CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussion of Assessment Practices in Curriculum Materials and Development (CMD) course in ELE-SP UNJ.

4.1. Data Description

The data of this study were gathered through 2 instruments, they were checklist document analysis and group interview to students. The writer conducted 10 students of ELE-SP UNJ generation 2013. The students who involved were who had been completing CMD course in semester 104.

The writer used RPKPS which was implemented in semester 104. It was used by teachers in order to guide all students in learning CMD course. On the CMD course outline, the writer focused on the Intended Learning Outcomes (ILOs), Assessments Tasks (ATs), and also Teaching Learning Activities (TLAs).

The writer did interview in group, it aimed to remind each student. The writer divided 10 students into 2 groups. Each group conducted 3 and 7 students. The interview was held around 30 minutes for 2 groups. For group 1 held around 10 minutes and group 2 held around 20 minutes in interview activity. Group 2 was

conducted 7 students because of the limitation of time, and was held around 20 minutes because of the total of students. The students were consisted 2 males and 8 females. Students' interview was used to be a supporting data that aimed to supply more information about assessment practices in CMD course. The interview consisted 2 parts; assessment tasks were used in CMD course and their achievement was supported by assessment tasks.

4.2. Findings

Based on the data which gathered, the researcher analyzed and connected the findings and the research questions. The research question of this study was:

To what extent are the assessment practices in CMD course in alignment with the course's intended learning outcomes (ILOs)?

The main question was divided into four sub-questions:

1. What are the types of knowledge consisting in the intended learning outcomes of the CMD course?

2. What assessment tasks are used to assess students' achievement of the ILOs?

3.   How can alignment between the course's ILOs and assessment tasks be described?

4.   How do these assessment tasks support students' achievements of the ILOs?

4.2.1. The Types of Knowledge Consisting in the Intended Learning Outcomes of the CMD Course

In order to answer the question ''what are the types of knowledge consisting in the intended learning outcomes of the CMD course?'', the course outline of CMD course was a document which was analysed. It had been implemented in semester 104. The description of CMD course was the course which discussed about the principles and also the practices of curriculum development and language material, it was presented in the principles of curriculum or syllabus development topic, curriculum or syllabus development models, lesson plan development, material development. In this course, students found the principles of curriculum or syllabus development and language materials, defining those principles with the example of curriculum or syllabus and materials which was found from any learning sources, presenting critical study from curriculum or syllabus and those materials in written and orally in the structural text and contextual language, and also can design any outcomes-based lesson plan in level junior or senior or vocational high school. The course outline of CMD course had 6 Intended Learning Outcomes (ILOs). The ILOs were:

Students will be able to,

1. Describe the meaning of principals and models of curriculum/syllabus and English materials in the structural and appropriate written language.

2. Write summaries from references which discuss English course curriculum/syllabus model/design in *Content-based, Process-based, Product-based* and *Integrated Curriculum* frame*.*

3. Find English course curriculum, syllabus, and learning material examples which are developed in Content-based, Process-based, Product-based dan Integrated Approaches.

4. Write the differences and similarities of English course syllabus and learning material which are developed in *Content-based, Process-based, Product-based* dan *Integrated Curriculum* approaches*.*

5. Produce critical analysis about English course curriculum, syllabus, and learning material which has been implemented in Indonesia education in written report and oral presentation in appropriate language context.

6. Design *outcomes-based English lesson plan* in grade junior, senior, or vocational high school.

4.2.2. The Assessment Tasks of CMD Course

In order to answer question ''What assessment tasks are used to assess students' achievement of the ILOs?'', the course outline of CMD course was a document which was analysed, and also students' interview was a supporting data which was transcribed. The detail of assessment tasks were displayed on the table 4.1, and the result was shown on table 4.8.

Component of ATs	Assignments	Weights
Assessment 1	Written report from group discussion about the principals of developing curriculum or syllabus and materials of English as foreign or second language	5%
Assessment 2	Written summary in graphic organizer from individual reading about models of developing curriculum and English learning materials from reference is obligatory on this lesson	10%
Assessment 3	Written and oral report about English course curriculum, syllabus, and learning material examples with Content-based, or Process-based, or Product-based, or Integrated Approaches from online references, textbook, or any publication	10%

Assessment 4	Written report from analysis group of two people about differences and similarities of two curriculum models and learning materials which are developed with Content-based, or Process-based, or Product-based, or Integrated Approaches which are obtained from assignment no.3	15%
Mid-term Test	Written report and oral individual about critical analysis of a syllabus, and English learning material which has been implemented in Indonesia education	30%
Final Test	English lesson plan for junior, senior, or vocational high school within learning material which had been adopted to realize learning outcomes which had been planned	30%
Total		**100**%

Table 4.1 Assessment Tasks of CMD course outline.

On the assessment tasks CMD course outline showed that there are 6 components of assignment which were administered to students. There were four assignments, one mid-term test, and one final test. The weight of assignments 1 until 4 displayed 40%, mid-term test displayed 30%, and final test displayed 30%.

Based on the table above, the writer classified the component of Assessment Tasks (ATs) to the assessment types and assessment methods. There are some four basic assessment methods. They are: Selected response and short

answer, Extended written response, Performance assessment and Personal communication (Stiggins et al, 2004). Before that, the writer categorized the component of ATs into by each assignment. The table was shown below.

Assessment 1

Assignment	Assessment Types							Assessment Methods ****			
	Methods *		Purposes **			Time ***						
	F	IF	AFL	AOL	AAL	D	FV	S	SR&SAQ	EWR	PA	PC
Written report from group discussion about the principals of developing curriculum or syllabus and materials of English as foreign or second language	√			√				√		√	√	

Table 4.2 Checklist Document Analysis of Assessment 1

Keyword: *methods: formal and informal, **purposes: assessment for learning, assessment as learning, and assessment as learning, ***times: diagnostic, summative, and formative, and assessment methods: selected response and short answer, extended written response, performance assessment, and personal communication.

Based on the table 4.2, it showed that the assignment on assessment 1 was written report from group discussion about the principals of developing curriculum or syllabus and materials of English as foreign or second language. On the assessment types, it was formal assessment because it was planned in the course outline. It was summative assessment because it was end on one period of

time. It was considered as assessment of learning because it was used to assess students. On the assessment methods, it was extended written response because the task was focus question. In other word, the students answered the question. And it was performance assessment because the students produced the answer into worksheet. The students who attended in group interview were understood on this assessment.

> *R1   : Saya paham dengan CMD karena bu Sri yang mengajarkan kami.*
>
> *R5   : Iya, jadi kita menggali tentang apa-apa yang berkaitan dengan kurikulum*
>
> *R7   : Focus question di awal pembelajaran*

Assessment 2

Assignment	Assessment Types								Assessment Methods ****			
	Methods *		Purposes **			Time ***			SR&SAQ	EWR	PA	PC
	F	IF	AFL	AOL	AAL	D	FV	S				
Written summary in graphic organizer from **individual reading** about models of developing curriculum and English learning materials from reference is obligatory on this lesson	√			√				√			√	

Table 4.3 Checklist Document Analysis of Assessment 2

Keyword: *methods: formal and informal, **purposes: assessment for learning, assessment as learning, and assessment as learning, ***times: diagnostic, summative, and formative, and assessment methods: selected response and short answer, extended written response, performance assessment, and personal communication.

Based on the table 4.3, it showed that the assignment on assessment 2 was written summary in graphic organizer from individual reading about models of developing curriculum and English learning materials from reference is obligatory on this lesson. On the assessment types, it was formal assessment because it was planned in the course outline. It was summative assessment because it was end on one period of time. It was considered as assessment of learning because it was used to assess students. On the assessment methods, it was performance

assessment because the students produced their summary into worksheet. The students who attended in group interview were understood on this assessment.

> *R2   : Saya juga memahami matakuliah CMD kak.*
>
> *R9,10 :   Membuat summary*

Assessment 3

Assignment	Assessment Types								Assessment Methods ****			
	Methods*		Purposes **			Time ***						
	F	IF	AFL	AOL	AAL	D	FV	S	SR&SAQ	EWR	PA	PC
Written and oral report about English course curriculum, syllabus, and learning material examples with Content-based, or Process-based, or Product-based, or Integrated Approaches from online references, textbook, or any publication	√			√				√			√	

Table 4.4 Checklist Document Analysis of Assessment 3

Keyword: *methods: formal and informal, **purposes: assessment for learning, assessment as learning, and assessment as learning, ***times: diagnostic, summative, and formative, and

assessment methods: selected response and short answer, extended written response, performance assessment, and personal communication.

Based on the table 4.4, it showed that the assignment on assessment 3 was written and oral report about English course curriculum, syllabus, and learning material examples with Content-based, or Process-based, or Product-based, or Integrated Approaches from online references, textbook, or any publication. On the assessment types, it was formal assessment because it was planned in the course outline. It was summative assessment because it was end on one period of time. It was considered as assessment of learning because it was used to assess students. On the assessment methods, it was performance assessment because the students found the example of lesson plan and then produced and presented their finding into worksheet. The students who attended in group interview were understood on this assessment.

R2   : Saya juga memahami matakuliah CMD kak.

R5   : Iya, jadi kita menggali tentang apa-apa yang berkaitan dengan kurikulum

Assessment 4

Assignment	Assessment Types								Assessment Methods ****			
	Methods *		Purposes **			Time ***						
	F	IF	AFL	AOL	AAL	D	FV	S	SR&SAQ	EWR	PA	PC
Written report from analysis **group** of two people about **differences and similarities** of two curriculum models and learning materials which are developed with Content-based, or Process-based, or Product-based, or Integrated Approaches which are obtained from assignment no.3	√			√				√			√	

Table 4.5 Checklist Document Analysis of Assessment 4

Keyword: *methods: formal and informal, **purposes: assessment for learning, assessment as learning, and assessment as learning, ***times: diagnostic, summative, and formative, and assessment methods: selected response and short answer, extended written response, performance assessment, and personal communication.

Based on the table 4.5, it showed that the assignment on assessment 4 was written report from analysis group of two people about differences and similarities of two curriculum models and learning materials which are developed with Content-based, or Process-based, or Product-based, or Integrated Approaches which are obtained from assignment no.3. On the assessment types, it was formal

assessment because it was planned in the course outline. It was summative assessment because it was end on one period of time. It was considered as assessment of learning because it was used to assess students. On the assessment methods, it was performance assessment because the students worked in group and also produced the differences and similarities essay. The students who attended in group interview were understood on this assessment.

> *R2   : yang grup untuk memudahkan supaya belajar sama-sama.*
>
> *R8   :   Ada tugas bedah buku perkelompok, kita disuruh memahami bab yang ditentukan untuk masing-masing kelompok*

Mid-term Test

Assignment	Assessment Types								Assessment Methods ****			
	Methods *		Purposes **			Time ***			SR&SAQ	EWR	PA	PC
	F	IF	AFL	AOL	AAL	D	FV	S				
Written report and oral individual about critical analysis of a syllabus, and English learning material which has been implemented in Indonesia education	√			√				√			√	

Table 4.6 Checklist Document Analysis of Mid-term Test

Keyword: *methods: formal and informal, **purposes: assessment for learning, assessment as learning, and assessment as learning, ***times: diagnostic, summative, and formative, and assessment methods: selected response and short answer, extended written response, performance assessment, and personal communication.

Based on the table 4.6, showed that the assignment on mid-term test was written report and oral individual about critical analysis of a syllabus, and English learning material which has been implemented in Indonesia education. On the assessment types, it was formal assessment because it was planned in the course outline. It was summative assessment because it was end on one period of time. It was considered as assessment of learning because it was used to assess students. On the assessment methods, it was performance assessment because the students produced a critical analysis in a written report and also presented orally. The students who attended in group interview were understood on this assessment.

R4	:	*Soal essay*
R5	:	*Kita mengambil KD dari SMK kurrikulum 2006, kemudian kita tentukan apakah sesuai dengan material yang ada*

Final Test

Assignment	Assessment Types							Assessment Methods ****			
	Methods *		Purposes **			Time ***					
	F	IF	AFL	AOL	AAL	D	FV	S	SR&SAQ	EWR	PA	PC
English lesson plan for junior, senior, or vocational high school within learning material which had been adopted to realize learning outcomes which had been planned	√			√				√			√	

Table 4.7 Checklist Document Analysis of Final Test

Keyword: *methods: formal and informal, **purposes: assessment for learning, assessment as learning, and assessment as learning, ***times: diagnostic, summative, and formative, and assessment methods: selected response and short answer, extended written response, performance assessment, and personal communication.

Based on the table 4.7, it showed that the assignment on final test was English lesson plan for junior, senior, or vocational high school within learning material which had been adopted to realize learning outcomes which had been planned. On the assessment types, it was formal assessment because it was planned in the course outline. It was summative assessment because it was held at the end of semester. It was considered as assessment of learning because it was used to assess students. On the assessment methods, it was performance

assessment because the students produced a lesson plan. The students who attended in group interview were understood on this assessment.

R1, 2, 3   : *Lesson plan, RPP.*

R4   :   *Untuk tugas akhir, kita disuruh membuat RPP*

Afterward, based on the classification above, the component of assessment tasks were adjoined into a table. The result of assessment tasks which were used to assess students' achievement of the ILOs was shown on the table below.

| Component of ATs | Assessment Types | | | | | | | | Assessment Methods **** | | | |
| | Method* | | Purpose ** | | | Time *** | | | | | | |
	F	IF	AFL	AOL	AAL	D	FV	S	SR&SAQ	EWR	PA	PC
Assessment 1	√			√				√		√	√	
Assessment 2	√			√				√			√	
Assessment 3	√			√				√			√	
Assessment 4	√			√				√			√	

Mid-term Test	√			√				√			√	
Final Test	√			√				√			√	
Total									**0**	**1**	**6**	**0**

Table 4.8 Checklist Document Analysis of Assessment Tasks

Keyword: *methods: formal and informal, **purposes: assessment for learning, assessment as learning, and assessment as learning, ***times: diagnostic, summative, and formative, and assessment methods: selected response and short answer, extended written response, performance assessment, and personal communication.

The result of checklist document analysis of assessment tasks was presented on the table 4.8. On the assessment types; assessment 1 until 4, mid-term test, and final test were checked on formal assessment by its method, assessment of learning by its purpose, and summative assessment by its time. On the assessment methods, it showed that performance assessment was more dominant with 6 assessments and then extended written response with 1 assessment.

4.2.3. The Alignment between the Course's ILOs and Assessment Tasks

In order to answer question ''How can alignment between the course's ILOs and assessment tasks be described?'', the course outline of CMD course was a document to be analysed, and also students' interview was a supporting data to be presented. The writer matched three aspects from course outline; course's ILOs

(Intended Learning Outcomes), ATs (Assessment Tasks), and TLAs (Teaching and Learning Activities) and also put interview to support the data.

The first ILO of CMD course outline was students will be able to describe the meaning of principals and models of curriculum/syllabus and English materials in the structural and appropriate written language. The AT was written report from group discussion about the principals of developing curriculum or syllabus and materials of English as foreign or second language. The TLA was practical. The form of TLA was a focus question assignment. Based on the description above, it can be said that the first ILO and AT was in alignment because the tasks covered ILO.

The second ILO was students will be able to write summaries from references which discuss English course curriculum/syllabus model/design in *Content-based, Process-based, Product-based* and *Integrated Curriculum* frame. The AT was written summary in graphic organizer from individual reading about models of developing curriculum and English learning materials from reference was obligatory on this lesson. The TLAs were conceptual and practical. The form of TLA was an individual summary assignment. Based on the description above, it can be said that the second ILO and AT was in alignment because the tasks covered ILO.

The third ILO was students will be able to found English course curriculum, syllabus, and learning material examples which are developed in

Content-based, Process-based, Product-based and Integrated Approaches. The ATs were written and oral report about English course curriculum, syllabus, and learning material examples with Content-based, or Process-based, or Product-based, or Integrated Approaches from online references, textbook, or any publication. The TLAs were practical and fieldwork. The form of TLA was to find the examples of curriculum, syllabus, and English material. Based on the description above, it can be said that the third ILO and AT was in alignment because the tasks covered ILO.

The fourth ILO was students will be able to write the differences and similarities of English course syllabus and learning material which are developed in *Content-based, Process-based, Product-based* dan *Integrated Curriculum* approaches. The AT was written report from analysis group of two people about differences and similarities of two curriculum models and learning materials whicg were developed with Content-based, or Process-based, or Product-based, or Integrated Approaches which were obtained from assignment no.3. The TLA is conceptual. The form of TLA was an essay assignment. Based on the description above, it can be said that the fourth ILO and AT was in alignment because the tasks covered ILO.

The fifth ILO was students will be able to produce critical analysis about English course curriculum, syllabus, and learning material which has been implemented in Indonesia education in written report and oral presentation in appropriate language context. The ATs were written report and oral individual

about critical analysis of a syllabus, and English learning material which has been implemented in Indonesia education. The TLA was conceptual. The form of TLA was essay assignment. Based on the description above, it can be said that the fifth ILO and AT was in alignment because the tasks covered ILO.

The sixth ILO was students will be able to design *outcomes-based English lesson plan* in grade junior, senior, or vocational high school. The AT was English lesson plan for junior, senior, or vocational high school within learning material which had been adopted to realize learning outcomes which had been planned. The TLA was practical. The form of TLA was a lesson plan. Based on the description above, it can be said that the sixth ILO and AT was in alignment because the tasks covered ILO.

On the interview section, almost all of students said that they were understand about what they have learned on the CMD course in semester 104. They were also agree that the learning outcomes were aligned to the assessment tasks because the instruction from each ILO addressed to the students clearly. And also the task covered each ILO.

R1   : *Saya paham dengan CMD karena bu Sri yang mengajarkan kami.*
R2   : *Saya juga memahami matakuliah CMD kak.*
R7   : *Bisa, karena kami sudah diberi pengarahan oleh dosen tentang apa yang*

akan kita lakukan selama satu semester ke depan

R8,9   : Setuju

R2   : instruksinya mudah, tapi kitanya yang sulit memahami bahasanya.

R10   : bisa, karena mamnya ngasih instruksinya jelas.

R1, 2, 3   : sesuai semua.

R4-10   :   Ya, sesuai

4.2.4. The Supported Students' Achievements of the ILOs and Assessment Tasks

In order to answer question ''how do these assessment tasks support students' achievements of the ILOs?'', the course outline of CMD course was a document to be analysed, and also students' interview was a supporting data to be presented. available). Good and clear descriptions of assignments have been listed as one of the core criteria for making assessment supportive of learning goals (Knight, 1995) in (Mahboob, 2008). The writer focused on the assessment tasks, from the beginning until final. Based on those assessment tasks of the CMD course outline, the writer adjusted each instruction. From those instructions, the writer connected the level of thinking or in the course outline stated with ''Tasks

(Ranging from…to…)'' context. The students' interview was focused on their understanding to the CMD course, and also comprehending the final outcomes.

No.	Assessment Tasks	Instructions	Tasks (Ranging from…to…)
1.	A written report from group discussion about the principals of developing curriculum or syllabus and materials of English as foreign or second language	Rewrite the understanding of meaning which is related with principles and models or curriculum design or syllabus and English materials	• Understand • Remember
2.	A written summary in graphic organizer from individual reading about models of developing curriculum and English learning materials from reference is obligatory on this lesson	Complete ''graphic organizer''	• Understand • Remember
3.	A written and oral report about English course curriculum, syllabus, and learning material examples with Content-based, or Process-based, or Product-based, or Integrated Approaches from online references, textbook, or any publication	Present orally in class about the example of curriculum, syllabus, and English learning which is developed with Content-based, Process-based, Product-based, and Integrated Approaches	• Apply
4.	A written report from analysis group of two people about differences and similarities of two curriculum models and learning materials which are developed with Content-based, or Process-based, or Product-based, or Integrated Approaches which are obtained from assignment no.3	Analysing about the differences and similarities from two curriculum and learning material models which is developed with Content-based, or Process-based, or Product-based, or an Integrated Approaches	• Analyse
5.	A written report and oral individual about critical analysis of a syllabus, and English learning material which has been implemented in	Written and oral report from the critical review result about curriculum, syllabus, and English material which had been implemented in Indonesian	• Evaluate

	Indonesia education	education	
6.	An English lesson plan for junior, senior, or vocational high school within learning material which had been adopted to realize learning outcomes which had been planned	Create an English lesson plan for junior or senior or vocational high school with adopted learning material	• Create
	Result	**Support**	**Support**

Table 4.9 The Supported Students' achievement

According to table 4.9, the assessment tasks and its instructions were adjusted from the beginning until final. The verb of each instruction was a keyword to be analysed. Then, it was connected to the level of thinking from understanding until creating. There was a relation from each instruction to the level of thinking. It can be concluded that assessment tasks support students' achievement.

The students who involved in group interview were understand and agree that the assessment tasks supported their achievement. The students' statements were presented below.

R2   : Saya juga memahami matakuliah CMD kak.
R2   : semuanya, focus question, analisis, silabus juga kok, karena mungkin jadi lebih ngerti dan tau.
R4   : Semua membantu, karena assessement-assessment yang diberikan tidak

berdiri sendiri-sendiri tetapi berkelanjutan

R5   : Sangat membantu semua karena berkesinambungan, mulai dari pengenalan kepada CMD, sampai akhirnya membuat RPP

R10   : Semua membantu terutama assessment terakhir yang menggabungkan assessment-assessment sebelumnya

4.3. Discussion

From the data of checklist document analysis, the discussion deal with four explanations. First, it was talked about the intended learning outcomes of the CMD course. Second, it was talked about the assessment tasks of the CMD course. Third, it was talked about the alignment between the course's ILOs and assessment tasks. Fourth, it was talked about the supported students' achievement of the ILOs and assessment tasks.

The writer used checklist document analysis to identify the data from CMD course outline which was implemented in semester 104. The writer analysed the Intended Learning Outcomes (ILOs) of the Curriculum and Materials Development (CMD) course. Then, the writer analysed and identified the assessment tasks which used to assess students' achievement of the ILOs. After that, the writer analysed, identified, and described the alignment between course's

ILOs and assessment tasks. Afterward, the writer identified and described the result of how these assessment tasks support students' achievements of the ILOs.

The writer used interview in group discussions to support the data in order to strengthen the result from checklist document analysis. The reason of arranging interview in group was to remind students' conception for each other about CMD course. The interview was held to the English Language Education Study Program (ELE-SP) University of Jakarta students' generation 2013. The writer focused to find the answer of these questions: What assessment tasks were used to assess students' achievement of the ILOs? How can alignment between the course's ILOs and assessment tasks be described? And how are these assessment tasks support students' achievements of the ILOs?.

4.3.1 The Types of Knowledge Consisting in the Intended Learning Outcomes of the CMD Course

Based on (Biggs & Tang, 2011) said that there were two kinds of knowledge in formulating the ILOs, declarative knowledge and function knowledge. There were 6 ILOs in the CMD course outline. It had been implemented on semester 104. It had been used to the ELE-SP University of Jakarta students' generation 2013. The ILOs are focused on the English curriculum or syllabus, and learning materials which had been implemented in junior or senior or vocational high school in Indonesia.

The first learning outcome ''Describe the meaning of principals and models of curriculum/syllabus and English materials in the structural and appropriate written language'' and the second learning outcome ''Write summaries from references which discuss English course curriculum/syllabus model/design in Content-based, Process-based, Product-based and Integrated Curriculum frame'' referred to declarative knowledge. In other word, students only got the knowledge about the definitions, characteristics, types, elements, facts or examples of a certain topic.

The third learning outcome ''Find English course curriculum, syllabus, and learning material examples which are developed in Content-based, Process-based, Product-based dan Integrated Approaches'', the fourth learning outcome ''Write the differences and similarities of English course syllabus and learning material which are developed in Content-based, Process-based, Product-based dan Integrated Curriculum approaches'', the fifth learning outcome ''Produce critical analysis about English course curriculum, syllabus, and learning material which has been implemented in Indonesia education in written report and oral presentation in appropriate language context'', and the sixth learning outcome ''Design outcomes-based English lesson plan in grade junior, senior, or vocational high school'' referred to function knowledge. In other word, the learners not only know the knowledge but also put it into work. They implement the theory to inform their decisions, solve problems, or creating things.
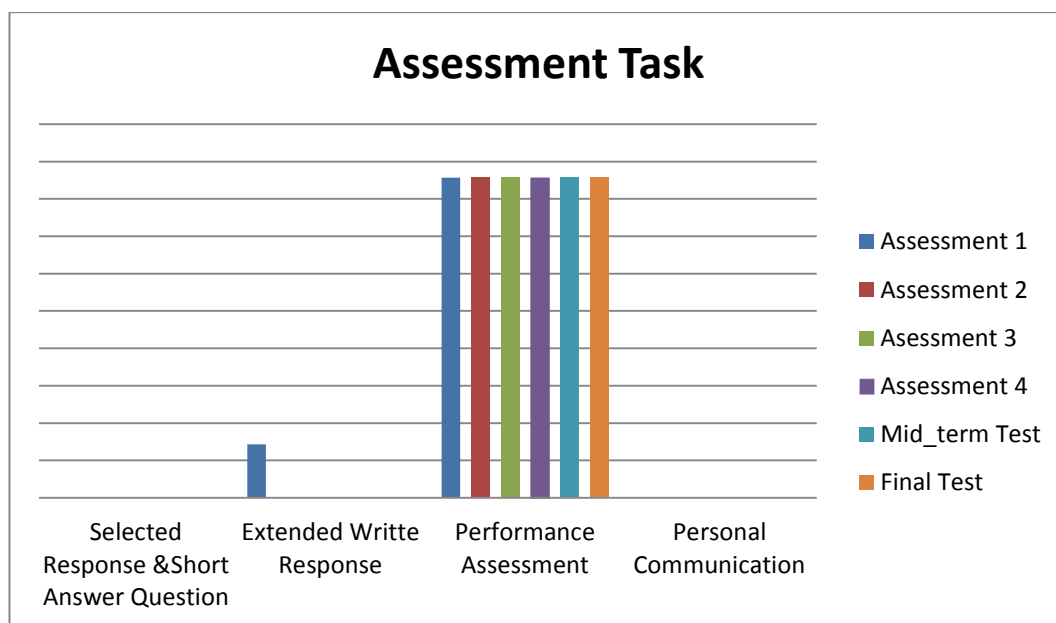
4.3.2 The Assessment Tasks of CMD Course

Figure 4.1 Assessment Tasks

According to figure 4.1, showed that performance assessment had higher graphic rather than extended writing response, selected response & short answer question, and personal communication. Performance assessment included assessment tasks 1 until 4, mid-term test, and final test. Extended written response included assessment task 1.

It can be concluded that the most assessment task of CMD course which used to assess students' achievement of the ILOs was performance assessment. This assessment focused on the assessment 1 until 4, mid-term test, and final test. The second was extended written response. This assessment focused on assessment 1.

4.3.3 The Alignment between the Course's ILOs and Assessment Tasks

ILOs	ATs	TLAs
1. Describe the meaning of principals and models of curriculum/syllabus and English materials in the structural and appropriate written language	A written report	• Practical
2. Write summaries from references which discuss English course curriculum/syllabus model/design in *Content-based, Process-based, Product-based* and *Integrated Curriculum* frame	A written summary in graphic organizer	• Conceptual • Practical
3. Find English course curriculum, syllabus, and learning material examples which are developed in Content-based, Process-based, Product-based dan Integrated Approaches	A written and oral report	• Practical • Fieldwork
4. Write the differences and similarities of English course syllabus and learning material which are developed in *Content-based, Process-based, Product-based* dan *Integrated Curriculum* approaches	A written report	• Conceptual
5. Produce critical analysis about English course curriculum, syllabus, and learning material which has been implemented in Indonesia education in written report and oral presentation in appropriate language context	A written report and oral individual	• Practicality • Conceptual
6. Design *outcomes-based English lesson plan* in grade junior, senior, or vocational high school	An English lesson plan	• Practicality

Table 4.10 The Alignment

The first ILO was aligned to AT and TLA. The verb ILO formed the task. It was a written report. The task was practical as a written report. The ILO 1 and ATs on the Bloom Taxonomy table showed remember and understand. They were matched because the description was practiced in a written report.

The second ILO was aligned to AT and TLA. The verb ILO formed the task. It was a written summary. The task was conceptual and practical as an understanding and summary. The ILO 2 and ATs on the Bloom Taxonomy table showed remember and understand. They were matched because the description was practiced in a summary.

The third ILO was aligned to AT and TLA. The verb ILO formed the task. It was finding English course curriculum, syllabus, and learning material examples. The task was a written and oral report. The task was practical as a written and oral report, and fieldwork as a lesson plan example. The ILO 3 and ATs on the Bloom Taxonomy table showed apply. They were matched because the lesson plan example was practiced in a written and oral report.

The fourth ILO was aligned to AT and TLA. The verb ILO formed the task. It was a written report. The task was conceptual as a written report. The ILO 4 and ATs on the Bloom Taxonomy table showed analyse. They were matched because the differences and similarities were conceptual in a written report.

The fifth ILO was aligned to AT and TLA. The verb ILO formed the task. It was a written report and oral individual. The task was conceptual and practical as a critical analysis and also written report and oral individual. The ILO 5 and ATs on the Bloom Taxonomy table showed evaluate. They were matched because the critical analysis was practiced in a written report and oral individual.

The sixth ILO was aligned to AT and TLA. The verb ILO formed the task. It was an English lesson plan. The task was practical as an English lesson plan. The ILO 6 and ATs on the Bloom Taxonomy table showed create. They were matched because design was practiced in an English lesson plan.

Based on the description above, it can be concluded that the whole ILOs of CMD course were in alignment with the assessment tasks. Each instruction produced the task that covered the ILO. Teaching and learning activities can be an alignment data which based on its keyword, it described the form of ATs.

4.3.4 The Supported Students' Achievements of the ILOs and Assessment tasks

No.	Assessment Tasks	Instructions	Tasks (Ranging from…to…)
1.	A written report	Rewrite	• Understand • Remember
2.	A written summary in graphic organizer from individual reading	Complete ''graphic organizer''	• Understand

			• Remember
3.	A written and oral report about English course curriculum, syllabus, and learning material examples	Present orally in class about the example of curriculum, syllabus, and English learning	• Apply
4.	A written report from analysis group of two people about differences and similarities of two curriculum models and learning materials	Analysing about the differences and similarities from two curriculum and learning material models	• Analyse
5.	A written report and oral individual about critical analysis of a syllabus, and English learning material	Written and oral report from the critical review result about curriculum, syllabus, and English material	• Evaluate
6.	An English lesson plan for junior, senior, or vocational high school within learning material	Create an English lesson plan for junior or senior or vocational high school with adopted learning material	• Create
Result	**Support**		**Support**

Table 4.11 The Supported Students' Achievements (2)

There were three aspects that can be analysed; assessment tasks and its instructions, and also level of thinking. On both assessment tasks and its instructions aspects focused on the verbal keyword. Those aspects can be seen from the CMD course. The data was written on the CMD course. The assessment tasks 1 until 4, mid-term test, and final test were related to the instruction by its verb. The tasks were administered from the beginning until final, it was knowledge until production.

Then from the level of thinking, it was written from understanding until creating. The level of thinking which matched to the instruction showed that it

was started from the lower until higher level. The sequence is understanding > remembering > applying > analysing > evaluating > creating. Based on its level, the sequence as same as to its instruction, it is rewriting > completing > presenting > analysing > writing > creating.