

Chapter I

INTRODUCTION

This chapter presents the background of the study, research question, purpose of the study, scope of the study, and significance of the study.

1.1. Background of the study

Language awareness become one of the elements that plays an important role in the process of teaching and learning a language. It has an interconnected relationship with the academic achievement in the educational places. In the process of teaching and learning a language, not only the students that are forced to raise the language awareness, but also the teachers, in this case is language teacher. The language researchers have recommended that all teachers should show clear mastery of language (Fillmore & Snow, 2002 cited in Argaman & Nusbaum, 2016).

Furthermore, the teachers are recommend to have the complete basic of a language; the grammatical rules, usage, structure, and historical changes since many of them are required to teach language lessons, including the linguistics part, the skills (reading, writing, speaking and listening), and also the reading comprehension. For that reason, the language awareness of teachers surely has an important role, which play a decisive role in their students' learning process (Glasgow, 2008 cited in Argaman & Nusbaum, 2016).

According to Wright and Bolitho (1999) a linguistically-aware teacher will be in a strong and secure position to do various tasks, such as preparing lessons, evaluating, adapting and writing materials or syllabus or curriculum, even testing and assessing learners' performance. Furthermore, a linguistically-aware teacher will be found various activities in teaching language to his/ her students, since learning a language, sometimes, could be a little bit boring. A linguistically-aware teacher also could be more communicative with the students in the class, which makes the teaching and learning process can be easily accepted by the students.

According to Moats (2009) a teacher with well-language awareness will have some advantages in teaching, such as they will be able to respond the students' error, they also will be able to organize the information for instruction, and the last, they will be able to use knowledge to explain in the teaching and learning process, for instance, a teacher that mastering morphology knowledge will easily practice and explain how to spell a word correctly to the students.

Based on the explanation above, it can be concluded that teachers who have the deficiency of using language will probably experiencing some 'hard times' in teaching, for instance when they can't identify the shortcomings in a course book, or when they can't explain the material as well, even when they can't answer the learners' question. That is why the teachers need language awareness, since they have to

provide the assist to help the students to overcome any difficulties in learning language.

In Indonesia, unfortunately, there is only a few of the language teachers with a language awareness. As reported by Tempo.Co (2012) the result of teachers' competency test for language teacher, especially English language teacher, showed that the teachers still have low competency in using language. During the teachers' competency test which was held in July 30th till August 12th, 2012, the English teachers' average score was only 34 at that time. The Minister of Education and Culture at that time, Muhammad Nuh stated that the competency of English teachers are still in the low level, even there is an English teacher who only capable to produce the simple phrases, such as: "how are you?", and "I'm fine thank you." According to Hurriyati (2016), there are two probabilities behind the reason of teachers' low competency. The first one is the competency of universities which produces the teachers that still need to be reviewed, or the competency of the university graduates who still need to be improved.

A grid called as European Profiling Grid has elaborated the grid that includes language awareness as the elements that the language teachers supposed to have. European Profiling Grid serves the form that consist of four categories followed by thirteen sub-categories and each phases ranging from 1.1 as the lowest and 3.2 as the highest. This grid has the purpose to support the language teachers, whichever the

language they teach. The language awareness of the teachers can also be measured using the CEFR, a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe, or in the simple language, it is used as a guideline for learners to learn the language in order to communicate, and the skills that they have to develop. Just like the European Profiling Grid, it consists with the level of proficiency which makes the learners can measure their levels of learning.

Unfortunately, there are only a few study of EPG, especially in language awareness area. One of them is from Bergil and Saricoban in 2016 entitled milestone in English language teacher education: how to use European profiling grid in the assessment of prospective EFL teachers' qualifications. In their research, they focus on the implementation of EPG among the language teachers and to get the in-depth prospective of EFL teachers. Another study of EPG is from Rossner (2013). In his research, he did an in-depth explanation about EPG and the phases of it.

Nguyen (2011) conducted a research focusing on challenges of learning English in Australia from selected Asian countries: Vietnam, Thailand, and Indonesia. The topic was chosen due to the difficulties that experienced by Asian learners to learn a language that different from their mother tongue. The result of the study shows that the Asian learners find it difficult to learn English, since the lectures on their

countries are focused on the grammar which was taken from textbooks, from primary school to high school. The other skills like speaking, pronunciation, listening and writing were also taught although not efficiently. This condition can be taken as the reason that lead the learners to the lack of language awareness situation, since they only be taught the theory of English, and less of practice the use of English in their class. According to Little (1990 as cited in Eyob, 2008) in order to make the language learners efficiently communicate in their target language, they must be autonomous to have the such sufficient independence, self-reliance, and self-confidence to fulfill the roles they will experienced. In contrary, the situation of learning English as mentioned by Eyob (2008) above contributes to produce a student who has lack of the language awareness.

As stated above, it can be concluded that the language awareness is important in learning a language, although unfortunately, the standard of language awareness is still limited in Indonesia. Hence, this study is focused on the developing of language awareness standard, in the form of assessment specification, as the guideline of language awareness for the undergraduate students as the language teacher candidates in Indonesia, and developed based on the language awareness element seen from European Profiling Grid.

1.2. Research Problems

From the background of the study above, the researcher proposes the main question, as follows:

How are EPG-based language awareness enabling competences assessment specifications for undergraduate English education program in Indonesia?

The main research question are divided into following sub questions:

1. How are the language awareness enabling competences in the existing syllabi of undergraduate English education program in Indonesia?
2. How do the standard of language awareness enabling competences in the existing syllabi and in EPG share similarities and differences?

1.3. Purpose of the study

Based on the research question presented above, the main purpose of the study is:

To develop EPG based language awareness enabling competences assessment specifications for undergraduate English education program in Indonesia

The sub purposes of the study are:

1. To identify language awareness enabling competences for undergraduate English education program in Indonesia English study program.
2. To analyze the standard of language awareness enabling competences in the existing syllabi and in EPG share similarities and differences.

1.4. **Scope of the study**

The study focuses on EPG-based language awareness enabling competences assessment specification for undergraduate English education program in Indonesia. The language awareness enabling competences program is adapted from the existing syllabi from five undergraduate study programs in University in Indonesia. The language awareness mostly appeared in the skill courses, such as listening, reading, speaking, and writing. It also appeared in the linguistic, vocabulary and also grammar. In further, the proposed of language awareness enabling competence assessment specification is aimed to provide the appropriate assessment specification for undergraduate English education program in Indonesia.

1.5. Significance of study

Concerning the objective of this study mentioned above, this study hopefully can give contributions as follows:

- a. In terms of theoretical value, the result of this study can be used as a basic for further research, especially for course designer who is interested in surveying the enabling competences on language awareness.
- b. In terms of practical value, this research is hoped to improve the implications and pedagogical recommendations that can be taken from this research

1.6. Definition of Key Terms

To prevent the misunderstanding, some technical terms are defined as follows:

1. Language awareness is the teacher's knowledge about the target language (form, meaning, and use) and understanding of how the target language - and communication in general - works.
2. European Profiling Grid (EPG) is a framework with 'development phases' to provide language teachers or teacher-trainers outline of current competences.

3. Assessment Specification is a tool being used as the specification in constructing language awareness competence for students of English education program
4. DDR is a research related to designing, developing and evaluating as the basis to create new instructional and non-instructional products (Richey and Klein, 2007)

CHAPTER II

LITERATURE REVIEW

This chapter presents the definition of language awareness, language awareness in the language frameworks, scope of language awareness, teachers' language awareness competence, the previous research on language awareness, the concept of European Profiling Grid, the previous research on EPG, and the concept of assessment, and assessment specification.

2.1. Language Awareness

According to Fromkin (2009) language is the source of human life and power. Language also can be defined as the exclusively human property. By knowing a language, means that someone also knows what sounds (or signs) are in that language and what sounds are not. This knowledge of using language is called as language awareness. The language awareness is one of endless topics in education area that can be discussed over and over again. It is one of the elements that supporting the process of teaching and learning in the class. In mastering language awareness, not only know about the knowledge, but the teachers should also know how to apply it. The issue of language awareness has arisen firstly in 1974s, as a new element in the UK school curriculum by the modern linguists and hoped to be the solution for several failures in the UK school, such as illiteracy in English, failure to

learn foreign languages, etc. (Hawkins, 1999). In 1980s, language awareness has emerged as a movement in UK as the reaction of dominant theories in language learning that, at that time, based on behaviorist principles of habit formation, and was founded by Eric Hawkins.

There are many different explanations of language awareness came from different experts. According to The National Council for Language in Education Working Party on Language Awareness declared in 1985 (Donmall 1985, cited in Svalberg 2013) language awareness is about a person's sensitivity to and conscious awareness of the nature of language and its role in human life.

The ALA Website (cited in Svalberg, 2013) also state the definition of language awareness as explicit knowledge about language, and conscious perception, and sensitivity in language learning, language teaching, and language use. Meanwhile Tomlinson (1994, cited in Timucin, 2013) points that language awareness is a movement which include explicit teaching of form, metalinguistic rules and terminology. Another statement comes from Thornburry (1997 cited in Griva and Costelidau, 2011), based on him, language awareness is the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively.

In Indonesia, the concern of a language, especially foreign language is stated in the government regulations number 57 which

released in 2014 about development, guidance, and protection of language and literature, as well as improving the function of Indonesian language. The first section of the regulation stated that *Pembinaan Bahasa adalah upaya meningkatkan mutu penggunaan bahasa melalui pembelajaran bahasa di semua jenis dan jenjang pendidikan serta pemasyarakatan bahasa ke berbagai lapisan masyarakat*. Meanwhile in section 7 of the regulation stated that *Bahasa Asing berfungsi sebagai: a) sarana pendukung komunikasi antarbangsa; b) sarana pendukung penguasaan ilmu pengetahuan, teknologi dan seni; dan c) sumber pengembangan bahasa Indonesia*. These rules implicitly discussed about the language awareness in using Indonesian language, the local language and also the foreign language. All of these languages are used and its use is supported by the government. The study of language awareness are implemented in many subjects, such as the subject skills, writing, reading, speaking and listening. Language awareness also plays an important roles through the vocabulary, grammar and linguistics subjects. In those subjects, the language awareness of a teacher is being triggered, so that they will be more aware in using a language.

2.2. Language Awareness seen from Language Frameworks Theory

The language awareness topic have become the core concern in many language frameworks, for instance in the European Profiling Grid (EPG), and CEFR framework. These frameworks concerned with the

competences of a language teacher, CEFR, in particular, describes the language competence level of a teacher. European Profiling Grid (EPG), as a grid that describes the competence of language teachers made by the European Commission in 2011 that has four concern categories, included language awareness. According to *The European Profiling Grid: User Guide (2011)* the definition of language awareness refers to teacher's knowledge about the target language (form, meaning, and use) and understanding of how the target language—and communication in general—works. The sub-category of language awareness strongly related with the teachers competence and also the levels of CEFR. The language awareness phase in the EPG intends to know the language teacher competences in using the target language to the students, which also related with competences of language teacher in language proficiency; to know teacher's performance in the class, the way they use the terminology in explaining materials, and answer the questions from students using the level of language that easy to be understood and appropriate with the level of their student, their contribution to inspire students; and the way teachers handle difficult grammatical questions from students. Language awareness includes in the enabling competences, combined with intercultural competence and digital media as another development phase.

Explicitly, language awareness in EPG has six phases to be pay attention to, start with the lowest, until the highest that describe the

phase of a language teacher. The lowest phase of language awareness in EPG requires a language teacher to be able to use the dictionaries and grammar books as the resource of learning. Can answer the simple questions also belong to the lowest phase of language awareness in EPG. The higher the phase, then the more complicated competences that language teacher should fulfill.

Enabling Competences						
Development Phase	1.1	1.2	2.1	2.2	3.1	3.2
Language Awareness	<ul style="list-style-type: none"> - can use dictionaries and grammar books etc as reference sources - can answer simple questions about language that are frequently asked at levels she/he is teaching 	<ul style="list-style-type: none"> - can give correct models of language form and usage adapted to the level of learners at lower levels. - can give answers to language queries that are not necessarily complete but appropriate for lower level learners 	<ul style="list-style-type: none"> - can give correct models of language form and usage appropriate for the level concerned, except at advanced levels (C1-2) - can give answers to questions about the target language appropriate for the level concerned, except at advanced levels (C1-2) 	<ul style="list-style-type: none"> - can give correct models of language form and usage, for all levels up except at C2 on almost all occasions. - can recognize and understand the language problem that a learner is having. - can give answers to questions about the target language that are appropriate for the levels concerned except at C2 	<ul style="list-style-type: none"> - can select and give correct models of language form and usage on almost all occasions at all levels. - can answer almost all language queries fully and accurately and give clear explanations. - can use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors. 	<ul style="list-style-type: none"> - can always give full, accurate answers to queries from students about different aspects of language and usage - can explain subtle differences of form, meaning, and usage at C1 and C2 levels.

Table 2.1. EPG Language Awareness phases

Another language framework is CEFR, which intended to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe, or in the simple language, it is used as a guideline for learners to learn the language in order to communicate, and the skills that they have to develop. It relates with the language awareness, since it consists with the level of

proficiency which makes the learners can measure their levels of language. As stated in www.examenglish.com/CEFR/cefr.php, the set of level that called CEFR is developed by the Council of Europe to standardize the levels of language exams in different regions and it is widely used internationally. As same as EPG, there are levels in CEFR, ranging from; A1, A2, B1, B2, C1 and C2 that represents the levels of language awareness of a person.

These two frameworks have the similarities; both of the frameworks viewed the teacher competences from a positive perspective, e.g. what teachers know and are able to do at a particular moment of their career. The developed principles of EPG framework also reflects the approach promoted by the CEFR in the areas of learning, teaching and assessment.

Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Picture 2.1. CEFR Language Framework Global Scale

2.3. Scope of Language Awareness

James and Garret (1999 cited in Svalberg, 2013) has distinguished the scope of language awareness into five domains; affective, social, power, cognitive and performance domain. Firstly, the affective domain, deals with the learner's feelings and mental thinking. Based on this domain, the language awareness is consider to seek the learner's entire person by encourage him/her to contribute in the learning process through their experiences or personal relevance. It also includes the feeling of knowing in language learning contexts. Secondly,

the social domain, which looks at the consequences of every problem that often arise from ethnic diversities, due to cultural and linguistic friction in our globalizing society. These problems can be solved through a language approach, which see the cognitive and cultural benefits of multilingual classroom. Next, the third domain is power. James and Garrett (1991, cited in Soons, 2008) stated that power domain involves alerting people to the hidden meanings and implicit assumptions which mostly used by those who traditionally have most access to the media for verbal communication, such as governments, the Church, etc. Soons (2008) explains further about power domain, which can be called as Critical Language Awareness (CLA), a term in literature and serves the examples for the reader/writer about relationship and interpersonal meanings.

The cognitive deals with the relation between language and thought where metalinguistic awareness, reflection and analysis are highlighted. In Svalberg (2013) the cognitive domain is connected with the relationship between awareness—attention—noticing. Based on her, the cognitive domain of language awareness will happened if there are process of those three aspects. Based on Svalberg (2013) attention is a precondition of awareness, while noticing is a phenomenon which is central especially to form focused language awareness instruction. Noticing condition is appear when the attention and awareness are come together. According to Schmidt (1990, cited in Svalberg, 2013)

noticing is necessary and a sufficient condition for converting input into intake.

Another aspects of cognitive domain is about explicit and implicit learning. According to Norris & Ortega's (2000, cited in Svalberg, 2007, cited in Soons, 2008) from 49 published studies, there is an evidence that explicit learning is more effective that implicit. It is also clearly stated that explicit learning is the key of language awareness. In explicit learning, the learner is supposed to be aware and actively involved in the process of learning. In the other hand, implicit learning is acquired without awareness. In the implicit learning, the learner is not capable of describing the acquired knowledge or talking about language. Finally, the performance domain deals with language in use, communication strategies and the activity of talking about language with a more or less formal meta-language.

These five domains are related one another. It can be useful for the language teachers as the guidance for them to limit the relevant and related aspects that is useful for arising pupils' awareness, and it will can also help them in the teaching and learning process.

2.4. Teachers' Language Awareness Competence

Teachers' language awareness has many different terms based on the theorists that investigated about it. The term 'teachers' language awareness' came from the theorists, Eric Hawkins in 1999. Another term

is 'teacher metalinguistic awareness' (Andrews 1999 cited in Griva and Costelidau, 2011), 'teacher beliefs' (Richard 1998 cited in Griva and Costelidau, 2011), 'attitudes' (Woods 1996 cited in Griva and Costelidau, 2011), 'conceptions of teaching' (Freeman & Richards 1993 cited in Griva and Costelidau, 2011), and 'conceptions of practice' (Freeman 1996 cited in Griva and Costelidau, 2011).

Thonburry (1997a, cited in Svalberg, 2013) stated that teachers' language awareness can be considered as the knowledge that teachers have about the system of language that helps them to teach as effective as possible. It means that the language teachers are forced to not only know about language itself, but also reflect to their knowledge. The specific concerns about language awareness was subject-matter knowledge. Shulman (1999, cited in Andrews, 2001) stated that subject-matter knowledge is an essential part of teacher professionalism. Based on Edge (1988, cited in Cots & Arno, 2005, cited in Svalberg, 2013) the language teachers take three roles in language area, those are user, analyst and teacher. The similar concept came from Andrews (2001, cited in Wright, 2002, cited in Garcia, 2008) which stated that language awareness encompasses three understandings; about language (knowledge about language), its teaching (pedagogical practice), and its learning (knowledge of language). Knowledge of language can be called as the language user, which includes the ability to use language as appropriate as possible in many situations. It also includes about the

awareness of social and pragmatic norms. The knowledge about language can be called the language analyst that includes forms and function of system, such as grammar, phonology and vocabulary. The last is pedagogical practice that can be understood as language teacher and includes creating language learning opportunities, in other word, the classroom interaction.

There are several reasons why the teacher needs to raise their language awareness. According to Moats (2009) this knowledge of language awareness is important to be taught to the teacher, because it can boost the teacher preparedness in the teaching and learning process. Being aware of language awareness also can be beneficial for teachers, since most of children are classified as having such learning disabilities, for instance disabilities in the reading, or mostly in the writing (Kavale and Forness 1985, cited in Moats, 2009). The solution of this problem, then, needs a teacher that linguistically-aware to teach them about some phonological, and structure lesson.

According to Glasgow (2008, cited in Argaman and Nusbaum, 2016) the language awareness of teachers play an important role in their students' learning process. Based on Wright and Baliho (1997, cited in Argaman and Nusbaum, 2016) the teacher must be aware of his or her language and they should improve it through all stages of his or her professional development. The more teachers are aware of their language, the more confidence they will have in their speech and writing.

Hawkins (1999, cited in Garcia, 2008) proposed six series of topics in curriculum for the teachers in terms of balancing the language awareness, such as: first is human language and signals, signs and symbol, secondly spoken and written language, third is how language works. The teacher also can examine about using language, the languages in their area, e.g. in UK, in Europe, and the last is how do we learn languages.

In conclusion, being a linguistically-aware for teacher does not harm at all, because with being a linguistically-aware teacher, it makes us easily to deliver the lesson to students, to answer students' question, to help them in learning a language, and the most important is to communicate with them.

2.5. Previous Research on Language Awareness

Since the theme of language awareness has been arisen since 1980s, there are so many studies which are related with it. The old studies came from Tony Wright and Rod Bolitho in 1993, which focused on the language awareness as the missing link in the language teacher education. Next, there was Eric Hawkins in 1999, focused on the interface between foreign language and language awareness. Those two studies became the most reference used by people who wants to investigate the same thing. Another old study was from Louisa Cook Moats in 1994, focused on the lack knowledge of the structure and

written language by many teachers. In her study, she revealed that many teachers are lack of the knowledge about morphological, even the structural awareness, whereas many students also lack of that things. The study recommend that the teachers should have a sufficient knowledge about linguistic things, for instance speech sounds of language, and phonological process.

In the recent years, there is study in language awareness by Stephen Andrews in 2003. He talked about the relationship between teacher language awareness and the professional knowledge base. David Piper conducted a study on the same focus in the same year of Andrews. His focus was in language awareness that used in Nova Scotia schools. Ofelia Garcia also conducted the same focus on her study in 2008 entitled 'Multilingual Language Awareness and Teacher Education'. Maria Prtic Soons in 2008 conducted a study entitled The Importance of Language Awareness: Ambiguities in the Understanding of Language Awareness and Practical Implications. In her paper, she discussed about how is the application of language awareness in the Swedish curriculum seen from the autonomy of the learners and affective engagement by the teachers. She also discussed about how do the foreign language teachers understand, relate and convert their understanding and concept of language awareness. Next there is a study from Eleni Griva and Dora Chostelidou in 2011 and focus on the

language awareness issues and teachers' beliefs about language learning in a Greek EFL context.

Last, there is a study from Daniel Xierra in 2015, entitled 'Developing Teacher Language Awareness via In-Service Training: Training's Beliefs. In his paper, he talked about the language awareness of the teachers in the in-service training. The result of study showed that the experiences that trainers gain of their regular contact with the teachers makes them a valuable data source in the development of teachers' language awareness. Then, if the teacher are expected to teach the language effectively then the better understanding of teacher language awareness should be designed to serve their needs.

2.6. The Concept of European Profiling Grid

The European Profiling Grid (EPG) is an instrument which co-funded by European Commission in 2011 and contains of the competences for language teacher. It presents in a tabular forms which includes four broader areas in language education, and thirteen sub-categories, which in every sub-category there are six phases in as the descriptors. The European Commission ran from 2011 to October 2013 and involved nine countries as the partners. The aim of EPG is to provide language teachers, teacher-trainers, and also managers with an outlining competences which will enhances their professionalism in language education.

Based on Mateva, Vitanova, & Tashevska (2013, cited in Bergil and Saricoban, 2016) the EPG is a tool, which contains a series of descriptors of the can-do type, and the aim is to outlining the multifaceted activity of language teachers. There are three set of phases in EPG: 1.1 and 1.2; 2.1 and 2.2; and the last, and the highest phase of EPG 3.1 and 3.2. These phases encompass teachers of different experience and degree of competence. The aim of EPG are clearly stated in the user guide published by European Profiling Grid. In the user guide, there are three aims of the EPG project, as follows: firstly is to validate and develop the original profiling grid, first created in 2006, called as EAQUALS which made for the internal use; second, to produce a final grid which translated into nine languages, and four languages of electronic version. The last aim is to prepare a user guide to support various kinds of users in the teaching contexts.

European Profiling Grid has four categories which followed by thirteen sub-categories, and in each sub-categories, there are six phases. The six phases have points of descriptor, which commonly starts with the word, *can-do*. The first category of EPG is Training and Qualifications, with the four sub-categories as follows: language proficiency; education and training; assessed teaching; and teaching experience. The second category of EPG is Key Teaching Competences, with also four sub-categories; methodology (knowledge and skills); assessment; lesson and course planning; and interaction

management and monitoring. The third category is Enabling Competences, with three sub-categories: intercultural competence; language awareness; and digital media. The last category is Professionalism with professional conduct and administration as the sub-categories. These sub-categories have six phases, ranging from trainee to 'very experienced' and each sub-categories also has 1-5 descriptors depend on the phase.

In this thesis, the writer will focus on the Enabling Competences category only. Enabling competences, based on the user guide published by EPG, is a broad category of EPG which has three sub-categories; intercultural competence, language awareness; sub-category which is related with teacher's knowledge about the target language (form, meaning, and use) and understanding of how the target language—and communication in general—works) and digital media; related with digitized content (text, graphics, audio, and video) for teaching that can be transmitted over the internet or computer networks. The language awareness of EPG also has six levels, which the level 1.1., as the lower level in the European Profiling Grid consists of two descriptors. The students that are in this phase should be able to use dictionaries and grammar book, etc. as the reference sources in their learning process. Furthermore, the students in this level also should be able to answer the simple questions about language that are frequently asked at levels she/he is teaching.

Level 1.2., also can be defined as the level for the novice teachers. In this phase, the students should be able to give correct models of language form and the usage which adapted to the level of the learners at lower level. In the phase 1.2., the students also hoped to be able to give answers to language queries that are not necessarily complete but appropriate for lower level learners.

The level 2.1., covers the phase where the students should be able to give correct models of language form and usage which appropriate for the level concerned, except at advanced level (C1-2 of CEFR language framework). The students also should be able to give answers to questions about the target language which appropriate with the level concerned, except at advanced level (C1-2). From that reason, the researcher chose to also use the CEFR level as the support tool to analyze the learning outcomes indicators in the syllabi.

Level 2.2., as the experienced phase of EPG requires the students to be able to give correct models of language form and usage which appropriate for the level concerned except the highest level of CEFR (C2) on almost all occasions. The students also should be able to recognize and understand the language problem that may arise in the process of teaching and learning. Last, in this phase, the students are expected to be able to give any answers to questions about target language that are appropriate for the level concerned, except the highest level of CEFR (C2).

Level 3.1., is considered as advanced level in the EPG phases. In the advanced level, the students are expected to select and give correct models of language form and usage on almost all occasions at all levels (included C2 of CEFR). The students also expected to answer almost all language queries as fully and accurately. In the teaching practice, the teacher students also expected to use a range of techniques to give their learners in working out the answer of their own language queries and correcting their students' errors.

Level 3.2., also considered as the advanced level, and highest phase of EPG. In level 3.2., the students are expected to always give full, accurate answers to queries from their students about different aspects of language and usage. Last, the English education students are expected to explain subtle differences in form, meaning and usage at C1 and C2 levels.

2.7. Previous Research on European Profiling Grid

Since European Profiling Grid is a new topic in the language education, there is only few papers that focus on that topic. Rossner (2013) made a study that explains fully about EPG projects. He elaborated the definition of EPG and the reasons why we should assess language teaching competence and also the teacher development. He also explained further about the profiles of teachers' competence and the aim of EPG e-grid. Another study that focused on the EPG is Bergil and Saricoban in 2016, which focus on the EPG competences which

entitled 'Milestone in English Language Teacher Education: How to Use European Profiling Grid in the Assessment of Prospective EFL Teachers' Qualifications. In their paper, they discussed about how is the EPG competence implemented in the language education. They engaged two different groups of participants who consist of ELF teachers of Hacettepe University, Faculty of Education and also course supervisors and course registration supervisors. The result shows that the prospective teachers have deficiency in two competences of EPG; professionalism and key teaching competences.

2.8. Studies on Assessment

2.8.1. The concept of Assessment

Assessment can't be separated from teaching, assessing and testing process. In a classroom, it is common for the teacher to assess and test their students in order to know the progress and achievement of the students. Although these three items often mixed, but each of them has their own definition and purpose. Based on Brown (2004) in a circle of education, teaching is a broader item, which there are assessment and test in it. Teaching sets up the practice games of language learning, including; the opportunities for learners to listen, think, take risks, set goals, and process feedback from the "coach" and then recycle through the skills that they are trying to master. Assessment is in the smaller

circle of teaching and learning process and test is in the assessment area. Based on Brown (2004) assessment is an ongoing process that encompasses a much wider domain. Whenever students responds to a question, offers a comment, or tries out a new word or structure, we can say that are the assessment of students' performance. There are four skills that can be assessed; writing, listening, speaking, reading, and also the other aspects of language; grammar, pronunciation, and vocabulary. The techniques that the teacher can used to assess their students can be varied. As stated by Armstrong (1994) and Bailey (1998, cited in Brown, 2004) that there are two kinds of assessment which called as; traditional and alternative assessment. The assessment traditions that available should be valued and utilized for the functions that they provide (Brown and Hudson, 1998 cited in Brown, 2004). These two kinds of assessment have some differences. As cited in Brown (2004) the traditional assessment, or also called as summative assessment, normally, oriented to the product while the alternative assessment is oriented to the process. The traditional assessment also focus on the "right" answers that the students choose, while the alternative assessment is more focus on the creative answers by the students. According to O'Malley (1996) alternative assessment consists of any method of finding out what student knows or can do that is intended to show growth and inform instruction.

Another term “formative and summative assessment” also used by Hughes (2003). According to Hughes (2003), the formative assessment is happen when the teachers use it to check on the progress of their students, and to see how far they have mastered what they should have learned, while the summative assessment is used at the end of the term, semester, or year in order to measure what has been achieved both by groups and individuals.

Based on Brown (2004), the assessment has the principles in order to make the assessment or test is effective; the first one is validity. The second one of assessment principles is reliability. The next is practicality, authenticity, and the last one is wash back. As explanation above, the assessment is a diagnostic process, which we can used to identify the process. Assessment also a means to understanding students thinking and ability, and used to measure four areas of students; achievement, students’ progress, students’ strengths and weaknesses. The assessment has function and purposes, as follows; the first one is to monitoring the students’ progress; as a decision making; as a promote learning; to modify the program; and to get real pictures of the situation in the school.

In the assessment and evaluation, there are two kinds of approach or method that we can use, as the writer explained above; traditional and alternative. From these two kinds of method, there are many kinds of techniques, which we can also divided into test

and non-test. Tests are the kinds of assessment that designed by the teacher, such as midterm test and final test, and it can be in the form of multiple choice, closed test, essay, matching, true-or-false, completion and jumbled text, while the non-test is the assessment that teacher assigned to the students as the daily task. The kinds of non-test are project, portfolio, observation, interview, diary/journal, presentation, etc.

In his book, Heaton (1975) has mentioned the reason why it is important to be competent in language testing, and the answer of that question is that a competent language testing will help the readers to avoid some of the misconceptions, and to develop a set of reasonable expectations for any given language test they may need use. Then, there are some sets of principles of qualities that can ensured the competence of tests. The five principles, based on Brown (2004) are; validity, reliability, practicality, wash back and authenticity. Validity is used to measure what supposed to be measured. Based on Heaton (1975) the validity is the extent to which it measures what it is supposed to measure. It means that a test must aim to provide a true measure of the particular skill which it is intended to measure.

Meanwhile, based on Gronlund (1998, cited in Brown, 2004) validity is the extent to which inferences made from assessment results which are appropriate, meaningful, and useful in terms of the

purpose of the assessment. There are four types of validity; the face validity which measure the effectiveness of a test based on the appearance. The content validity, which measure the effectiveness of a test based on the compatibility with the materials taught in the class. The construct validity which measure the compatibility between the test and the existence theories, and the last is criterion validity which measure the compatibility between objectives of syllabus or curriculum.

The reliability means the consistency of the result. According to Heaton (1975) reliability is a necessary characteristic of any test; for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to the same candidates on different occasions, then to the extent that it produces differing results, it is not reliable. It is the same as what Bachman and Palmer (1996) has stated that the reliability is often defined as consistency of measurement. A reliable test score will be consistent across different characteristics of the testing situation. The reliability of a test can be measured from many aspects; from the students-reliability, rater-reliability, test-administration reliability, and the last test reliability. The next principle is practicality. Based on Brown (2004) a test which is practical means that the test is not excessively expensive and appropriate with the time constraints, so do with a test which requires the students to complete it as long as five hours.

The next term is wash back, which is we can called it as the effect of test and commonly appears in the students as the person who should face the test. As stated in Hughes (2003) wash back effect can be harmful or beneficial for the students. If a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities, meanwhile if the test content and testing techniques are at variance with the objectives of the course, there is likely to be harmful wash back. The last principle is authenticity. Based on O'Malley (1996), authenticity is used to assess the high order thinking and can raise the problem solving ability in the students. Based on Brown (2004) authenticity is a concept that is a little slippery to define, especially within the art and science of evaluating and designing tests. Based on Bachman and Palmer (1996, cited in Brown, 2004), authenticity is the degree of correspondence of the characteristics of a given language test task to the features of a target language task.

2.9. Assessment Specification

There is a difference in using terms assessment specification. Fulcher (2011), Carey (1998), and Brown (2002) used the term of table of specification which refer to the blueprints before arranged the test, meanwhile Gregory (2006), Gronlund and Linn (2000), and Akem (2006) used the term of table of specification in their papers.

According to California Department of Education (2004) assessment specification or TOS can be defined as a test content, which includes the number of items, and item formats. It can be presented in the blueprints that specify the content and skills that will be tested. According to Gregory (2006, cited in Alade and Omoruyi, 2014) assessment specification can be seen as an activity which elaborated the information and cognitive tasks to be assessed. Meanwhile Gronlund and Linn (2000, cited in Alade and Omoruyi, 2014) stated that assessment specification includes both subject matter content and instructional objectives and become one of the contents in a course or curriculum. Akem (2006, cited in Alade and Omoruyi, 2014) views the TOS as a tool to guide or assist the teachers or examiner since the table shows the total number of items for each instructional objectives.

TOS helps teachers to align the objectives, instruction and assessment for the language teaching and learning. Notes, Zuelk, Wilson and Yunker (2004, cited in Alade and Omoruyi, 2014) stated that this strategy can be used for any variety of assessment methods.

The format of TOS can be varied depend on the person who arranged it. It could be a single document that describes the test purpose, test constructs, or the one or two item types that appear on the test, and a statement of the number of items that the test as a whole should contain. Fulcher (2011) stated that the more complex the test, the more specification documents there are likely to be. He also stated that it is possible to list all the possible specifications that we might need for a test.

According to Fulcher (2011) the most important part of a TOS is the item/task specifications which describe the target abilities that learners should achieved. It can be filled of the input material that the test takers will encounter, or the instructions look like, and another target abilities statement that are important. It is recommend also for the teachers to provide sample items with table of specifications to illustrate what is intended by the description.

In designing the TOS, Carey (1998, cited in Alade and Omoruyi, 2014) stated that the teachers should recognized the six elements that should be intended to develop the TOS for the end of unit examination, as follows: 1) the balance among goals that are selected for examination; 2) it should balance among levels of learning; 3) the teacher also should recognized the test format, 4) the total number of items and 5) make sure that the number of test items are balance with

each goal and level of learning, 6) recognized the enabling skills that will be selected from each goal framework.

Meanwhile based on Brown (2002) in designing the TOS, there are three elements that should be considered by the language teacher; 1) a broad outline of the test; 2) the skills that you want to test; 3) the items that will look like.

In conclusion, the TOS is needed and pretty important for teachers, because with using the table of specification, it will helps the teacher in designing a proper test for their students. With designing the table of specification, the teacher will be avoided the simple mistakes, such as incompatibility between the lesson in the class and the test in the end of lesson. Designing table of specification also ensure the validness of a test.

CHAPTER III

METHODOLOGY

This chapter presents the methodology that will be used in conducting this study. Details on the methodology of this study are research design, data and data source, instrument of the study, and data analysis procedure.

3.1 Research Method and Design

This study used Design and Development Research as the research design to answer the research questions. Based on Seels and Richey (1994, cited in Richey and Klein, 2005) developmental research is the systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness. It seeks to create knowledge grounded in data systematically derived from practice. According to Richey and Klein (2005) design and development research, or development research, as another term, can have a function of either creating generalizable conclusions or statements of law, or producing context-specific knowledge that serves a problem solving function.

Wademan (2005, cited in Purwanti, 2017) suggested the procedures of the design as: 1) problem identification, 2) identification of tentative products and design principles, 3) tentative products and

theories, 4) prototyping and assessment of preliminary products and theories, and 5) problem resolution and advancing theory. Nunamaker et al. (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010) proposed the model of conducting DDR including: (a) identify the problem motivating the research; (b) describe the objectives; c) design and develop the artifact; d) subject the artifact to testing; e) evaluate the results of testing; and f) communicate those results. This following figure shows the major steps in Design and Development Research.

3.2. Research Procedure

Nunamaker et al (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010) developed a 6-phase models of design and development research, as follows:

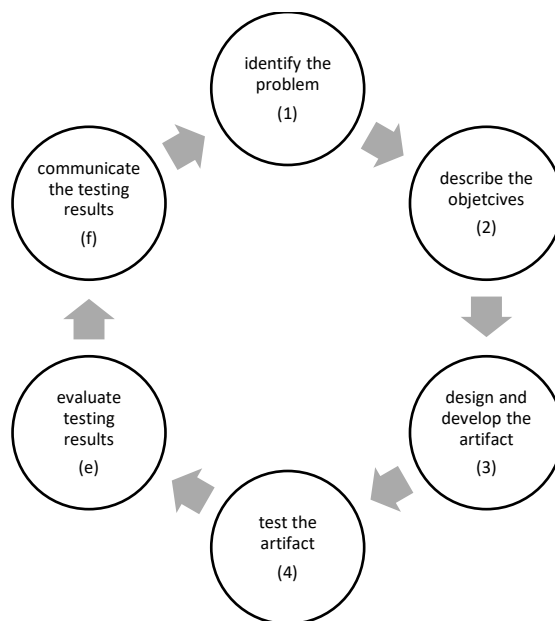


Figure 3.1. DDR model of Nunamaker et al (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010)

In the first step, identify the problem, Nunamaker, et al (1991, cited in Ellis & Levy, 2009) stated an unresolved condition in one domain might be the reason to conduct the design and development research in order to create a tool, model, or product which available to resolved the problem. Further in the identify the problem step, Hevner, et al.(2004, cited in Ellis & Levy, 2009) identified five factors common problems which underlying the design and development studies: 1) environmental factors, such as requirements and constraints which are poorly defined; 2) an inherent complexity in the problem and possible solutions; 3) a flexibility and potential for change of possible solutions; 4) a solution on human creativity; and 5) a solution on collaborative effort.

The second step is identify the objectives. According to Ellis & Levy (2009) the objectives for any research should be covered in the research question that underlie the study. Furthermore, for the third step, design and develop the artifact, Nunamaker et al. (1991, cited in Ellis & Levy, 2009) explained that in the educational field, the Analysis, Design, Development, Implementation, Evaluation (ADDIE) and Dick and Carey models are accepted and commonly used in the instructional design processes. There are three factors that usually included in the third phase of design and development research, as stated by Hasan (2003; Nunamaker et al., 1991, cited in Ellis & Levy, 2009); 1) build a conceptual framework, including system functionalities and

requirements; 2) analyze the alternative solutions and design a system architecture based on that framework; and 3) create some form of prototype of the tool or model being developed from the architectural design.

According to Nunmaker et al (1991, cited in Ellis & Levy, 2009) the exact manner for the fourth step, test and evaluate, is to conduct varies depending on the nature of the artifact being developed and the resources which available to the researcher. The commonly used methods to test and evaluate the artifacts are including the direct observations from plito studies (Hasan, 2003, cited in Ellis & Levy, 2009) and indirect inidcators from survey, questionnaires, interviews, and other observations (Richey and Klein, 2004, cited in Ellis & Levy, 2009).

For the last step, communicate results and conclusions. Based Nunmaker et al (1991, cited in Ellis & Levy, 2009), the results and conclusions are closely related to the research questions of the study. The results is the answers and supporting evidence of the research questions, while the conclusions are the connection between those answers and the problem of the study and denote as the contribution of the study to the body of knowledge. Further, Mertler & Vannatta (2009, cited in Ellis & Levy, 2009) stated that the nature of results and conclusions are varies according to the type of research being conducted.

This study adopted a procedure from Nunamaker et al (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010) which being modify into the suitable ones for answering the problem of the study. The chosen procedure will be explained by the following figure:

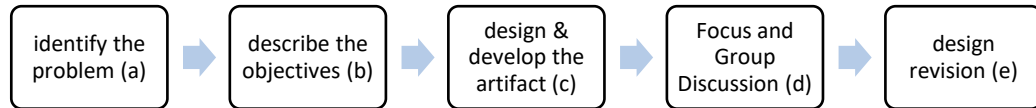


Figure 3.2. An Elaboration Model of DDR Cycle

From six steps made by Nunamakers, et al. the researcher only conducted the five steps, including some modification in the steps. The first step is identify the problem, the second is describe the objectives, and the third step is design and develop the artifact, which are as same as the original ones, furthermore, for the fourth step, a Focus Group Discussion was held in order to replace the original step, this alteration was conducted since there was a limitation of time in conducting the study. The fourth and fifth phase also being replaced, from test and evaluate, and communicate results and conclusions as the original ones, were merged into one step, called as design revision. This alteration was conducted due to the limitation of time in conducting the study.

3.3. Data, Data Source and Instrument

DDR steps	Data	Data Sources	Instrument
1	Language awareness enabling competences in the courses	Existing syllabi of five undergraduate English education programs and EPG documents	Language awareness phases in EPG document
2	Language awareness enabling competences in the courses and in EPG document share similarities and differences	The result of analysis existing syllabi of five undergraduate English education programs in Indonesia and EPG document	Language awareness phases in EPG document
3			
4	Language awareness item	The assessment specification	Language awareness phases in EPG document
5			

Table 3.1. Data, Data Source and Instrument

3.4. Data Analysis Procedures

In analyzing the data, the researcher followed some steps, as follows:

- a. The first step to take is to identify the problem. In this step, the researcher identified the problem that there is no model to assess language awareness in universities. The limitedness of language awareness model might be happened because the universities have no standard to assess the language awareness to their students, then this

condition leads to the lack of language awareness in undergraduate students. The findings of this step shown that the researcher needs to develop the standard of language awareness based on EPG, which can be used as the standard to assess the language awareness. In this step, the researcher also started to analyze the language awareness syllabi with using the language awareness indicators in the EPG.

- b. From this condition, the researcher describe the objectives, to make a language awareness assessment specification which can be used as the standard or as the template to design language awareness syllabi for universities.
- c. Then, after arranged the objectives, the researcher developed the artifact, in the form of assessment specification for undergraduate English language education program, there are some steps that the researcher conducted:
 1. In order to design and develop the assessment specification, the researcher did the preliminary research. In this step, the researcher found, compare, and analyze the theories related with language awareness.

2. The second step, the researcher collected the syllabi from undergraduate English education program from five universities.
 3. Next step is analyze the data, in the form of language awareness, from the existing syllabi. The purpose of this step is to find out the language awareness enabling competence phase based on EPG framework in the existing syllabi.
 4. After the language awareness enabling competence found in the existing syllabi, then the researcher designed the language awareness enabling competence assessment specification.
- d. For the next step, according to the DDR model proposed by Nunamaker et al (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010), the next step that should be taken by the researcher is conducting test the artifact and then, evaluate the testing results. But, due to the limitation of the time that the researcher had, then the researcher replaced those two steps with the Focus Group Discussion (FGD). According to Mishra (2016) Focus Group Discussion (FGD) focuses in the interaction inside the group. The participants influence each other through their answers to the ideas and contributions during the discussion. From the explanation of

- Mishra (2016) it can be concludes that in FDG process, there are many suggestions from another participants, which needed to revised the artifact. FDG was conducted in July 31th 2017, and in the process of FDG, there was feedback and suggestions from the reviewers, and from those feedback and suggestions, then the researcher revised the assessment specification, as the product of the study.
- e. After conducting the FDG, and got some suggestions and corrections, then the researcher did the next step, design revision, to become the final product of research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims to answer three sub-questions and one main question in the chapter one. The sub-questions are answered by using content analysis and case study where the researcher analyzed the language awareness EPG document and five syllabi from different universities. In accordance with the title, in this thesis, the researcher only focus on the language awareness. The phase of language awareness in European Profiling Grid has six development phases, ranged from the lowest (1.1.) to the highest (3.2.), which the researcher used as the guide or indicators to analyze the stage of language awareness from the five universities. The researcher analyzed the language awareness phase of the university with looking from the learning outcomes of each course in the each university and compared it with the language awareness phase in European Profiling Grid.

4.1. The Language Awareness Enabling Competences in the existing syllabi of Undergraduate English study Program

In order to design appropriate test specifications, the researcher intended to collect the syllabi from different universities in Indonesia to see the language awareness of each courses in the universities. In collecting the syllabi, the researcher tried to collect from various universities in Indonesia, but since the syllabi is one of the university's document, then it is a little bit difficult to collect them, regarding the universities' confidentiality. Since the

language awareness implicitly appeared in almost all courses in syllabi collection in the universities, then the researcher focused on all the courses to find out the items of language awareness in every courses. Nevertheless, the language awareness can be seen explicitly in the skills courses, such as reading, writing, speaking, listening, the grammar courses, vocabulary courses, and the linguistic courses. The researcher takes the indicators of learning outcomes from each courses in five syllabi from five universities to be analyzed. The analysis process was using the language awareness phases' indicators as the tool to determine whether a syllabus is containing language awareness or not. Furthermore, a syllabus is called as language awareness syllabus, when the learning outcomes has met and covered the language awareness phases in European Profiling Grid. Unfortunately, during the analysis process, the researcher realized that not all the syllabi that are completely collected. The courses name that might be changed, and the syllabi collection that incomplete can be the reason behind the incompletely collected syllabi in some universities.

In the analyzing process, the researcher found some difficulties in regarding to the syllabi structure. Since the courses name are not in the same order, then the researcher experienced a little bit difficult to analyze whether the course is containing language awareness or not. Furthermore, the researcher also feels a little bit difficult in comparing the indicators, since the description in the indicators are not completely same as the indicators of European Profiling Grid phases.

Normally, the English Education Undergraduate Program in each university has at least 46-58 courses to be fulfilled by the students to preparing them to be graduated as a language teacher. The courses in each university consists with the general courses, such as *Bahasa Indonesia, Kewarganegaraan, Pendidikan Agama, Estetika*, etc., the basic courses of education, such as *Psikologi Pendidikan, Profesi Kependidikan, Dasar-dasar Filsafat*, etc., and the core courses of education, such as English Phonetic and Phonology, Basic Speaking, Basic Listening, etc. Commonly, the university also serves an additional courses that the students should be followed, such as Microteaching for the education majors, and also the electives courses, to raise the additional skills of the students, such as Entrepreneurship, Cinema studies, Broadcasting, etc. These electives courses should be chosen by the students as the supplement to increase their skills.

University A has 58 syllabi in total, which unfortunately, there are four courses that are not included in the syllabi collection of University A, the list of those courses, as follows; *Pengembangan Kurikulum, Metodologi Penelitian*, Introduction to ELT Research, and Phonetic studies, and from 54 syllabi, there are only 38 syllabi that explicitly and implicitly containing language awareness in their learning outcomes, if comparing with the language awareness phase in EPG. The English skill courses, such as reading, writing, listening and speaking are the examples of courses that explicitly containing language awareness in its learning outcomes. The

linguistic courses, such as English Morphology and Syntax, English Phonetics and Phonology, Translation, and Introduction to Linguistic and Vocabulary also explicitly containing language awareness, while for the teaching courses, such as Teaching English for Young Learners, or Teaching English as Foreign Language, the language awareness is implicitly appeared. Surprisingly, in the methodology courses, such as ELT Curriculum and Syllabus, and Learning Material Development Evaluation, language awareness implicitly appeared, since in the process of teaching and learning, the students surely using English as the tool to communicate. In classifying the language awareness phases that appropriate with each courses, the researcher found from their learning indicators. For example, in the item 1 of the first phase of EPG (1.1) stated the students can use dictionaries and grammar books etc. as reference sources, then in the English Articulatory Phonetics and Phonology, one of the indicators stated that the students are able to recognize phonetic and phonemic transcription, which is the students must need the dictionary to look up to the phonetic symbols of a word, so its indicator fits to the phase 1.1 item 1.

For University B, the researcher did the same activity to determining the phase of an indicator. University B has 58 syllabi, which also consists with the general courses, the elective courses, the core courses of English Education, and there are some religious courses in the English education undergraduate program. Unfortunately, the list of syllabi are not complete, there are five syllabi, which are not available in the syllabi collection of

University B, as follows: Vocabulary 1, Reading 1, Listening 1, Speaking 1 and Listening 3. Hence, there are only 33 – 40 syllabi which as implicitly, and explicitly containing language awareness. As same as the University A, in University B, the list of language awareness courses consist of English skills, such as reading, writing, speaking and listening. There are also linguistic courses, such as Introduction to Literature, Introduction to Linguistic, Morphology, and History of English, and some of teaching and learning theory courses, such as Teaching English for Foreign Language, and Contrastive and Error Analysis.

In University C, there are 58 courses, which consist of 52 core courses and general courses, and there are six elective courses. Unfortunately, there are pretty much syllabi that are not complete in this university. At least, there are 10 courses that are missing from this university's syllabi collection, such as: KKN/ Translation management, Sociolinguistics, Poetry, Prose, KKL, Discourse Analysis, Literary Appreciation, Practicum of Translation, Cross Culture Understanding, and English in Academic Discourse. Hence, there are only 48 courses, and 30 of them are, implicitly and explicitly containing of language awareness; the English skills, the vocabulary, linguistic, and grammar, some of teaching and learning theory courses, and some of methodology classes are discovered.

University D has pretty much courses for undergraduate English education program as much as 64 courses. Unfortunately, there are 7 courses that are not available in the syllabi collection, such as: Complex

English Grammar, English for Specific Purposes, Academic writing, English for Young Learners, English for Journalism, Editing, and Entrepreneurship. Hence, university D only has 29-38 courses that implicitly and explicitly consisting language awareness, which consists of core courses, such as English skill courses; reading, listening, writing, and speaking, some of teaching and learning theory courses, such as Teaching English as Foreign Language, the cultural course, such as Cross Cultural Understanding, and some methodology courses.

In University E, all of the syllabi are available to be analyzed. There are 65 courses, which consists of core courses of English education, the general courses, some of elective courses, and cross study courses, such as *Komunikasi Lintas Budaya*, *Fotografi*, *Desain Grafis*, *Dasar-dasar Jurnalistik*, and *Dasar-dasar Public Relations*. Meanwhile, the elective courses that the students can choose are; Business Correspondence, Presentation Skills, Child Education, etc. From those syllabi, there are 42 courses that language awareness, as implicitly and explicitly appeared.

4.2. The Standard of Language Awareness Enabling Competences in the Existing Syllabi and in EPG Share Similarities and Differences

After integrating the existing syllabi and the language awareness phases of EPG, in this part, the researcher identified the data of the language awareness syllabi from the language awareness EPG perspective. The researcher seeks how far each university already

cover the language awareness from EPG point of view. A university has covered the phase 1.1 if there is a learning outcomes' indicators of the syllabus in the university, as implicitly or explicitly, stated that the students should be able to use dictionaries and grammar book, etc. as the reference sources in their learning process, or should be able to answer the simple questions about language that are frequently asked at levels she/he is teaching. A university has covered the phase 1.2 if there is a learning outcomes' indicators of the syllabus in the university which, as implicitly or explicitly, stated that the students should be able to give correct models of language form and the usage which adapted to the level of the learners at lower level or should be able to give answers to language queries that are not necessarily complete but appropriate for lower level learners.

Furthermore, a university has covered the phase 2.1 if there is a learning outcomes' indicators of the syllabus in the university which, as implicitly or explicitly, stated that the students should be able to give correct models of language form and usage which appropriate for the level concerned, except at advanced level (C1-2 of CEFR language framework), or the students should be able to give answers to questions about the target language which appropriate with the level concerned, except at advanced level (C1-2). A university has covered the phase 2.2 if there is a learning outcomes' indicators of the syllabus in the university which, as implicitly or explicitly, stated that the students to be able to

give correct models of language form and usage which appropriate for the level concerned except the highest level of CEFR (C2) on almost all occasions, or the students be able to recognize and understand the language problem that may arise in the process of teaching and learning, the last, a university has covered the language awareness, if in the learning outcomes' indicators of a syllabus, as implicitly or explicitly, stated that the students are expected to be able to give any answers to questions about target language that are appropriate for the level concerned, except the highest level of CEFR (C2).

A university has covered the phase 3.1 if there is a learning outcomes' indicators of the syllabus in the university which, as implicitly or explicitly, stated that the students are expected to select and give correct models of language form and usage on almost all occasions at all levels (included C2 of CEFR), or the students also expected to answer almost all language queries as fully and accurately. Particularly, a university has covered the phase 3.1 of language awareness EPG if the learning outcomes' indicators of teaching practice, as implicitly or explicitly, stated that the teacher students expected to use a range of techniques to give their learners in working out the answer of their own language queries and correcting their students' errors. Last, a university has covered the phase 3.2 of language awareness EPG if the learning outcomes' indicators of a syllabus, as implicitly or explicitly, stated that the students are expected to always give full, accurate answers to

queries from their students about different aspects of language and usage, and/or the students are expected to explain subtle differences in form, meaning and usage at C1 and C2 levels. Thus, the range level of language awareness EPG from each university are explained on the Table 4.1.

University	Range of Language Awareness EPG level
University A	1.1., 1.2., 2.1., 2.2.
University B	1.2., 2.1., 2.2.
University C	1.1., 1.2., 2.1., 2.2.
University D	1.1., 1.2., 2.1., 2.2.
University E	1.1., 1.2., 2.1., 2.2.

Table 4.1. The Learning Outcomes of
Language Awareness Range Level

As table shown, University A, University C, University D, and University E has the same results; they cover the 1.1 until 2.2 level of language awareness of EPG while university B only covers the phase 1.2 until 2.2. It means that in the University A, the learning outcomes are already meet the language awareness phases in EPG; the students are using the dictionary, Unfortunately, there is a little amount of phase 3.1, and 3.2 from overall results from five universities. Thus, the table below will represented the amount of each item in the language awareness phases of EPG.

UNIVERSITIES	DEVELOPMENT PHASE					
	1.1	1.2	2.1	2.2	3.1	3.2
UNIVERSITY A	1	1	1	1	1	0
UNIVERSITY B	0	1	1	2	0	0
UNIVERSITY C	1	1	1	1	1	0
UNIVERSITY D	1	1	1	1	0	0
UNIVERSITY E	2	2	2	3	0	0

Table 4.2. The Amount of Each Phases of Language Awareness EPG Found in the Learning Outcomes

This table shows the similarity and differences from each phases covered in each universities. In university A, from three items in the phase 1.1, there is only one item that represent language awareness in the syllabi. The same amount applied in the phase 1.2, 2.1, 2.2, and 3.1. From two items in the phase 1.2, two items in phase 2.1, three items in phase 2.2, and three items in phase 3.1, only one item that represent the language awareness of EPG. In university B, there is no item of phase 1.1 that appeared in its syllabi. Meanwhile, from three items in phase 2.2, there are two items that represented the language awareness in its phase. There is only one item in phases 1.2, and 2.1, and for the rest phases of EPG, such as 3.1, and 3.2, the language awareness items are not found at all. The same result came from University C, and University D, there is only one item in each phases, except in phase 3.1, the

University D is not represented the language awareness at that phase at all, since there is no language awareness item in phase 3.1 that found. Last, in University E, the amount of items from each item is pretty much. There are two items that represented phase 1.1, two items for phase 1.2, two items for phase 2.1, and three items of phase 2.2.

After the researcher collected the amount item appeared in the each phases. Then, the result are converted to the percentage in order to answer the main question of the study in making language awareness assessment which based on the language awareness EPG for undergraduate English education program. The table 4.3 showed the percentage from the lower level 1.1, until 3.2:

UNIVERSITIES	DEVELOPMENT PHASE					
	1.1	1.2	2.1	2.2	3.1	3.2
UNIVERSITY A	7,14%	7,14%	7,14%	7,14%	7,14%	0
UNIVERSITY B	0	7,14%	7,14%	14,28%	0	0
UNIVERSITY C	7,14%	7,14%	7,14%	7,14%	7,14%	0
UNIVERSITY D	7,14%	7,14%	7,14%	7,14%	0	0
UNIVERSITY E	14,28%	14,28%	14,28%	21,42%	0	0
Total	7,14%	8,57%	8,57%	11,42%	2,85%	0

Table 4.3. The Percentage of Each Phases in Each Universities

From that table below, it showed the percentage of each phases that should be appeared in order to develop EPG-based enabling competences focusing on language awareness, which is the main question of this study.

4.3. The Design of EPG-Based Language Awareness Enabling Competences Assessment Specifications

According to table 4.3, the percentage of each phases in each universities are 7.14% for phase 1.1, 8.57% for phase 1.2 and 2.1, 11.42% for phase 2.2, 2.85% for phase 3.1, and 0% for phase 3.2, since there is no university that containing language awareness phase 3.2 in their syllabi.

Then, from the total percentage of the phases, the researcher developed the assessment specification which based on language awareness enabling competences in EPG.

The table of language awareness assessment specifications were taken from Regional Language Centre (RELC) Singapore. The researcher adapts CEFR as standardize measurement in making the materials of the language awareness EPG assessment specifications, meanwhile for the scoring procedures, the researcher adopts the scoring scheme from Safitri in 2016. Then, the design of EPG-based enabling competences language awareness is shown by the table below:

Table. 4.4. Language Awareness Assessment Specification

Test Code and Name : EPG-LA
 EPG Sub-competence : Language Awareness
 Time : 191 Minutes

No.	Language Awareness Competence	Development Phase	Materials	Question Levels						Type of Assessment	Number of items	Time Allocation (in minutes)
				Remember	Understand	Apply	Analyze	Evaluate	Create			
1.	Students are able to use dictionaries and grammar books etc. as reference sources	1.1	A phonetic test which consist of only the phonemic symbols				v				1	30 minutes
2.	Students are able to answer simple questions about language that are frequently asked at levels she/he is teaching		A daily conversation about the personal information (their hobbies, their major in university, etc.) that contains basic English grammar.			v				Performance	2	10 minutes
3.	Students are able to give correct language form and usage	1.2	A transactional and interpersonal exchange conversation, in social context, such as			v				Performance	3	15 minutes

	adapted to the level of the learners at lower levels.		apologizing, thanking something, and greeting.									
4.	Students are able to give answers to language queries that are not necessarily complete but that are appropriate for lower level learners		A transactional and interpersonal exchange conversation, in social context, such as apologizing, thanking something, and greeting.				v			Performance	4	15 minutes
5.	Students are able to give correct models of language form and usage appropriate to the level concerned, except at advanced levels (C1-2)	2.1	A certain topic of speech, which emphasizing on the viewpoints of the students, with the given topics, such the condition of Education in Indonesia.					v		Performance	5	15 minutes
6.	Students are able to give answers to questions about the target language		A transactional communications about the students' viewpoints between the teacher and					v		Performance	6	25 minutes

	appropriate for the level concerned, except at advanced level (C1-2)		students relating with the students' speech								
7.	Students are able to give correct models of language form and usage, for all levels up, except at C2 on almost all occasions.	2.2.	A speech containing with the complex certain topics in educational field, such as Bullying in the School Area, and How to Cope with the Issue					v	performance	7	15 minutes
8.	Students are able to recognize and understand the language problem that a learner is having		A transactional communications about the students' speech about the certain topics between the students and their peers, and also the teacher relating with the students' speech (the pair's judgement, and the errors that students' made)					v	Performance	8	15 minutes
9.	Students are able to give answers to		A transactional communications about the students' speech					v	performance	9	15 minutes

	questions about the target language that are appropriate for the level concerned except at C2		about the certain topics between the students and their peers, and also the teacher relating with the students' speech (the pair's judgement, and the errors that students' made)									
10.	Students are able to select and give correct models of language form and usage on almost all occasions at all levels	3.1	An argument speech in the public area, for example in a national conference, which containing with the complex subjects, such as Language and Social Education						v	Performance	10	30 minutes
11.	Students are able to answer almost all language queries fully and accurately and give clear explanations		An argument speech in the public area, for example in a national conference, which containing with the complex subjects, such as Language and Social Education, in the QA session with the reviewer.						v	Performance	11	15 minutes

Maximum Score (adopt from Safitri, 2016):

Scale	Score
18 - 20	A
16 - 17	B
14 – 15	C
≤ 14	D

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study from the data findings on the previous chapters along with some recommendations and suggestions for future research.

5.1. Conclusion

5.1.1. The Language Awareness Enabling Competences in the existing syllabi of Undergraduate English study Program

During the process of analyzing, comparing and developing the design of EPG-based enabling competences language awareness assessment specifications of undergraduate English education program, the researcher followed some steps. The first steps, to answer the first sub-questions, the writer analyze the EPG-language phases' items in each university. The researcher takes the indicators of learning outcomes from each courses in five syllabi from five universities to be analyzed. The analysis process was using the language awareness phases' indicators as the tool to determine whether a syllabus is containing language awareness or not. Furthermore, a syllabus is called as language awareness syllabus, when the learning outcomes has met and covered the language awareness phases in European Profiling Grid. In the analysis process, the researcher found that the syllabi in each university is not fully complete, which makes the analysis process

became a little bit difficult. The analysis process started with find the indicators which in-line with the items and phases of language awareness in EPG. A university has covered the phase 1.1 if there is a learning outcomes' indicators of the syllabus in the university, as implicitly or explicitly, stated that the students should be able to use dictionaries and grammar book, etc. as the reference sources in their learning process, or should be able to answer the simple questions about language that are frequently asked at levels she/he is teaching. A university has covered the phase 1.2 if there is a learning outcomes' indicators of the syllabus in the university which, as implicitly or explicitly, stated that the students should be able to give correct models of language form and the usage which adapted to the level of the learners at lower level or should be able to give answers to language queries that are not necessarily complete but appropriate for lower level learners.

Furthermore, a university has covered the phase 2.1 if there is a learning outcomes' indicators of the syllabus in the university which, as implicitly or explicitly, stated that the students should be able to give correct models of language form and usage which appropriate for the level concerned, except at advanced level (C1-2 of CEFR language framework), or the students should be able to give answers to questions about the target language which appropriate with the level concerned, except at advanced level (C1-2). A university has covered the phase 2.2 if there is a learning outcomes' indicators of the syllabus in the university

which, as implicitly or explicitly, stated that the students to be able to give correct models of language form and usage which appropriate for the level concerned except the highest level of CEFR (C2) on almost all occasions, or the students be able to recognize and understand the language problem that may arise in the process of teaching and learning, the last, a university has covered the language awareness, if in the learning outcomes' indicators of a syllabus, as implicitly or explicitly, stated that the students are expected to be able to give any answers to questions about target language that are appropriate for the level concerned, except the highest level of CEFR (C2).

A university has covered the phase 3.1 if there is a learning outcomes' indicators of the syllabus in the university which, as implicitly or explicitly, stated that the students are expected to select and give correct models of language form and usage on almost all occasions at all levels (included C2 of CEFR), or the students also expected to answer almost all language queries as fully and accurately. Particularly, a university has covered the phase 3.1 of language awareness EPG if the learning outcomes' indicators of teaching practice, as implicitly or explicitly, stated that the teacher students expected to use a range of techniques to give their learners in working out the answer of their own language queries and correcting their students' errors. Last, a university has covered the phase 3.2 of language awareness EPG if the learning

outcomes' indicators of a syllabus, as implicitly or explicitly, stated that the students are expected to always give full, accurate answers to queries from their students about different aspects of language and usage, and/or the students are expected to explain subtle differences in form, meaning and usage at C1 and C2 levels.

5.1.2. The Standard of Language Awareness Enabling Competences Assessment Specifications in the Existing Syllabi and in EPG Share Similarities and Differences

In the next phases, the researcher presents the results that show the language awareness EPG phases from five universities. The percentage of each phases in each universities are 7.14% for phase 1.1, 8,57% for phase 1.2 and 2.1, 11,42% for phase 2.2, 2,85% for phase 3.1, and 0% for phase 3.2, which means that there is no learning outcomes' indicators in the syllabi which, as implicitly and explicitly, stated that the students are expected to always give full, accurate answers to queries from their students about different aspects of language and usage, and/or the students are expected to explain subtle differences in form, meaning and usage at C1 and C2 levels. Then, from the total percentage of the phases, the researcher developed the assessment specification which based on language awareness enabling competences in EPG. Since there are some incomplete syllabus in each

universities, it affected to the final percentage of each phases in each university.

5.1.3. The Design of EPG-Based Language Awareness Enabling Competences Assessment Specifications

For developing the assessment specification, the research used the format by Regional Language Centre (RELC) Singapore. Then, researcher adapts CEFR as standardize measurement in making the materials of the language awareness EPG assessment specifications. Meanwhile for the scoring scheme, the researcher adopts from Safitri in 2016. The phases ranged in the assessment specification ranged from 1.1, until 3.1, since the phase 3.2 is not appeared in any learning outcomes' indicators from each university.

5.2. Suggestions

The following suggestions are offered to related research in the field of designing assessment specification. As language awareness is asserted in each courses, the careful analysis need to be taken into account. The same step should be done in designing the EPG-based language awareness enabling competence assessment specification. Thus, this research might be helpful for the university or curriculum developer who interested in the EPG enabling competences language awareness. This research also might be helpful for the lecturers who concerned in the language awareness topics in their working field.