is from Gregory (2006), he sees table of specification as an activity which enumerates the information and cognitive tasks on which test takers are to be assessed. TOS can be used for a variety of assessment methods. However, it is most commonly associated with constructing traditional summative assessment.

This TOS also can be used in conjunction with the lesson and unit planning to help teacher makes clear the connections with planning, instruction, and assessment. Moreover, Akem (2006) stated that the function of table specification is a guide that assists teachers or examiners in the evaluation system. The main purpose of a TOS is to improve the validity of a teacher's evaluation in relation to a particular assessment (Fives & Barnes, 2003). Moreover Fives et al (2013) mentioned that table of specification will be vary depend on the needs. Furthermore, a test blueprint can be used in conducting formative assessment (Guskey, 2005) or summative assessment (Fives et al., 2013).

To develop assessment specifications, teacher or examiner should consider validity. Validity is the degree to which the evaluations or judgments we make as a teacher or examiner about our students can be trusted based on the quality of evidence we gathered (Wolming & Wilkstrom, 2010). Moreover, there are two validity evidences which essential for developing assessment specifications such as; validity evidence based on test content and validity evidence based on response process (AERA, APA, NCME, 1999). Validity evidence based on test content define assessment or test must align to the content (subject matter) taught and measured (tested/assessed) objective. Validity evidence based on response process defines assessment or test must consider the depth of material that taught in the class compare in the assessment (Fives & Barnes, 2013).

According to Brown (2004), there are three elements that should be considered for English language teachers in designing table of specifications or assessment specifications; 1) a broad outline of the test, 2) the skills that want to be tested for test takers, 3) The items of test that will be look like. There are other steps that should be taken to construct TOS according to Chase (1999) 1) determining the goal and domain, 2) breaking the domain into independent part, term, procedure and application, 3) constructing the table of specifications.

Meanwhile, according to Carey (1998) assessment specifications defines as a tool which connected with what is taught and what is tested. Moreover, he states there are six major elements that should be intended to developing table of specifications for a comprehensive end of unit examination. They include; 1) Balance among goal selected for examination, 2) Balance among level of learning, 3) The test format, 4) The total numbers of item, 5) The number of test items for each goal and level of learning, 6) The enabling skills to be selected from each goal framework. This is the possible model of TOS that suggested by Alade and Omoruyi.

**Table 2.1 the possible model of table specifications suggested by Alade and Omoruyi**

Content	Knowledge no or percentage	Understanding no or percentage	Application no or percentage	Total
Topic 1				
2.				
3.				
4.				
Total				

In this possible model TOS suggested by Alade and Omoruyi, the table of specifications consists of content or topic, knowledge, the level cognitive of assessment, the number of items and the percentage that used by teacher to conduct assessment specifications.

There is another possible model of TOS suggested by Fives and Barnes (2013). Fives and Barnes create sample of table of specifications that used by teachers for fifth Grade Social Studies. This TOS consist of 7 columns from A-G. The columns A, B, C are based on teachers' lesson plans and reflective notes in the classroom. Moreover, the numbers in column D are the result of the material or topic percentage that teacher spent with students in the classroom. Next, column E consists of the number of items for assessing each topic.

The last, column F and G describes the professional judgment of teacher and the cognitive level of students for each objective or material.


Below is the possible model of TOS based on Fives and Barnes

Figure 2.1 the possible model suggested by Fives and Barnes (2013)


A	B	C	D	E	F	G
	Instructional Objectives	Time Spent on Topic (minutes)	Percent of Class Time on Topic	Number of Test Items: 10	Lower Levels -Knowledge -Recall -Identification -Comprehension	Higher Levels -Application -Analysis -Evaluation -Synthesis
Day 1	1. Identify the various groups who settled the Middle Atlantic Colonies.	15	10.00%	1.00	1 Multiple Choice	
	2. Summarize the contributions of different religious and cultural groups to the settlement of the Middle Atlantic Colonies.	15	10.00%	1.00	1 Short Answer	
Day 2	3. Identify George Whitefield as an early leader of the Great Awakening	10	6.70%	.67	1 Multiple Choice	
	4. Evaluate the impact of the Great Awakening sermons on English colonists.	20	13.30%	1.33		1 Multiple Choice
Day 3	5. Describe the physical features that helped Philadelphia become a main port.	15	10.0%	1.00	1 Multiple Choice	
	6. List ways in which immigrants aided Philadelphia's growth and prosperity.	10	6.70%	.67	1 Short Answer	

On the other hand, there is another possible model of TOS suggested by Regional Language Centre (Southeast Asian Ministers of Education Organization) which consists of a table heading: test type and test code; part/ section/ question number; language sub-skills; text types/ materials/ situations; curriculum specification; question levels (remembering, understanding, applying, analyzing, evaluating, and (creating); question types; number of items; mark allocation; time allocation (in minutes).

Figure 2.2 The possible Model of ToS suggested by Regional Language Centre (Southeast Asian Ministers of Education Organization)



Republic of the Philippines  
 DEPARTMENT OF EDUCATION  
 REGION IV – A CALABARZON  
 Gate 2, Karangalan Village, Cainta Rizal  
 Email: [clmt.calabarzon@yahoo.com](mailto:clmt.calabarzon@yahoo.com) Fax: (02)682-2114



**TABLE OF SPECIFICATIONS**  
**Grade 8 ENGLISH**  
**SAMPLE SUMMATIVE TESTQ1**  
**SY 2013 - 2014**

**Test Type:**  
**Paper:**

**Summative Test Quarter 1**  
**Reading and Writing Assessment**

Part/ Question No.	Language Sub- skills/ Competencies	Content Standard	Performance Standard	Level of Assessment				Question Type(s)	No. of item s	Marks	Allotted Time
				K	P	U	P				
Exercise 1	Read c losely to select appropriate details from a selection for specific purposes (Reading Comprehension)	The learner demonstrated concrete understanding of the	The learner presents an informative and creative exhibit to show the different traditions	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border-bottom: 1px solid black; width: 100px; height: 10px;"></div> <div style="margin: 0 10px;">→</div> </div>				MCQ Enumeration	4	10	10
Exercise 2	Read closely to select appropriate details from a	prosodic features of speech, study and						GRASP	1	10	15

In this possible model of TOS suggested by Regional Language Centre also consist of performance standard and content standard which makes the examiner easier to determine what students will do in performance (assessment types) and how to measure performance and the content of material that want to measure. Moreover, there is column to give mark for students based on the performance and content standard for student to achieve in the assessment activity. At the end, teacher did not confuse to determine the highest score and the lowest score.

## 2.1.4 Cognitive Levels in Assessment Specifications

Table 2.2 the cognitive levels in the Assessment specifications

Level	Key words	Example
Remember	define, describe, find, identify, label, list, locate, match, name, outline, point to, select, etc.	<i>"Students describe the purpose of assessment specifications."</i>
Understand	compare, conclude, contrast, define, demonstrate, describe, estimate, explain, identify, interpret, paraphrase, predict, retell, rewrite, summarize, understand, etc.	<i>"Students estimate the time allocation to conduct the assessment."</i>
Apply	adapt, choose, construct, determine, develop, draw, illustrate, modify, organize, practice, predict, present, produce, select, show, sketch, solve, respond, etc.	<i>"Students apply various techniques in teaching English."</i>
Analyze	analyze, ask, classify, compare, contrast, correlate, diagram, differentiate, edit, examine, explain, group, identify, infer, monitor, observe, order, outline, reason, review, select, sequence, sort, survey, etc.	<i>"Students monitor pupils' performance effectively."</i>
Evaluate	assess, choose, compare, conclude, consider, construct, contrast, critique, determine, estimate, evaluate, explain, interpret, justify, prioritize, prove, recommend, relate, summarize, support, test, verify, etc.	<i>"Students evaluate pupils' performance and provide clear feedback."</i>
Create	arrange, collect, combine, compose, connect, construct, coordinate, create, design, develop, explain, formulate, frame, gather, generate, graph, imagine, incorporate, integrate, etc.	<i>"Students arrange a task-based learning English class."</i>

Usually, in developing assessment specifications the examiner uses bloom's taxonomy to highlight the level of cognitive. Now days, examiners still use blooms taxonomy revised edition (Anderson and Kathwohl, 2001). There are six levels in bloom's taxonomy revised based on the table above. First level is; remembering which shows how students will define, describe, find, identify, label, list, locate, match, name, outline, point to, select, etc the information given by the teacher. The second levels of thinking are; understanding which shows how the students explain ideas or concepts. In this level, the students are expected to compare, conclude, contrast, define, demonstrate, describe, estimate, explain, identify, interpret, paraphrase, predict, retell, rewrite, summarize, understand, etc.

The third level is; applying. In this level, the students are expected adapt, choose, construct, determine, develop, draw, illustrate, modify, organize, practice, predict, present, produce, select, show, sketch, solve, respond, etc the information. The fourth levels are analyzing. In this level, the students are expected to analyze, ask, classify, compare, contrast, correlate, diagram, differentiate, edit, examine, explain, group, identify, infer, monitor, observe, order, outline, reason, review, select, sequence, sort, survey, etc. The fifth levels is evaluating, in this level students are expected to be able to assess, choose, compare, conclude, consider, construct, contrast, critique, determine, estimate, evaluate, explain, interpret, justify, prioritize, prove, recommend, relate, summarize, support, test, verify, etc. something. The last and the highest level among all those levels above are creating. The students are expected to arrange, collect, combine, compose, connect, construct, coordinate, create, design, develop, explain, formulate, frame, gather, generate, graph, imagine, incorporate, integrate, etc.

#### **2.1.5 Assessment Specifications for Methodology Competence**

In developing assessment specifications for methodology competences, the researcher adapted the format proposed by Brown (2004), Alade& Omoruyi, Fives and Barnes et al (2013), Regional language Centre (Southeast Asian Ministers of Education Organization), and Carey (1998).



In developing methodology competences assessment specifications, there are some elements that have to be considered by the researcher: 1) objectives; 2) descriptor in development phase based on EPG-methodology competence; 3) materials; 4) cognitive level of the items; 5) type of assessment; and 6) time allocation 7) performance competence and written competence 8) questions number 9) number of items

Decide the objective, in the table of methodology competences specifications is formulated by considering findings of sub-questions number 1 and 2. Because, there are no assessment specifications that exist in the all existing syllabi of five universities, so the researcher analyzed the learning outcomes based on EPG to answer sub question number 1 and 2. The development phase column is based on the methodology; knowledge and skills in European Profiling Grid from novice teacher to experience teacher, the development phase also considered by the findings of sub-question 1 and 2. Moreover, it based on the *Peraturan Menteri (Permen)* no. 87 year 20113 about the teacher training program (*Program Pelatihan Guru*), it is stated that the education study program does not cover teacher professional competences. Teacher professional competence is taught in the extension teacher training program. Therefore, the coverage of the assessment specifications of methodology competences is conducted in the development phase 1.1, 1.2, 2.1, and 2.2 equals as the level of experienced teacher.

Moreover, decide materials in line with the objective. The next column is assessment cognitive level, the researcher used the Bloom taxonomy revised edition (Anderson and Kathwohl, 2001). This study adopted blooms term because Muzio (2011) stated that blooms terms is easy to understand and conduct by beginner developers with no or little experience. In other words, blooms taxonomy term is helpful and uncomplicated to understand for other novice examiners to adapt in developing assessment specifications.

The next column is type of assessment specification, this study conduct assessment for summative assessment. This type of assessment aimed to measure or summarize what a student has grasped and it is usually occurs at the end of a course or unit of instructions (Brown, 2004). Moreover, the researcher also decided this assessment is a performance assessment and essay assessment. Performance assessment is one of assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something (Wisconsin Education Association Council; 1996). Whereas, essay assessment allows students to select, organize, integrate and synthesize and present their answers or responses in their own style and words (Ughamadu, 2000). Time allocation for the assessment is adjusted during learning process. The assessment specification of methodology competences on the basis of EPG perspective is presented in the table below. Question number means decide the number of question in the

assessment specification. Moreover, for the performance and written competences standard are adopted from RELC. This element of assessment specifications has advantages for examiners to determine the competences which have to assess for students.

Course Name : English Language Teaching Methodology

EPG sub competence : Methodology; knowledge and Skills

Types of Assessment : Performance and Essay

Time : 180 Minutes

**Table 2.3 the assessment specifications of methodology competences**

Question number	Objectives	Development Phase	Materials	Assessment cognitive Levels						Type of Assessment	Performance & written standard competence
				Remember	Understand	Apply	Analyze	Evaluate	Create		
1.											
2.											

## 2.2 The European Profiling Grid

European Profiling Grid is an instrument that describes the competences of language teachers and presents them in tabular form spanning six phases of development. As its name suggests, the EPG is in form of a grid or table. One axis is a list of categories of teacher competence; the other is a series of six phases of development ranging from novice teacher to experienced and expert teacher. The six phases

grouped into three main phases such as; 1.1, and 1.2 (novice teacher), 2.1, and 2.2 (experienced teacher), 3.1 and 3.2 (expert teacher) to encompass teachers of different experience and degrees of competences.

The phases also related to four broad categories of language teachers professional practice: training and qualifications, key teaching competences, enabling competences and professionalism. The first main category of EPG covers Training and Qualifications consist of four sub categories, describing the level of proficiency of teachers in target language, their education and training assessed teaching practice as well as the scope and length of their teaching competences. The second category of EPG covers key teaching competences encompasses four sub categories aimed to incorporate teachers' knowledge and skills in methodology, lesson and course planning, assessment, interaction management, and monitoring.

The third category of EPG covers enabling competences includes three sub categories; intercultural competence, language awareness and the use of digital media. The final category of EPG covers Professionalism is dedicated to the two sub categories professional conduct and administration, including the approach to administrative duties, team work and the teachers' commitment to personal growth, as well as to development of the institution.

EPG is also available in nine languages (English, French, German, Spanish, Bulgarian, Italian, Dutch, Turkish and Polish). The aim of the

EPG is to support language teachers, whichever language they teach, in their own professional developments. It is also help outline individual and group profiles of language teachers in an institution, stating the levels of competence attained according to a set of categories and descriptors. Moreover, it helps identify development needs and training programmes. It is also serves as an additional tool for staff selection appraisal. It assists in understanding of and communication between different pedagogical systems and educational traditions in Europe.

Moreover, EPG fosters transparency of teaching standard and facilitating teachers' mobility. In addition, EPG is intended to help to identify development needs and training programme. Moreover, it is a tool that used for managers and coordinators who are responsible for assuring the quality of language education, and for trainers and mentors who provide support in service development opportunities for language teachers. Moreover, the EPG is intended to assist the self-assessment and mapping of a range of current language teaching competences (European Profiling Grid: 2011)

### 2.2.1 EPG for Methodology; Knowledge and Skills Competences

**Table 2.4. The Developmental phases of Key Teaching competences Methodology; Knowledge and skills Competences**

Development Phase	Knowledge (K) and Skills(S)	Can-Do Descriptors
1.1	K&S	<ul style="list-style-type: none"> <li>▪ Is learning about different language learning theories and methods.</li> <li>▪ When observing more experienced teachers, can understand why they have chosen the techniques and materials they are using.</li> </ul>
1.2	K&S	<ul style="list-style-type: none"> <li>• Has basic understanding of different language learning theories and methods.</li> <li>▪ Can select new techniques and materials, with advice from colleagues.</li> <li>• Can identify techniques and materials for different teaching and learning</li> </ul>

		contexts.
2.1	K&S	<ul style="list-style-type: none"> <li>Is familiar with language learning theories and methods.</li> <li>Is familiar with techniques and materials for two or more levels.</li> <li>Can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts.</li> <li>Can take into account the needs of particular groups when choosing which methods and techniques to use.</li> </ul>
2.2	K&S	<ul style="list-style-type: none"> <li>Is well acquainted with language learning theories and methods, learning styles and learning strategies.</li> <li>Can identify the theoretical principles behind teaching techniques and materials.</li> <li>Can use appropriately a variety of teaching techniques and activities.</li> </ul>
3.1	K&S	<ul style="list-style-type: none"> <li>Can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials.</li> <li>Can use a very wide range of teaching techniques, activities and materials</li> </ul>
3.2	K&S	<ul style="list-style-type: none"> <li>Has a detailed knowledge of theories of language teaching and learning and shares it with colleagues.</li> <li>Can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques.</li> <li>Can select and create appropriate tasks and materials for any level for use by colleagues.</li> </ul>

**(The European Profiling Grid © EAQUALS 2013 - Brian North, Galya Mateva, and Richard Rossner – and the EPG Project 2011-2013).**

Methodology; knowledge and skills are one of subcategory in European Profiling Grid. This category covers methodology; knowledge and skills which are necessary for teachers, teachers-trainers and undergraduate students of English Education Study Program to achieve. Methodology; knowledge and skills have the development phase from 1.1 until 3.2. The total of descriptors in development phase of methodology; knowledge and skills are 17 descriptors. In development phase 1.1, there are two descriptors. Then, in development phase 1.2, there are three descriptors. Both of them are considered for novice teachers. In phase 1.1 in the descriptor 1 which reads the novice teacher is learning about different language learning theories and methods. This descriptor deals with the knowledge of methodology competences. Moreover, in development phase 1.1 in the descriptor 2 which reads novice teacher can understand the reasons why the experienced teachers choose techniques

and materials they are using are categorized in knowledge and skills in methodology competences.

In development phase, 1.2 is considered for novice teacher in higher level than in phase 1.1. The novice teacher in development phase 1.2 in descriptor 1 which reads has basic understanding of the different language learning theories and methods. It is included in knowledge and skills in methodology competences. Moreover, the novice teacher in development phase 1.2 in descriptor 2 which reads can select new techniques and materials which advice from colleagues. It is belongs to knowledge and skills in methodology competences. Next, in development phase 1.2 in descriptor 3 which reads can identify techniques and materials for different teaching and learning contexts. It is belongs to knowledge and skills in methodology competences.

Next, in development phase 2.1 is considered for the experienced teacher. In development phase 2.1 in descriptor 1 which reads the experienced teacher is familiar with language learning theories and methods for the classroom. It is belong to knowledge and skills in methodology competences. Moreover, in descriptor 2 in development phase 2.1 which reads she is familiar with techniques and materials for two or more levels. It is also belong to knowledge and skills in methodology competences. In descriptor 3 in development phase 2.1 which reads the experienced teacher can evaluate from a practical perspective the suitability of techniques' and materials for different

teaching context. It is belong to knowledge and skills in methodology competences. Moreover, in descriptor 4 in development phase 2.1 which reads the experienced teacher can take into account the needs of particular groups of students when selecting the methods and techniques in the classroom. It is belong to knowledge and skills in methodology competences.

Next, in development phase 2.2 is considered for the experienced teacher in higher level. In descriptor 1 in development phase 2.2 the experienced teacher is well acquainted with language theories and methods, learning styles and learning strategies. In development phase 2.2 in descriptor 2 which reads can identify the theoretical principles behind teaching techniques and materials. They belong to knowledge in methodology competences. Moreover, in development phase 2.2 in descriptor 3 which reads can use appropriately a variety of teaching techniques and activities. It is belong to knowledge and skills of methodology.

In the part of development phase 3.1 is considered for the expert teacher. In phase 3.1 in descriptor 1 which reads can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials. It is belongs to knowledge and skills in methodology competences. In development phase 3.1 in descriptor 2 which read she can use a very wide teaching techniques, activities and



materials. It belongs to knowledge and skills in methodology competences.

In development phase 3.2 is considered for the expert teacher in higher level. There are three descriptors in development phase 3.2. In phase 3.2 in descriptor 1 she has a detailed of knowledge and having deep understanding of theories of language teaching and learning and shares it with colleagues. This descriptor belongs to knowledge and skills in methodology competences. In development phase 3.2 in descriptor 2 which reads she can follow up observation of colleagues' with practical methodologically sound feedback to develop their range of teaching techniques. This descriptor belongs to knowledge and skills in methodology competences. In phase 3.2 in descriptor 3 for the expert teacher which reads can select and create appropriate tasks and materials for any level for use by colleagues. It belongs to knowledge and skills in methodology competence (European Profiling Grid: 2011).

### **2.3.1 Methodology Competences**

Dealing with the development of assessment specification for methodology competences, it is need to elaborate the coverage of English teaching methodology. In general, methodology competences are competences that include the knowledge and skills dealings with approach, methods, techniques and activities in language classroom. Approach, methods, techniques also included in English teaching methodology.

Furthermore, English teaching methodology competence also includes the competence of evaluation, and comparison of language teaching methods and such practices, procedures, principles and beliefs themselves. Moreover, English teaching Methodology competences covers the implementation of learning objectives through teaching procedures. It is based on principles deriving of language description language learning and language use (Newby, Allan, Briffenner, Jones, Komorrowska and Soshikyan, 2007).

Moreover English teaching methodology competences dealing with English teaching methodology, it defines as pedagogical practices in general including theoretical, underpinnings and related research. According to Boumova 2008, methodology defines as a set of methods based on the same rules and having common aim. For example, to encourage students to use the language, involve the students in the lesson or explain the language to the students who have to listen attentively. In other words English teaching methodology is a schematic presentation of the specific structural elements instruction follows; lesson plan, assessment and methodological organization of teaching

English teaching Methodology includes a study of the nature of language skills for example; reading, writing, speaking, listening and procedures for teaching them. Then, English teaching methodology also includes a study of the preparation of lesson plans, materials, and

textbooks for teaching language skills (Newby, Allan, Briffenner, Jones, Komorrowska and Soshikyan, 2007).

English teaching methodology covers methods in teaching and learning language in the classroom. There are two methods that typically used for teachers or lecturers now days. There is communicative language teaching and task based learning.

Communicative language teaching methods emphasizes the importance language function rather than focuses on grammar and vocabulary. The main principle of CLT is to train students to use language forms appropriately in variety of contexts for a variety of purposes (Hammer, 2001). The top ten principles of CLT are communicative interaction, meaningful practice, active involvement, positive reinforcement, and choice of suitable materials, changes of pace and activity, making the teaching process enjoyable, teaching English in English, realization that mistakes are natural and that even beginners can understand when taught in target language.

Then, task based learning method was popularized by Prabhu (1990) who working in schools of South India, TBL is fostered through performing a series of activities as steps towards successful task realization. The focus is on language use for authentic, real-world needs. Moreover, methodology competences also related to knowledge of teacher. Some knowledge that teachers have to own regarding to methodology

competences, there are; pedagogical knowledge and pedagogical content knowledge.

Pedagogical knowledge (PK) refers to deep knowledge about the processes and practices or methods of teaching and learning and encompasses overall educational purposes, values and aims (Koehler & Mishra 2008). It comprises a generic type of knowledge in teaching techniques, methods, approaches, classroom management, assessment, lesson plan development, and student learning. Then, pedagogical content knowledge (PCK) refers to content knowledge that applies to the teaching of the specific subject matter (Schulman, 1987).

Besides possesses the knowledge, there are skills that related to methodology competences such as; Pedagogical skills and knowledge. Pedagogical skills and knowledge refers to deep comprehension of teaching techniques, and refer to asset of theoretical principles and research data that lead to variety of techniques and strategies which a teacher chooses and shapes, depending on circumstances.

### 2.3.2 Methodology Competences For EFL Teachers in Indonesia

Table 2.5 Teachers methodology competences (Ministry of Education In Indonesia)

No.	Kompetensi Guru (SD/MI, SMP/Mts, SMA/SMK) di Indonesia		
	Kompetensi Inti Guru	Kompetensi Guru (Mata Pelajaran)	Kompetensi Guru (Bahasa Inggris)
1.	Menguasai karakteristik peserta didik dari aspek fisik, moral, spriritual,	1.1. Memahami karakteristik peserta didik yang berkaitan dengan aspek fisik, intelektual, sosial,- emosional, moral, spriritual, dan latar	1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa inggris ( linguistik, wacana, sosiolinguistik, dan strategis). 2. Menguasai bahasa inggris lisan dan tulis, reseptif dan produktif dalam

	social, cultural, emosional, dan intelektual (pedagogik)	belakang sosial budaya. 1.2. Mengidentifikasi potensi peserta didik dalam mata pelajaran yang diampu 1.3. Mengidentifikasi bekal-ajar awal peserta didik dalam mata pelajaran yang diampu 1.4. Mengidentifikasi kesulitan belajar peserta didik dalam mata pelajaran yang diampu	segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik, dan strategis)
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Ministry of Education in Indonesia stated that all teachers have to own four competences that will help them in teaching their students in the classroom. The four competences consist of pedagogic competence, personality competence, and social competence. Those competences have to be fulfilled by language teachers' accordance in (Ministry of education rule number 16 years 2007). However, from four competences only pedagogic competence and English teacher competences that covers methodology competences such as; Memahami karakteristik peserta didik yang berkaitan dengan aspek fisik, intelektual, sosial,-emosional, moral, spiritual, dan latar belakang sosial budaya. Moreover, mengidentifikasi potensi peserta didik dalam mata pelajaran yang diampu. Furthermore, mengidentifikasi bekal-ajar awal peserta didik dalam mata pelajaran yang diampu. Next, mengidentifikasi kesulitan belajar peserta didik dalam mata pelajaran yang diampu. Then, memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa inggris (linguistik, wacana, sosiolinguistik, dan strategis) and menguasai bahasa inggris lisan dan tulis, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik, dan strategis).

## **2.4 Undergraduate of English Education Study Program**

The Undergraduate English education study program is a program that educated students to be a teacher, curriculum developer, editor and translator in the field of English. Moreover, the graduation of English language education study program hopefully will be an English teacher in the kindergarten, primary school; junior high schools even the senior high school level in the future.

The graduations of Undergraduate English Education study program is hopefully have knowledge and skills in the key teaching competences; methodology; knowledge and skills. Moreover, they could teach four skills such as; listening, speaking, reading and writing. Then, they could also teach the component of English such as; vocabulary and grammar. Moreover, the graduation should achieve learning achievement of the university program. Then, she should have knowledge and skills in English and able to communicate in text or oral in the field of English language. Next, she should have knowledge of learning theories, teaching methodology, assessment and evaluation in English Language Education.

Then, she should have knowledge and skills in conducting research of English language education. Then, she should have knowledge about how to develop her personality and own intellectual integrity, have ethics in communicating and have good attitudes in academics and social environment.

The bachelor of English education has to achieve the learning outcomes in the universities. She should demonstrate the knowledge of grammatical in formal English and use English language to communicate by using media. She is able to communicate using English language in appropriate and intelligible. Moreover, she can demonstrate learning language theories of English Education Program. She is able to choose and combine the teaching methodologies which are appropriate with characteristics of her students. She is able to choose and conduct the appropriate instrument of assessment of English for her future students.

Next, she should has intellectual integrity, polite, independent, tolerant, have responsibilities and able to work in team. She should apply ethics in communication and able to interact with academic environments. Moreover, she should apply ethics in communicating and able to interact with academic environment. She should apply ethics in communicating and able to interact with social environment. She should design, do, and report the research of English as general. Finally, she should able to design, do, and report the research in English Education (Pedoman Akademik 2015/2016 Fakultas Bahasa dan Seni (FBS Univesitas Negeri Jakarta and Universitas Indraprasta PGRI).

## **2.5 The learning achievement of Undergraduate English Education Study Program**

This subchapter describes about the learning achievement in Indonesia. As stated in the National higher education standard (Standar

Nasional Pendidikan Tinggi (SN Dikti) of 2014, every education study program must implement the target of learning achievement as form of program accountability. For that purpose, the Directorate General of Higher Education based on Minister of Education Regulation no. 73 of 2013 meet to compile Panduan Capaian Pembelajaran (CP) Graduate study program. The benefits of CP in addition to direct the program manager to achieve the target quality of graduates, it also provides information to the public about the quality statement of graduate of the higher study program.

The Legal basis of CP is stated in Presidential Regulation No. 8 of 2012 on the framework Indonesian national Qualification (KKNI) is a framework of competence qualification. This CP of study program graduate is a formulation of learning objectives that have to be achieved and have to be owned by all graduates in Indonesia. Below is the figure of qualification of IQF

Figure 2.3 Qualification Level at IQF





This figure shows the level of IQF for the graduation of junior high school up to doctoral degree, there are consists of nine levels. The highest level is nine, it is considered for the graduation of doctoral in Indonesia in any field of the study. Then, position of Undergraduate English language Education is in level six equivalents with the graduate of Diploma 4 on Bachelor Degree in any field of students. It means there is no difference between positions or levels of the graduations. However, the difference is located in the part of attitude, acquisition of knowledge. To fulfil an English teacher qualification standard covers in methodology; knowledge and skills competence the graduate of English Education should own some acquisition of knowledge and in the special skill.

In the acquisition of knowledge covers methodology competences, there are; b) Menguasai konsep teoretis kebahasaan dan teknik berkomunikasi lisan dan tulisan bahasa inggris untuk tujuan tertentu (English for specific purpose); dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat intermediet; c) Menguasai konsep teoretis tentang kesastraan, literasi, serta pembelajaran bahasa; d) Menguasai konsep teoretis tentang pedagogi; f) Menguasai konsep dan teknik pengembangan program pembelajaran, penyajian (metode dan prosedur), pengelolaan, dan evaluasi program pembelajaran bahasa inggris yang mendidik.

In the special skill which covers methodology competences are; a) Mampu berbahasa inggris lisan dan tulisan dalam konteks keseharian/

umum, akademik, dan pekerjaan setara tingkat post-intermediate; d) Merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran, serta melakukan perbaikan metode dan proses belajar Bahasa Inggris sebagai bahasa asing sesuai dengan karakteristik dan kebutuhan peserta didik serta pemangku kepentingan sesuai standard proses dan mutu; e) Mampu menerapkan metode dan proses belajar dan pembelajaran Bahasa Inggris untuk tujuan tertentu (English for specific purpose); f); Mampu merencanakan dan mengelola sumberdaya dalam penyelenggaraan kelas, sekolah, dan lembaga Pendidikan yang menjadi tanggung jawabnya, dan mengevaluasi aktivitasnya secara komprehensif g); Mampu mengidentifikasi dan menganalisis masalah mutu, relevansi, atau akses pembelajaran bahasa inggris serta menyajikan beberapa alternatif solusi sebagai bahan pengambil keputusan h) Mampu melakukan pendampingan mutu pendidikan (<http://www.kkni-kemenristekdikti.org/pendidikan/CPdraft>; 2016).

## 2.6 The Theoretical Framework

In developing the European Profiling Grid (EPG)-Based Assessment Specifications of Methodology Competences for Undergraduate English Education Study Program in Indonesia, it is important to understand the concepts of assessment; principles of language assessment, models of assessment specifications and the related studies of EPG, EPG in methodology; knowledge and skills competences, and other theories that related to this research.



Comprehending the table of specifications also needed in conducting this research. There are some theories of assessment specifications that are used in this study such as; Carey (1998), Brown (2004), Fives and Barnes et al (2013), Regional language Centre (Southeast Asian Ministers of Education Organization), (Wisconsin Education Association Council; 1996), (Ughamadu, 2000), Alade and Omoruyi (2014).

In developing Assessment specifications, the teacher should follow some steps. There are some steps to conduct assessment specification 1) determining the goal and domain, 2) breaking the domain into independent part, term, procedure and application, 3) constructing the table of specifications. After that it is needed to apply level of cognitive in assessment (Chase 1999). For this research, the researcher conducted nine steps to develop assessment specifications based on related theories which used in this research. 1) deciding the objectives; based on the findings and cover the methodology competences from the level of novice teachers (EPG development phase 1.1) up to the level of experienced teachers (EPG development phase 2.2) 2) deciding descriptor in development phase based on EPG-methodology competence; 3) deciding materials; 4) deciding cognitive level of the items; 5) deciding type of assessment; and 6) deciding time allocation 7) deciding performance competence and written competence 8) deciding questions number and 9) deciding number of items.

Moreover, there are six levels in bloom's taxonomy revised that used in this research, such as; remembering, understanding, applying evaluating and creating. Before those steps, there are some steps regarding to develop this assessment specification of methodology competences. First, the need analysis of learning outcomes, assessment specifications in the existing syllabi of five universities and EPG document, it is found that there is no assessment specification in the existing syllabi of five universities. So, this study analyzed the learning outcomes of methodology competences and EPG documents.

This study is also analyzed the similarities and differences between existing syllabi and the EPG document. The findings will be categorized as EPG, EPG plus, EPG minus, and EPG plus minus. Then from the findings, it can be decided to conduct assessment specifications of methodology competences in which development phase and should in line with the *Peraturan Menteri (Permen)* no. 87 year 20113 about the teacher training program (*Program Pelatihan Guru*), it is stated that the education study program does not cover teacher professional competences. Teacher professional competence is taught in the extension teacher training program. Therefore, the coverage of the assessment specifications methodology competences is in development phase 1.1, 1.2, 2.1, and 2.2 equals as the level of experienced teacher. This table below shows the theoretical framework of the study and the flow of this study.

Table 2.6 the flow of this study

EXISTING CURRICULA	SITE	Methodology; knowledge and skills		EPG Phase	Methodology; knowledge and skills		MODIFIED EPG	PRODUCT	
	UNIVERSITY A, B ,C, D, andE	Course A: Sub competence		1.1	Sub competence		EPG ( = )	EPG-adjusted guidelines to design EPG(±)assessm ent specification of methodology competences	
		Course B: Sub Competence		1.2	Sub-competence		EPG ( + )		
		Course C: Sub competence		2.1	Sub- competence				
		Course D: Sub competence		2.2	Sub-competence		EPG ( - )		
		Course E: Sub competence		3.1	Sub–competence				
		Course F: Sub competence		3.2	Sub–competence		EPG ( ± )		

This table means that the process of analysis the data before conducting the assessment specifications of methodology competences. EPG (=) defines that learning outcomes in the existing syllabi of five universities are equivalent with all the descriptor in development phase of EPG. EPG (+) defines that learning outcomes in the existing syllabi of five universities in Indonesia cover EPG and beyond descriptors in development phase of EPG. Next, EPG (-) defines that learning outcomes in the existing syllabi of five universities from undergraduate English Education study program are not cover all descriptors in development phase of EPG. Meanwhile, the EPG (±) means that some learning outcomes in the existing syllabi of five universities cover EPG and others do not cover descriptors in development phase of EPG.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides methodology of the research that will be applied in conducting this study. It also explains the purposes of the research and research method and design, data, data sources, instrument of the study, along with data collecting procedures, and data analysis procedures.

#### **3.1 Purposes**

This study is conducted to answer the statements of research questions in chapter I. Therefore, the purposes of this study are formulated into main and sub purposes. The main purpose of this study is to develop EPG-based assessment specifications of methodology competences for undergraduate English Education Study Program in Indonesia. The sub-purposes of this study are: to identify the assessment specifications of methodology competences presented in the existing syllabi of undergraduate English Education Study program in Indonesia. Moreover, to analyze the assessment specifications standard of methodology competences presented in the existing syllabi and in EPG share similarities and differences.

#### **3.2 Research Method and Design**

This study applied design and development research (DDR), because the objective of this research is to develop the product such as, EPG

based assessment specifications of Methodology competences for Undergraduate English Education Study Program in Indonesia.

According to Richey and Klein (2005), development research defines as other term which functions in creating generalize able context-specific knowledge that serves a problem solving function. Moreover, Richey and Klein (2007) defines DDR is the systematic study of design development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non instructional products.

Meanwhile, Wang and Hanafin (2005) defines DDR as a systematic but flexible methodology aimed to improve educational practices through interactive analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real world setting, and leading to contextually sensitive design and theories. Meanwhile, Borg and Gall (1983) stated Educational research and development or DDR is a process used to develop and validate educational products.

According to Nunamaker et al 1991, they define DDR as a bridging function in the research cycle. Moreover, this framework of DDR begins with the initial conceptualization of a problem and culminates in evaluation of the impact of one or more artifacts on ameliorating that problem. In other words, DDR focuses on building that bridging artifact that can serve to strengthen the interaction in the conceptualization and evaluation cycle.

There are steps that suggested in the design and development research from some scholars such as; Wademan, Sugiono, Borg & Gal,

Nunamaker et al and Peffers et al. According to Wademan, he suggested that there are 5 steps in conducting DDR; 1) Problem identification, 2) Identification of tentative products and design principles, 3) Tentative products and theories, 4) Prototyping and assessment of preliminary products and theories, and 5) Problem resolution and advancing theories (Wademan (2005)).

Another steps from Indonesia scholar, Sugiono (2007) explained there are 10 steps in the R&D research such as: 1) the potential and problems; 2) data collection; 3) design of the product; 4) validation of the design; 5) revision of the design; 6) test products; 7) the revision of the product; 8) user trial; 9) the revision of the product; 10) mass production. There are other steps that proposed 10 steps in conducting R&D, there are steps usually referred to as R&D cycle which consists of ten steps 1) Research and information collecting, 2) Planning develop preliminary form of product, 3) Preliminary field testing, 4) Main product revision, 5) Main field testing, 6) Operational product revision, 7) Operational field testing, 8) Final product revision, 9) Disseminations, and 10) Implementation (Borg and Gal (1983)).

On the other hand, according to Nunamaker et al 1991, there are five major steps in design development such as 1) construct the conceptual framework, 2) develop the system architecture, 3) analyze and design the system, 4) build a prototype, 5) test and evaluate the prototype. Moreover, Peffers et al (2007), expanded on Nunamaker et al (1991) and Hevner et al (2004), to a developed 6-steps models of design and development research as follows:



**Figure 3.1 DDR Model of developed 6 steps by Peffers et al (2007)**



These are 6 steps of DDR that developed by Peffers et al (2007). There are; (a) Identify the problem; (b) describe the objective; (c) design and develop artifact; (d) test the artifact; (e) evaluate testing results; and (f) communicate the testing results. Figure 3.1 presents the major steps in Design and Development Research.

This present study adapted a procedure developed DDR of Peffers et al (2007). There are several reasons to choose this design. First, all the researches must be driven by a problem that is appropriate for the type of research being conducted (Ellis and Levy 2008). Second, all the researches must be based on statement of research questions that can be answered by the type of research being conducted. Third, the research must acknowledge the assumptions, limitations, and delimitations upon which the research is based. Fourth, research can only produce results that are obtainable from the methods employed.

Then, all research must communicate conclusions that are supportable by the results. Finally, it is necessary to select the appropriate

study type based on nature of the problem and guidance from the literature (Ellis and Levy, 2008). According to Akker et al. (1999) in conducting DDR, researchers allowed to make “interventions” as needed, such as reduce unnecessary steps and modify them according to the primary aim of the research. It means that the researcher can adapt, develop and modify the research procedures based on the researchers need to answer their statement of research questions. After reviewing all the methods and definition of DDR above, this present study applied DDR procedures of Peffers et al 2007 and modify it into the suitable ones for answering the statement of research questions in this study. The chosen procedure will be described by the following figure:

**Figure 3.2 the steps of DDR Modified in this study**



This study used five from six steps to develop assessment specifications of methodology competences in Indonesia.

1. Identify the problem; it is the first steps that applied in this study, the syllabi were collected for all courses of Undergraduate Education study program. This activity included reviewing theories of assessment, assessment specifications, methodology; knowledge and skills competence and EPG theories. From those theories, it is needed to conduct this research. Moreover, from five universities in Indonesia, there are 58 courses from University A, 58 courses from

University B, 58 courses from University C, 66 courses from University D and 65 courses from University E. From those activities, it is found there are no assessment specifications in the existing syllabi from five universities in Indonesia. Since, the assessment specifications do not exist in the syllabi, it is important to develop assessment specifications of methodology; knowledge and skills competences in order to conduct appropriate assessment based on English Education Study Program and EPG perspective. Therefore, the data of this study are statement containing methodology; knowledge and skills competences. Moreover, those statements were collected from the undergraduate of English Education Study program from five universities in Indonesia.

2. Describe the objectives—After identified the problem, then described the objective. The researcher described the objective of this research is developing the EPG-based assessment specifications methodology competences for undergraduate English Education Study Program in Indonesia. In order to conduct appropriate assessment specifications based on learning outcomes that exist in the existing syllabi. This assessment specifications has aim to assess students performance in oral and written (essay) regarding to methodology; knowledge and skills competences.
3. Design and develop the artifact— This step involved the results and data analysis to develop the EPG-based assessment of

methodology competences. Next, to develop the EPG-based assessment specifications of methodology competences, this study adapted theories of assessment specifications (TOS) from Carey (1998), Brown (2004), Fives and Barnes et al (2013), Regional language Centre (Southeast Asian Ministers of Education Organization), Alade and Omoruyi (2014), (Wisconsin Education Association Council; 1996), (Ughamadu, 2000). The elements that included in assessment specification are; 1) time allocation; 2) type/format of the assessment; 3) learning objectives & materials; 4) cognitive level of thinking using Anderson and Krathwohl's version of Bloom's Taxonomy and 5) question numbers 6) performance and written standard competence. This study used a table in conducting assessment specifications in order to make the material, development phase or the elements of assessment specifications are organized and easy to understand.

4. Test the artifact – The previous draft of the assessment specifications of methodology competences were reviewed through a focus group discussion (FGD) to test the artifact. This process is conducted because the limitation of time to test the artifact for undergraduate English education students of five universities in Indonesia. The reviewers involved in this process are the experts in English Education study program field, such as expert of linguistics (Dr. Ratna Dewanti, M.Pd), and expert of syllabus and curriculum

(Dr. Sri Sumarni, M.Pd). From FGD activity, the researcher got many suggestions and feedbacks from another expert to revise the artifact.

5. Design revision– After got the feedbacks and suggestion from the reviewers, then used the feedback and suggestions to revise the assessment specifications of methodology; knowledge and skills competences. Those 4 and 5 steps are repeated more than a few times until the final product is fixed and approved.

### 3.3 Data, Data Source, and Instrument

DDR steps	Data	Data Sources	Instrument
1.	Statements that containing methodology; knowledge and skills competences existing course syllabi of five universities in Indonesia	Existing syllabi of undergraduate English education study programs from five universities in Indonesia	Table of analysis of methodology; knowledge and skills competences
2&3	Statements that containing methodology; knowledge and skills competences in the existing course syllabi of five universities in Indonesia and in the EPG document	The result of analysis existing syllabi of undergraduate English education study programs from five universities in Indonesia and EPG document	
4&5	Selected methodology; knowledge and skills items from the existing syllabi of five universities in Indonesia and in the EPG document		

**Table 3.1 Data, data source and instrument**

This subchapter is describing the data, data source, and instrument in this research; the data, data sources, and instrument are shown in that table above;

### **3.4 Data Collecting Procedures**

This subchapter is explained about the steps of data collecting procedures. There are following steps;

- a) Doing library research to explore theories and to gather the information about methodology competences, assessment specifications, table of specifications and EPG;
- b) Analyzing articles about developing assessment specifications based on EPG methodology; knowledge and skills competences.
- c) Collecting the existing syllabi of methodology competences in undergraduate English Education Study Program from five universities in Indonesia
- d) Selecting statements of learning outcomes that containing the methodology competences in the existing syllabi in undergraduate English Education Study Program from five universities in Indonesia.

### 3.4 Data Analysis Procedures

This subchapter is explaining the steps of data collecting procedures in developing the EPG-based assessment specifications of methodology competences for undergraduate English Education Study Program in Indonesia. There are following steps;

- a. This following analysis table was used to gather the answer of both sub-questions.

**Table 3.2. Analysis Table of the methodology; knowledge and skills Competences in the Existing Syllabi**

Course	Development																
	1.1		1.2			2.1				2.2			3.1		3.2		
	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3
Method of TEFL	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X
Lesson Planning	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X

- b. In order to answer the first sub-question, the table is used to identify the methodology competences in the existing syllabi of the undergraduate English education study program in each university. The first column is for the course(s) that teach methodology competences. The second column is for the data, which are statements of methodology competences. As explanations above in part of identify the problem, there are no assessment specifications. So, it needed to identify the methodology competences in the existing syllabi.

- c. In order to answer the second sub-question, the table is used to analyze the standard of the methodology competences from the EPG perspectives of the methodology; knowledge and skills competences. The researcher put a check (√) sign on the column of one of descriptors of the development phase when a learning outcome is in line with the descriptor. If not, a cross (X) sign is given when the learning outcome is not aligning with any of descriptors.
- d. The findings then are used to develop the EPG-based assessment specifications of methodology competences. Moreover, the learning outcomes found and the EPG development phases covered as well as the required teacher's competences (according to the Ministry of Education of Indonesia no.87 year 2013) become the consideration to formulate learning objectives that are included in the assessment specifications of methodology competences
- e. Then, the formulated learning objectives are used to choose appropriate materials and decide the cognitive level of the assessment. The cognitive level adopts Bloom's taxonomy revised.
- f. The proposed assessment specifications were then validated through a focus group discussion (FGD) with some experts in English education and colleagues who are fellow researchers. Then, the results of the Focus Group Discussion are used to improve the assessment specifications.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter aims to provide the result of analysis data of the European Profiling Grid (EPG)-Based methodology competences in the syllabi of English Education Study Program in Five Universities in Indonesia. The findings are provided based on the two sub-research questions that will help to answer the main research question.

Both sub-questions are answered by analyzing the data collected from the EPG documents related to methodology; knowledge and skills competences and the existing syllabi of English education study program from five different universities in Indonesia. In the end, the results of the data analysis are used to develop the EPG-based assessment specifications of methodology; knowledge and skills competences for undergraduate English Education Study Program in Indonesia.

This findings and discussion in this chapter, is divided into three sub-chapters according the research questions. To answer those questions, the researcher used DDR steps and modifies them to answer the statement of research questions. The first one is the findings and discussion on methodology competences stated on the existing syllabi of undergraduate English Education Study program taken from five universities in Indonesia. These five universities have well reputable in Indonesia. However, the researcher namely the five universities are; universities A, B, C, D, and E to keep the names are confidentially. The

second sub-chapter is the findings and discussion on the similarities and differences of the EPG document and the existing syllabi of the English education study program from five universities share about methodology competences. To gather the answer, the researcher used analysis table to determine the statements that containing methodology competences in the existing course syllabi of five universities in Indonesia and in the EPG document. Then, the last sub-chapter provides the product (table of specifications) (EPG)-Based assessment specification on methodology competences for Undergraduate English Education Study Program in Indonesia.

#### **4.1 Methodology Methodology Competences and Assessment specifications in the Existing Syllabi of Undergraduate English Education Study Program**

This subchapter shows the findings and discussions of the methodology competences in the existing syllabi from five universities of the English language Education study program in Indonesia by using the following tables to avoid the ambiguity. Moreover, this sub chapter has aim to answer the first sub research question; (How are the EPG-Based assessment specifications of methodology competences for undergraduate English Education Study Program in Indonesia?). Since, in all existing syllabi of undergraduate English Education study program from five universities in Indonesia there are no assessment specifications of methodology competence. So, the researcher analyzed the learning

outcomes of the methodology; knowledge and skills competences. Those tables below show the name of courses, learning outcomes, semesters that covered in methodology; knowledge and skills competences.

#### 4.1.1 University A

There are four courses of methodology competences found in the University A from 58 courses. In 58 courses, there are main courses, general courses and elective courses.

**Table 4.1 Learning Outcomes University A**

Courses	Semesters	Learning outcomes	Knowledge (K) and Skills (S)
English for young learners	7	<ul style="list-style-type: none"> <li>students are able to differentiate the concept of language acquisition and language learning</li> </ul>	√
Micro Teaching	6	<ul style="list-style-type: none"> <li>students are able to identify teaching skills by observing teaching and learning process in the classroom</li> </ul>	√
TEFL methodology	3	<ul style="list-style-type: none"> <li>students are able to identify principles of language learning and teaching</li> <li>students are able to elaborate approaches and methods in ELT'</li> </ul>	√
Learning material Development and Evaluation.	5	<ul style="list-style-type: none"> <li>students are able to overview of learning materials.</li> </ul>	√

This table shows there are four courses that cover in methodology; knowledge and skills in university A. There are English for young learners in the seventh semester, Micro Teaching which given in the sixth

semesters, TEFL methodology in the third semester, learning material Development and Evaluation in the fifth semester. First, the learning outcome of English for young learners cover in methodology; knowledge and skill competences read “students are able to differentiate the concept of language acquisition and language learning. Then, the learning outcome of micro teaching that belongs to methodology; knowledge and skills competences read students are able to identify teaching skills by observing teaching and learning process in the classroom. Then, the learning outcome of TEFL methodology that covers in methodology; knowledge and skills are students are able to identify principles of language learning and teaching and students are able to elaborate approaches and methods in ELT. Then, the learning outcome of learning material and development that covers methodology; knowledge and skills reads students are able to overview of learning materials.

#### **4.1.2 University B**

There are 58 courses that including general courses, main courses and elective courses in university B. However, from 58 courses there are only two courses which are provided of methodology competences in Undergraduate English Education study program. There are Method of TEFL which is given in the fourth semester and Lesson planning which is given in the sixth semester.

Table 4.2 Learning Outcomes in University B

Courses	Semesters	Learning outcomes	Knowledge (K) and Skills (S)
Method of TEFL	4	<ul style="list-style-type: none"> <li>at the end of the semester, the students will be able to explain various definitions of language</li> <li>the students will be able to explain various definitions of teaching and learning</li> <li>the students will be able to explain various approaches, methods, and techniques in language teaching</li> </ul>	√
Lesson planning	6	<ul style="list-style-type: none"> <li>At the end of the semester, the students will be able to recognize techniques and methods of teaching.'</li> </ul>	√

First, the learning outcomes Method of TEFL which cover in methodology; knowledge and skill competences read at the end of the semester, the students will be able to explain various definitions of language and the students will be able to explain various definitions of teaching and learning. Moreover, the students will be able to explain various approaches, methods, and techniques in language teaching. Then, the learning outcomes of lesson planning which cover in methodology; knowledge and skill competences read At the end of the semester, the students will be able to recognize techniques and methods of teaching.

#### 4.1.3 University C

There are 58 courses consists of general courses, main courses and elective courses in University C. From 58 courses there are five courses

which are provided of methodology competences in Undergraduate English Education study program of the university C, there are: Introduction to language which given in the second semester, Language Learning and Teaching Theories in the third semester, ELT Methodology in the fourth semester, Peer Teaching and Micro teaching in the sixth semester, and internship (PKM) in the seventh semester.

**Table 4.3 Learning Outcomes in University C**

Courses	Semesters	Learning outcomes	Knowledge (K) and Skills (S)
Introduction to language	2	<ul style="list-style-type: none"> <li>• after completing the course, students are expected to have the ability to explain the nature of language, linguistics, and the functions of language</li> <li>• students are expected to have the ability to explain the concept of inherent in second language acquisition and its application in learning and teaching a language</li> </ul>	√
Language Learning and Teaching Theories	3	<ul style="list-style-type: none"> <li>• after completing the course, students are expected to have the ability to articulate an understanding of theories of language.</li> <li>• students are expected to articulate an understanding of first and second language learning theories.</li> </ul>	√

		<ul style="list-style-type: none"> <li>• students are expected to articulate their understanding of factors affecting language learning</li> <li>• students are expected to articulate their understanding of sociocultural aspects of language learning'.</li> </ul>	
ELT Methodology	4	<ul style="list-style-type: none"> <li>• after completing the course, students are expected to outline differences in the concept of approaches, methods and techniques in ELT</li> </ul>	√
Peer Teaching and Micro teaching	6	<ul style="list-style-type: none"> <li>• after completing the course, students are expected to have the ability to reflect on their practice</li> <li>• after completing the course, students are expected to have the ability to perform practice teaching activities in different EFL classroom settings</li> </ul>	√
Internship (PKM) Evaluation.	7	<ul style="list-style-type: none"> <li>• after completing the course, students are expected to have the ability to reflect on their present understanding of current theories on teaching profession, teaching skills, classroom management, and lesson planning'</li> </ul>	√

First, the learning outcomes introduction to language which cover in methodology; knowledge competences read after completing the course, students are expected to have the ability to explain the nature of language,

linguistics, and the functions of language students are expected to have the ability to explain the concept of inherent in second language acquisition and its application in learning and teaching a language. Second, the learning outcomes language learning and teaching theories which cover in methodology; knowledge and skills competences which read after completing the course, students are expected to have the ability to articulate an understanding of theories of language. students are expected to articulate an understanding of first and second language learning theories. Moreover, students are expected to articulate their understanding of factors affecting language learning. Then, students are expected to articulate their understanding of sociocultural aspects of language learning'. Third, ELT methodology learning outcomes which cover in methodology; knowledge competences which read after completing the course, students expected to outline differences in the concept of approaches, methods and techniques in ELT. Then, Peer teaching and micro teaching learning outcomes which cover in methodology; knowledge and skills competences which read after completing the course, students are expected to outline differences in the concept of approaches, methods and techniques in ELT. Next, Internship (PKM) Evaluation learning outcomes which cover in methodology; knowledge and skills competences which read after completing the course, students are expected to have the ability to reflect on their present



understanding of current theories on teaching profession, teaching skills, classroom management, and lesson planning'

#### 4.1.4 University D

There are 66 courses consists of general courses, main courses and elective courses. However, from 66 courses there are only three courses which are available for methodology competences in Undergraduate English Education study program of the University D, there are: Introduction to linguistics which given in the first semester, learning planning on ELT in the fifth semesters and TEFL in the sixth semester.

**Table 4.4 Learning Outcomes in University D**

Courses	Semesters	Learning outcomes	Knowledge (K) and Skills (S)
Introduction to linguistics	1	<ul style="list-style-type: none"> <li>at the end of the course, the students will be able to explain the definition of language'</li> <li>the students will be able to explain the relevance of linguistics and language teaching'</li> </ul>	√
learning planning on ELT	5	<ul style="list-style-type: none"> <li>the students will be able to explain how to describe a language</li> </ul>	√
TEFL	6	<ul style="list-style-type: none"> <li>at the end of the course, the students will be able to tell the situation of language acquisition by using direct method and effectiveness of direct method</li> <li>the students will be able to understand and describe silent way, and describe how learners improve their target language or foreign</li> </ul>	√

		language by reading and practicing conversation	
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First, the learning outcomes language learning and teaching theories which cover in methodology; knowledge and skills competences which read at the end of the course, the students will be able to explain the definition of language' the students will be able to explain the relevance of linguistics and language teaching'. Second, the learning outcome learning planning on ELT which cover in methodology; knowledge and skills competences read the students will be able to explain how to describe a language. Third, TEFL learning outcomes which cover in methodology; knowledge competences which read at the end of the course, the students will be able to tell the situation of language acquisition by using direct method and effectiveness of direct method. the students will be able to understand and describe silent way, and describe how learners improve their target language or foreign language by reading and practicing conversation

#### **4.1.4 University E**

There are 65 courses consists of general courses, main courses and elective courses. From 65 courses there are only five courses which are available for methodology competences in Undergraduate English Education study program of the University E. There are; Pedagogy in the third semester, TEFL 1 in the fourth semester, TEFL 2 in the fifth semester, TEYL in the fifth semester, and curriculum and material development in the fourth semester.

**Table 4.5 Learning Outcomes in University E**

Courses	Semesters	Learning outcomes	Knowledge (K) and Skill (S)
Pedagogy	3	<ul style="list-style-type: none"> <li>students are able to understand and explain major theories of learning, such as mental discipline, behavioristic, cognitive, humanistic, and constructivistic theories'</li> <li>students are able to understand and explain major models of teaching and learning, such as the social model, the information</li> </ul>	√
TEFL 1	4	<ul style="list-style-type: none"> <li>students are able to understand and implement different language methods and techniques</li> </ul>	√
TEFL 2	5	<ul style="list-style-type: none"> <li>students are able to use various techniques to teach language skills and components</li> </ul>	√
TEYL	5	<ul style="list-style-type: none"> <li>students are able to use various techniques to teach language skills and components</li> </ul>	√
Curriculum and material development	7	<ul style="list-style-type: none"> <li>students are able to modify and adjust materials according to the needs.'</li> </ul>	√

First, the learning outcomes of pedagogy which cover in methodology; knowledge and skills competences which read students are able to understand and explain major theories of learning, such as mental discipline, behavioristic, cognitive, humanistic, and constructivistic theories'. Moreover, students are able to understand and explain major models of teaching and learning, such as the social model and the

information. Second, the learning outcomes TEFL 1 which cover in methodology; knowledge and skills competences which read students are able to understand and implement different language methods and techniques. Second, the learning outcomes TEFL 2 which cover in methodology; knowledge and skills competences which read students are able to use various techniques to teach language skills and components. Third, the learning outcomes TEYL which cover in methodology; knowledge and skills competences which read students are able to use various techniques to teach language skills and components. Next, the learning outcomes curriculum and material development which covers in methodology; knowledge and skills competences which read students are able to modify and adjust materials according to the needs. From analyses and identify the learning outcomes from University A, B, C, D and E, it is found from 305 courses of five universities, there are only 19 courses that cover methodology; knowledge and skills competences. Moreover, there are assessment specifications in the existing syllabi.

#### **4.2 The Similarities and Differences methodology Competences, Assessment specifications in the Existing Syllabi and the EPG document**

This subchapter has aim to answer the second sub research question; (How are the assessment specifications standard of methodology competences presented in the existing syllabi and in EPG share



From the table above the learning outcome of the course English for Young Learners that reads students are able to differentiate the concept of language acquisition and language learning is in line with the descriptor 1 in development phase 1.2 which considered for novice teacher. Then, the learning outcome of the course TEFL Methodology that reads students are able to identify principles of language learning and teaching is in line with descriptor 1 in development phase 1.2 which is considered for novice teacher in higher level. Next, learning outcome of the course learning material development and evaluation that reads students are able to overview of learning materials is in line with the descriptor 1 in development phase 2.1 which considered as experienced teacher. Then, the learning outcome of the course micro teaching reads students are able to identify teaching skills by observing teaching and learning process in the classroom is in line with descriptor in development phase 1.1 which is considered for novice teacher. From that table, university A is categorized in EPG plus minus because some learning outcomes in the existing syllabi of five universities cover EPG and others do not cover descriptors in development phase of EPG.

## 4.2.2 University B

**Table 4.7 Sub Category methodology competences in University B**

Course	Development Phase																	
	1.1		1.2			2.1				2.2				3.1		3.2		
	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	
Method of TEFL	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X	
Lesson Planning	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X	

From the table above the learning outcomes of the method of TEFL

which reads ‘at the end of the semester, the students will be able to explain various definitions of language’, ‘the students will be able to explain various definitions of teaching and learning’, and ‘the students will be able to explain various approaches, methods, and techniques in language teaching are in line with the descriptor 1 in development phase 2.1 which is considered for experienced teacher.

Then, the learning outcome of the lesson planning which reads At the end of the semester, the students will be able to recognize techniques and methods of teaching is in line with descriptor 3 in development phase 1.2 which is considered for novice teacher in higher level. However, There is no courses that developed and in line with development phase of 1.1 in descriptor 1 and 2. Then, there are no courses that develop and cover in development phase 3.1 and 3.2 in University B. From that table, university B is categorized in EPG plus minus because some learning outcomes in the existing syllabi of five universities cover EPG and others do not cover descriptors in development phase of EPG.

### 4.2.3 University C

**Table 4.8 Sub Category methodology competences in University C**

Course	Development Phase																
	1.1		1.2			2.1				2.2			3.1		3.2		
	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3
Introduction to Language	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X
Language Learning and Teaching Theories	X	X	X	X	X	X	X	X	X	√	X	X	X	X	X	X	X
ELT Methodology	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X
Peer Teaching and Microteaching	X	X	X	X	X	X	X	√	X	X	X	√	X	X	X	X	X
Internship (PKM)	X	X	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X

From the table above the learning outcome of the course English for the course of introduction to language is in line with the descriptor 1 in development phase 2.1 which is considered for experienced teacher. Then, the learning outcome of the course language learning and teaching theories is in line with descriptor 1 in development phase 2.2 which is considered for experienced teacher in higher level.

Next, the learning outcome of the course ELT Methodology with descriptor 1 in development phase 2.1 which is considered as experienced teacher. Then, the learning outcomes of peer teaching and micro teaching in line with the descriptor 3 in development phase of 2.1 that is considered



for the level of experienced teacher. Moreover, the learning outcomes of peer teaching and micro teaching are and in line with descriptor 3 in development phase 2.2 which are considered for experienced teacher in higher level. From that table, university C is categorized in EPG plus minus because some learning outcomes in the existing syllabi of five universities cover EPG and others do not cover descriptors in development phase of EPG.

#### 4.2.4 University D

**Table 4.9 Sub Category methodology competences in University D**

Course	Development Phase																
	1.1		1.2			2.1				2.2			3.1		3.2		
	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3
Introduction to Linguistics	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X
Learning Planning on ELT	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TEFL	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X	X	X

From the table above the learning outcomes of the Introduction to linguistics that read at the end of the course, the students will be able to explain the definition of language and the students will be able to explain the relevance of linguistics and language teaching are in line with the descriptor 1 in development phase 2.1 which are considered for experienced teacher. Then, the learning outcome of the learning planning

on ELT which reads the students will be able to explain how to describe a language in line with descriptor 1 in development phase 1.2 which is considered for novice teacher in higher level. Then, the learning outcomes of the TEFL are at the end of the course, the students will be able to tell the situation of language acquisition by using direct method and effectiveness of direct method and the students will be able to understand and describe silent way, and describe how learners improve their target language or foreign language by reading and practicing conversation are in line with descriptor 1 in development phase 1.2 which is considered for novice teacher in higher level. From that table, university D is categorized in EPG plus minus because some learning outcomes in the existing syllabi of five universities cover EPG and others do not cover descriptors in development phase of EPG.

#### 4.2.5 University E

**Table 4.10 Sub Category methodology competences in University E**

Course	Development Phase																
	1.1		1.2			2.1				2.2			3.1		3.2		
	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3
Pedagogy	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X
TEFL 1	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X
TEFL 2	X	X	X	X	X	X	X	X	X	X	X	X	X	√	X	X	X
TEYL	X	X	X	X	X	X	X	X	X	X	X	√	X	X	X	X	X

Curriculum and Material Development	X	X	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X
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From the table above the learning outcome of the course English for pedagogy is in line with the descriptor 1 in development phase 2.1 which is considered for experienced teacher. Then, the learning outcome of the course TEFL 1 is in line with descriptor 1 in development phase 2.1 which is considered for experienced teacher. Next, the learning outcome of the TEFL 2 is in line with descriptor 2 in development phase 3.1 which is considered as expert teacher. Then, the learning outcome TEYL is in line with descriptor 3 in development phase 2.2 which is considered for experienced teacher. Then, the learning outcome of the course Curriculum and Material development 1 is in line with descriptor 3 in development phase 2.1 which is considered for experienced teacher. From that table, university A is categorized in EPG plus minus because some learning outcomes in the existing syllabi of five universities cover EPG and others do not cover descriptors in development phase of EPG.

This table below shows summarizing the findings of similarities and differences of descriptor in EPG and learning outcomes that covers methodology; knowledge and skills from five Universities

**Table 4.11 the standard competences of EPG Range development phase**

University	Range of EPG Development Phase	EPG (=), EPG(+) and EPG(±)
	Standard Competences	
University A	1.1, 1.2, 2.1, and 3.2	EPG (±)
University B	1.2, and 2.1	EPG (±)
University C	2.1, and 2.2	EPG (±)
University D	1.2, and 2.1	EPG (±)
University E	2.1, 2.2, and 3.1	EPG (±)

As table shown above, five universities in Indonesia do not cover the whole phases in descriptor of EPG. In university A only covers four development phases, such as; 1.1, 1.2 (for novice teacher), 2.1(for experienced teacher), and 3.2 (for expert teacher). In university B only covers two development phase of EPG, such as; 1.2 (for novice teacher) and 2.1 (for experienced teacher). Moreover, in university C covers only two development phase of EPG, such as: 2.1 and 2.2(for experienced teacher). In university D covers only two development phases of EPG, such as; 1.2 (for novice teacher) and 2.1 (for experienced teacher). Finally, in university E covers three development phases of EPG, such as; 2.1, 2.2 (for experienced teacher), and 3.1(for expert teacher).

From those results of recapitulation of EPG development phase covered in the existing syllabi, it found that existing syllabi from five universities in Indonesia share similarities in terms of their standard

competence, methodology; knowledge and skills competences that some covered in development phase of EPG and some are not developed or incomplete. However, from the range of development phase in EPG, it can be seen some of the methodology competences haven't been fulfilled and standardized with all the EPG phase development. In other words, from those results it found that there is one term of EPG, such as; EPG ( $\pm$ ).

The EPG ( $\pm$ ) means the findings of the existing syllabi in methodology competence from five universities in undergraduates English Education Study Program about the descriptors of the EPG and the learning outcomes are share similarities. However, some of descriptors are not available in learning outcomes or it means incomplete. Furthermore, the syllabi are not in well designed accordance to the European Profiling Grid. The universities that included in EPG ( $\pm$ ) are University A, B, C, D and E in terms of methodology; knowledge and skills competences.

From those results, it is needed to develop appropriate assessment specifications in order based on the EPG, methodology standard competences and in ministry of education Indonesia standard. Moreover, *Peraturan Menteri (Permen)* no. 87 year 20113 about the teacher training program (*Program Pelatihan Guru*), it is stated that the education study program does not cover teacher professional competences. Teacher professional competence is taught in the extension teacher training program. Therefore, the coverage of the assessment specifications

methodology competences is in development phase 1.1, 1.2, 2.1, and 2.2 equals as the level of experienced teacher.

#### **4.3 The EPG-Based Assessment Specifications of Methodology Competences for Undergraduate English Study Program**

This assessment conducted based on the development EPG-based of methodology competence. Moreover, for developing the EPG based assessment specifications of methodology competences, the researcher selects 12 items from 17 methodology competences descriptors in development phase of EPG. The assessment using the level of thinking based on Revised blooms taxonomy. Moreover, the researcher uses the time allocation and type of assessment.

The table of methodology competences assessment specification were adapted some theories of assessment specifications that are used in this study such as; Carey (1998), Brown (2004), Fives and Barnes et al (2013), Regional language Centre (Southeast Asian Ministers of Education Organization), (Wisconsin Education Association Council; 1996), (Ughamadu, 2000), and Alade&Omoruyi (2014).

In developing methodology competences assessment specifications, there are some elements that have to be considered by the researcher: 1) objectives; 2) descriptor in development phase based on EPG-methodology competence; 3) materials; 4) cognitive level of the items; 5)

type of assessment; and 6) time allocation 7) performance competence and written competence 8) questions number 9) number of items

Decide the objective, in the table of methodology competences specifications is formulated by considering findings of sub-questions number 1 and 2. Because, there are no assessment specifications exist in the syllabi so the researcher analyzed the learning outcomes based on EPG to answer sub question number 1 and 2.

The descriptor in development phase column is based on the methodology; knowledge and skills based on European Profiling Grid from novice teacher to expert teacher, the development phase also considered by the findings of sub-question 1 and 2. Moreover, it based on the *Peraturan Menteri (Permen)* no. 87 year 2013 about the teacher training program (*Program Pelatihan Guru*), it is stated that the education study program does not cover teacher professional competences. Teacher professional competence is taught in the extension teacher training program. Therefore, the coverage of the assessment specifications of methodology competences is conducted in the development phase 1.1, 1.2, 2.1, and 2.2 equals as the level of experienced teacher. Those bellow subchapters explain other elements of assessment specifications.

#### **4.3.1 Suggested Type/Format of the Assessment**

This study conducts assessment specifications for summative assessment. This type of assessment aimed to measure or summarize what a student has grasped and it is usually occurs at the end of a course

or unit of instructions (Brown, 2004). Moreover, the researcher also decided this assessment is a performance assessment and essay assessment. Performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something (Wisconsin Education Association Council;1996). Whereas, essay assessment allows students to select, organize, integrate and synthesize and present their answers or responses in their own style and words (Ughamadu, 2000). Time allocation for the assessment is adjusted during learning process. The assessment specification of methodology competences on the basis of EPG perspective.

#### **4.3.2 Suggested Time Allocation**

Time allocation for the assessment is adjusted during the learning process in the classroom. The assessment specification of methodology competences on the basis of EPG perspective. Moreover, time allocation above the table in order to make it neat. This time allocation is adjusted by the level of difficulty and the total number of students that take the methodology class in the campus.

#### **4.3.3 Cognitive Levels**

After decide materials in line with the objective. The next column is assessment cognitive level, the researcher use the Bloom taxonomy revised edition (Anderson and Kathwohl, 2001). This study adopts blooms term because Muzio (2011) stated that



blooms terms is easy to understand and conduct by beginner developers with no or little experience. In other words, blooms taxonomy term is helpful for other novice examiners to adapt the blooms taxonomy in developing assessment specifications. Moreover, the level of the tasks given is on the level of thinking from 'understanding' to 'evaluating' according to the Bloom's taxonomy. In addition, this element is included in the table and shown by the tick (✓) symbol located in selected cognitive level column.

#### **4.3.4 Performance and written Standard Competence**

This column explains the standard of performance and written to make examiner easier to assess and evaluate students' ability in methodology; knowledge and skills competences. This competence is based on the level of cognitive in the assessment specifications.

**Table. 4.12. EPG-Based Assessment Specifications of Methodology; Knowledge and skills Competences for Undergraduate English Education Study Program**

**Course Name** : English Language Teaching Methodology  
**EPG sub competence** : Methodology; knowledge and skills Competences  
**Types of Assessment** : Performance and Written  
**Time** : 180 Minutes

Assessment Phase: 1.1 – 2.2 based on EPG perspective and regulation issued by the Ministry of Education no. 87 year 2013 in Indonesia

Question No	Objectives/ Competences	EPG Development Phase	Materials	Cognitive Levels						Type of assessment	Performance & Written Standard competence	Number of items
				Remember	Understand	Apply	Analyze	Evaluate	Create			
1.	Students is learning about different language learning theories and methods	1.1	Task about language learning theories e.g. TBL		√					performance	Students are able to explain the differentiation of language learning theories and methods	1

2-3	When observing more experienced teachers, students can understand why they have chosen the techniques and materials they are using.		Task about teaching techniques and materials		√					written	Students are able to explain the reasons of experienced teacher chosen the technique they are using	2
4-5	Students has basic understanding of different language learning theories and methods	1.2	Task about different language learning theories and methods e.g. CLT		√					written	Students are able to list the differences the theories and methods in ELTM	2
6-9	Students can select new techniques and materials, with advice from colleagues							√		written	Students can select new technique, with advice from colleagues	3
10-12	Students can identify techniques and materials for different teaching and learning contexts	1.2	Task about techniques and materials for different context e.g. techniques in teaching grammar		√					written	Students can identify new technique and materials for different teaching and learning context	2

13-14	Students are familiar with language learning theories and methods	2.1	Task about language learning theories and methods e.g.		√					written	Students are able to describe language learning theories and methods	2
15	Students are familiar with techniques and materials for two or more levels.		Task about techniques and materials e.g. techniques in teaching vocabulary		√					written	Students are able to describe techniques and materials for two or more levels	1
16	Students can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts		Task about techniques and materials for different context e.g. techniques in teaching listening					√		written	Students can evaluate techniques and materials for different teaching contexts	1
17	Students can take into account the needs of particular groups when choosing which methods and techniques to use		Task about methods e.g. Audio lingual method					√		written	Students can evaluate of particular groups when choosing which methods and techniques to use	1

18	Students are well acquainted with language learning theories and methods, learning styles and learning strategies	2.2	Task about language theories, methods, learning styles and learning strategies					√		performance	Students can apply language learning theories and methods, learning styles and learning strategies	1
19	Students can identify the theoretical principles behind teaching techniques and materials.		Task about principles behind teaching		√					written	Students can identify principles behind teaching techniques and materials	1
20	Students can use appropriately a variety of teaching techniques and activities		Task about variety of teaching techniques and activities			√				performance	Students can use appropriately a variety of teaching techniques and activities	1

Maximum Score (adapt from RELC Regional Language Centre) Singapore:

**A – Excellent, B – above average, C – average, D – below average, E – failure**

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATION**

This chapter provides some conclusions of the study from the data of findings in the previous chapter, and along with some recommendations regarding of this study.

#### **5.1 Conclusions**

This present study has aims to answer main, and sub research questions. The researcher used DDR, to develop EPG-based assessment specifications of methodology competences for undergraduate English education study in Indonesia. The first sub question of the study is 1) how are the assessment specifications of methodology competences presented in the existing syllabi for undergraduate English Education Study program in Indonesia? In order to answer the first sub question, this study applied need analysis by collecting syllabi from five universities in Indonesia.

It is found there are no assessment specifications of methodology competences that exist in the existing syllabi. So, it needed to analysis learning outcomes in the existing syllabi which covers methodology competences. After that, the researcher analyzed the existing syllabi of undergraduate English Education study program into six development phase of EPG such as; development phase 1.1-1.2 (novice teacher), 2.1-2.2 (experienced teacher), 3.1-3.2 (expert teacher). The result of the

analysis is from 305 courses undergraduate English education study program from five universities only 19 courses that covers methodology competences.

Moreover, Sub-question 2 is answered by identifying the EPG range level on the data in the existing English Education Study program syllabi from five universities in order to see the similarities and differences shared by the existing syllabi and the EPG document regarding to the methodology competences because there are no assessment specifications in the existing syllabi. The results showed that the learning outcomes which cover methodology; knowledge and skills competences of undergraduate English education study program from five universities in Indonesia is in the level of experienced teacher. Moreover, there are 5 universities that categorized in EPG plus minus according to EPG perspective.

Considering the result of both sub questions above, in order to develop EPG-based assessment specifications that appropriate, it is used development phase from level 1.1 to 2.2. Moreover, the assessment specifications are not only considered from the result of statement of research question in EPG-based assessments specifications, but also is in line with the acquisition of knowledge that stated in the standard CP in KKNl, and the regulations of Ministry Education Ministry of no. 87 year 2013.

## 5.2 Recommendations

This study is offered some recommendations in the future. First, for curriculum designers and the English language teaching methodology lecturers of Undergraduate English Education Study Programs in Indonesia should use the standard competences of the EPG Methodology competences to design syllabi in order to avoid the overlapping and incompleteness of learning outcomes in the syllabi. Since, EPG has been used by other nine countries to identify development needs and training programme.

Furthermore, EPG it is a tool for managers and coordinators who are responsible for assuring the quality of language education, and for trainers and mentors who provide support in service development opportunities for language teachers. Second, for curriculum designers and the lecturers of Undergraduate English Education especially for five universities should develop the assessment specifications that meets standard of EPG. Since, the methodology competences are one of crucial competences that influenced the other teachers' competences in the future. Third, hopefully there are other studies on EPG in Indonesia because the research based on EPG still limited.



## CURRICULUM VITAE



Nur Chalipah was born in Jakarta on 31<sup>st</sup> December 1989. She is a daughter of Bapak Syah Iran Simamora dan Ibu Rosliana Hutabarat. In 2008, the writer accomplished Diploma 1 (One year English program professional in LBPP LIA Pramuka. In 2012, she accomplished her S1 degree in English literature program at STBA LIA Jakarta. Then, in 2015 she continued her S2 degree in Master program of English Education, Language and Art Faculty in Jakarta State University and accomplished her study in 2018.

The writer is an English teacher. Since, she was undergraduate student at STBA LIA Jakarta. She started to teach kindergarten, English course and institution. Now, the writer still work in private senior and junior high school in Bekasi as an English teacher.

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## APPENDIX 1

## Course Distribution in University A

Semester 1	
1	Bahasa Indonesia
2	Pengantar Ilmu Pendidikan
3	Psikologi Perkembangan
4	Basic Grammar
5	Basic Listening
6	Basic Speaking (Speaking For General Contexts)
7	Basic Reading
Semester 2	
1	Pendidikan Agama
2	Filsafat Ilmu dan Logika
3	Teori Belajar dan Pembelajaran
4	Basic Writing (Introduction to Writing)
5	Intermediate Grammar
6	Intermediate Speaking (Speaking for Academic Purposes)
7	Introduction to Linguistics
Semester 3	
1	Pendidikan Pancasila
2	Introduction to Literature
3	Intermediate Writing (Writing for General Purposes)
4	Intermediate Reading (Reading for Academic Purposes)
5	Advanced Listening (Interpretative Listening)
6	TEFL Methodology
7	English Articulatory Phonetics and Phonology
Semester 4	
1	Pendidikan Kewarganegaraan
2	Pengembangan Kurikulum
3	Profesi Kependidikan
4	Advanced Grammar
5	Advanced Reading (Critical Reading)
6	Advanced Writing (Academic Writing)
7	Cross and Multicultural Understanding
Semester 5	
1	Metodologi Penelitian
2	English Morphology and Syntax
3	Introduction to ELT Research
4	Sociolinguistics
5	English Language Assessment
6	Learning Material Development and Evaluation
7	ELT Curriculum and Syllabus
Semester 6	
1	Motivasi Usaha
2	Advanced Speaking (Speaking for Professional Contexts)
3	Introduction to Semantics and Pragmatics
4	Microteaching
5	ICT in English Language Education
6	ELT Research Methodology
7	American Culture*

8	Prosaic Studies*
9	Phonetic Studies*
10	Cinema Studies*
<b>Semester 7</b>	
1	Pengantar Aplikasi Komputer
2	Statistika
3	Translation
4	Current Issues in English Language Education
5	ELT Management
6	Learning Management System in ELT*
7	English For Young Learners*
8	Broadcasting*
9	Journalism*
10	Advertising*
11	English for Tourism*
12	Public Speaking*
<b>Semester 8</b>	
1	Skripsi

**APPENDIX 2**  
**Course Distribution in University B**

<b>Semester 1</b>	
1	Fiqih
2	Pendidikan Kewarganegaraan
3	Bahasa Indonesia
4	Grammar 1
5	Vocabulary 1
6	Reading 1
7	Listening 1
8	Speaking 1
9	Pronunciation 1
10	Psikologi Perkembangan Anak Sekolah Dasar
11	Belajar dan Pembelajaran
<b>Semester 2</b>	
1	Sejarah Peradaban Islam
2	Pengantar Studi Islam
3	Ilmu Alamiah Dasar
4	Grammar 2
5	Vocabulary 2
6	Reading 2
7	Listening 2
8	Speaking 2
9	Pronunciation 2
<b>Semester 3</b>	
1	Ilmu Pendidikan Islam
2	History of English
3	Phonology 1
4	Reading 3
5	Listening 3
6	Writing 1
7	Speaking 3
8	Introduction to Linguistics
<b>Semester 4</b>	
1	Administrasi Pendidikan
2	Reading 4
3	Listening 4
4	Writing 2
5	Speaking 4
6	Grammar 4
7	Phonology 2
8	Curriculum Development
9	Method of TEFL
10	Psycholinguistics
<b>Semester 5</b>	
1	Tafsir Tarbawiy
2	Hadist Tarbawiy
3	Extensive Reading
4	Curriculum Analysis
5	TEFL 1

6	Writing 3
7	Introduction to Literature
8	Morphology
9	Translation 1
<b>Semester 6</b>	
1	Translation 2
2	Writing 4
3	TEFL 2
4	Cross Cultural Understanding
5	Lesson Planning
6	Metodologi Penelitian Pendidikan
7	Language Testing 1
<b>Semester 7</b>	
1	Contrastive and Error Analysis
2	Language Testing 2
3	Academic Writing
<b>Semester 8</b>	
1	Skripsi



### APPENDIX 3

#### Course Distribution in University C

<b>Semester 1</b>	
1	Agama
2	English for International Communication
3	Estetika Bahasa dan Seni
4	Grammar for Interpersonal and Social Communication
5	Diction in Discourse
6	English in Social Discourse
7	Landasan Kependidikan
<b>Semester 2</b>	
1	Pancasila
2	Perkembangan Peserta Didik
3	English in Business Discourse
4	English Phonetics and Phonology
5	English in Literary Works
6	English for Social Communication
7	Introduction to Language
8	Personality Development and Interpersonal Skills
<b>Semester 3</b>	
1	Ilmu Alamiah Dasar
2	Filsafat Ilmu
3	English for Business Communication
4	Grammar for Business Communication
5	English Morphology
6	Kewarganegaraan
7	Language Learning and Teaching Theories
8	Teori Belajar dan Pembelajaran
<b>Semester 4</b>	
1	Bahasa Indonesia
2	Pengembangan Profesi Kependidikan
3	Public Speaking
4	English in Academic Discourse
5	Introduction to Functional Grammar
6	Introduction to Translation
7	Introduction to Research
8	ELT Methodology
<b>Semester 5</b>	
1	English for Academic Communication
2	Practicum of Translation
3	English Language Assessment
4	Cross Culture Understanding
5	Introduction to Discourse Analysis
6	Curriculum and Materials Development
7	Grammar for Academic Communication
<b>Semester 6</b>	
1	Statistika

2	Peer Teaching and Micro Teaching
3	English Syntax
4	English Language Education Management
5	Elective 1: Discourse Analysis or Literary Appreciation
6	Elective 2: Functional Grammar or Prose
7	KKL
8	Language Education Research Methodology
<b>Semester 7</b>	
1	Current Issues and Policies in Education
2	Internship/PKM
3	KKN/Translation Management
4	Elective 3: Sociolinguistics or Poetry
<b>Semester 8</b>	
1	Skripsi
2	Tugas Akhir Makalah Kompre

## APPENDIX 4

## Course Distribution in University D

Semester 1	
1	Pendidikan Agama I
2	Pendidikan Pancasila
3	Bahasa Indonesia
4	Pendidikan Kepramukaan
5	Literal Listening
6	Basic Reading
7	Basic English Grammar
8	Pronunciation Practice
9	Introduction to Linguistics
10	Pengantar Pendidikan
Semester 2	
1	Pendidikan Agama II
2	Pendidikan Kewarganegaraan
3	Speaking for Social Discourse
4	Social Discourse Comprehension
5	Sentence-Based Writing
6	Complex English Grammar
7	Phonetics and Phonology
8	Introduction to Literature
9	Psikologi Pendidikan dan Bimbingan Peserta Didik
Semester 3	
1	Filsafat Pendidikan
2	Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan
3	Critical Listening
4	Speaking for Academic Purposes
5	Critical Reading
6	Paragraph-Based Writing
7	Structure for TOEFL
8	Morphology and Syntax
9	Prose and Poetry
10	English for Specific Purposes
11	Kurikulum dan Pembelajaran
Semester 4	
1	Extensive Listening
2	Public Speaking
3	Genre-Based Writing
4	Functional Grammar
5	Semantics and Pragmatics
6	Translation I
7	Statistical Analysis
8	Pengelolaan Pendidikan
9	English for Business*
10	English for Tourism*
Semester 5	
1	Academic Writing
2	Sociolinguistics

3	Translation II
4	Cross Cultural Understanding
5	Etika Profesi Pendidik dan Kependidikan
6	English Learning Strategy
7	Learning Planning on English Language Teaching
8	English for Young Learners*
9	English for Journalism*
10	Discourse Analysis*
<b>Semester 6</b>	
1	Psycholinguistics
2	ICT in Language Teaching
3	TEFL
4	Evaluation on English Language Teaching
5	Media and Learning Source Development
6	Introduction to Research on ELT
7	Pembinaan Kompetensi Mengajar (PKM)
8	Editing*
9	Entrepreneurship*
<b>Semester 7</b>	
1	KKM
2	Research Paper
3	Research Methodology on ELT
4	Seminar on ELT
5	PPLK
<b>Semester 8</b>	
1	Research Paper

## APPENDIX 5

## Course Distribution in University E

Semester 1	
1	Intensive course
2	Pronunciation
3	Structure I
Semester 2	
1	Listening I
2	Speaking I
3	Reading I
4	Writing I
5	Structure I
6	Vocabulary I
7	Pendidikan Pancasila
8	Pendidikan Agama
Semester 3	
1	Listening II
2	Speaking II
3	Reading II
4	Writing II
5	Structure II
6	Introduction to Linguistics
7	Pedagogy
8	Developmental Psychology I
Semester 4	
1	Speaking III
2	Reading III
3	Writing III
4	Structure III
5	English Phonology
6	Developmental Psychology II
7	TEFL I
8	Curriculum and Material Development
Semester 5	
1	Speaking IV
2	Reading IV
3	Writing IV
4	TEFL II
5	TEYL
6	Morphology and Syntax
7	Language Testing
Semester 6	
1	Micro Teaching
2	Discourse Analysis
3	Scientific Writing
4	Research Methodology
5	Professional Ethics
6	Drama
7	Written Translation
8	Etika Sosial

<b>Semester 7</b>	
1	Teaching Practice
2	Prose and Poetry
3	Filsafat Manusia
4	Seminar on Thesis Proposal
5	Business Correspondence*
6	Presentation Skills*
7	Entrepreneurship*
8	Oral Translation*
<b>Semester 8</b>	
1	Skripsi
2	Teaching Science in English*
3	Teaching Math in English*
4	Child Education*
5	English Language Teaching Across Curriculum*
6	Computer-Assisted Language Learning (CALL)*
7	Language Proficiency Test Preparation*
8	Pedagogical Linguistics*
9	Komunikasi Lintas Budaya*
10	Fotografi*
11	Desain Grafis*
12	Dasar-Dasar Jurnalistik*
13	Dasar-Dasar Public Relations*

## Appendix 6

### Sikap, Penguasaan Pengetahuan, dan Keterampilan Khusus

PROGRAM STUDI S1 PENDIDIKAN (GURU) BAHASA INGGRIS	
SIKAP	
a. bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; b. menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika; c. berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila; d. berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa; e. menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain; f. bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan; g. taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara; h. menginternalisasi nilai, norma, dan etika akademik; i. menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; j. menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan. k. <b>mempunyai ketulusan, komitmen, kesungguhan hati untuk mengembangkan sikap, nilai, dan</b>	
<b>kemampuan peserta didik</b> dengan dilandasi oleh nilai-nilai kearifan lokal dan ahlak mulia serta memiliki motivasi untuk berbuat bagi kemaslahatan peserta didik dan masyarakat pada umumnya.	
PENGUASAAN PENGETAHUAN	
a. menguasai konsep teoretis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum ( <i>general English</i> ) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat <i>post-intermediate</i> ; b. menguasai konsep teoretis kebahasaan dan teknik berkomunikasi lisan dan tulisan Bahasa Inggris untuk tujuan tertentu ( <i>English for specific purposes</i> ); dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat <i>intermediate</i> ; c. menguasai konsep teoretis tentang kesastraan, literasi, serta pembelajaran bahasa. d. menguasai konsep teoretis tentang <i>pedagogi</i> ; e. menguasai prinsip psikologi perkembangan dan psikologi pendidikan; f. menguasai konsep dan teknik pengembangan program pembelajaran, penyajian (metode dan prosedur), pengelolaan, dan evaluasi program pembelajaran Bahasa Inggris yang mendidik.	
KETERAMPILAN KHUSUS	
a. mahir berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat <i>post-intermediate</i> ; b. mampu berbahasa Inggris lisan dan tulisan pada minimal satu bidang Bahasa Inggris untuk tujuan	

tertentu (*English for specific purposes*) setara tingkat *intermediate*;

- c. mampu mengadaptasi/budaya pemakai bahasa sasaran yang positif ke dalam budaya bahasa ibu;
- d. merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran, serta melakukan perbaikan metode dan proses belajar Bahasa Inggris sebagai bahasa asing sesuai dengan karakteristik dan kebutuhan peserta didik serta pemangku kepentingan sesuai standar proses dan mutu;
- e. mampu menerapkan metode dan proses belajar dan pembelajaran Bahasa Inggris untuk tujuan tertentu (*English for specific purposes*);
- f. mampu merencanakan dan mengelola sumberdaya dalam penyelenggaraan kelas, sekolah, dan Lembaga Pendidikan yang menjadi tanggung jawabnya, dan mengevaluasi aktivitasnya secara komprehensif;
- g. mampu mengidentifikasi dan menganalisis masalah mutu, relevansi, atau akses pembelajaran Bahasa Inggris serta menyajikan beberapa alternatif solusi sebagai bahan pengambilan keputusan;
- h. mampu melakukan pendampingan terhadap siswa dalam lingkup pembelajaran;
- i. mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan.

#### KETERAMPILAN UMUM

- a. mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;

- b. mampu menunjukkan kinerja mandiri, bermutu, dan terukur;
- c. mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni.
- d. menyusun deskripsi saintifik hasil kajian tersebut di atas dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi;
- e. mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data;
- f. mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya;
- g. mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya;
- h. mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri;
- i. mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi;