

**THE ALIGNMENT OF ASSESSMENT TASKS WITH THE  
INTENDED LEARNING OUTCOMES IN “ENGLISH PHONETICS &  
PHONOLOGY” AND “ENGLISH MORPHOLOGY & SYNTAX”  
COURSES: CONTENT ANALYSIS**



*Mencerdaskan dan  
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***A Skripsi Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
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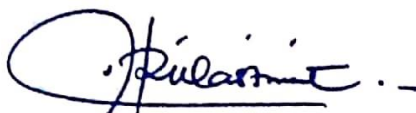
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## ABSTRACT

**Intan Mutiara Akbar.** 2022. *The Alignment of Assessment Tasks with the Intended Learning Outcomes in “English Phonetics & Phonology” and “English Morphology & Syntax” Courses: Content Analysis.* A Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

This study concentrates on how the assessment practices are used in the ELESP Universitas Negeri Jakarta. To be more specific, the study aims at investigating the extent to which assessment tasks (ATs) and intended learning outcomes (ILOs) in Phonetics & Phonology (EPP) and English Morphology & Syntax (EMS) courses of ELESP are well aligned. This study uses deductive qualitative content analysis techniques to the RPS document and assessment tools. The data gathered from English Language Education Study Program collection. This study found that the alignment between assessment tasks and intended learning outcomes in EPP course, overall, 6% of assessment task are not aligned with the course’s intended learning outcomes, 11% of assessment task are partially aligned, and the 83% are considered well-aligned with the ILOs. In EMS course, 33% of assessment task are not aligned with the course’s intended learning outcomes, 50% of assessment task are partially aligned, and the 17% are considered well aligned with the ILOs. Furthermore, it is discovered that the number of ILO statements in both courses do not conform to theoretical recommendations, in which the recommended number of ILO statements are of a maximum five items. Meanwhile, the number of ILO statements in EPP is 18 items and the number of ILO statements in EMS is 6 items.

**Keywords:** *Alignment, Learning Outcomes, Assessment Task*

## ABSTRAK

**Intan Mutiara Akbar.** 2022. *The Alignment of Assessment Tasks with the Intended Learning Outcomes in “English Phonetics & Phonology” and “English Morphology & Syntax” Courses: Content Analysis.* A Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

Studi ini berkonsentrasi pada bagaimana praktik asesmen digunakan di PSPBI Universitas Negeri Jakarta. Untuk lebih spesifik, studi ini bertujuan untuk menyelidiki sejauh mana tugas penilaian dan capaian pembelajaran mata kuliah (CPMK) dalam mata kuliah *English Phonetics & Phonology* (EPP) dan *English Morphology & Syntax* (EMS) dalam kurikulum PSPBI selaras dengan baik? Studi ini menggunakan teknik analisis isi kualitatif deduktif terhadap dokumen RPS dan perangkat penilaian. Data dikumpulkan dari koleksi Program Studi Pendidikan Bahasa Inggris. Studi ini menemukan bahwa keselarasan antara tugas penilaian dan hasil pembelajaran yang diinginkan di mata kuliah *EPP*, secara keseluruhan, 6% dari tugas penilaian tidak selaras dengan CPMK, 11% dari tugas penilaian hanya selaras sebagian, dan 83% dianggap selaras dengan baik dengan CPMK. Pada mata kuliah *EMS*, 33% dari tugas penilaian tidak selaras dengan CPMK, dan 50% dari tugas penilaian hanya selaras sebagian, dan 17% dianggap selaras dengan baik dengan CPMK. Selain itu, ditemukan bahwa jumlah pernyataan CPMK di kedua mata kuliah tidak sesuai dengan rekomendasi teoritis, di mana jumlah pernyataan CPMK yang direkomendasikan adalah maksimal lima item. Sedangkan jumlah pernyataan CPMK di mata kuliah *EPP* adalah sebanyak 18 item dan jumlah pernyataan CPMK di mata kuliah *EMS* adalah sebanyak 6 item.

**Kata Kunci:** *Keselarasan, Hasil Belajar, Tugas Penilaian*

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A *Skripsi* submitted in partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* of English Language Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

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Jakarta, 18 February 2022

A handwritten signature in black ink, consisting of stylized, cursive letters that appear to be 'JMS'.

The researcher



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