

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents data description, findings, and discussion for assessment practices in English in Academic Discourse (EAD) course of ELESP UNJ. The analysis and findings are described based on the data and information gained to answer this research questions:

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

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

- a. What are the intended learning outcomes of the EAD course?
- b. What assessment tasks are used to assess students' achievement of the ILOs?
- c. How can alignment between the course's ILOs and assessment tasks be described?
- d. How are these assessment tasks support students' achievements of the ILOs?

4.1. Data Description

Below is the data description of assessment practices in English in Academic Discourse (EAD) course. The data used in this study were the alignment of assessment practices that includes the assessment tasks and the intended learning outcomes which were obtained through document analysis and

interview to strengthen the data from the documents. The documents that has been analyzed were RPKPS, students' study materials, and students' works.

The writer has conducted the interview with 10 students who have completed EAD course which were grouped into two groups and each group consisted of 5 students. The interview was held after the analysis process of the documents and it has been conducted using Bahasa Indonesia. The interview protocols were semi-structured interview. This kind of instrument was used to get deeper insight of the assessment practices (APs) in EAD course and to strengthen the data that has been presented by the documents. The data sources of this study are RPKPS/SPTLA (Rencana Program dan Kegiatan Pembelajaran Semester/ Semester Planning of Teaching and Learning Activities), 10 students batch 2013 who already completed EAD course, students' study materials, and students' works.

4.2. Findings

Based on the data gathered, the writer analyzed it to answer the research questions. From the analysis, the writer found the answer of the main research question which is *"To what extent are the assessment practices in EAD course in alignment with the course's intended learning outcomes (ILOs)?"*. In this course, there are three assessment tasks that used to assess students achievement of the ILOs. However, only one assessment task out of three assessment tasks is in alignment with the course's intended learning outcomes (ILOs). Here is a figure

of the result of the alignment between the assessment tasks with the course's intended learning outcomes.

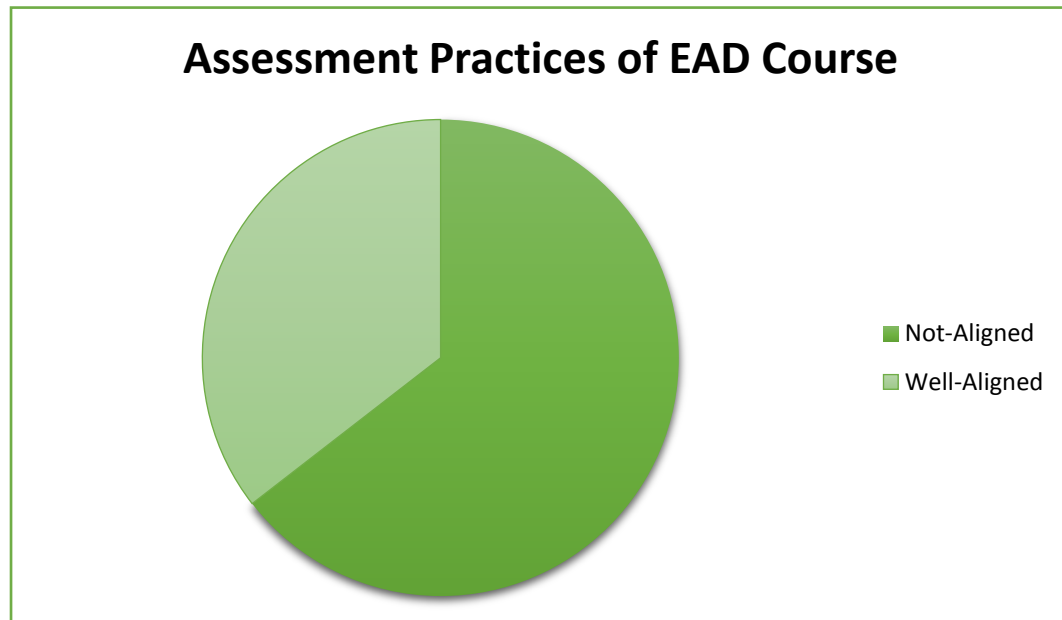


Figure 4.1. Assessment Practices of EAD Course

4.2.1. The Intended Learning Outcomes of the EAD Course

To answer the first sub question which is “*what are the intended learning outcomes of the EAD course?*”, the writer has analyzed the RPKPS and found the intended learning outcome as follow :

“On completion of the course, students will complete a set of portfolio of academic writings that includes a 500-word and a 1,500-word essays on assigned topics.”

4.2.2. Assessment Tasks To Assess Students' Achievement of the ILO

The writer has analyzed the RPKPS, students' study materials, and students' works to answer the second sub question. In addition to support the data

from the documents, the writer has conducted the interview with 10 students batch 2013 who already completed EAD course.

From the RPKPS, the writer found that there are two types of assessment which are test that includes diagnostic assessment and post assessment and non-test that includes a 1,500-word essays on assigned topics. First is diagnostic assessment which was considered as Assessment for Learning. There is no more information about diagnostic assessment from the documents. Here are supporting data from the interview :

“ada kok, yang dosennya bilang mau mengukur kemampuan menulis kita gitu udah sejauh apa....” (Student 2, Group 2)

“iya kita nulis ka bikin essay gitu” (Student 4, Group 2)

“iya ka, katanya ma’amnya mau tau sejauh mana kemampuan writing kita” (Student 5, Group 2)

Second is post assessment which is considered as Summative Assessment and Assessment of Learning. There are two kinds of post assessment in this course which are Mid-term test and End-term test. Mid-term test covers meeting 2 – 10 topics while end-term test covers the rest of the topics. Mid-term and end-term test consist of extended written response. In mid-term test, students are required to write 3 essays with 3 different topics given and each essay have their own criteria. Besides, in end-term test, students have to write an essays at least 500-word essay and they can choose their own topics based on their own interests in their major (English Education). Here are supporting data from the interview :

“Iya kak itu. iya ada ka uts yang disuruh bikin 3 essay gitu.” (Students, Group 1)

“uts ada ka” (Students, Group 2)

“iya ada uts ka tapi ya sama kok writing task juga bikin essay” (Student 2, Group 2)

“ohiya bener tuh bener pas uts kita bikin tiga macem essay gitu dengan tiga tema yang berbeda” (Student 3, Group 2)

“iya ka, jadi soal uts itu ada tiga task gitu, tiga tiganya bikin essay” (Student 5, Group 2)

“Ada ka, uasnya bikin Essay ka” (Students, Group 1)

“..... di uas itu kita kaya bikin essay berdasarkan interest masing masing” (Student 3, Group 1)

“uasnya bikin essay juga sesuai sama research kita di ITR gitu..” (Student 3, Group 2)

“iya ka, uasnya bikin essay yang sesuai sama kemauan kita sendiri gitu topiknya” (Student 4, Group 2)

The last is a 1,500-word essays on assigned topics. This task is considered as Summative Assessment or Assessment of Learning. From the students' study materials, the writer found that this task is a set of essays from topic 1 – 11 with the number of words at least 1,900 words. At the end of topic 1 – 11, students are required to write an essay based on given information. Nevertheless, from students' works the writer found that students only collect 6 essays (out of 11 essays) with the number of words at least 825 words. Here are supporting data from the interview :

“Essay ka, pokoknya tugasnya semua bikin essay” (Students, Group 1)

“Dari diagram, jadi tuh essaynya itu kita dikasih kaya data trus kita disuruh mengemukakan data itu menjadi paragraf. tapi ga lebih dari seratus... seratus berapa kata gitu” (Student 3, Group 1)

“Iya tiap essay dikasih tau minimal katanya trus juga tiap essay beda beda minimalnya. kan ada di perintahnya” (Student 4, Group 1)

“iya writing dengan tema tema yang berbeda beda di setiap unit ka” (Student 2, Group 2)

“pokonya mah semuanya writing gitu trus beda beda juga minimal jumlahnya ka, mislanya yang unit satu minimal 100 kata.. gitu trus unit selanjutnya naik gitu” (Student 4, Group 2)

“diakhir ka, tiap diakhir unit ada tugas bikin essay” (Student 5, Group 2)

In conclusion, there are only three assessment tasks which are end-term test, mid-term test, and a 1,500-word essays on assigned topics that used to assess students' achievement of the ILO in this course.

4.2.3. Alignment between the Course's ILO and Assessment Tasks

The writer has analyzed the RPKPS, students' study materials, and students' works to answer the third sub question which is "*How can alignment between the course's ILO and assessment task be described?*". In addition to support the data from the documents, the writer has conducted the interview with 10 students batch 2013 who already completed EAD course. The writer has compared Teaching and Learning Activities (TLAs) and Assessment Tasks (ATs) to course's intended learning outcome to find the alignment of them (*See Alignment Table & BRT Table in Appendix for detail*).

There is one learning outcome that includes two kinds of essay and three assessment tasks that used to assess students' achievement of the ILOs found in this course. The intended learning outcome of this course is "*On completion of the course, students will complete a set of portfolio of academic writings that includes a 500-word and a 1,500-word essays on assigned topics.*" The first assessment task of this course is Mid-term Test. In this test, students have to summarize the information by selecting and reporting the main features, and make comparisons where relevant and write at least 100 words for the first essay and 150 words for the second and third essay. To sum it up, students have to write at least 400 words in mid-term test. Then, this assessment task doesn't cover the ILO and it shows that this assessment task is not in alignment with the ILO.

The second assessment task is End-term Test. End-term test covers topic 7 - 11. In end-term test, students have to write an essays at least 500 words and they

can choose their own topics based on their own interests in their major (English Education). This assessment task covers the first kind of essay in ILO which is “On completion of the course, students will complete a set of portfolio of academic writings that includes **a 500-word..**”. Then, it shows that this assessment task is in alignment with the ILO.

The last assessment task is a 1,500 word essays on assigned topics. Based on students’ study materials, this task is a set of 11 essays from topic 1 – 11. To sum it up, students have to write at least 1900-word essays on assigned topics. Meanwhile based on students’ worksheets, the writer found that there were only 6 essays (out of 11 essays) that have been collected by students. There were only essays from topic 1 - 5 and topic 7. Afterward, there were only at least 825-word essays on assigned topics. Then, this assessment task does not cover the second kind of essay in ILO which is “On completion of the course, students will complete a set of portfolio of academic writings that includes a 500-word and **a 1,500-word essays on assigned topics**” because the lack of number of words. Then, it shows that this task is not in alignment with the ILO.

In conclusion, the mid-term test and a 1,500-word essays on assigned topics do not cover the ILO, but the end-term test covers the ILO. Then from the analysis, the writer found that only 1 assessment task (out of 3 assessment tasks) is in alignment with the learning outcome of this course (*See Appendix for more detail*). Here are supporting data from the interview:

“*Oh ya jelas sesuai banget ka tugas sama ILOnya*” (Student 2, Group 1)

“iya jadi itu emang tugasnya pas buat mencapai ILOnya ka, jadi ya kita bisa mencapai ILOnya,walaupun emang baru engeh sekarang sih ka, hehe” (Student 3, Group 1)

“iya berarti semua tugas sama uts sama uas itu kan kita kerjain tuh ya berarti emang tugasnya dibuat untuk kita mencapai si ILO ka, ya berarti pastinya tugas sama ILOnya sesuai” (Student 5, Group 2)

“iya ka, jadi kaya dimajuin gitu ka, jadi ya memang unit itu gak disuruh bikin essay” (Student 1, Group 1)

“iya ka, jadi karna waktunya mepet gitu makanya sisa unit itu di skip” (Student 3, Group 1)

“kayanya emang karna waktunya udah mepet gitu ka, jadinya sisa unit itu emang ga dibahas gitu..” (Student 1, Group 2)

4.2.4. How the Assessment Tasks Support Students’ Achievement of the ILO

The writer has analysed the documents which are RPKPS, students’ study materials, and students’ worksheet to answer the fourth sub question which is *“How are these assessment tasks support students’ achievement of the ILOs?”*. To find the answer of this question, the writer has analysed the instructions of each task and also the verb of each instruction to know students’ cognitive thinking level.

First is mid-term test that consists of 3 tasks. These tasks have clear instructions and achieve the cognitive level of thinking in level Understand. The instructions as follows:

Task 1 – You should spend about 20 minutes on this task. The chart below shows the amount of money per week spent on fast foods in Britain. The graph shows the trends in consumption of fast foods.Summarize the information by selecting and reporting the main features, and make comparisons where relevant.Write at least 100 words

Task 2 – You should spend about 20 minutes on this task. The pie chart below illustrate the number of journal articles read per week by all students, PhD students, and junior lecturers at an Australian university. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words

Task 3 – You should spend about 20 minutes on this task. The diagram below shows the various stages in the production of clean energy from coal. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words

Second is End-term test. The writer did not get any written instruction of this task, however from students' works the writer found that in end-term test, students are required to write an essay based on their interests in their major (English education) at least 500 words as same as what is required in the ILO. The last is a 1,500-word essays on assigned topics. This task consist of 6 written tasks (out of 11 tasks). All of the tasks have clear instructions (see table 4.1 The instruction of 1,500-word essays on assigned topics).

Furthermore, from the cognitive level of thinking from Bloom's Revised Taxonomy, the assessment tasks of this course start from *understand*, *analyze*, *evaluate*, until *create*. It shows that the assessment tasks support students in learning and achieving the ILOs of this course. Here are the supporting data from the interview:

"..... ma'amnya juga ada personal touchnya sama murid muridnya jadi ma'amnya tuh bener bener nge-assessnya tuh gak diverse tapi lebih ke narrow gitu, ke semua anak pun juga

dia apa istilahnya bener bener concern sama kemampuan anaknya dalam merangkai kata dan berpendapat.” (Student 3, Group 1)

“iya jadi itu emang tugasnya pas buat mencapai ILOnya ka, jadi ya kita bisa mencapai ILOnya, walaupun emang baru engeh sekarang sih ka, hehe” (Student 2, Group 1)

“iya ka, kalo gue sih merasa lebih terpacu dan belajarnya karna tugas tugasnya kan banyak tuh jadi ya belajar mulu” (Student 1, Group 1)

“iya ka fokus, soalnya asik aja sih ngerjainnya karna baca bacanya juga seru, jadi walaupun writing agak susah tapi gara gara tugas terus ya kita belajar terus” (Student 3, Group 1)

“engga ka, emang udah sesuai kok belajarnya writing dan emang kaya yang tadi udah dibilang, berarti tugas tugasnya ya membantu kita buat mencapai si capaian pembelajaran itu” (Student 3, Group 2)

“iya berarti semua tugas sama uts sama uas itu kan kita kerjain tuh ya berarti emang tugasnya dibuat untuk kita mencapai si ILO ka, ya berarti pastinya tugas sama ILOnya sesuai” (Student 5, Group 2)

“bantu ka, soalnya menurut aku sih mamnya tuh orderingsnya bagus gitu, jadi kaya.. kita emang dikasih tugas yang apasih yang hmm dari IELTS gitu tapi mamnya tuh ngasihnya bertahap jadinya tuh tagihannya jatohnya banyak ga hanya uts sama uas tapi kita juga punya task lain yang bikin essay di tiap akhir unit itu, jadi tuh ya bergilir bergilir terus upload upload, jadi kita tuh emang kaya ga ada jeda buat nulis, iya tiap abis nulis trus kirim trus di kasih feedback lagi nah trus kita ngerjain tugas selanjutnya lagi.. jadi kaya ada trigernya gitu ka buat belajar terus..” (Student 4, Group 2)

“iya ka, jadi kan feedbacknya dikasih ke satu atau dua orang aja tapi dibahasnya bareng bareng sih dikelas, jadi yang lain ga dibahas tapi ya disuruh belajar dari essay yang udah dibahas itu” (Student 3, Group 2)

“tapi kalo menurut saya mamnya tuh bisa mengantisipasi juga, karna beliau jarang masuk, trus kita pernah kan ya nempelin tugas kita di tembok, terus tiap orang tuh harus ngasih komen, ngasih feedback ke punya yang lain, kaya gitu.. jadi kaya mungkin disaat itu mamnya gabisa kasih feedback buat kita semua jadi ada kaya peer feedback gitu...” (Student 4, Group 2)

4.3. Discussions

Followings are the discussions of the findings' result.

4.3.1. The Intended Learning Outcomes of the Course

According to Biggs and Tang (as cited in Wang et al, 2013:3), the intended learning outcomes should be clearly specified by instructors who adopt the constructive alignment approach so students could construct their knowledge

to achieve the outcomes. From the course's RPKPS, the writer found the lack of clear intended learning outcomes.

This course only has one intended learning outcome which is *“On completion of the course, students will complete a set of portfolio of academic writings that includes a 500-word and a 1,500-word essays on assigned topics”*. According to Dokumen 005-KKNI (2015), *“Capaian pembelajaran (learning outcomes) adalah suatu ungkapan tujuan pendidikan, yang merupakan suatu pernyataan tentang apa yang diharapkan diketahui, dipahami, dan dapat dikerjakan oleh peserta didik setelah menyelesaikan suatu periode belajar*. From the intended learning outcomes, the lecturer or the developer only stated what students can do on completion of the course without stating what the lecturer or the developer wants the students to know and understand in this course.

According to the course's ILOs, the portfolio includes two kinds of essay which are a 500-word essay and a 1,500 word essays on assigned topics. After analysing the documents, the writer found that a 500-word essay can be achieved from the end-term test and a 1,500 word essays on assign topics can be achieved from a set of essays from topic 1 – 11. It means, on completion of the course, students are able to :

- a) summarize the information by selecting and reporting the main features and make comparisons where relevant (covered by topic 1 – 4, 6, and mid-term test)
- b) describe the process (covered by topic 5)

- c) give opinion from some statements that includes some reasons and relevant example from personal experience or related knowledge (covered by topic 7 – 11)
- d) write an essay based on their interests in their major (English Education). (covered by End-term test. The writer did not get any more instruction for end-term test)

As cited in Kabouha & Elyas (2015), the lack of clear intended learning outcomes that set out explicitly has led to a mismatch between what it is taught and what it is required from students to achieve. Therefore, more detailed core learning outcomes to which teaching, learning and assessment can be constructively aligned are needed (Harden, 2002b).

4.3.2. Assessment Tasks To Assess Students' Achievement of the ILOs

There are two kinds of assessment found in the RPKPS which are test that includes diagnostic assessment and post assessment that consists of End-term test and Mid-term test and non-test which is a 1,500-word essays on assigned topics. Then, there are 4 assesment tasks in this course which are diagnostic assessment, mid-term test, end-term test, and a 1,500-word essays on assigned topics. However, diagnostic assessment was used to diagnose what the learner already knows and/or the nature of difficulties that the learner might have not to assess students' achievement of the ILO.

All of the assessment tasks were considered as summative assessment and assessment of learning. Assasment of leaning refers to strategies designed to confirm what students has learnt, determine whether they achieve the curriculum

outcomes or not or the goals of their individualized programs, or to certify proficiency and make decisions about students' next programs or placements. It is also designed to provide evidence of achievement to parents and the students themselves as their reflection or evaluation (Earl & Katz, 2006). Assessment of learning also known as summative assessment, and usually occurs in the end of course or semester. Moreover, extended written response was used as the method of all the assessment tasks in this course because all assessment tasks in this course was creating essays.

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

There was one learning outcome that includes two kinds of essay and three assessment tasks that used to assess students' achievement of the ILOs found in this course. The intended learning outcome of this course is "*On completion of the course, students will complete a set of portfolio of academic writings that includes a 500-word and a 1,500-word essays on assigned topics.*" The first assessment task of this course is Mid-term Test. This task covers meeting 2 – 10 Topics (Topic 1 – 6) and consists of 3 tasks of extended written response. In mid-term test, students have to write 3 essays and each essay have their own criteria. In this test, students have to summarize the information by selecting and reporting the main features, and make comparisons where relevant and write at least 100 words for the first essay and 150 words for the second and third essay. To sum it up, students have to write at least 400 words in mid-term test. Then, this assessment task doesn't cover the ILO and it shows that this assessment task is not in alignment with the ILO.

The second assessment task is End-term Test. End-term test covers topic 7 - 11. In end-term test, students have to write an essays at least 500 words and they can choose their own topics based on their interests in their major (English Education). This assessment task covers the first kind of essay in ILO which is “On completion of the course, students will complete a set of portfolio of academic writings that includes **a 500-word..**”. Then, it shows that this assessment task is in alignment with the ILO.

The last assessment task is a 1,500 word essays on assigned topics. Based on students’ study materials, this task is a set of 11 essays from topic 1 – 11. At the end of topic 1 - 2 students have to write an essay at least 100 words, at the end of topic 3 – 6 students have to write an essay at least 150 words, at the end of topic 7 – 8 students have to write an essay at least 175 words, and at the end of topic 9 – 11 students have to write an essay at least 250 words. To sum it up, students have to write at least 1900-word essays on assigned topics.

Meanwhile based on students’ worksheets, the writer found that there were only 6 essays (out of 11 essays) that have been collected by students. There were only essays from topic 1 - 5 and topic 7. Afterward, there were only at least 825-word essays on assigned topics. Then, this assessment task does not cover the second kind of essay in ILO which is “On completion of the course, students will complete a set of portfolio of academic writings that includes a 500-word and **a 1,500-word essays on assigned topics**” because the lack of number of words. Then, it shows that this task is not in alignment with the ILO.

Although the students did not achieve the ILO based on the number of words of the essays, actually they have achieved the cognitive level of thinking (Bloom's taxonomy) in level understand, analyze, and evaluate as well as they have achieved the ILO as follows:

Table 4.1. The instruction of 1,500-word essays on assigned topics

Topic	Instruction	Verb	Cognitive Level of Thinking (Bloom's taxonomy)
1 – 4, 6	Summarize the information by selecting and reporting the main features, and make comparisons where relevant.	Summarize, Compare	Understand
5	The diagrams show the greenhouse effect on the temperature of the Earth. Describe the process.	Describe	Analyze
7 - 11	How far do you agree with this statement? Give reasons for your answer and include any relevant examples from your own knowledge or experience.	Agreement (Argue)	Evaluate

The table above shows that the students' achievement in doing 825-word essays from topic 1 – 5 and topic 7 as same as the students' achievement in doing 1,500-word essays from topic 1 – 11. Furthermore, the table also shows that the lecturer was aware of the students' achievement after completing this course.

In conclusion, the mid-term test and a 1,500-word essays on assigned topics do not cover the ILO, but the end-term test covers the ILO. Then from the analysis, the writer found that only 1 assessment task (out of 3 assessment tasks) is in alignment with the learning outcome of this course (*See Appendix for more detail*).

4.3.4. How Assessment Tasks Support Students' Achievement of the ILOs

The writer found that all assessment tasks in this course have good and clear descriptions and instructions. According to Knight (1995, as cited in Mahboob, A. (2008)), good and clear descriptions of assignments have been listed as one of the core criteria for making assessment supportive of learning goals. The participants mostly agreed if the lecturers gave them clear instruction of all assignments, whether the instructions are spoken or written. Here are the supporting data from the interview:

“bantu ka, soalnya menurut aku sih mamnya tuh orderingsnya bagus gitu, jadi kaya.. kita emang dikasih tugas yang apasih yang hmm dari IELTS gitu tapi mamnya tuh ngasihnya bertahap jadinya tuh tagihannya jatohnya banyak ga hanya uts sama uas tapi kita juga punya task lain yang bikin essay ditiap akhir unit itu, jadi tuh ya bergilir bergilir terus upload upload, jadi kita tuh emang kaya ga ada jeda buat nulis, iya tiap abis nulis trus kirim trus di kasih feedback lagi nah trus kita ngerjain tugas selanjutnya lagi.. jadi kaya ada trigernya gitu ka buat belajar terus karna semuanya jelas” (Student 4, Group 2)

“iya ka, jadi kan feedbacknya dikasih ke satu atau dua orang aja tapi dibahasnya bareng bareng sih dikelas, jadi yang lain ga dibahas tapi ya disuruh belajar dari essay yang udah dibahas itu” (Student 3, Group 2)

“tapi kalo menurut saya mamnya tuh bisa mengantisipasi juga, karna beliau jarang masuk, trus kita pernah kan ya nempelin tugas kita di tembok, terus tiap orang tuh harus ngasih komen, ngasih feedback ke punya yang lain, kaya gitu.. jadi kaya mungkin disaat itu mamnya gabisa kasih feedback buat kita semua jadi ada kaya peer feedback gitu...” (Student 4, Group 2)

“iya ka, sampe sampe ada pdf sendiri yang isinya study materials kita gitu yang dibuat sedemikian rupa jadinya jelas dan menarik juga..” (Student 3, Group 1)

Furthermore, from the cognitive level of thinking from Bloom's Revised Taxonomy, the assessment tasks of this course start from *understand*, *analyze*, *evaluate*, until *create*. It shows that the assessment tasks support students in learning and achieving the ILOs of this course.

4.4. Limitation of the Study

In this study, the writer focused on the documents of the course such as RPKPS, study materials, and students' worksheets. Moreover, this study only focused on the alignment between the assessment practices with the course's intended learning outcomes. The writer did not focus on the factual condition of this course or what really happen in this course because it needs observation and the course had already passed. Besides, the writer also only focused on summative assessment (main assessment) because for formative assessment the writer need to observe the class. The limitations of the study occurred because of the writer's expertise, resources and time.