

CHAPTER 5

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendation of the study dealing with the cognitive process that involved in Academic Presentation course assessment tasks in ELE-SP UNJ.

5.1 Conclusion

This study aims to obtain and evaluate a profile of cognitive processes involved in assessment tasks of ELE-SP Academic Presentation course unit. Based on the findings and discussion, there are three assessment tasks employed in Academic Presentation course unit, they are oral presentation, portfolio and video/audiotaping. The results showed that portfolio and oral presentation was considered as formative assessment based on time of its implementation while video/audiotaping was considered as summative assessment. Based on purpose of assessment, portfolio was assessment as learning while oral presentation was considered as assessment of learning whereas video/audiotaping was considered as assessment of learning. Since all the assessment tasks were conducted systematically and well-planned, it means all the assessment tasks were considered as formal assessment based on its method of assessment. The result also showed that all the assessment tasks were performance based on its technique of scoring criteria.

The result of analysis of cognitive process involved in each types of assessment task shows that portfolio mostly required students at understand level and they were on lower-order thinking with 67% while 33% contributed to higher level. In addition, oral presentation there were 55% contributed to lower-order thinking and 45% for higher-order thinking which means that students required to lower-order thinking and higher-order thinking even though understand was mostly involved in this task. Unfortunately, there was only one of classes which only reached lower-order thinking that was on apply level of thinking. Video/audiotaping, however, there were 56% contributed to lower-order thinking and 44% 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 one class that only reached lower-order thinking without higher-order thinking because it was only involving: recalled students' knowledge, memorizing a text and demonstrated which is mean until "apply" level of thinking. Overall, there was 41% of higher-order thinking which mostly analyze level involved in assessment tasks but 59% of lower-order thinking which mostly understand level involved in assessment tasks.

Since this study is aimed to obtain evaluate a profile of cognitive processes involved in assessment tasks of ELE-SP Academic Presentation course unit, the result of this study showed that the quality of the assessment task in Academic Presentation course need some improvements in order to achieve more high-order thinking rather

than low-order thinking. Besides, the course outline of Academic Presentation should be well implemented in all classrooms as what is written in it so that all students could gain the same understanding. As this findings found that the assessment task required students more to lower-order thinking than the higher-order thinking, so that there is a need for some improvements to improve the quality of the educational system especially in ELE-SP UNJ.

5.2 Implication of the Study

As from the findings, there are some implications of this study. First, in designing the course outline, it should be well-planned so that it could be a good guideline for both teacher and students on day-to-day basis. Second, lecturers should be care about assessment task that will be implemented in classroom as stated on the intended learning outcome. Third, the course outline should be well implemented in all classrooms as what is written in it so that all students could gain the same understanding. Lastly, for the ELE-SP developer, it will provide an insight of how the assessment tasks conducted so the parties will maintain the accountability of pedagogical study program to produce the qualified graduates as the future English teacher.

5.3 Recommendation

Findings reveal that low-order thinking levels are mostly used in Academic Presentation course assessment rather than high-order thinking whereas in this 21st century learning, students must reach their high-order thinking especially for higher education learners to face the demand of career readiness. Assessment is the key of good teaching learning process and it is linked to the learning outcomes. To see what students will be able to do at the end of a unit of learning, the indicators to achieve the learning outcomes should be well-design and should be balance between lower-order thinking and higher order-thinking. Besides, assessment tasks that are employed in the course should be considered in order to achieve students' high-order thinking. Since the writer did not conduct the classroom observation, it is recommended for further study to do classroom observation as another data. So, formative assessment can be included for further development.