

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

This chapter present the conclusion and recommendation of the study dealing with the cognitive process that involved in CBA 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 CBA course units. Based on the research findings and discussions, it can be concluded that the types of assessment tasks that are employed in CBA course assessment tasks are formal assessment, summative assessment, and assessment of learning. There are three assessment tasks that were given by the lecturer in CBA; matching, essay, project (paper). In matching, the cognitive processes that mostly involved in the assessment are remember and understand level. Meanwhile in essay, the cognitive process that mostly involved in the assessment is understand level. While in project (paper), the cognitive process that mostly involved in the assessment is understand level. This showed that teacher focused on promoting students understanding by demonstrate their understanding towards the subject learning in the classroom. Since the final work of CBA course is designing a set of CBA tools, the assessment that were given to the students guide them from remember level until achieve create level.

In conclusion, it showed that the cognitive process that involved in CBA course assessment tasks are mostly Low-Order Thinking which appeared in 58%. Meanwhile, the High-Order Thinking only emerged in 42%. This happens because the number of indicator of assessment tasks which requires students to demonstrate their understanding are more than the number of indicator of assessment tasks that require students to analyze or create. The assessment that were given to the students guide them from remember level until achieve create level. In Low-Order Thinking, the assessment tasks that categorized in the area of remember, understand, and apply mostly appeared in multiple-choice and essay. While in High-Order Thinking, the assessment tasks that categorized in the area of analyze, evaluate, and create mostly appeared in project (paper).

Since the aims of this study is to obtain and evaluate a profile of cognitive processes involved in assessment tasks of ELE-SP CBA course units, the result showed that the quality of the assessment tasks in CBA need some improvements in order to achieve more high-order thinking rather than low-order thinking. This findings found that ELE-SP UNJ is suggested to evaluate their assessment tasks in each course subject in order to improve the quality of the educational system.

In this study, the writer only focuses on the cognitive process involved in students' summative assessment tasks in CBA course. However, this study has some limitations associated with the sample of students, the data collection methods, and the overall the study design approach. There are formative and summative assessment

which involved in CBA course assessment, and yet the writer only focus on the summative assessment. Moreover, the writer did not do classroom observation. The writer only focus 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.

### **5.2 Implication**

Based on the data found, there are some implications of this study. First, for the lecturers in every subject in order to achieve the high-order thinking level of students, the course guidelines should be well planned. Second, 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 CBA course assessment rather than high-order thinking. In 21<sup>st</sup> century learning, students have to use their high-order thinking in order to be a critical thinker. 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, teachers should determine the learning outcomes which consider the cognitive processes that are involve in it. Therefore, teachers should pay attention to the assessment tasks that are employed in the course in order to achieve students' high-order thinking. Moreover, the writer did not do the classroom observation, recommendation for the next research, it would be

more interesting if the researcher do classroom observation. Moreover, formative assessment can be included for further development, since this study did not include the formative assessment.