

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, problem identification, research questions, purposes of study, scope of the study, and significance of the study.

1.1 Background

(Masters, 2013) stated that governments and education systems have placed a high priority in developing skills and attributes necessary to face 21st century. A core function of higher education is developing human potential (Ramsden, 2003) Higher education should provide quality learning experience that relevant to the needs of accountability across levels from institutional to departmental, program, course, to the units. Higher education also should prepare accountable and competitive human resources to face emerging global challenges. As stated in ACT No. 12 of 2012, Art. 18(2), higher education should prepare the students to face the real world where the students have to get a job or create a job as well as developing their selves to be professional.

Furthermore, the Times Higher Education rated that The University of Indonesia (UI) is the best campus in the country, ranking 800-1000 globally in 2021. The rating is lower than the previous year which was ranked at 601-800. It decreased from the previous same research in 2013 Indonesia placed on top 400 global universities (Kompas.com, 2020) Therefore, Indonesia should improve the quality of the education system to be able to compete with foreign institutions and

produce graduates that can face the 21st century and also avoiding the downgrading for the next year.

In order to develop students' potential to be professional, higher education should have an effective education system. In an effective education system, all elements work to foster the goal of meaningful learning. When there is consistency between what teachers want students to learn, how they teach, and how they assess students' academic performance, teaching will be much more productive than when there is the lack of alignment (Kabouha & Elyas, 2015). In gaining those activities, teacher need the assessment. Assessment plays a vital role in educational institutions and is considered to be an integral part of the instructional process. Assessment is the main component in teaching and learning process and to ensure that students' skills are improved. "Assessment plays an essential role in language teaching and learning" (Cheng & Fox , 2017). It measures what students know and able to do (Banta, 2015). Assessment incorporates a variety of procedures for describing, collecting, documenting, scoring, and interpreting information about teaching and learning (Fulcher, 2010).

Student need to asses based on the course learning outcomes as stated on the lesson plan or the course outline. Teacher as the principal agents of assessment, so teacher need to ensure the quality of assessment practices and to use these practices in ways that best support our students' learning. By assessing students, teachers can identify what students know well and what is needed to improve. Teachers are expected to understand about what they want students to learn and what students should have to do in order to demonstrate that they have learned at the appropriate level; they should establish any ways of getting their students to learn effectively at

the desired cognitive level, to be more student centred in their teaching and learning activities, and more authentic in their assessments (Biggs, 1996).

According to (Bloxham & Boyd, 2010) emphasize quality systems are needed to improve the quality of learning outcomes. As an integral part of the education system, the use of objectives, scopes, methods, procedures, and results should be carried out for one primary purpose. That is, to generate information about how the student's learning outcomes represent the characteristics of their abilities (knowledge, skills, attitudes), as described in Developing Overall Goals / Related Education Programs. In addition, assessing the learning process and the effectiveness of student learning plays several important positive roles (Bloxham & Boyd, 2010).

From the explanation, it can be considered that there are needs for further discussion and evaluation on assessment practices that employed in courses. This condition is appropriate to the lecturer responsible for planning the learning course, evaluating the necessary tools, conducting the evaluation process, and using the information obtained to support the effectiveness of the education and learning they teach. Evaluation support is required. Observing the practice of faculty assessment and the process and effectiveness of student learning is a strategy for determining the degree of educational quality of a degree program. This activity provides invaluable information that can be used as baseline data when seeking to improve the quality of education. However, not all lecturers have opportunities to think differently or deeply about the potential of assessment to contribute meaningfully to students' learning on their courses and beyond their courses (Clarence, Quinn, & Vorster, 2015).

1.2 Problem Identification

One of compulsory course of ELESP is English in Public Speaking (SP) and English for Interpersonal and Transactional Communication (EITC) course. These courses develops students' language skills in speaking field. In Public Speaking (PS) course, students learn about ceremonial speech (introductory speech and graduation speech), scientific speech / oration (informative), and persuasive speech. Students learn compile ideas and details in the manuscript and present them in public with using storytelling and quotation strategies, signposts, paralinguistic features, lexicogramatics appropriate and acceptable, coherent and coherent, and make use of information technology and communication. In English for Interpersonal and Transactional Communication (EITC) course, aims to enable students to produce various types of interpersonal and transactional texts to carry out social functions with clear objectives, coherently and coherently, with appropriate and acceptable lexicogramatics, all in accordance with the context of the situation, based on good mental and social attitudes. and take advantage of information and communication technology.

However, prior study revealed that very little attention is given to conduct empirical studies on teaching and learning process in Indonesian higher education institutions despite the needs for immediate improvements in the quality of higher education instructional services (OECD/ADB, 2015). Teachers only conduct assessments to meet Requirement of Education and Learning Programs, regardless of the quality of the assessment itself. They suggest that test administration is simply a test of what has been learned and that consent, described as the correspondence between the assessment and the course learning outcome, should

be the primary focus of assessment development. When assessment does not achieve course learning outcomes or when pedagogy does not directly contribute to appropriate learning activities, student can get missdirection during the class activity and achieve less to the learning objectives. (Biggs & Tang, Teaching for Quality Learning at University: What the student does, 2011)

Thus, based on the explanation above, it is necessary look deeper the assessment practices employed in SP and EITC course since it is one of compulsory courses in ELESF UNJ.

1.3 Research Question

Based on the background study above, the writers stated the research question as follow:

1. To what extent assessment tasks (ATs) and course learning outcomes (CLOs) of ELE-SP Language-skills in Public Speaking (PS) and English for Interpersonal and Transactional Communication (EITC) course units are well aligned?
 - a. How is the alignment between assessment tasks (ATs) and course learning outcomes (CLOs) of ELE-SP Language-skills units in terms of their knowledge dimension?
 - b. How is the alignment between assessment tasks (ATs) and course learning outcomes (CLOs) of ELE-SP Language-skills units in terms of their cognitive process dimension?

1.4 Purpose of The Study

This study aims at obtaining information on how course learning outcomes (CLOs) and assessment tasks (ATs) of SP and EITC course are aligned and how the assessment tasks support students' successful achievement of the CLOs by investigating the course learning outcomes (CLOs) and the assessment practices employed Public Speaking (PS) and English for Interpersonal and Transactional Communication (EITC) course.

1.5 Scope of the Study

In this study, the writer concentrates on how the assessment practices employed in Public Speaking (PS) and English for Interpersonal and Transactional Communication (EITC) course of ELESP Universitas Negeri Jakarta. Specifically, the writer focuses on the alignment of the intended learning outcomes (CLOs) with the assessment tasks (ATs) and how the assessment tasks (ATs) support students in achieving the intended learning outcomes (CLOs).

This research focuses on exploring the documents of the course that is RPS (Rencana Pembelajaran Semester / Semester Planning of Learning and Teaching) which includes the course learning outcomes (CLOs) and assessment task (ATs). So that, the writer could evaluate the alignment of assessment.

1.6 Significance of the Study

Assessment practices is the important part of the courses are need to be investigated within the constructive alignment that can maintain the quality of the

courses. This research project helps to investigate the assessment practices employed in the courses. The findings of this study will directly give beneficial input for English Language and Education Study Program of UNJ in order to achieve the effective teaching and learning that supports students' successful achievement of the CLOs. Hopefully, this study can give input and feedback for the lecturers to be more aware with the alignment of the assessment task (ATs), course learning outcomes (CLOs), and teaching and learning activities (TLAs) when designing RPS (Rencana Pembelajaran Semester/Semester Planning of Learning and Teaching) or syllabus and also can promote greater competitiveness in this 21st century. Furthermore, it can be used as useful source for other researchers who interested in the same field.

