# CHAPTER 4

## FINDINGS AND DISCUSSION

This chapter presents the data description, findings and discussions for the research questions:

1) *How can course assessment tasks in Academic Presentation course of ELE-SP be described by the level of cognitive processes involved in them?*

   The question is broken down further into four sub-research question:

   a. *What types of assessment tasks are employed in a course unit?*

   b. *What types of cognitive processes are involved in each type of the assessment tasks?*

   c. *What proportion of the assessment tasks in a course unit requires students to perform Low Order Thinking (LOT)?*

   d. *What proportion of the assessment tasks in a course unit requires students to perform High Order Thinking (HOT)?*

Following below is the Data Description, Findings, and the Discussion of the Findings sections. The first section presents the structure of data distribution for this study. It is then followed by the Findings section that presents obtained data with reference to each of the research questions. This presentation is then followed-up by discussion of the findings in the next section.

## 4.1 Data Description

The data of this study were gained through document analysis and semi-structured interview. The RPKPS or course outline was used by lecturers who were in charge of the course in semester 102. The course outline stated the learning intended outcomes, assessment activities (assignments, presentations, midterm project and final project), assignment directions and also the table of course calendar (competences, indicators, and learning activities). Course Outline used to be analyzed in order to get types of assessment task, the information about cognitive processes and the proportion of LOT and HOT. To figure out the cognitive processes involved in assessment task, the writer used the BRT (Bloom's Revised Taxonomy) table (Krathwohl, 2002) as an instrument to support the analysis.

The participants for the interview were 24 students of 2012 who had passed the course. The participants were chosen randomly from four classes in which each class was represented by six participants. The questions were asked in an open-ended question to focus group that was used to collect the shared understandings and experiences from group of people. The results of the interview are not the main data for this study; this instrument was used to support the results of document analysis.

## 4.2  Findings

### 4.2.1 Assessment tasks in ELE-SP UNJ Academic Presentation Course

Assessment tasks in ELE-SP UNJ Academic Presentation Course can be described as dominated by the use of LOT/HOT task types (See Table 4-1).

**Table 0-1 Assessment Tasks in ELE-SP UNJ Academic Presentation Course**

| Assessment Tasks | Task Types | n | LOT | | HOT | |
|---|---|---|---|---|---|---|
| | | | n | % | n | % |
| Portfolio | 1. Assessment as learning<br>2. Formative assessment<br>3. Formal assessment<br>4. Performance assessment | 18 | 12 | 67% | 6 | 33% |
| Oral Presentation | 1. Assessment for learning<br>2. Formative assessment<br>3. Formal assessment<br>4. Performance assessment | 20 | 11 | 55% | 9 | 45% |
| Video | 1. Assessment of learning<br>2. Summative assessment<br>3. Formal assessment<br>4. Performance assessment | 32 | 18 | 56% | 14 | 44% |

### 4.2.2  Types of Assessment tasks

Following are the explanation to answer the first research sub-question which is *what types of assessment tasks are employed in a course unit?* The writer analyzed the assessment task from the course outline of Academic Presentation and also groups of students' interview as the supporting data. The writer found that there are 3 of assessment tasks conducted in Academic Presentation course, they are oral presentation, portfolio and video/audio taping.

### 4.2.1.1 Portfolio

This assessment contributes 15% toward the final grade and requires students to conduct a draft of academic presentation. Portfolio is students' work that allow lecturer, students, parents and others to observe development and growth in learning (McTighe, 1998). The draft was the content of presentation such as introduction, body, and conclusion before they presented it. It took some meetings, review and feedbacks to finish whole draft. This kind of assessment task was considered as *formative assessment* based on time of its implementation, as discovered on interview findings:

> *Tapi untuk tugas-tugas per-weeks-nya itu beliau ngasihnya portfolio kayak semacam gini, beliau ngasih waktu itu pernah kita disuruh cari bahan materi tentang research orang, tentang jurnal orang. Terus kita juga disuruh review apa aja yang ada di jurnal itu, kayak misalkan introduction-nya gimana, research question-nya gimana, methodology-nya gimana, literature review-nya gimana, findings and discussion-nya gimana…" (Group 1)*

> *"Untuk mempelajari satu topik dilakukan dalam beberapa pertemuan, disetiap pertemuan kami diberi kesempatan untuk menampilkan draft presentasi yang telah kami buat. Lalu teman-teman diminta untuk memberikan umpan balik dan dosen juga memberikan umpan balik. Setelah itu kami diminta untuk merevisi draft tersebut sampai siap untuk dipresentasikan." (Group 2)*

*Assessment as learning* based on its purposes, as found out in the interview findings:

> *"Biasa setelah presentasi kita diminta untuk merevisi dan revisiannya itu, nah biasa yang direvisi draft-nya dan naskahnya sih, script presentasinya." (Group 2)*

It is also *formal assessment* based on method of implementation. Additionally, *performance assessment* was used as a technique used to determine the scoring criteria.

**4.2.1.2 Oral Presentation**

This assessment contributes 15% toward the final grade and requires students to present their progress gradually of their developed presentation before they record themselves in a form of video or audio. Each student had to deliver the presentation for assignment and classroom activity as stated in the course outline that presentation will be presented in meeting 6, 8, 11, 13, 16, 24, and 25. This assessment task is considered as *formative assessment* in the term of its time of implementation and *assessment for learning* in the term of its purposes. These findings are supported by interview findings:

> *"Ketika kita abis presentasi kita pasti dikasih feedback sama beliau dan juga teman-teman, mulai dari bagaimana body language-nya terus kontennya juga sampai slide-nya itu pasti dikasih masukan oleh beliau dan juga temen-teman yang di kelas." (Group 1)*

This assessment task is also considered as *formal* assessment and *performance* assessment based on technique used to determine the scoring criteria. As found from interview findings:

> *"Setiap saya ngejelasin suatu topik, of course dosen selalu ngasih umpan balik sama ngasih penilaian. Keliatan dari cara beliau menulis di selembar kertas coret-coretan dan beliau selalu ngasih umpan balik kayak "I think you're not ready, like I think you blah blah blah," like that gitu umpan baliknya. Terus beliau suka juga melempar pertanyaan ke temen sekelas untuk ngasih umpan balik kepada saya dan anak-anak lain yng sedang presentation, menjelaskan topik itu." (Group 1)*

> *"Iya kayanya. Soalnya setiap presentasi Ma'amnya selalu memegang alat tulis. Tapi nggak tau itu nulis nilai atau apa. Tapi setelah itu dosennya memberikan feedback. Temen yang lain juga dipersilahkan memberikan feedback." (Group 2)*

**4.1.2.3 Video/audio Taping**

This assessment contributes 25% for midterm test and 35% for final test toward the final grade and requires students to speak fluency and accurately at the same time with appropriate register or language expressions and pay attention to speaking ethics and body language use in academic presentation as stated in Academic Presentation learning outcomes. In some classes, the lecturer used videotaping to record students' presentation in mid-term and final test, as said by groups of students:

> *"Contohnya kayak kalian akan membuat video self-presentation abis itu kalian akan dibagi menjadi beberapa kelompok dan akan membuat video kayak research presentation sebagainya. Itu juga dikasih tau di sana akan mempelajari kayak body language di apa body language bagaimana kita akan mempresentasikan sesuatu, bagaimana gerak badan kita, seperti gitu… Enggak bukan di-compare, gini sih seinget gue langsung diminta untuk membuat video setelah revisi berapa kali. Iya bener dimasukin CD atau enggak di-upload… Setelah itu kita diminta buat video… Nggak langsung bikin, ada step-stepnya juga kayak bikin draft dan lain-lain. Cuma nantinya diujung bikin video. (Group 1)*

> *"Yang performancenya yang maju presentasi atau ngevideoin itu." (Group 2)*

> *Iya pas UTS itu divideoin. Pas UAS Ma'am-nya ngasih juga penjelasan apa aja yang dia nilai, kayak bahasa, pronunciation, gesture, dan sebagainya" (Group 4)*

Yet, some of groups said that they only record their voice, as found on interview findings:

> *"Selebihnya itu baca tapi dengan chunking sesuai sama nge-record, nge-record hasil speech kita di, kalau nggak salah tuh ada. Ada recorder-nya dari Ma'amnya… Nih seingat gua ya, untuk UTS sama UAS, UAS-nya itu nge-record dikasih teks bacaan dan kita nge-record…" (Group 3)*

In mid-term and final test, each student had to deliver an academic presentation. Students will present their presentation in the form of video/audio

taping which depends on the topic agreed by students and lecturer. This assessment task is considered as *summative assessment* in the term of its time of implementation and *assessment of learning* in the term of its purposes because this was employed in the end of the unit as stated in the course outline that students present the presentation for mid-term and final test. These findings are also supported by interview findings:

> *"Biasanya kalo abis nonton video atau bahas materi tentang topik tertentu, kami diperintahkan untuk membuat outline atau draft presentasi untuk satu topik, contohnya informative speech. Sebelumnya dosen memberikan video tentang informative speech lalu setelah itu beliau menginstruksikan kami untuk membuat outline, lalu setelah itu baru disuruh untuk buat video deh." (Group 1)*
>
> *"...Nih seingat gua ya, untuk UTS sama UAS, UAS-nya itu nge-record dikasih teks bacaan dan kita nge-record." (Group 3)*

Moreover, this assessment task is also considered as *formal assessment* while based on the technique of assessment, it is considered as *performance assessment*.

### 4.2.3 Types of Cognitive Processes Involved in Assessment Tasks

To answer the second research sub-question that is *what types of cognitive processes are involved in each type of the assessment tasks?* The writer analyzed the cognitive processes involved in each type of assessment task from the course outline of Academic Presentation and also groups of students' interview as the supporting data. The contribution of cognitive process in each type of assessment tasks is showed in chart below.

**4.2.2.1 Portfolio**

Figure 1. Cognitive Processes Involved in Portfolio
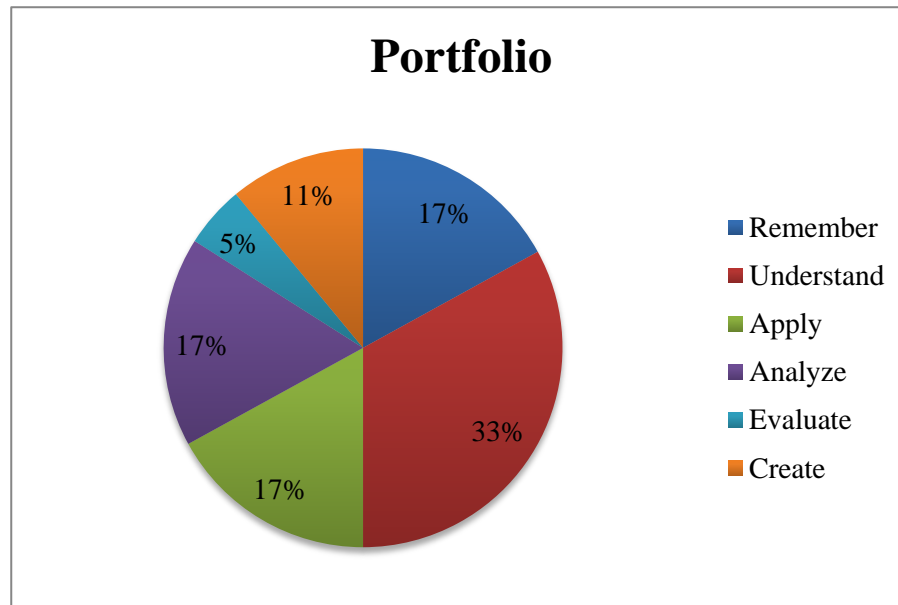


**Remember** - based on the data gained from document, the chart shows that 17% of remember level of cognitive process involved in portfolio as assessment task in Academic Presentation course. In this *remember* level students had to describe stages in conducting an academic presentation, gather ideas and material for presentation, and describe the functions of transitions.

**Understand** - based on the data gained from document, the chart shows that there are 33% of understand level of cognitive process involved in portfolio as assessment task in Academic Presentation course. In this *understand* level students were asked to discuss the content of a presentation, identify main points and sub points, review the body of the presentation, mention the importance of cohesiveness

in a presentation, mention the characteristics of effective transition and mention kinds of visual aids.

**Apply** - based on the data gained from document, the chart shows that 17% of apply level of cognitive process involved in portfolio of Academic Presentation course. In *apply* level, students were supposed to be able to conduct a plan in an academic presentation, write the beginning of the presentation and choose the best organizational pattern.
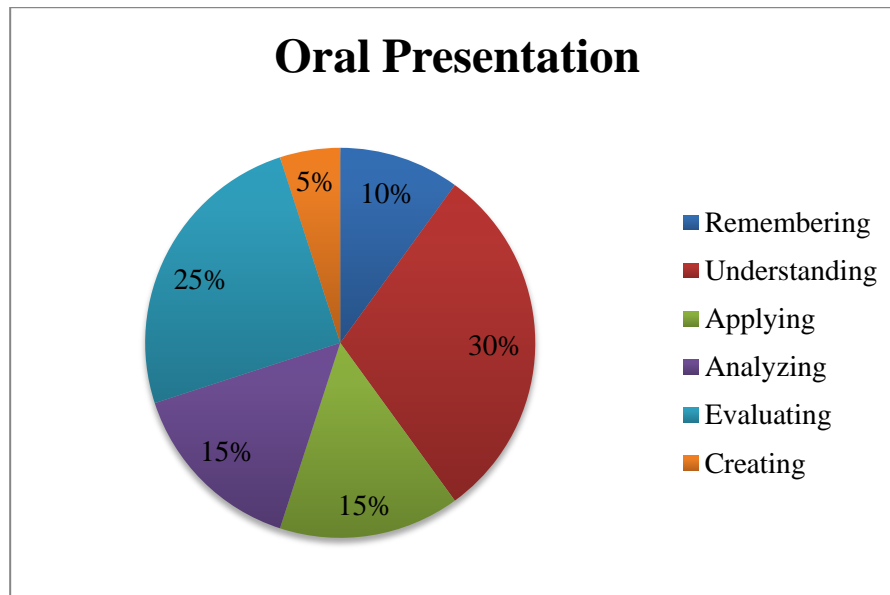
**Analyze** - based on the data gained from document, the chart shows that portfolio as assessment task in Academic Presentation course involved 17% of analyze level of cognitive process. This level of thinking students were supposed to be able to explain the body of presentation, review the draft of a presentation for its cohesiveness, and explain the principles and techniques in designing visual aids.

**Evaluate** - based on the data gained from document, it can be seen from the chart that portfolio in Academic Presentation course involved 5% of evaluate level of cognitive process. In *evaluate* level students were demanded to explain the functions of the conclusion.

**Create** - based on the data gained from document, it can be seen from the chart that portfolio as assessment task in Academic Presentation involved *create* level 11%. In this level students must choose the types of closing statement and create visual aids.

**4.2.2.2 Oral Presentation**

**Figure 2. Cognitive Processes Involved in Oral Presentation**



**Remember** - based on the data gained from document, the chart shows that 10% of remember level of cognitive process involved in oral presentation as assessment task in Academic Presentation course. In this *remember* level students had to gather ideas and material for presentation and describe the functions of transitions.

**Understand** - based on the data gained from document, the chart shows that 30% of understand level of cognitive process involved in oral presentation of Academic Presentation course. In *understanding* level students are demanded to discuss the content of a presentation, identify main points and sub points, review the

body of the presentation, mention the importance of cohesiveness in a presentation, mention the characteristics of effective transition, and explain the types of delivery.

**Apply** - based on the data gained from document, the chart showed that 15% of apply level of cognitive process involved in oral presentation as assessment task in Academic Presentation course. In *apply* level of thinking, students should write the beginning of the presentation, choose the best organizational pattern, and use proper language expression in describing visual aids.
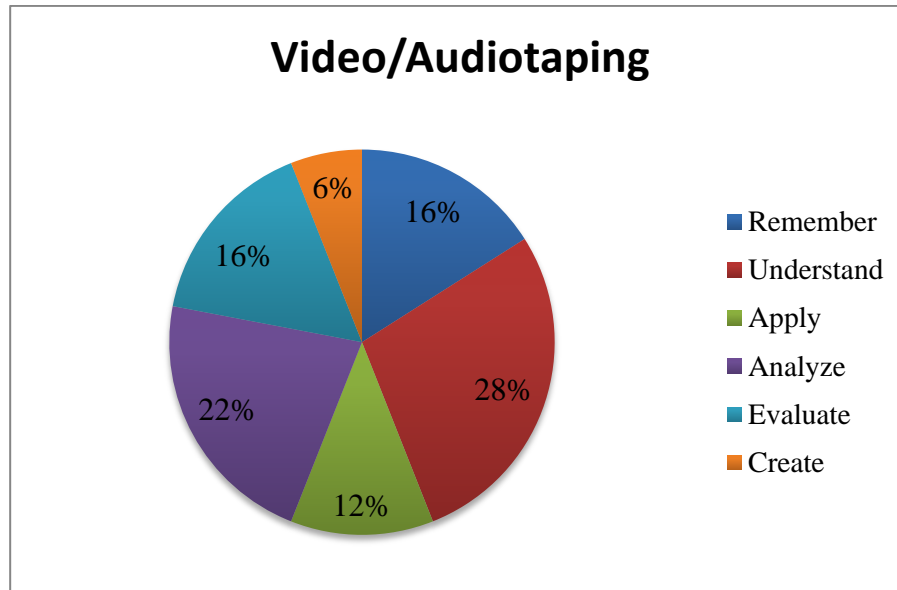
**Analyze** - based on the data gained from document, oral presentation in Academic Presentation course involved 15% of analyze level of cognitive process. In this level of thinking students are demanded to review the draft of a presentation for its cohesiveness, examine the use of transitions and grammatical sentences, explain the principles and techniques in designing visual aids, and also examine the elements in a delivery: visual elements, verbal elements, vocal elements.

**Evaluate** - based on the data gained from document, the chart shows that 25% of evaluate level of cognitive process. In *evaluate* level, students were asked to present the beginning of the presentation, explain the body of presentation, explain the functions of the conclusion, then show and explain visual aids in a presentation

**Create** - based on the data gained from document, it can be seen from the chart that this assessment task in Academic Presentation course involved 5% of create level of cognitive process. In this level of thinking student had to choose the types of closing statement.

**4.2.2.3 Video/Audiotaping**

**Figure 3. Cognitive Processes Involved in Video/Audiotaping**



**Remember** - based on the data gained from document, the chart shows that 16% of remember level of cognitive process involved in oral presentation of Academic Presentation course. In this *remember* level students had to describe the kinds of presentation, describe stages in conducting an academic presentation, gather ideas and material for presentation, describe the functions of transitions, describe the different use of eye contact, body language and posture across cultures.

**Understand** - based on the data gained from document, the chart shows that there are 28% of understand level of cognitive process involved in oral presentation as assessment task in Academic Presentation course. In *understanding* level students are supposed to be able to mention the roles of academic presentation in students' life, explain the elements in an effective presentation, discuss the content of a

presentation, identify main points and sub points, review the body of the presentation, mention the importance of cohesiveness in a presentation, mention the characteristics of effective transition, and mention kinds of visual aids.

**Apply** - based on the data gained from document, the chart shows that 12% of apply level of cognitive process involved in oral presentation as assessment task in Academic Presentation course. In *apply* level of thinking, students are supposed to be able to conduct a plan in an academic presentation, write the beginning of the presentation, choose the best organizational pattern, and use proper language expression in describing visual aids.

**Analyze** - based on the data gained from document, the chart shows that oral presentation in Academic Presentation course involved 22% of analyze level of cognitive process. Students should be able to evaluate presentation, analyze the audience along with establish a purpose and develop the thesis, explain the body of presentation, review the draft of a presentation for its cohesiveness, examine the use of transitions and grammatical sentences, explain the principles and techniques in designing visual aids, and examine the elements in a delivery: visual elements, verbal elements, vocal elements.

**Evaluate** - based on the data gained from document, the chart shows that oral presentation of Academic Presentation course involved 16% of evaluate level of cognitive process. In this level of thinking students are asked to present the

beginning of the presentation, explain the functions of the conclusion, show and explain visual aids in a presentation and also respond to questions appropriately.

**Create** - based on the data gained from document, it can be seen from the chart that this assessment task in Academic Presentation course involved 6% of create level of cognitive process. In this level students should be able to give examples of an effective presentation, choose the types of closing statement.

### 4.2.4 The Proportion of Assessment Tasks in LOT Category

To answer the third research sub-question, "*what proportion of the assessment tasks in a course unit requires students to perform Low Order Thinking (LOT)?*" The writer analyzed the proportion of lower-order thinking involved in assessment task from course outline of Academic Presentation. The writer also provided the information of students' group interview to support data. Following are the explanation of the proportion of lower–order thinking involved in assessment tasks.

**Figure 4. Lower-Order Thinking Involved in Academic Presentation Course**
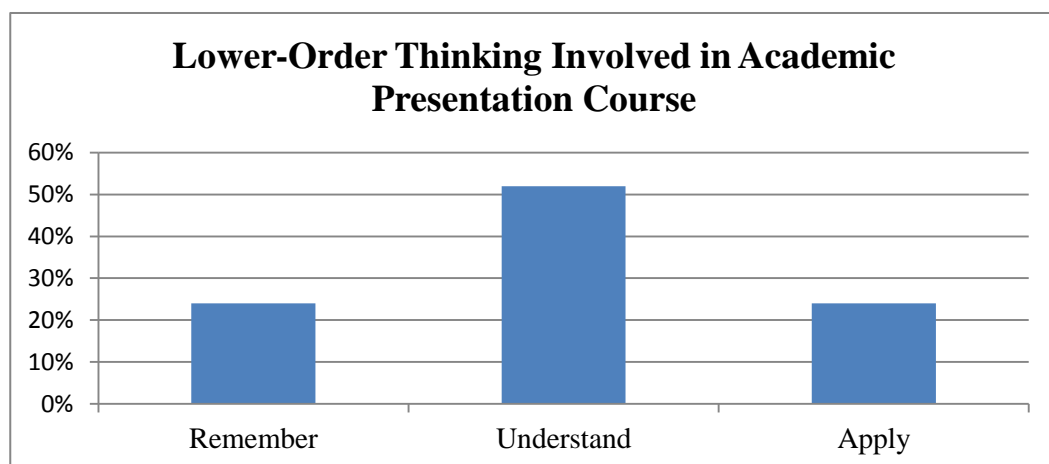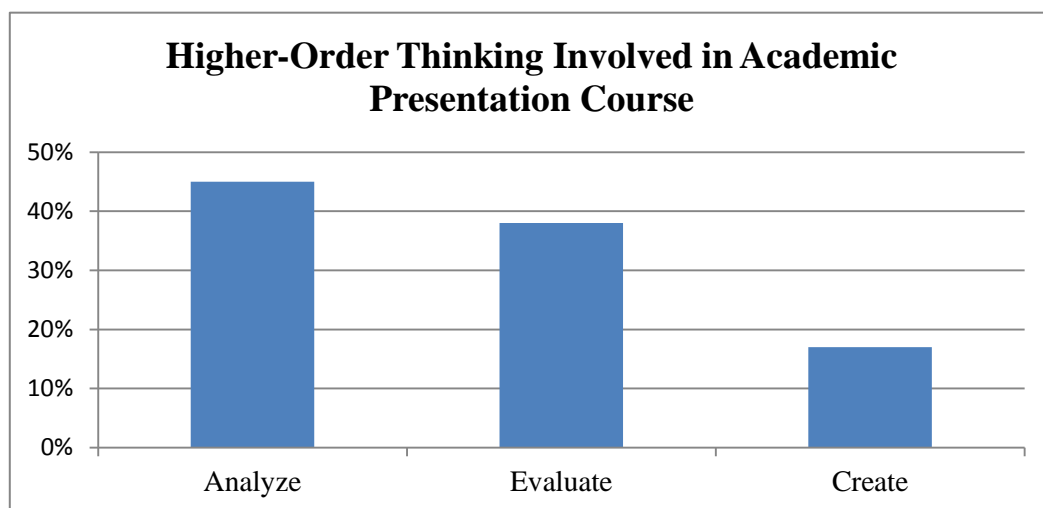
Based on the chart above, it can be seen that 16% of assessment tasks were involving *remember* level of thinking. On the other hand, there were 28% of assessment task were involving *understand* level of thinking. Meanwhile, there were also 12% of assessment task were involving apply level of thinking.

In conclusion, the proportion of the assessment tasks in a course unit that requires students to perform Low Order Thinking (LOT) was 56%.

### 4.2.5 The proportion of Assessment tasks in HOT category

To answer the fourth research sub-question, *"what proportion of the assessment tasks in a course unit requires students to perform High Order Thinking (HOT)?"* The writer analyzed the proportion of higher-order thinking involved in assessment task from the course outline of Academic Presentation. The information of students' group interview was also provided to support data. Following is the explanation of the proportion of higher–order thinking involved in assessment tasks.

**Figure 0-5 Higher-Order Thinking Involved in Academic Presentation Course**

Based on the chart above, it can be seen that 22% of assessment task from the course outline of Academic Presentation were involving *analyze* level of thinking. On the other hand, there were also 16% of assessment task from the course outline of Academic Presentation were involving *evaluate* level of thinking. Meanwhile, there were also 12% of assessment task from the course outline of Academic Presentation were involving create level of thinking.

In conclusion, the proportion of the assessment tasks in a course unit that requires students to perform Higher-Order Thinking (HOT) was 44%.

**4.3    Discussion**

As has been presented on findings, results show that portfolio, oral presentation and video/audiotaping were the assessment tasks used in Academic Presentation course. Portfolio was used to measure students' on-going process of learning activity whereas oral presentation was used to progress gradually of students' developed thesis before they record their finished draft. Meanwhile, video/audiotaping (some groups implemented videotaping but some audiotaping) was used to show students' ability to speak fluency and accurately at the same time with appropriate register or language expressions and pay attention to speaking ethics and body language use in mid-term and final test.

### 4.3.1 The Cognitive Processes Involved in Academic Presentation Course

In answering the main research question, the total percentage from the document has been calculated. Based on the findings, it shows that 59% of assessment tasks in Academic Presentation course require students to perform Low Order Thinking. From 70 indicators, it was obtained that 41 indicators contributed to lower-order thinking. In Lower-Order Thinking, it also shows that the cognitive process involved in the assessment is mostly on understand level of thinking (52%). Of 41 indicators obtained 21 referred to *understand* level. Conversely, it shows that 41% of assessment tasks in Academic Presentation course require students to perform High Order Thinking. From 70 indicators, it was obtained that 29 indicators contributed to higher-order thinking. In Higher-Order Thinking, it also shows that the cognitive process involved in the assessment is mostly on *analyze* level of thinking (52%).

### 4.3.2 Types of Assessment Tasks in Academic Presentation Course

**Portfolio**, the first assessment task, was considered as *formative* assessment based on its time of its implementation because it was in on-going process of learning activity. Based on purpose of implementation, it was considered as *assessment as learning* because it needed some revision and feedback for better learning. Based on its method, however, it was considered as *formal assessment* because it was assessed systematically, planned and allowed with set of procedures

while it was considered as *performance* based on its technique of scoring criteria because it aimed to evaluate and used scoring guide for judging quality that has several dimensions, such as ideas and word-choice.

**Oral presentation**, the second assessment task, was considered as a formative assessment because they developed their presentation almost in some meeting before they record themselves in a form of video or audio with only 15% contribution toward the final grade. They also needed some feedback from lecturer and peers for better learning so that it considered as assessment for learning. This was formal assessment because assessed systematically, planned and needed rubric or scoring guide to evaluate the quality which considered as performance assessment.

**Video/audiotaping**, the third assessment task was considered as a *summative assessment* in the term of its time of implementation and *assessment of learning* in the term of its purpose because this was employed in mid-term with 25% and final test with 35% contribution toward the final grade. There was a class used audiotaping which means they didn't show their presentation. In course outline, it clearly stated that in the end of semester, students had to present a presentation fluently and accurately at the same time with appropriate register or language expressions and pay attention to speaking ethics and body language use in academic presentation. If using audiotape, the body language and visual aids would not be seen because it was only voice recorded without seeing students truly

performance. This assessment task was also considered as *formal assessment* because this assessment was done systematically, well-planned and allowed with set of procedures while based on the technique of assessment, this assessment task considered as *performance assessment* since it aims to evaluate quality of several dimensions such as fluency and accuracy of speaking or had standardized measures.

### 4.3.3 The Types of Cognitive Processes Involved in Each Type of Assessment Tasks

**Portfolio**— data from cognitive processes involved in portfolio stated that it was 17% contribute to remember level, 33% for understand level, 17% for apply level, 17% for analyze level, 5% for evaluate level, and 11% for create level. From 18 indicators of portfolio, it 67% (12/18 indicators) contributed to lower level and 33% (6/18 indicators) for higher level. This assessment task was involving in lower thinking level rather than higher thinking level. There was 33% of the assessment task that mostly required students only to *understand*. In contrast there were 33% of the assessment task required students to *analyze, evaluate* and also *create*. To sum up, the assessment tasks more required students to *understand* with less to higher-order thinking involved.

**Oral presentation**— data from cognitive processes involved in oral presentation stated that it was 10% contribute to remember level, 30% for understand level, 15% for apply level, 15% for analyze level, 25% for evaluate

level, and 5% for create level. From 20 indicators of oral presentation, it 55% (11/20 indicators) contributed to lower-order thinking and 45% (9/20 indicators) for higher-order thinking. This assessment task required students to lower-order thinking and higher-order thinking even though understand was mostly involved in this task. As one of groups said that this task demanded them to do into higher level:

> *"Dosen itu ya menayangkan sebuah video yang sesuai dengan materi yang akan dibahas hari itu. Contohnya video the importance of body language in presentation ada juga video tentang informative speech. Habis nonton video gitu kita biasanya diskusi, kita ngasih pendapat tentang kedua video tersebut. Opening-nya kayak gimana, cara dia ngehubungin satu main point ke main point lainnya kayak gimana, terus cara dia nutup presentasi gimana, terus cara dia berkomunikasi ke penonton gimana, sama body language-nya, dan volume-nya kayak gimana. Terus kita kayak ngabandingin dua video gitu, manakah video yang lebih baik, apakah video yang A atau yang B… Lalu mahasiswa diminta untuk menarik kesimpulan dari tayangan video tersebut dan diberikan tugas untuk membuat presentasi akademik dengan topik tertentu… Setelah itu baru deh dosen memberikan instruksi kepada kami untuk mulai mencari ide untuk performance kami… We make an outline or try to find any information on the internet or our reading book to find many many information about what we will present in front of the classroom."* (Group 2)

This remark points out that the activity contributed to deep learning. The lecturer started from recalling students' knowledge by showing a video then they were asked to discuss, compare and create their own presentation. But, there was a group that the task only reached the lower-order thinking. Students emphasized that most of presentation was "memorization" as the group said that:

> *"Habis dikasih video disuruh transkrip terus nge-highlight verb-nya habis itu kita hafalin teksnya sampai paragraf sekian terus kita harus melafalkannya itu di luar kepala dan sesuai sama chunk-nya… Awalnya disuruh ngafal, tapi pas ditagih itu nggak disuruh ngafal kita disuruh baca doang. Tapi bacanya itu harus maksudnya chunking-nya harus sesuai dan kita harus baca secara natural kayak kita ngomong.*

*Kayak gitu… Yoo, dihafalkan dan dipraktekan sesuai dengan poin-poin bagaimana cara presentasi yang baik yang tertera pada bacaan tersebut… Tapi bukan hanya kata-katanya ya tapi juga perhatikan intonasinya… Dosen mau kita mentranskrip kata-kata yang diucapkan oleh yang memberi presentasi dan mencoba untuk mulai mencontohkan memberikan presentasi… Tapi pada kenyataannya itu ada beberapa assignment atau performance kita yang nggak ngafal ternyata. Cuma disuruh nge-read tapi dengan chunking yang tepat." (Group 3)*

This remark points out that the activity mostly did not require to higher level of thinking. Students were only reaching until "apply" level of thinking. It was started from recalling their knowledge about a good presentation from the video given, then transcribing from video to a text, underline the verbs, memorize the script and demonstrate it. It means that the assessment tasks required students to apply level of thinking with no higher-order thinking involved.

In other words, oral presentation was mostly emphasized on lower-order thinking which happened only in one of class as noted in previous research by Igbaria (2013) and Fitzpatrick *et al* (2015). Otherwise, it was involving both lower- and higher-order thinking even though the lower-order thinking is 10% more involved than higher-order thinking in 3 classes.

**Video/audiotaping**— data from cognitive processes involved in video/audiotaping stated that it was 16% contribute to remember level, 28% for understand level, 12% for apply level, 22% for analyze level, 16% for evaluate level, and 6% for create level. From 32 indicators of video/audiotaping, it 56% (18/32 indicators) contributed to lower-order thinking and 44% (14/32 indicators) for higher-order thinking which means that this assessment task required students

to lower-order thinking and higher-order thinking even though understand was mostly involved in this task. But there was a group that the task only reached the lower-order thinking. Students emphasized that most of presentation was "memorization", as found in the interview findings:

> *"Untuk UAS itu kita kan disuruh ngafal, dan ternyata UAS tersebut itu Ma'amnya nggak ada dan cuma dikasih recorder…dan akhirnya kita di situ nggak ada yang ngafal tapi kita baca teks tapi gimana caranya kita baca dengan chunking yang sesuai, gitu aja…Sebenarnya gini, Ma'amnya itu minta untuk menghafal terutama yang UTS dan UAS. Tapi kenyataannya itu ada beberapa assignment atau performance kita yang nggak ngafal ternyata. Cuma disuruh nge-read tapi dengan chunking yang tepat. Untuk UAS itu kita kan disuruh ngafal dan cuma dikasih recorder dan kita ditinggal di kelas dan akhirnya kita di situ nggak ada yang ngafal tapi kita baca teks tapi gimana caranya kita baca dengan chunking yang sesuai, gitu aja." (Group 3)*

This remark points out that the activity mostly did not require to higher level of thinking. Students were only reaching until "apply" level of thinking because they only memorized the text then demonstrated it by recording their voice. It means that the assessment tasks required students to apply level of thinking with no higher-order thinking involved. It can be assumed that they did not reach the learning outcomes which stated that students are expected to have the ability to design an effective academic presentation, design and use proper visual aids, and also use proper body language. For final test, students were asked to record their voice in a recorder given which means that there was no presentation with proper visual aids, proper body language and of course the presentation was not designed by students themselves. Furthermore, this task has a negative washback effect to students, as found from interview:

*"Saya rasa saya nggak bener-bener belajar academic presentation. Teknik menghapal begitu tidak efektif… Yang saya dapat dari ilmu AP ini adalah saya bisa belajar bagaimana cara pengucapan, menghapal dengan menghapalkan verb yang ada di teks. Itu saja." (Group 3)*

It can be seen that students' negative evaluation of a task that they see as detrimental to their learning process. In short, video/audiotaping was mostly emphasized on lower-order thinking which happened only in one of class as noted in previous research by Igbaria (2013) and Fitzpatrick *et al* (2015). Yet, it was involving both lower- and higher-order thinking even though the lower-order thinking is 12% more involved than higher-order thinking in 3 classes.

### 4.3.4 The Proportion of Assessment Tasks Require Students Perform LOT and HOT

The result of document analysis of assessment tasks in Academic Presentation course showed that the cognitive processes involved in it are mostly Low-Order Thinking which appeared in 59%. Meanwhile, the High-Order Thinking only emerged in 41%. Thus findings also supported by the previous study which found that only 33.8% of the assessment tasks in pharmacy school required higher-order thinking and 66.3% of the assessment required lower-order thinking. It might be happens because teachers are focusing on enriching students in terms of their understanding about the topics rather than asked them to more analyze and evaluate the topics that they learned.

To sum up, findings of the study reveal that there are three types of assessment tasks involved in Academic Presentation course. The assessment tasks

require students to perform both low-order thinking (59%) and high-order thinking (41%) even though lower-order thinking is more involved in assessment tasks especially for understand level of thinking that mostly involved in the tasks. The results of this study indicate the same result with previous related studies which both researcher, Igbaria (2013) and Fitzpatrick (2015) were also mostly on lower-order thinking.

## 4.4  Limitation

In this study, the writer only focused on the cognitive processes involved in Academic Presentation course assessment tasks. The writer found that there were formative and summative assessment which involved in Academic Presentation course assessment, yet the writer focused only on the cognitive processes involved in summative assessment. However, this study has some limitations associated with the sample of students, the data collection methods, and the overall the study design approach. Moreover, the writer did not conduct classroom observation. The writer only focused on analyzing the document (course outline) to categorize the assessment tasks into the cognitive processes that are involved. All the limitations occur because of the writer's expertise and resource.