CHAPTER I

INTRODUCTION

This chapter showed the background of the study, research questions, purpose of the study, and scope of study and significance of study

1.1 Background of the Study

Alignment is a means for understanding the degree to which different components of an educational system work together to support a common goal (Martone&et al. 2009, p.1333). These components were consist of standards, teaching and assessment. Standards is defining what the students were expected to know and be able to do as well as how well the students were expected to attain this knowledge and these skills (Popham, 2003). Teaching is supposed to give all students an opportunity to attain such knowledge and skills (Fuhrman, 2001). Assessment should give information about how well the students have learned to achieve the goal from the standard. To know whether these components were work together, the alignment education is expected to be efficient and students were expected to get an opportunity to learn what is expected.

The alignment analyses were needed, from the analysis can increase the alignment among the components for better educational systems. Commonly, two components were compered to each other in such analyses, i.e. standards with assessment, standards with teaching or teaching with

assessment (Roach, Niebling & Kurz, 2008). But, in this thesis only deals with measurement of alignment between standards and assessments because there were some reasons. First, standards were often defined without considering specific teaching methods and learning material. Second, assessments were expected to assess the standards because the results from assessments can be used to give feedback to students, for accountability decisions, evaluation of educational improvements. Third reason is assessments were expected to influence teaching.

However, alignment between the standards that define how well students were expected to attain such knowledge and skills and the cut-scores set on a specific assessment is also important. Wiggins and McTighe (2005) stated that after learning objectives were developed, assessments were designed to inform the teacher and the student about the extent to which the learner has met those objectives. This also help to make the overall learning experience more transparent and meaningful for students, ensure that the assessment practices were designed to assess the learning objectives, and act as the compass that guides and directs a broad range of purposeful action (Ambrose 2010).

In institutions of higher education strive to deliver effective learning to achieve the goal of the study, because learning outcomes were the important thing as the compasses of the study. In Indonesia, *KKNI (Kerangka Kualifikasi Nasional Indonesia)* as the curriculum to guide university in developing better learning for students.

KKNI which has already held a legal endorsement in the form of Presidential Decree no. 8/2012. Also according to the Presidential Decree no. 8/12 KKNI established a package of descriptors in each level of qualifications with four general components to accomplish, i.e. 1) attitudes and values, 2) field knowledge, 3) working competencies, and 4) managerial competencies. Those four general components in fact can be synthesized into four interceptions that is knowledge, attitude, skills, and competence. Graduates at each level will be equipped with a wide, good attitude coherent knowledge, skills, and competence in their field of study for professional work as well as lifelong learning.

If outcomes and assessments were aligned, then students have the opportunity to learn and meet the expectations of the program. According to Roach et al (2004) there is little clarity in terms of how much alignment is can facilitate learning and improved outcomes for students. Several studies have been conducted in many areas. The first study by Beverly Fitz Patrick (2015) who analyse the alignment between objectives and assessments in therapies courses by using Anderson and Krathwohl's revision of Bloom's Taxonomy. The result of this study showed that some student comments indicated that they thought objectives and assessment tasks should match for content, but they felt that this did not happen often in the assessment task.

The second study from Abu Hamdan - Fakhri (2015) who analyse the alignment between objectives and assessments in childhood educational courses by using Quellmalz Taxonomy. The result of this study showed that

some student comments indicated that they thought objectives and assessment were in the lower order thinking skill it could not support students critical thinking skills.

Strong alignment neither causes nor guarantees improved achievement; however, it can provide evidence of content validity and contribute to accountability. If the result showed not aligned, the course may be fragmented and ineffective. So that, this study is build up from this premise. Alignment is one way to demonstrate the connection between objectives and assessment that can improve the quality of the educational system especially in Higher Education.

Meanwhile, the researcher use Bloom's Taxonomy to know the alignment between ILO and Formative assessments. This study focus on the alignment between ILOs and Formative Assessments were aligned to support higher order thinking in reading courses. Bloom's revised taxonomy is found to be the most useful model for categorization of ILOs and Formative Assessments.

1.2 Research Questions

This study report how negotiation of meaning between teacher and students in online learning were used and shaped. Specifically, the study addressed the following question

1. What kinds of thinking process were reflected from the Intended Learning Outcomes (ILOs)?

2. What kinds of thinking process were reflected from the Formative Assessments?
3. How ILOs and Formative Assessments were aligned to support higher order thinking?

1.3 Purpose of the Study

The purpose of this study, to find out the correspond between the Intended Learning Outcomes (ILOs) and formative assessments in Reading 2 Courses in terms Bloom Revise Taxonomy to support higher order thinking.

1.4 Scope of the Study

This study focus on Reading 2 Courses, the alignment represented by using formative assessments and ILOs in Reading Module to give information about the alignment between ILOs and formative assessments in terms Bloom Revised Taxonomy.

1.5 Significance of the Study

Findings of the study should provide for teacher, students and University for better learning process. The result of this study would be useful for

- Student would be develop their high order thinking, for better improvement student learning.
- For teacher, gave deep insight by implementing BRT's in the formative assessments were very useful for teacher and students.
- For university it could promote for better high quality education.

- The references could provide for develop Higher Education Curriculum