DESIGNING ICT COMPETENCES - INTEGRATED ASSESSMENT INSTRUMENTS OF SPEAKING

(Design and Development Study of English Language Education Study Program Assessment Instruments)

A Thesis Submitted in Partial Fulfillment for the Degree of Master Program of English Language Education

SESSI FEBRIYANTI

2236159115

ENGLISH LANGUAGE EDUCATION MASTER PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS NEGERI JAKARTA

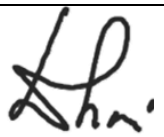
2021

APPROVAL SHEET

Nama : Sessi Febriyanti

Nomor Registrasi : 2236159115

Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	**Dr. Liliana Muliastuti, M.Pd.** **Dekan Fakultas Bahasa dan Seni**		
2	**Dr. Siti Drivoka Sulistyaningrum, M.Pd.** **Koordinator Program Studi Magister Pendidikan Bahasa Inggris**		**13 Februari 2021**
3	**Dr. Ratna Dewanti, M.Pd.** **Pembimbing I**		**15 Februari 2021**
4	**Dr. Muchlas Suseno, M.Pd.** **Pembimbing II**		**15 Februari 2021**
5	**Dr. Sri Sumarni, M.Pd.** **Ketua Penguji**		**15 Februari 2021**
6	**Dr. Darmahusni, M.A.** **Anggota Penguji I**		**15 Februari 2021**
7	**Dr. Siti Drivoka, Sulistyaningrum, M.Pd.** **Anggota Penguji II**		**13 Februari 2021**

DECLARATION

I declare that this research paper entitled Designing ICT Competences-Integrated Assessment Instruments of Speaking (Design and Development Study for English Education Study Program Assessment Instruments) submitted for Magister Pendidikan 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, January 2021

Sessi Febriyanti

ACKNOWLEDGEMENT

All praises belong to Allah, the Lord of the world, and the Master of everything. To whom we worship and to whom we ask for help. The writer thanks to Allah for always giving her ease in every difficulty, for always strengthening her in every hardship she found during the completion of this thesis. Shalawat and Salam are upon to the Man of honesty, noble, discipline, consistency, patience, devotion, adoring, empathy, Rasullullah Muhammad S.A.W.

Much gratitude is addressed to the writer's support system; her friends, family, whom she loves and who loves her. Primarily, the writer would like to thank to her parents. There is no a thing the writer could say except thank you very much for their biggest support and pray. Another big love for the little one Gemintang and thanks also goes for lovely hubby for his endless support, prayers, love and laugh he shares with the writer as she can finish this thesis on schedule.

The writer would like to thank the supervisors of this research project, Dr. Ratna Dewanti, M.Pd and Dr. Muchlas Suseno, M.Pd., all lecturers and the staffs of English Language Education Master Program. Thank you for all the support in completing this thesis.

ABSTRACT

Sessi Febriyanti. 2021. *Designing ICT Competence-integrated Assessment Instruments of Speaking (Design and Development Study of English language Education Study Program Assessment Instruments).* Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Arts, State University of Jakarta.

This study aims to design ICT integrated in Speaking Assessment Instruments for English Language Study Program (ELESP). This research adapted Design and Development Research (DDR). The used of DDR stages are need analyzing, designing, prototype and evaluation. The design of the ICT competences-integrated assessment instrument of Speaking Course through the process of analysing existing assessment instruments of English Language Study Program from three different universities in Indonesia. The result of sub RQ 1 found that the ICT competences are mostly integrated in the speaking assessment instrument components. For the ICT tools in the existing test instrument mostly used computer, laptop, and word processing software. UNESCO competence in the existing test instrument mostly integrated implicitly and explicitly in technology literacy. Sub RQ 2 found the model and procedure of integrating ICT competences into table of specification that commonly used in speaking assessment instrument. Sub RQ 3 found the integration of ICT into test instrument component can be applied by infusing the ICT indicator into the table of specification. Sub RQ 4 found designing ICT competences-integrated assessment instruments of speaking courses used the *oral test* and *podcast presentation* for the type of speaking test instrument.

Keywords: ICT competences, Assessment Instruments, Speaking

ABSTRAK

Sessi Febriyanti. 2021. *Merancang Instrumen Penilaian yang Terintegrasi TIK untuk Kompetensi Berbicara (Studi Desain dan Pengembangan Pendidikan Bahasa Inggris)*. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mendesain instrumen penilaian berbicara yang ada dalam pembelajaran mata kuliah Bahasa Inggris. Penelitian ini mengadaptasi Desain dan Pengembangan Penelitian (DDR). Penggunaan tahap DDR menganalisis, Merancang. Prototipe dan Evaluasi. Rancangan instrumen penilaian mata kuliah berbicara yang terintegrasi dengan kompetensi TIK melalui proses menganalisis instrumen penilaian yang ada dari Program Studi Bahasa Inggris dari tiga universitas berbeda di Indonesia. Analisis juga dilakukan instrumen penilaian Bahasa Inggris berbasis Kompetensi TIK. Hasil sub RQ 1 menemukan bahwa kompetensi TIK sebagian besar terintegrasi dalam komponen instrumen tes. Untuk alat TIK dalam instrumen tes yang ada sebagian besar menggunakan komputer, laptop, dan perangkat lunak pengolah kata. Kompetensi UNESCO dalam instrumen tes yang ada sebagian besar terintegrasi secara implisit dan eksplisit dalam literasi teknologi. Sub RQ 2 menemukan model dan prosedur mengintegrasikan kompetensi TIK ke dalam tabel spesifikasi yang umum digunakan. Sub RQ 3 menemukan integrasi TIK ke dalam komponen instrumen tes dapat diterapkan dengan memasukkan indikator TIK ke dalam tabel spesifikasi. Sub RQ 4 menemukan perancangan instrumen penilaian terintegrasi ICT kompetensi-kursus berbicara menggunakan *oral test*, presentasi *podcast* untuk jenis instrumen tes bebicara.

Kata kunci: Kompetensi TIK, Instrumen Penilaian, Berbicara

KEMENTERIAN PENDIDIKAN DAN
KEBUDAYAAN UNIVERSITAS NEGERI
JAKARTA **UPT PERPUSTAKAAN**

Jalan Rawamangun Muka Jakarta 13220

Telepon/Faksimili: 021-4894221

Laman: lib.unj.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Sessi Febriyanti

NIM : 2236159115

Fakultas/Prodi : Fakultas Bahasa & Seni / PMPBI

Alamat email : sessi.febriyanti@gmail,com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

☐ Skripsi ☑ Tesis ☐ Disertasi ☐ Lain-lain (……)

yang berjudul :

DESIGNING ICT COMPETENCES - INTEGRATED ASSESSMENT INSTRUMENTS OF SPEAKING

(Design and Development Study of English Language Education Study Program Assessment Instruments)

Dengan Hak Bebas Royalti Non-Ekslusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara ***fulltext*** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 1 Februari 2021

Penulis

(*Sessi Febriyanti*)

TABLE OF CONTENTS

APPROVAL SHEET II

DECLARATION III

ACKNOWLEDGEMENT IV

ABSTRACT V

ABSTRAK VI

TABLE OF CONTENTS IX

LIST OF TABLES XII

LIST OF FIGURES XIV

LIST OF APPENDICES XV

CHAPTER 1 1

1. INTRODUCTION

1.1 Background of the Study 1

1.2 Research Questions 5

1.3 Purposes of the Study 5

1.4 Scope of the Study 6

1.5 Significance of the Study 6

1.6 Definition of Key Terms. 7

2. REVIEW OF RELATED LITERATURE

2.1 Assessment 9

2.1.1 The Meaning of Assessment 9

2.1.2 The Purposes of Assessment 10

2.1.3 Types of Assessment 11

2.1.4 Validity and Reliability of Assessment 13

2.1.5 Model of Assessment Instruments 14
2.1.6 Assessment Specification 15
2.1.7 Modes of Assessing 17
2.2 Test Types 21
2.2.1 Standardized Testing 23
2.3 Speaking 24
2.3.1 Aspects of Speaking 26
2.3.2 Micro – skills and Macro – skills of English Speaking Skills 27
2.3.3 English Speaking Assessment 29
2.3.4 English Speaking Course in ELESP 30
2.4 Information and Communication Technology (ICT) 33
2.4.1 ICT in Education 34
2.4.2 UNESCO ICT Competency Standards for Teachers 36
2.4.3 ICT in English Speaking Learning 38
2.4.4 ICT in Assessment 38
2.4.5 ICT in EFL Teaching and Learning 39
2.4.6 ICT in Language Assessment 40
2.4.7 ICT in English Speaking Assessment 41
3. METHODOLOGY
3.1 Research Method and Design 42
3.2 Data and Data Source 45
3.3 Data Collection 46
3.4 Data Analysis Procedures 48
4. FINDINGS AND DISCUSSION
4.1 The Existing ICT - Competences Integrated Speaking Assessment

Instrument 59

4.1.1 The Component of Existing Speaking Assessment Instruments 60

4.1.2 The Analysis of the Existing Speaking Assessment Instruments 99

4.1.3 The Overall Result of the Existing Assessment Instruments of Speaking Make Use of ICT Competences 117

4.2 The Table of Specification Model 119

4.3 The Design of ICT Competencies Integrated Table of Specification 122

4.4 The Design of ICT Competences Integrated Test of Speaking 126

5. CONCLUSION AND SUGGESTION

5.1 Conclusion 131

5.2 Suggestion 133

REFERENCES 134

APPENDICES 140

LIST OF TABLE

Table 3.1	Common Research Methods Employed in Developmental Research Studies
Table 3.2	The Course Names and Universities
Table 3.3	List of Data and Data Sources
Table 3.4	Analysis of the Existing Assessment Instruments' Components
Table 3.5	Analysis of ICT Competences in the Existing Speaking Assessment Instrument
Table 3.6	The List of ICT Competences Indicator of Speaking Assessment Instrument
Table 3.7	The ICT Competences Integrated Table of Specification (TOS)
Table 3.8	The ICT Integrated Speaking Test
Table 3.9	Rubrics for Expert Judgment for ICT Competences Integrated Assessment Instrument Test of Speaking
Table 4.1	The Components of Assessment Instrument for Mid-Test of Speaking for General Communication of University A
Table 4.2	The Components of Assessment Instrument for Final Test of Speaking for General Communication of University A
Table 4.3	The Components of Assessment Instrument for Mid-Test of Speaking for Academic Purposes of University B
Table 4.4	The Components of Assessment Instrument for Final-Test of Speaking for Academic Purposes of University B
Table 4.5	The Components of Assessment Instrument for Mid-Test of Speaking for Professional Purpose of University A
Table 4.6	The Components of Assessment Instrument for Final-Test of Speaking for Professional Purpose of University A
Table 4.7	The Components of Assessment Instrument for Mid-Test of Speaking for Professional Purposes of University C
Table 4.8	The Components of Assessment Instrument for Final-Test of Speaking for Professional Purposes of University C
Table 4.9	The ICT Competences on the Existing Assessment Instrument of Speaking for General Communication

Table 4.10 The ICT Competences Found on the Existing Assessment Instrument of Speaking for Academic Communication
Table 4.11 The ICT Competences Found on the Existing Assessment Instrument of Speaking for Professional Purpose
Table 4.12 The Overall Result of ICT competences in Assessment Instrument
Table 4.13 The ICT Competences Integrated Table of Specification (TOS)
Table 4.14 The ICT Competences Integrated Listening Test

LIST OF FIGURE

Figure 3.1 An Elaboration of DDR Stages

APPENDICES

Appendix 1 ICT Competences Indicators

Appendix 2 Table of Specification of Speaking for Academic Purposes

Appendix 3 Table of Specification of Speaking for General Purposes

Appendix 4 Table of Specification of Speaking for Professional Purposes