

**DESIGNING COGNITIVE COMPETENCES ASSESSMENT
INSTRUMENTS IN LISTENING CLASSES OF ENGLISH
LANGUAGE EDUCATION STUDY PROGRAM**

A THESIS




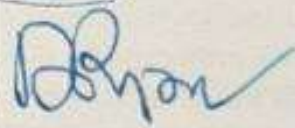

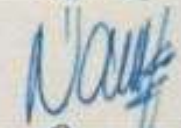
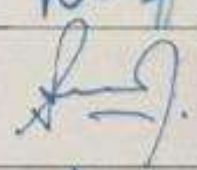
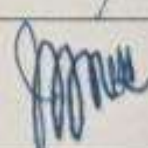
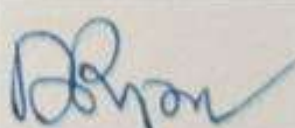
**YELI ZASTIKA
1212819021**

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA**

2021

**PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS**

Nama : Yeli Zastika
 Nomor Registrasi : 1212819021
 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 Prodi Magister Pendidikan Bahasa Inggris		16 Agustus 2021
3	Dr. Darmahusni, M. Pd. Pembimbing I		19 Agustus 2021
4	Dr. Ratna Dewanti, M. Pd. Pembimbing II		18 Agustus 2021
5	Dr. Muchlas Suseno, M. Pd. Ketua Penguji		18 Agustus 2021
6	Dr. Sri Sumarni, M. Pd. Anggota Penguji I		14 Agustus 2021
7	Dr. Siti Drivoka Sulistyaningrum, M. Pd. Anggota Penguji II		16 Agustus 2021

ABSTRACT

Yeli Zastika. 2021. Designing Cognitive Competences Assessment Instruments in Listening Classes of English Language Education Study Program. Master Thesis. Magister of English Language Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

The research aims to design cognitive competences assessment instruments in Listening class for English Language Education Study Program (ELESP). This research employed a modified Design and Development Research (DDR) which consists of four steps, including analyzing, designing, prototyping, and evaluating. The data of this research were ten Listening assessment instruments collected from five ELESP at different universities in Indonesia. The result of the analysis revealed that cognitive competences in the existing assessment instruments of Listening in ELESP only accommodated the critical thinking indicators. It was only found in the level of understanding. The indicators only appear in the instruction, test format and topics. Meanwhile, the indicators of problem solving was not found. This research used the Table of Specifications (ToS) adapted from Universitas Innsbruck since it was designed explicitly for Listening assessment. There were three procedures to design ToS infused cognitive competences. The indicators of cognitive competences infused in the ToS was in the component of learning objective, taxonomy, input sources, topics, nature of content, and test method. The new design of assessment instruments made use of almost all the indicators of critical thinking and problem solving. The indicators infused the instruction, test format, topics and test items. The design was developed for Listening for General Purposes for mid-test and final test in ELESP.

Keywords : *Cognitive competences, assessment instruments, listening classes, ELESP.*

ABSTRAK

Yeli Zastika. 2021. Merancang Instrumen Penilaian untuk Kelas Listening Program Studi Pendidikan Bahasa Inggris. Tesis. Program Studi Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk merancang instrumen penilaian kompetensi kognitif pada kelas Listening Program Studi Pendidikan Bahasa Inggris (ELESP). Penelitian ini menggunakan Penelitian Desain dan Pengembangan Penelitian (DDR) yang dimodifikasi yang terdiri dari empat langkah, meliputi menganalisis, merancang, membuat prototipe, dan mengevaluasi. Data penelitian ini adalah sepuluh instrumen penilaian Listening yang dikumpulkan dari lima ELESP di berbagai universitas di Indonesia. Hasil analisis menunjukkan bahwa kompetensi kognitif pada instrumen penilaian Listening yang ada di ELESP hanya mengakomodasi indikator berpikir kritis (*critical thinking*). Itu hanya ditemukan pada tingkat pemahaman (*understanding*). Indikator hanya muncul dalam instruksi (*instruction*), format tes (*test format*) dan topik (*topics*). Sedangkan indikator pemecahan masalah (*problem solving*) tidak ditemukan. Penelitian ini menggunakan Tabel Spesifikasi (ToS) yang diadaptasi dari Universitas Innsbruck karena dirancang secara eksplisit untuk penilaian Listening. Ada tiga prosedur untuk merancang kompetensi kognitif yang ditanamkan pada ToS. Indikator kompetensi kognitif yang dituangkan dalam ToS adalah pada komponen tujuan pembelajaran (*learning objective*), taksonomi (*taxonomy*), sumber masukan (*input sources*), topik (*topics*), sifat isi (*nature of content*), dan metode tes (*test method*). Rancangan instrumen penilaian yang baru mengakomodasi hampir semua indikator berpikir kritis dan pemecahan masalah. Indikator tersebut meliputi instruksi (*instruction*), format tes (*test format*), topik (*topics*) dan item tes (*test items*). Desain ini dikembangkan untuk Listening for General Purposes untuk ujian tengah semester dan ujian akhir semester di ELESP.

Keywords : *Kompetensi Kognitif, Instrumen Penilaian, Listening, Program Studi Pendidikan Bahasa Inggris.*

DECLARATION

I declare that this research paper entitled Designing Cognitive Competences Assessment Instruments in Listening Classes of English Language Education Study Program 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, 30 Agustus 2021



Yeli Zastika



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 : Yeli Zastika

NIM : 1212819021

Fakultas/Prodi : Fakultas Bahasa dan Seni/Magister Pendidikan Bahasa Inggris

Alamat email : yelizastika@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 Cognitive Competences Assessment Instruments in Listening Classes of English Language Education Study Program

Dengan Hak Bebas Royalti Non-Eksklusif 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, 30 Agustus 2021

Penulis

Yeli Zastika

ACKNOWLEDGEMENT

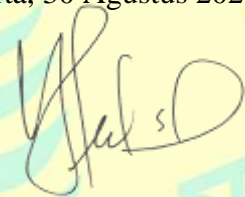
Alhamdulillah Rabbil Alamin, I would like to express my greatest gratitude to Almighty Allah SWT for His blessings and mercies during my struggle in finishing my thesis. Without His hands, I can do nothing. He has lifted me up beyond my strength and given me a perseverance to cope with the hard days. His helping hands became real through so many people who give me support and assistance during my study in MPBI especially in writing my thesis. Also, shalawat and salam are always delivered to our great Prophet Muhammad SAW who has brought us from the darkness to the lightness.

My deepest gratitude goes to my thesis advisors, Dr. Darmahusni, M.A., and Dr. Ratna Dewanti, M.Pd. , who had willingly spent his time to accompany me in finishing my thesis. They have a big willingness to share their knowledge and expertise through giving valuable suggestions, comments, guidance, and patience during my thesis accomplishment. I would like also to thank all lecturers in Master of English Language Education Study Program, State University of Jakarta, especially, Dr. Ifan Iskandar, M.Hum., Dr. Siti Drivoka Sulistyningrum, M.Pd., Dr. Sri Sumarni, M.Pd., Dr. Muchlas Suseno, M.Pd., Prof. Dr. Ilza Mayuni, M.A., for their contribution of thought and idea for this thesis. Their willingness to guide me with meaningful knowledge and skills during my study has enriched my life. I thank, also, the secretariat staff: Mas Yusup for his kindness in administrative services.

I intended my sincere gratitude to my beloved parents, Zainuddin and Asmarti; my special one, Reflinaldi, M.Hum; for their great love, prayers, support,

and trust in finishing my study. also my beloved brother, Ahmad Sehan Ardiansyah, who always keeps motivating me to finish this study. My sincere thanks are addressed to my best friends in PMPBI batch 2019. Finally, from my deepest heart, I would like to thank all those whose names are not mentioned for their support and help through their own way. By all their hands, I can finish this thesis. May the blessings of Allah SWT be with us today, tomorrow, and forever.

Jakarta, 30 Agustus 2021



Yeli Zastika



PREFACE

All praises and thanks are to Allah SWT, master of the universe, the almighty who always enlightens and shows the writer the way in finishing the paper entitled “Designing Cognitive Competences Assessment Instruments in Listening Classes of English Language Education Study”.

This paper is submitted to the Master Program of English Language Education, Faculty of Languages and Arts, State University of Jakarta. It is written to fulfill the partial requirement for the examination of the Master Program of English Language Education.

The writer is fully aware that this paper is still far from being perfect. She hopes that this paper can be useful to those who read it. She also appreciates constructive criticism and suggestions for improving this paper.

Jakarta, 30 Agustus 2021



Yeli Zastika

TABLE OF CONTENTS

PERSETUJUAN PANITIA UJIAN	ii
ABSTRACT	iii
ABSTRAK	iv
DECLARATION	v
ACKNOWLEDGMENT	vi
PREFACE	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES	xi
LIST OF TABLES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	6
1.3 Purposes of the Study	6
1.4 Scope of the Study	7
1.5 Significance of the Study	7
1.6 State of the Art	8
1.7 Definition of Key Terms	10
CHAPTER II LITERATURE REVIEW	12
2.1 Assessment	12
2.2 Cognitive Competences	24
2.3 Listening	32
2.4 Design and Development Research	36
2.5 Conceptual Framework	38
2.6 Related Studies	39
CHAPTER III METHODOLOGY	46
3.1 Research Design	46
3.2 Data and Data Sources	48
3.3 Instruments of The Study	49
3.4 Validity and Reliability of Instruments	65
3.5 Data Collection Procedures	65
3.6 Data Analysis Procedures	66
CHAPTER IV FINDINGS AND DISCUSSION	69
4.1 The Existence of Cognitive Competences in the Existing Listening Assessment Instruments	69
4.2 Table of Specification (ToS) of Listening Assessment Instruments	120

Infused Cognitive Competences	
4.3 The Design of Listening Test Infused Cognitive Competences	128
CHAPTER V CONCLUSIONS AND SUGGESTIONS	155
5.1 Conclusions	155
5.2 Suggestions	157
REFERENCES	158
APPENDICES	



LIST OF FIGURES

No	Figure	Name of Figure	Sheet
1	2.1	The Listening Table of Specification	19
2	2.2	The Conceptual Framework	39
3	4.1	DDR Stages Used in The Research Process	47



LIST OF TABLES

No	Table	Name of Tables	Page
1	2.1	Indicators of Cognitive Level Framework	22
2	2.2	Cognitive Competences Indicators	29
3	2.3	Indicators and Descriptors of Problem Solving Competences	41
4	3.1	University Code, Courses, and Data Sources Documents	48
5	3.2	Data and Data Sources	49
6	3.3	Assessment Components Analysis Instrument	49
7	3.4	Cognitive Competences Indicators	51
8	3.5	Cognitive Competences in Assessment Instruments Analysis Instrument	56
9	3.6	Instrument Analysis of the Overall Result of Cognitive Competences in Listening Assessment Instrument	58
10	3.7	Instrument Analysis of the Cognitive Competences Infused Table of Specifications	59
11	3.8	Instrument Analysis of Listening Test Data and Instructions	59
12	3.9	Instrument Rubric for Expert Judgment	61
13	4.1	The Components of Listening Assessment Instrument at University A	71
14	4.2	Cognitive Competences in Listening Assessment Instruments at University A	76
15	4.3	The Components of Listening Assessment Instrument at University B	81
16	4.4	Cognitive Competences in Listening Assessment Instruments at University B	87
17	4.5	The Components of Listening Assessment Instrument at University C	90
18	4.6	Cognitive Competences in Listening Assessment Instruments at University C	96
19	4.7	The Components of Listening Assessment Instrument at University D	99
20	4.8	Cognitive Competences in Listening Assessment Instruments at University D	105
21	4.9	The Components of Listening Assessment Instrument at University E	109
22	4.10	Cognitive Competences in Listening Assessment Instruments at University E	115
23	4.11	The Overall Result of Cognitive Competences in Listening Assessment Instruments	118
24	4.12	Infused Cognitive Competences with Test Components	121

25	4.13	Table of Specifications of Listening Mid-Test Assessment Instruments Infused Cognitive Competences	122
26	4.14	Table of Specifications of Listening Mid-Test Assessment Instruments Infused Cognitive Competences	124
27	4.15	Contents of Cognitive Competences in the Mid-Test of Listening for General Communication	135
28	4.16	Contents of Cognitive Competences in the Final-Test of Listening for General Communication	149

