

CHAPTER I

INTRODUCTION

1.1 Background

Assessment is part of educational practices in schools and universities. It is a process of teachers reviewing their own teaching to improve students' learning. Students' learning can be seen by the quality of the education program or study program. The program must have a good quality standard in which the assessment tasks is aligned with the course learning outcomes (CLO). Assessment is a measurement instrument (Clark I. , 2011). As a measurement instrument, assessment has significant potential to increase the learning effectiveness of students, if it is designed in line with the formulation of learning objectives.

The quality of learning influenced by assessment expects students to do as the learning plan to learn in the classroom and has the exact learning outcomes. The assessment is a kind of feedback for the teacher to evaluate the learning process for the next teaching activity (Ďurišová, Kucharčíková, & Tokarčíková, 2015). It can become an evaluation to make a better learning process and to find the weakness of the teaching activity.

In higher education, students are expected to develop higher-order thinking skills that can provide critical thinking and problem-solving. The higher-order thinking is to analyze, evaluate, and create (Anderson & Krathwol, 2001). The assessment in higher education must include this level of thinking into their education program, so the students can reach the standard quality of their learning outcomes in university. Based on Permendikbud Nomor 3 (2020) the standard

quality of higher education in Indonesia consists of the principle of assessment, technique, and assessment, mechanism and procedures, implementation of results, report of the assessment, and student graduation. This means assessment is one of the important things that a teacher needs to pay attention to achieve learning outcomes.

Nowadays, the assessment is used to determine the capability of students. The assessment tasks needed to fit the CLO, so the students achieved what they needed in the course. According to (Noweski, et al., 2012), the 21st-century skills are skills that students or young people need to obtain to be implemented in work and daily life. The skills are critically, systematically, innovative. To reach this kind of skill, the educator needs to align assessment tasks and learning outcomes with the standard of HOT in higher education. To know that we need to see whether learning activities that reflect student learning experiences show that students are given the opportunity to learn to comprehend what is the learning objective. Anderson and Krathwohl (2003) said serious misalignment can be problematic. Even high-quality instruction will not likely influence student performance on examinations if the instruction is not matched with assessments, for example. Similarly, if evaluations are not matched with objectives, the assessment results will not represent the achievement of those goals. The focus of this research is assessment practices. In addition to seeing the suitability of the assessment tasks and the learning objectives, this research will focus on the cognitive process in the assessment tasks. Because the assessment tasks have a greater influence/more determines the student's decisions about how and what he/she learns.

This research would like to know how the assessment tasks function properly in the learning process. This research will limit the research on the courses Public Speaking and English for Interpersonal and Transactional Communication in English Language Education Study Program (ELE-SP) at Universitas Negeri Jakarta (UNJ). Most of the researchers probably know Intended Learning Outcomes is the goal of what a learner will have acquired and will be able to do upon successfully completing their studies, but in ELE-SP ILO is called CLO. It has the same meaning but only different terminology. From this point onward, This research will use CLO as the alternate terminology of ILO.

In the *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 330, Paseleng, Chrismawati, and Laoli (2019) conducted a study on cognitive processes. The students' attitude involving cognitive process in using social media was the sole subject of the study. Paseleng, Chrismawati, and Laoli concentrated only on students' cognitive domain involved in their attitudes when using social media. Bechard, Karvonen, and Erickson (2021) investigated the theoretical underpinnings and methods that went into creating the Dynamic Learning Maps Cognitive Processing Dimension Taxonomy, which identifies cognitive processes that are acceptable for map-based alternate assessments. Based on the findings of the previous two research, this study will focus on the cognitive processes involved in the ELE-SP Universitas Negeri Jakarta's PS and EITC courses, which focuses on the assessment tasks.

From the explanation, it appears that more discussion of the cognitive processes involved in the assessment tasks is required. According to Loring W. Anderson (2003), Tasks for assessment are like the tools in a carpenter's toolbox.

A skilled assessor, like a good carpenter, has several tools that he or she learns to utilize effectively to achieve the goal.

1.2 Problem Identifications

As mentioned in the background of the study, the assessment practices is expected to be in line with CLO. In higher education, assessment for learning includes higher-order thinking, but some of the practices in the field still use low-order thinking (LOT) that consists of remembering, understanding, and applying (Anderson & Krathwol, 2001). It is originally from Bloom's Taxonomy, which is Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Bloom, 1956). It is revised by them and divided into two orders of thinking. They are Low Order Thinking and Higher Order Thinking. The assessment for CLO required the cognitive process based on taxonomy level proposed by Anderson and Krathwohl's revision of Bloom's Taxonomy. by the end of a course or program, it is achieved what the learner will know and be able to do.

This study would help to gain a better understanding of the cognitive processes involved in the assessment tasks by analyzing two of the courses which are Public Speaking and English for Interpersonal and Transactional Communication. This research will analyze the assessment practices model and compare the assessment practices cognitive process in the RPKPS.

1.3 Objectives/Purpose of the Study

This research aims to obtain information about the cognitive process from the assessment practices in the PS and EITC courses, with a focus on the many types of assessment tasks and the cognitive processes involved in each one in RPKPS.

1.4 Research Questions

This research formulates the research question as follows, based on the background of the study as mentioned above:

1. To what extent do assessment tasks (ATs) of ELE-SP language-skills course units promote the development of HOT in students?

This research separated the main topic into three sub-research questions in order to provide a clear answer:

- 1.1 How can the assessment tasks (ATs) be classified based on their respective knowledge dimension and cognitive dimension?
- 1.2 What proportion of the assessment tasks (ATs) are of Low Order Thinking (LOT) types?
- 1.3 What proportion of the assessment tasks (ATs) are of High Order Thinking (HOT) types?

1.5 Scope of the Study

In this research, This research focuses on the cognitive process using HOT and LOT in ELE-SP UNJ with the course language skills using the summative assessment tasks employed in the PS and EITC courses. This research analyzes the assessment tasks with the revised Bloom Taxonomy that is remembering, understanding, applying, analyzing, revising, and creating. Then, using the Bloom's revised taxonomy (BRT) Table (Anderson L. W., 2002) the types of cognitive processes (LOT or HOT) involved in the assessment tasks will be determined. This research chooses these courses because speaking skills are the talents that students wish to improve, pay attention to, and feel they lack. When students hear and

comprehend the target language accurately and can speak it well, they will be more successful and willing in foreign language training (Darancik, 2018). The assessment tasks referred in this study are the assessment tasks that are in the RPKPS of both courses. This research uses the data from PS and EITC because the data is easy to access and related to This research major.

1.6 Significance of the Study

The result of the study should give a comprehension for the assessment practices in the language skills course at ELE-SP UNJ. It is expected to become a reflection for the course and to evaluate the assessment tasks, so it can be aligned with the learning outcomes. The study's findings offer new insight into assessment techniques in higher education, specifically how the LOT and HOT levels of cognitive processes have been integrated into course unit assessment practices in order to assist students' effective learning and maximal accomplishment of the CLOs. Furthermore, the findings may prompt lecturers to reflect on their own professional procedures, particularly in terms of assessment