

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides conclusion to summarize the research finding in chapter 4 as well as suggestion related to further action for educator and other researcher in related topic.

#### 5.1 Conclusion

This present study has aims to answer main, and sub research questions. The researcher used DDR, to design the ICT competences-integrated assessment instruments of Theoretical Key Teaching Competences courses for ELESP. The first sub question of the study is (1) to what extent do the existing assessment instruments make use of ICT competences?, (2) how are the ICT competences integrated in the tables of specification of Theoretical Key Teaching Competences courses assessment instruments?, (3) how are the design of ICT competences integrated table of specification of assessment instruments of Theoretical Key Teaching Competences? (4) how are the design of ICT competences integrated assessments instruments test for Theoretical Key Teaching Competences?, and (5) how are the design of ICT competences integrated assessment instruments non-test for Theoretical Key Teaching Competences?.

In order to answer those questions, this study applied need analysis by collecting assessment instruments from five universities in Indonesia. Then the assessment instruments were identified and analyzed the extent on how far assessment components in existing assessment instruments of Theoretical Key Teaching Competences have been integrated by ICT

competences (for answering 1<sup>st</sup> sub research question), elaborate the procedures of integrating ICT competences in TOS and assessment instruments of Theoretical Key Teaching Competences design (for answering 2<sup>nd</sup> sub research question), and the result is the new design of TOS and assessment instruments (test and non-test) of Theoretical Key Teaching Competences integrated with ICT competences (for answering the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> of sub research questions). Theoretical Key Teaching Competences courses are English Language Teaching Methodology course (ELTM), Curriculum and Material Development course (CMD), Language Learning Theories and Strategies course (LLTS), and Digital Literacy in English Language Education.

To answer the first sub-research of the research, regarding the extent of the ICT competences integrated in the existing assessment instruments, the researcher analyzed 14 assessment instruments from 5 universities in Indonesia. The findings of the study on the extent of the ICT competences integrated in the existing assessment instruments indicated that ICT competences were mostly appeared in the existing assessment instruments implicitly. Although those competences are not described explicitly in the existing assessment instruments, it can be inferred in the word or phrase that the existing assessment instruments make use of the ICT competences.

The finding shows that the dominant level of ICT competences implicitly applied in the existing assessment instrument was Technology Literacy. Proven by the number of the competences of technology literacy used by the components in the existing assessment instruments, but the use

of competences of knowledge deepening was still limited since it's only found two competences of knowledge deepening used on the existing assessment instruments. For the use of competences of knowledge creation was not found in the existing assessment instruments. Thus, the integration of ICT competences found in the existing assessment instruments was still limited because the existing assessment instruments only utilize ICT competencies as a tool that uses hardware such as computers, laptops and printers and software, but limited for the use in assessing students using e-assessment.

For the second research question of the research about the procedures of integrating ICT competences in table of specification and assessment instruments of Theoretical Key Teaching Competences courses design. The table of specification isn't found in existing assessment instruments. The present study tries to explain the procedure of designing the table of specification assessment of the theoretical key teaching course which is integrated to ICT Competences using related theories. The procedure in designing a table of specification of the theoretical key teaching course which is integrated to ICT Competences; (1) Analyzing the concept of assessment, types of assessment, the components of assessment instruments, and the component of table of specification of assessment based on literature review. (2) Identifying the component of table of specification of assessment by adapting the method of developing table of specification of assessment proposed by those scholars' theory. (3) Identifying the indicators of ICT competences based on UNESCO framework, International Society

for Technology in Education (ISTE), EPG descriptors, and other relevant literature review. (4) Determining the ICT competences that are suitable with the courses of Theoretical Key Teaching Competences. (5) Adjusting the components of the table of specification (TOS) of assessment that are relevant and can accommodate the ICT competences. (6) Integrating the ICT competences to the components of the table of specification of assessment.

For the third research question of the research about the design of ICT competences integrated TOS of Theoretical Key Teaching Competences in order to fulfill the gap found on the analyzing phase. The design ICT competence integrated table of specification of assessment instruments of Theoretical Key Teaching Competences adapted the component of TOS from Carey (1998), Brown (2004), Fives & Barnes (2013), Taylor (2014), Prince George Community College and considering the components of assessment adapted from Brown (2003) and Russel & Airasian (2012) Macquarie University (2008) and Indonesian's university in *Pedoman Pembuatan Soal Ujian*. The researcher also adapted the table design of TOS proposed from Taylor (2014), then ICT competences infused in those components.

For the fourth and the fifth research questions of the research about newly designed ICT competences integrated test and non-test assessment instrument. The newly designed of Theoretical Key Teaching Competences courses use computer-based tests. The newly designed assessment instruments replicate the traditional assessment formats.

English Language Teaching Methodology course (ELTM), Curriculum and Material Development course (CMD), and Language Learning Theories and Strategies course (LLTS) used assessment instruments test. Those courses are assessed using test because the courses discuss the theory of key teaching competences. Meanwhile, Digital Literacy in English Language Education course used assessment instruments of non-test because the course mainly focuses on experience or applying the knowledge to the real situation (practical). The assessment instruments of test and non-test are designed based on the table of specifications.

## **5.2 Suggestions**

Digital age gives a great opportunity for teacher in which they can exchange of much information through ICT as we live in the 21st century which is continuously evolving. UNESCO points out that Information and communication technology (ICT) has an essential role in education. As a consequence, the skills and competences needed to integrate using ICT, especially in assessment competences. ICT gives a great education tool which help educator applying and designing assessment instruments based on the students need.

Therefore, the researcher suggests educators and educational researchers to conduct more research related with this field so that the design can be more qualified and the ideal ICT competences-integration assessment can be maximized.