# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions that concerning the results of the study discussed in the previous chapters.

## 5.1 Conclusions

First, based on the findings from the analysis and synthesizes process of the 11 assessment instrument from 7 Universities, it can be concluded that the existing assessment instrument only made use of ICT competences in extent of technology literacy phase in phase 1.1 and 2.1 of EPG due to the use of ICT competences are still as a tool which use hardware such as computer, laptop and printer as well as software such as Windows/Mac and Microsoft Word by using features on them such as page layout, margins, table, font type and size, numbering, space and grammar checker. The ICT competences indicators that mostly used on the existing assessment instruments is *using word processing software to write a worksheet, following standard conventions* (EPG; Technology Literacy). The second is *using ICT resources to enhance their productivity.* (UNESCO, 2011; Technology Literacy) and the last is *download resources from websites* (Healey, 2008; Technology Literacy)

Second, in creating an ideal table of specification it is a must to consider the nature of the course, course objectives and skill to be covered which can be obtained from the existing syllabus and theory from scholar. After that the elements of the table of specification should be decided based on the underlying theory. The components of table of specification is adapted from (Taylor, 2014), (Brown, 2003)

and (Russell & Airasian, 2012) which consist of learning objectives, description of test taker, test level, taxonomy, input sources, topics, time allocation, nature of content, test format, instruction, test items, scoring, and administration and finally the ICT competences indicators are integrated within each components of the table of specification.

Third, based on the analysis that shows the extent of the existing assessment instrument made use of ICT competences and procedure of designing table of specification, the ICT competences-integrated table of specifications were designed by using the components of table of specification described by scholars (Taylor, 2014), and (Brown, 2003). ICT competences infused in components of table of specification were on learning objective, input sources, topics, nature of content, and administration.

Fourth, based on the table of specification the ICT competences-integrated assessment instrument test is designed to fulfil the gap found on the analysing phase. The ICT competences-Integrated assessment instrument use ICT competences in 3 level namely: Technology Literacy, Knowledge Deepening and Knowledge Creation. In order to design ICT competences integrated test, the test components were adapted from by (Brown, 2003) and (Russell & Airasian, 2012) which infusing ICT competences by ICT competency framework by UNESCO and digital media descriptor by EPG.

Fifth, based on the table of specification the ICT competences-integrated assessment instrument non-test is designed to fulfil the gap found on the analysing phase. In designing ICT competences integrated non-test was also adapted by components of test described by (Taylor, 2014), and (Brown, 2003). which infusing

ICT competences by ICT competency framework by UNESCO and digital media descriptor by EPG. The ICT competences-Integrated assessment instrument use ICT competences in 3 level namely: Technology Literacy, Knowledge Deepening and Knowledge Creation.

**5.2 Suggestions**

The ICT competences becomes an urgent matter to answer the requirement of 21st century learning, it is recommended to develop an assessment instrument with the ICT competences integrated into it. Since this research only focuses on designing ICT competences integrated assessment instrument for S1 English study program, this specifications and assessment instrument test/non-test are needed to be developed more and hopefully it could be used in actual teaching and learning process.

Moreover, this study might be helpful for instrument developer who interested in ICT integrated into assessment instrument with ICT competency by UNESCO and Digital Media descriptor by EPG. This study also might be useful for the lecturers who teach these two courses; English language assessment and language assessment instrument development.