

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The study of assessment practices in Curriculum and Materials Development (CMD) course, it found that the students learned about the principles and materials of curriculum or syllabus development. Based on the data from CMD course outline, it can be found that there were six Intended Learning Outcomes (ILOs); 1. 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, 2. 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, 3. Students will be able to find English course curriculum, syllabus, and learning material examples which are developed in Content-based, Process-based, Product-based dan Integrated Approaches, 4. 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, 5. 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, 6. Students will be able to design outcomes-based English lesson plan in grade junior, senior, or vocational high school. On the first

and second learning outcome referred to the declarative knowledge. It contained about the definitions, characteristics, types, elements, facts or examples of a certain topic. The third until sixth learning outcomes referred to the function knowledge. It contained the students' work.

The writer found six Assessment Tasks (ATs) which based on analysing the CMD course outline; 1. A written report from group discussion, 2. A written summary in graphic organizer from individual reading, 3. A written and oral report about English course curriculum, syllabus, and learning material examples, 4. Written report from analysis group of two people about differences and similarities of two curriculum models and learning material, 5. Written report and oral individual about critical analysis of a syllabus, and English learning material, 6. English lesson plan for junior, senior, or vocational high school within learning material. The assessment task that mostly used was on the performance assessment and the second was on extended writing response. Performance assessment included assessment tasks 1 until 4, mid-term test, and final test. Extended written response included assessment task 1. On the interview, it can be concluded that almost all of tasks were mentioned by students.

The writer also found the alignment between CMD course ILOs and ATs. Based on finding, it can be found that all ILOs were in alignment to the ATs, because the instructions from each AT covered ILO. Teaching and Learning Activities (TLAs) on the CMD course outline can be a reference data to the ATs. On the Bloom Taxonomy table showed that ILO 1 and 2 were on the level of understand and remember, ILO 3 was apply, ILO 4 was analyse, ILO 5 was

evaluate, and ILO 6 was create. On the interview, it can be summarized that almost all of students understand to the instruction. Some of them were disagree because their difficulty in understanding the instructions. Nevertheless, the lecture helped them in guiding the instruction. And then they can follow the instructions to produce the tasks.

The writer also found that those assessment tasks which given to students were support students' achievement. Based on the CMD course instruction, it was developed from writing until creating. In other hand, from the criteria level of thinking, those assessment tasks were increased from understanding until creating. On the interview, it can be concluded that all students agree that those assessment tasks which given support their learning achievement.

5.2 Limitation of Study

This study had limitation on the students' worksheet. The writer could not get all worksheet for all respondents. There were only two students who collected some worksheet to the writer. Besides, some of them forgot where their worksheets were. The writer also got some students' worksheet from the lecturer. The writer also cannot held the observation in class because of the limitation of time. So, the writer checked the document of CMD course and also interviewed the students.

5.3 Recommendation

This study showed the assessment practices in CMD course were in alignment with some objective of learning. But there was a problem which comes

up from the course outline. There was an empty column on the Learning Activities table. This was not a serious problem, because the writer had been asked the content to the lecturer and some experts in order to fulfil the table. The lecturers need to be careful to the content of the course outline before addressing to the students.

Assessment was one of the qualification about the succeed education. In order to see the succeed of a course, it was interesting topic to be proposed. But, there was only a few number of researcher which related to assessment in higher education. Hopefully, this study will inspire the readers.