

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Cognitive competence is one of the important dimensions of 21st-century competence (Soland, Hamilton, & Stecher, 2013). Cognitive competence plays a significant role in facing various challenges and current developments, both local and global. The phenomenon of disruption and a large amount of information that can be accessed from various digital media requires individuals to have a competency device that serves as a counterweight in dealing with the phenomenon. Cognitive competence helps individuals use the mindset of thinking and academic potential to solve various problems—(Boix-Mansilla & Jackson, 2011; Saavedra & Opfer, 2012).

Soland, Hamilton, & Stetcher (2013) suggest that cognitive competence at least consists of academic mastery, critical thinking, and creativity. Cognitive competence is the basis for forming academic attitudes, ways of thinking, and how to solve problems by empowering aspects of individual cognition. However, Sun & Hui (2012) focus on cognitive competences on critical thinking and creative thinking. This argument confirms that cognitive competence is more dominant in the domain of rationalization and reasoning. This competence is reflected in the level of critical thinking and creative thinking of an individual (Wagner, 2010).

Cognitive competency has always been an important competency in the education curriculum in Indonesia (Herlanti, 2015). From 1984 to 2013, cognitive aspects of the curriculum were revised and improved in order to adjust to the needs and demands of the times. In the latest development, Bloom's Taxonomy was used as a reference to determine students' cognitive and thinking levels at each learning level. Through these references, cognitive competency standards are strictly defined and expected to impart knowledge to students according to expected level.

Assessment as part of the learning system becomes important in measuring cognitive competence. Trautwein (2009) explained that lecturers must have a standardized test to assess cognitive competences in the student learning process. Lecturers must develop appropriate assessment instruments to measure the extent to which cognitive competences are infused in the learning process. With this specific assessment instrument, the cognitive aspects of learning can be maximized to get students who can meet market needs and demands. The development of various forms of cognitive competence becomes more effective because the results are controlled through strict and appropriate instruments (Stanberg, 2006; Ku, 2009).

The demands and needs of society are evolving so fast. Therefore, the development of assessment instruments must be continuously developed in accordance with the needs of assessment in the learning process. Lecturers ideally have updated indicators to measure the level of cognitive competence of students in their classrooms. According to Lai & Viering (2012) and Bapna (2017),

indicators of cognitive competency assessment instruments are ideally flexible and responsive to the dynamics of the times. This situation requires lecturers to add new elements to the assessment instrument as the learning process progresses each year. Not only for the learning process, but it will also have a positive impact on the development of student cognition.

The situation above illustrates that learning is not a process that simply repeats the same learning activity every year. Lecturers and students as elements involved in the learning process must be active to make innovations and creations so that the specified learning targets can be effective and efficient. Lecturers and students must regularly upgrade their competences so that they are not left behind in the global competition. The aspects of the learning process that are continuously being developed are one of the keys to improving the quality of learning.

Relating to the development of learning to meet the demands of the times, English is one of the lessons that needs attention. Reddy (2016) and Rao (2019) mention the important role of English in many life aspects in the 21st century. English is an international language that is widely used in international interaction and communication. English as a foreign language is studied at all education levels in Indonesia, from primary education to higher education. The education system in Indonesia emphasizes that students be able to master English language skills, including listening, speaking, reading, and writing.

As part of English language skills, listening is the most basic and most difficult skill to learn (Ummah, 2012). Listening is a complex language skill,

where language users process the sounds of the language they hear in order to understand what the other person is saying. Listening skills require a lot of learning time. It is due to differences in the sound of English as a foreign language with other languages. The activity of delivering messages in the listening process involves sound analysis and message reception by listeners so that the meaning can be clearly understood.

Listening is the most frequently used skill in communication (Burley-Allen, 1995; Nunan, 1997). The purpose of listening learning is to maximize the effectiveness and efficiency of the communication process as well as a place to improve student cognitive competence. Based on the KKNi Curriculum implemented in higher education, students are required to master high-level thinking skills that allow them to create new things. It certainly requires cognitive competence in listening.

Based on the explanation above, the researchers argue that designing cognitive competences assessment instruments in Listening courses is important to do. Lecturers and study programs, which are important elements in the formulation of teaching materials, ideally use up-to-date and updated assessment instruments. With the existence of a cognitive competency assessment instrument, listening courses in the English education study program can be a place to improve students' cognitive abilities. By compiling the test format using the Table of Specifications, lecturers can determine the direction of assessment to meet the target to be achieved.

Moreover, the researcher found several previous studies about the development of assessment instruments in listening. Maulana (2019) conducted research on designing ICT competences-integrated assessment instruments of listening. The focus of this research is to develop ICT-based assessment instruments. Meanwhile, Morales & Fernandes (2019) conducted research on authentic assessment in the listening classroom. This study explains the benefits and implications of authentic assessment in listening class. In addition, there is also Rubin's (2009) research on the assessment of speaking and listening competences at the college level. This research focuses on communication competence in assessment instruments.

After noticing some of these studies, the researchers concluded that previous researchers had conducted research on the development of instrument assessments in listening. However, the existing researches take different perspectives, including ICT competence, authentic assessment, and communication competence. Thus, the perspective of cognitive competence taken in this research will be a novelty in researches on the development of assessment instruments at the listening course.

Based on the observation of Listening course documents in the form of syllabus and assessment instruments in several English study programs, cognitive competence has not been adequately accommodated. Learning design has not been directed to hone students' skills in using knowledge. This situation becomes a crucial problem for Listening course. As an important subject, listening is ideally used as a medium to improve students' cognitive competence in solving

their problems. Through the assessment carried out, lecturers can develop the potential of students to become problem solvers in the reality of their daily lives.

In line with that, this research is practically directed to develop student critical thinking and problem solving potential. The assessment instruments compiled later are expected to improve students' skills to analyze, comprehend, and solve their problems. Through the test items, students will be guided to maximize these competencies, so that Listening courses will have an impact on their ability to compete in the world of work and social dynamics of society.

1.2 Research Questions

Based on the problem above, the research problem is divided into two forms: the main question and sub-questions. The main question of this research is how are the cognitive competences designed in the assessment instrument of listening for ELESP? Meanwhile, the sub-questions are broken down into the following questions.

- a. To what extent are the existing of assessment instruments of listening classes accommodate cognitive competences?
- b. How are the design of Table of Specification (ToS) of Listening assessment instruments infused cognitive competences?
- c. How are the design of Listening Assessment Instrument infused cognitive competences?

1.3 Purposes of the Study

Based on the formulation of the problems, the objectives of this study are divided into two forms: the main objective and sub-objectives. The main objective

of this research is to design cognitive competences infused listening assessment instruments for ELESP. Meanwhile, sub-objectives are broken down into the following.

- a. To analyze the use of cognitive competences in the existing assessment instruments.
- b. To design Table of Specification (ToS) of Listening assessment instruments infused cognitive competences.
- c. To design Listening assessment instrument infused cognitive competences.

1.4 Scope of the Study

This study focuses on designing cognitive competences infused in Listening assessment instruments for ELESP. Also, this study indicated to S-1 English study program only. According to the formulation of problems and research objectives above, from the object aspect, this research is limited to the analysis of learning documents in the form of lesson plans and assessment instruments. Meanwhile, from the aspect of development, this research only focuses on developing an assessment instrument in the form of a test.

1.5 Significance of the Study

Theoretically, this research provides new insights into the research landscape of assessment instrument development. As stated earlier, research on the development of existing assessment instruments takes the perspective of the use of ICT (Maulana, 2019), authentic assessment (Morales & Fernandes, 2019), and communication competence (Rubin, 2012). This research focuses on

cognitive competence, so that the new perspective presented is to expand the existing research.

From several previous studies, it was found that these studies aim to develop an assessment instrument. This research provides new insights because it focuses on listening. In addition, this research also provides new insights from the approach used. As far as the literature review conducted by the researcher, research on the development of listening assessment instruments from the cognitive competency aspect has not been carried out by previous researchers. Thus, this research will provide theoretical benefits in the form of this novelty.

Practically, this research provides standardized test products for assessing cognitive competences in listening. This product can be used in listening in the English education study program. For policymakers and stakeholders, the results of this study can be used as a reference or guide in infusing cognitive competences in assessment instruments. Based on the results of this study, study program leaders and lecturers can make assessment optimization policies by focusing attention on students' cognitive competences.

1.6 State of the Art

This research is at the locus of designing the Listening course instrument assessment. This research arises due to gap analysis and practical needs that have not been answered by previous studies. Therefore, this research emerged by bringing some novelties in the research landscape of designing assessment instruments for other Listening. In compiling a mapping and framework properly,

the research novelty stated in state of the art is classified into perspective and object aspects.

From a perspective aspect, Maulana's research (2019) takes the perspective of developing competence-integrated ICT in the listening course assessment instrument. This study focuses on the integration of ICT elements in the assessment instruments used in lectures. Morales & Fernandes's (2019) research describes the benefits and implications of applying authentic assessment in listening courses. Meanwhile, Rubin's (2009) research focuses on developing communication competence in assessment instruments for listening. Thus, this study has state of the art from a perspective aspect, namely developing cognitive competences in the listening course assessment instrument.

From the object aspect, Maulana's research (2019) took the object of five English education study programs in Indonesian universities. Researchers examined the assessment instruments used by the five study programs. Meanwhile, Morales & Fernandes (2019) took objects in the form of 38 students at the University of Costa Rica. Researchers used a questionnaire to collect data from 38 students. Unlike Maulana (2019) and Morales & Fernandes (2019), the researcher took the research object in the form of five English study programs at different universities in Indonesia. Thus, the differences in research objects of the study also become state of the art.

1.7 Definition of Key Terms

1. Assessment

Assessment is a systematic activity used by teachers and students to collect, analyze, and interpret information to develop teaching and learning (Berry, 2008). From this definition, assessment as a way to determine the progress of learning is very general. The OECD (2013) emphasizes the function of assessment as a tool to identify student learning development and also to provide information to parents and the community about educational performance so that the quality of school management and leadership and learning practices can be improved. In a broader definition, Martin (2010) explains that assessment as part of learning activities includes at least gathering information, analyzing information objectively, service user participation, assessing eligibility for services, collaboration with other professionals, and using systems to record information accurately.

2. Cognitive competences

Cognitive competence is an individual's critical thinking and creative thinking skills that can help him solve problems effectively, make decisions, and develop existing self-competences (Sun & Hui, 2012). Soland, Hamilton, & Stecher, 2013 stated that cognitive competence is an important dimension in 21st-century competence. It is related to various global challenges that force individuals to be able to carry out analysis, reasoning, interpretation, and interference. In this regard, Anderson & Kratwohl (2001) revised the cognitive domain of Bloom's taxonomy and suggested several aspects that belong to

cognitive competences: remembering; understanding, applying, analyzing, evaluating; creating.

3. Listening

Listening is the most frequently used language skill. According to Eggenberger (2019), active listening is one key to students' academic achievement in the learning process, especially at the university level. It is because listening is key to all effective communication. The act of listening involves complex affective, cognitive, and behavioral processes (Yurko and Styfanyshyn 2020). Nu Nu Wah (2019) stated that listening is a cognitive process in which we attach meaning to aural signals. It is intellectually active in decoding, understanding, interpreting and evaluating messages. It is a particular mode of communication that is as important as others, such as speaking, reading and writing.

