

**THE LEVEL OF COGNITIVE PROCESSES INVOLVED IN
ASSESSMENT TASKS: THE CASE OF “PUBLIC SPEAKING”
AND “ENGLISH FOR INTERPERSONAL AND
TRANSACTIONAL COMMUNICATION” COURSES OF ELE-SP
UNJ**



*Mencerdaskan dan
Memartabatkan Bangsa*

**Muhammad Fikri
1202617028**

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

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA
2022**

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Muhammad Fikri
NIM : 1202617028
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *THE LEVEL OF COGNITIVE PROCESSES INVOLVED IN ASSESSMENT TASKS: THE CASE OF "PUBLIC SPEAKING" AND "ENGLISH FOR INTERPERSONAL AND TRANSACTIONAL COMMUNICATION" COURSES OF ELE-SP UNJ*

Telah berhasil dipertahankan dihadapan dewan penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

Dewan Penguji

Ketua Penguji
Dosen Pembimbing I



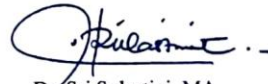
Sudarya Permana, M.Hum
NIP. 197404032001121004

Penguji Ahli Materi



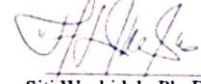
Lasito, M. App. Ling
NIP. 198002222008121000

Anggota Penguji
Dosen Pembimbing II



Dr. Sri Sulastini, MA
NIP. 196010241988032001

Penguji Ahli Metodologi



Siti Wachidah, Ph. D.
NIP. 195710041989032000

Jakarta, 14 Februari 2022
Dekan Fakultas Bahasa dan Seni

Dr. Liliana Muliastuti, M. Pd
NIP. 196805291992032.001

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Muhammad Fikri
No. Registrasi : 1202617028
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : THE LEVEL OF COGNITIVE PROCESSES INVOLVED
IN ASSESSMENT TASKS: THE CASE OF "PUBLIC
SPEAKING" AND "ENGLISH FOR INTERPERSONAL
AND TRANSACTIONAL COMMUNICATION"
COURSES OF ELE-SP UNJ

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila saya terbukti melakukan tindakan plagiarisme.

Demikian saya buat pernyataan ini dengan sebenar-benarnya.

Jakarta, 14 Februari 2022



Muhammad Fikri



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 : Muhammad Fikri
NIM : 1202617028
Fakultas/Prodi : Bahasa dan Seni/Pendidikan Bahasa Inggris
Alamat email : muhammad.fikri261098@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: THE LEVEL OF COGNITIVE PROCESSES INVOLVED IN ASSESSMENT TASKS: THE CASE OF "PUBLIC SPEAKING" AND "ENGLISH FOR INTERPERSONAL AND TRANSACTIONAL COMMUNICATION" COURSES OF ELE-SP UNJ

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 izin 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, 14 Februari 2022
Penulis

Muhammad Fikri

NIM: 1202617028

ABSTRACT

Muhammad Fikri. 2022. *The Level Of Cognitive Processes Involved In Assessment Tasks: The Case Of “Public Speaking” And “English For Interpersonal And Transactional Communication” Courses Of ELE-SP UNJ.* Thesis, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

This research aims to describe the cognitive processes involved in assessment tasks in English for Interpersonal Communication (EITC) and Public Speaking (PS) courses. The research methodology for this study was a descriptive qualitative research design involving document analysis. The RPKPS of English for Interpersonal Communication and Public Speaking courses were used as data sources. The cognitive processes involved in assessment tasks were investigated using Revised Bloom's Taxonomy. The results of this study found the courses cognitive process involved 86% of higher-order thinking skills and 14% of lower-order thinking skills. The category are apply (14%), analyze (29%), and Create (57%). Overall, the create level of thinking was the most involved in the EITC and PS courses assessment test, indicating that students are working at a higher level of thinking. There are two kind of knowledge dimension used in the assessment tasks of EITC and PS. They are conceptual and procedural, 43% of conceptual and 57% of procedural knowledge dimension on both courses. Therefore, the higher order thinking dominates the assessment tasks with the expected cognitive process and knowledge dimension for higher education.

Keywords: *Assessment tasks, Cognitive Process, Assessment Method, Higher Education Course, Document Analysis.*

ABSTRAK

Muhammad Fikri. 2022. *The Level Of Cognitive Processes Involved In Assessment Tasks: The Case Of “Public Speaking” And “English For Interpersonal And Transactional Communication” Courses Of ELE-SP UNJ.* Thesis, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

Penelitian ini bertujuan untuk mendeskripsikan proses kognitif yang terlibat dalam tugas penilaian dalam mata kuliah English for Interpersonal Communication (EITC) dan Public Speaking (PS). Metodologi penelitian dalam penelitian ini adalah penelitian deskriptif kualitatif dengan desain analisis dokumen. RPKPS dari mata kuliah English for Interpersonal Communication dan Public Speaking digunakan sebagai sumber data. Proses kognitif yang terlibat dalam tugas penilaian diselidiki menggunakan Taksonomi Bloom yang Direvisi. Hasil penelitian ini menemukan proses kognitif mata kuliah melibatkan 86% kemampuan berpikir tingkat tinggi dan 14% kemampuan berpikir tingkat rendah. Kategorinya adalah menerapkan (14%), menganalisis (29%), dan mengkreasikan (57%). Secara keseluruhan, tingkat berpikir mengkreasikan adalah yang paling terlibat dalam tes penilaian mata kuliah EITC dan PS, yang menunjukkan bahwa siswa bekerja pada tingkat berpikir yang lebih tinggi. Ada dua jenis dimensi pengetahuan yang digunakan dalam tugas penilaian EITC dan PS. Mereka adalah konseptual dan prosedural, 43% dari konseptual dan 57% dari dimensi pengetahuan prosedural pada kedua kursus. Oleh karena itu, berpikir tingkat tinggi mendominasi tugas penilaian dengan proses kognitif dan dimensi pengetahuan yang diharapkan untuk pendidikan tinggi.

Keywords: *Assessment tasks, Cognitive Process, Assessment Method, Higher Education Course, Document Analysis.*

ACKNOWLEDGEMENT

All praise is for Allah—Lord of all worlds, for the presence of plenty of mercy and his grace, so that this research can complete a skripsi with the title: *The Level Of Cognitive Processes Involved In Assessment Tasks: The Case Of “Public Speaking” And “English For Interpersonal And Transactional Communication” Courses Of ELE-SP UNJ*

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.

In arranging this *skripsi*, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher aims to express his appreciation to all of them. First, the researcher's deepest appreciation goes to his beloved parents, his mother Sylvia Juanita Zanny and his father Alm. Zulkarnain for not being demanding parents and always giving endless love, prayer, and support.

The researcher presents his sincere appreciation to Dr. Liliana Muliastuti, M.Pd. as the dean of FBS UNJ, also to the researcher's supervisors, Ms. Ellis Tamela, M. Pd. as supervisor I and Dr. Sri Sulastini, M.A. as supervisor II who have helped the researcher patiently to finish this *skripsi* by giving suggestion, guidance, and correction since the preliminary of manuscript until the completion of this *skripsi*.

The researcher's greatest thanks go to Dr. Sudarya Permana, M, Hum. as the head of ELE-SP of FBS UNJ and all of the researcher's lecturers in ELE-SP for motivation and useful knowledge. The researcher's deepest thanks also go to his examiners Dr. Sudarya Permana, M, Hum., Lasito, M. App. Ling, Siti Wachidah , Ph. D for their valuable corrections and suggestions, also for all staff either in department or in faculty who have helped the researcher in managing all formal needs during this *skripsi* arrangement.

The researcher's thankfulness also goes to all his friends in ELE-SP, particularly to his companions they are Alif, Dinda, and Intan for being a nice place to share, also to his comrades Goya, Hafidz, Arlyn, and Kezia for being the researcher's good friends. Last but not least, the researcher's appreciation to the researcher himself for doing all this hard work, never quitting, and just being his at all times.

Jakarta, 03 Januari 2022.



The researcher



TABLE OF CONTENTS

LEMBAR PENGESAHAN	II
LEMBAR PERNYATAAN	III
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI.....	IV
ABSTRACT.....	V
ABSTRAK.....	VI
ACKNOWLEDGEMENT.....	VII
TABLE OF CONTENTS	IX
LIST OF TABLES	XII
LIST OF FIGURES	XIII
LIST OF APPENDICES	XIV
CHAPTER I INTRODUCTION	1
1.1 Background.....	1
1.2 Problem Identifications.....	4
1.3 Objectives/Purpose of the Study.....	4
1.4 Research Questions.....	5
1.5 Scope of the Study	5
1.6 Significance of the Study.....	6
CHAPTER II LITERATURE REVIEW.....	7
2.1 Assessment in Higher Education.....	7
2.1.1 Definition of Assessment Tasks.....	7
2.2 Assessment Type	8
2.2.1 Formal and Informal	8
2.2.2 Diagnostic, Formative, and Summative Assessment	9
2.2.3 Assessment for Learning, Assessment of Learning, and Assessment as Learning	10
2.3 The Concept of Assessment.....	10
2.4 The Principles of Assessment.....	11

2.5	Method of Assessment.....	13
2.5.1	Selected Response and Short Answer	13
2.5.2	Extended Written Response	13
2.5.3	Performance Assessment	13
2.5.4	Extended Written Response	13
2.6	Cognitive Process Dimension.....	14
2.7	Higher Order Thinking and Lower Order Thinking	15
2.7.1	Higher Order Thinking Skills.....	16
2.7.2	Lower Order Thinking Skills	16
2.8	Knowledge Dimension	17
2.8.1	Factual	17
2.8.2	Conceptual.....	18
2.8.3	Procedural	18
2.8.4	Meta-Cognitive	18
2.9	Course Learning Outcome (CLO)	20
2.10	Review of Relevant Studies.....	20
2.11	Theoretical Framework.....	22
	CHAPTER III METHODOLOGY	25
3.1	Research Question	25
3.2	Time and Place of the Study	26
3.3	Design and Methodology.....	26
3.4	Data and Source of Data	27
3.5	Data Collection Instruments and Procedures.....	28
3.5.1	Document Analysis	28
3.6	Data Analysis Procedures	29
	CHAPTER IV FINDINGS AND DISCUSSION	32
4.1	Data Description	32
4.2	Findings	33
4.2.1	Assessment Tasks in ELE-SP UNJ	33
4.2.2	The Proportion of Assessment Tasks in LOT Category	34
4.2.3	The Proportion of Assessment Tasks in HOT Category	35
4.2.4	The Proportion of Assessment Tasks in HOT Category	36
4.3	Discussion.....	39
4.3.1	The Cognitive Processes Involved in Courses of PS and EITC.....	39
4.3.2	Types of Assessment Tasks in PS and EITC Courses	40

4.3.3 The Proportion of Assessment Tasks Required Students Perform LOT and HOT	41
4.4 Limitation of the Study	42
CHAPTER V CONCLUSION AND RECOMMENDATION.....	44
5.1 Conclusion	44
5.2 Implication of the Study	45
5.3 Recommendation	46
REFERENCES	47
APPENDICES	50



LIST OF TABLES

Table II.1. Matrix of revised Bloom’s Taxonomy	19
Table II.2. Framework of the Study.....	23
Table III.1. Data Source	27
Table III.2. For data analysis procedure for document analysis.....	29
Table III.3. Matrix of revised Bloom’s Taxonomy	30
Table III.4. Example to conclude the category of BRT.....	30
Table IV.1. Assessment Task Types, LOT, and HOT in EITC and PS Course....	33
Table IV.2. Knowledge dimension and cognitive process in English for Interpersonal and Transactional Communication Course.....	36
Table IV.3. Knowledge dimension and cognitive process in Public Speaking Course	37
Table IV.4. BRT Category	38



LIST OF FIGURES

Figure II.1. Cognitive Process Dimension.....	17
Figure II.2. Knowledge Dimension	19
Figure IV.1. Lower Order Thinking	34
Figure IV.2. Higer Order Thinking.....	35



LIST OF APPENDICES

Appendix 1 Data Analysis	50
Appendix 2 Permission to Use the Data	53
Appendix 3 RPKPS English in Interpersonal & Transactional Communication ..	54
Appendix 4 RPKPS Public Speaking	72

