DESIGNING ASSESSMENT IN ELT COURSES BASED ON TEAM-BASED PROJECT

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Abstract: In order to stay current in the learning process, every course had to be frequently redesigned. Presently In Indonesia, there were two learning models emphasized namely team-based project and case-method. In this paper, we aimed at designing a syllabus for teaching assessment in ELT oriented on team-based project developed in Universitas Maritim Raja Ali Haji. Team-based project was designed to involve and encourage all students in the class to be active in the process of teaching and learning. The syllabus focused on a class project for the final activity. The project must be based on the current issues and topics addressing the meaningful learning. It was expected that the project can help the students of the department to prepare them for their future career as English language teachers. This study used a Research and Development (R&D) method involving analyzing, designing, developing, implementing, and evaluating. The data were collected by utilizing interview, expert judgment, observation, and test. The subject of this study was a class of ELT students. The study showed the procedure for designing Assessment in ELT Courses based on team-based project. The findings also showed the validity, practicality, and effectiveness of the syllabus.

1 Introduction

Assessment in ELT was one of the compulsory course in Universitas Maritim Raja Ali Haji, a state University in Indonesia. It had an important and distinct role in English Language Education Area. Thus, the students were obligated to pass this course before graduation. The students were required to learn the basic concepts and principles of language assessment. Language assessment was one of the elements that must be mastered by the ELT students due to its essential rule in ELT program. Learning language assessment was hard for the students because of its contents and activities. According to Brown (2015), assessment involved test and measurement used for learning evaluation. Learning Assessment in ELT had various rules and formulas that should be mastered. Therefore, in teaching such course, we needed a syllabus that can facilitate the aforementioned considerations. However, it was considered that the present syllabus had not yielded the desired results and had proved inadequate in addressing the learners' needs.

In brief, this Assessment in ELT course aimed to prepare the students to attend the teaching practice and finishing their final assignment (Skripsi). After following this course, the students was expected to: 1. gain an understanding of basic knowledge of language assessment 2. be able to design a language assessment. 3. be able to evaluate a language assessment.

According to Read (2003), it is critical to accommodate students' prior knowledge as well as their future performance in language learning. Due to prior experience that students had, it could be required to review what they had previously learned. Landis, et. al (2010) suggested that learners' prior knowledge assisted them in actively participating in their further learning. The current syllabus emphasized by the Ministry of Eduacation in Indonesia were team-based project and case method. For this Assessment in ELT, team-based project syllabus was selected.

For this purpose, this article, therefore, aimed to provide a sample of syllabus design based on Team-based Project for teaching Assessment in ELT at the English Language Education Study Program in Universitas Maritim Raja Ali Haji (UMRAH), a university located in coastal area in Indonesia. It was expected that the sample syllabus can facilitate the students of the study program to prepare themselves in their future careers as teachers. This syllabus was designed for the 6th semester students of the study program, who pursued bachelor degree to become English teachers at the high school level in the future. The major aim of this unit was to prepare the students to attend other courses and to finish their final project (Skripsi). This Assessment in ELT course took 150 minutes lesson and was delivered once a week for the duration of sixteen teaching weeks.

Project Based Learning was one of the students centered teaching method (Wiranegara, 2019). There were two kinds of Project Based Learning, namely individually Project Based Learning and Project Based Learning in Team. Team-based project was the project based learning done in team leading to collaborative learning aiming to involve and encourage students to be active in the class. In this model, students were given the opportunity to explore and find any source of information independently and communicate it, as well as, discuss it. It meant that team-based project promoted students to do creative learning and develop their social skills. Mean while, the role of the lecturers were guiding, monitoring and evaluating the the students into the collaborative project.

Research methods

This study used a Research and Development (R&D) as the research design. According to Branch (2009), R&D was a type of research creating a new educational product following specific procedures. The R&D model used in this study was ADDIE model. This model was proposed by Mollenda (2003). ADDIE model referred to the steps, namely Analysis, Design, Develop, Implement, and Evaluation. The first stage was needs analysis conducted to present the weaknesses in the present syllabus and to examine the students' needs for the course. Related literatures of peoject based learning models were also investigated and reviewed as a starting point for the next stage, which was dedicated to designing, reviewing and later proposing a suitable project-based learning model for the draft of new syllabus. In this stage, the draft of syllabus was then validated by the experts. In the development stage, the draft of syllabus that had been validated was developed and then reviewed by experts. In the Implementation stage, the syllabus was applied in a class. The subjects of this study was a class of students following the Assessment in ELT class in Universitas Maritim Raja Ali Haji consisting of 40 students. The were 6th semester students in 2023. Finally, in the evaluation stage, the syllabus was evaluated through students' final project at the end of the class. The design framework was illustrated in Figure 1 below :

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          ┌─────────────────────┐
          │      Analysis       │
          └─────────────────────┘
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┌─────────────────────────────────────┐
│  ➤  Analysis of the current syllabus │
│  ➤  Analysis of the students         │
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                    ⇩
          ┌─────────────────────┐
          │       Design        │
          └─────────────────────┘
                    ⇩
┌─────────────────────────────────────┐
│  Designing Project Based Syllabus draft for │
│         Assessment in ELT Course     │
└─────────────────────────────────────┘
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     ┌───────────────────────────────┐
     │   Validating the draft of syllabus │
     └───────────────────────────────┘
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
                    ⇩
          ┌─────────────────────┐
          │      Develop        │
          └─────────────────────┘
                    ⇩
┌─────────────────────────────────────┐
│  Developing Project Based Syllabus for │
│         Assessment in ELT Course     │
└─────────────────────────────────────┘
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     ┌───────────────────────────────┐
     │     Validating the syllabus    │
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          ┌─────────────────────┐
          │     Implement       │
          └─────────────────────┘
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     ┌───────────────────────────────┐
     │      Small Scale Testing       │
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          ┌─────────────────────┐
          │      Evaluate       │
          └─────────────────────┘
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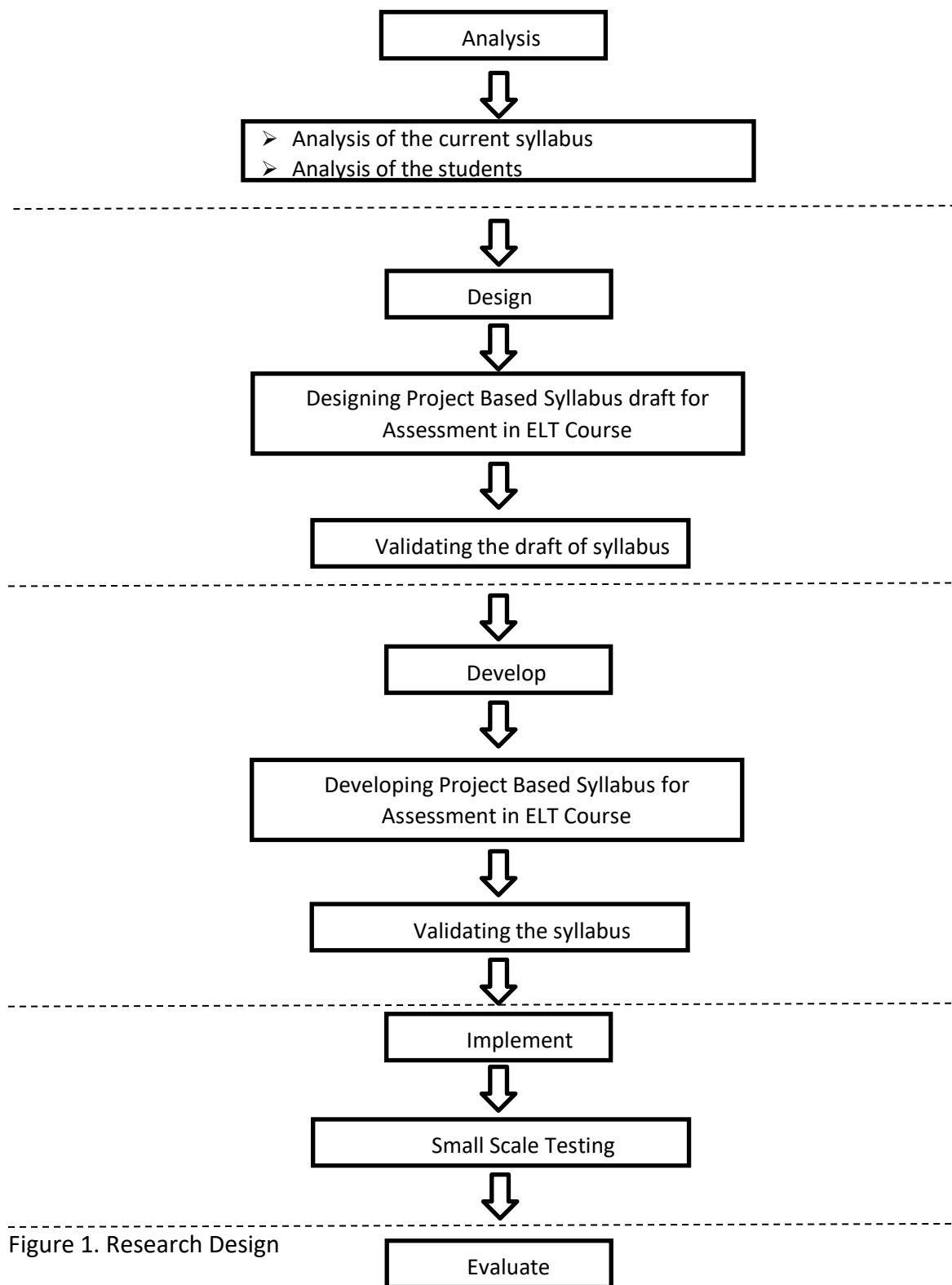
Figure 1. Research Design

    The subjects of this study were 2 lecturers teaching in English Language Education Study Program of UMRAH that would utilize project-based learning in their syllabus, 4 students that had taken Assessment in ELT course and a class of Assessment in ELT consisting of 40 students.

The data presented in this study was collected through interview, expert judgment, and test. Interview involving 2 lecturers and 4 ELT students that had taken Assessment in ELT course were administered to investigate the lecturers' and students' needs for a course. Expert judgment was distributed to validate the blueprint and the syllabus based on project-based learning. Then, the test involving 40 students following Assessment in ELT course was deployed to see the effectiveness of the syllabus. This test was given in the end of the class. Finally, the observation was utilized to see the practicality of the syllabus.

Results and Discussion

Analysis. The need analysis was very crutial to be conducted ((Munby, 1978; Hutchinson & Waters, 1987; Robinson, 1991; Flowerdew & Peacock, 2001; Hamp-Lyons, 2001). It was the starting point aiming in the process of syllabus design and evaluation. In this study, the need analysis was investigated by interviewing 2 lecturers teaching the other ELT course and interviewing 4 students that had taken the course. The researcher found several factors that should be considered for the new syllabus. They were :

A. Learning Material

The learning materials needed for a course require a high level of linguistic proficiency. The suitable materials for the undergraduated students were journal articles related to the field. These articles provided authentic academic texts. These materials were also required in university course work. This component was different from the current syllabus focusing in using the textbook.

B. Learning Media

The learning media required for a course were the media fulfill 3 criteria media, namely practicality, usability, and economy. Practicality meant that the media was available and in good condition. Usability were the media could be used by the lecturers or in other words, the lecturers had knowledge in utilize the media. Finally, economy meant that the media did not need much energy, time and fund. The media could be similar with the present syllabus.

C. Learning Activities

The syllabus needed to provide the meaningful learning giving many benefits such as improving critical thinking and motivation or participation in the classroom. Meaningful learning meant that the activities facilitated supporting their future carreer. This component was different from the current syllabus that did not yet provide critical thinking activities.

D. Task and Assessment

The tasks facilitated required to improve students critical thinking similar with the aforementioned activities. For the assessment, the scale of scoring for passing this course from present syllabus complying with institution policy, as shown in the following table could be used:

Figure 2

Scoring

85-100	A
75-84	A-
70-74	B
65-69	B-
60-64	C
55-59	C-
40-54	D
0-39	E

A. The students

Most students in UMRAH lived in coastal area. This factor might contribute to the characteristics and the style of the students influencing the needs and and their future career aspirations.

B. The characteristics of the program

English Language Education Study program prepared their students in becoming a future english teacher. However, teacher was not the only option that the students had for their future. They can also chose the other job beside becoming the teacher.

C. The Current Syllabus

The current syllabus was not based on case method or team based project.

Design. a simple to complex approach (Richards, 2001) was adopted in order In order to create the syllabus's material. According to Richards (2001), this method also arranged the contents to be presented according to degree of difficulty. Therefore, the students were introduced to basic theories in the first seventh weeks because these were considered less difficult for them to understand. Then, after the seventh meeting, the students started to be introduced to the complex ones.

This course's activities were primarily created with theory and practice (Richards, 2001) in order to improve students' comprehension and provide meaningful learning activities. It was anticipated that by combining these two methods, lecturers would be able to create a variety of activities that would not only enhance students' knowledge and skills but also enable them to use the activities as models for assisting their final assignment and teaching practice in the future.

There were two activities addressed the core assumption of this course, i.e. that discussing theory and creating the project. These activities were silmutanously conducted since the first meeting. It meant that every meeting had two core activities, namely theory discussion and creating a classroom project. In the first activities, they discussed about the theory of language assessment in group discussion form and followed by discussing it with the lecturer. After that, the students engaged in an activity where they practiced in designing the the project and evaluating the evaluating the project. The stages in these two activities can enhance the students ability in understanding and applying the language assessment.

The sample of activities in discussing the theories provided in this syllabus was group presentation. Each group had 3-4 members. Each members had 2-3 minutes to speak. They presented their material by utilizing power point presentation. After presenting their material, they had to discuss with their classmate about the material.

The sample of activities in creating the project in this syllabus were formulated in a way that met the goals of the course. Below are steps in Project-Based Learning as developed by The George Lucas Foundation (2005) in Rina Sari (2012) :

a. the students were given a question guiding them to the project. The guiding question must be based on the real world phenomena or problems. This was also part of the objectives of the course.
b. in the second activity, students started to design the project that would be done in team.
c. They exposed the schedule that indicated actions.
d. Next, the project of the students were monitored by the lecturers.
e. After that, the project was evaluated.
f. Finally, reflecting the experience. At this stage, the students were asked to share their experience.

The assessment in this course had an instructional role to show students' achievement and examine the weaknessess and strengths of the syllabus. Therefore, this goal could help students improve their learning achievement and for lecturers, specifically in determining whether or not the given course's goals and objectives were met. Therefore, a number of assessments, including progress assessments were created (Hughes, 1989). Progress achievement assessments, according to Hughes (1989), aimed to evaluate the progress that students were making during a specific course term. In the meantime, the goal of the final assessment was to evaluate the students' final project (Hughes, 1989).

Evidently, the two assessments, which were mostly structured around paper-based forms (analytic scales), were able to offer insightful accounts of the ways in which the students participated in the learning process. Actually, they also had to be connected to the needs of the students, as Brown and Lee (2015) argued that they might all be ineffectual if the assessment did not reflect the findings of the need analysis, which could lead to students and instructors rejecting the curriculum development.

Another essential instrument that was included in this unit is field note. Phillippi and Lauderdale (2017) stated that this tool was utilised to figure the syllabus's strengths and weaknesses. From this instrument, lecturer may design what further syllabus component was significant in order to address the strengths and weaknesses of the syllabus. This tool was utilised since the beginning activity.

The assessment of this course is as follows:

Table 1 Assessment

Assessment items	Weighting (total to equal 100 %)
Participation	20%
Assignment	30%
Final Project	50%

Although regular attendance was anticipated of the students, less than 75% of them would not be allowed to participate in the final project, which could make it harder for them to pass this unit. The department's institution policy served as the foundation for this. However, extraordinary arrangements can be made, especially for those students who were unable to attend classes because of unavoidable reasons like a private commitment or medical condition. As a result, an earlier reasonable notice of absence was needed.

The students were assessed individually through participation in the classroom. This type of assessment was intended to measure their performance in critical thinking. The assignment was to be involved in group presentation or the classroom activities by giving answer to a question or asking a question.

The students were also assessed individually through assignment in groupwork. This type of assessment was intended to measure their mastery and practice about the theory of language assessment. The assignment was to perform group presentation and demonstrate their product in progress. The students were given the opportunity to discuss the determined topic and to design the dicided project.

The final examination had a form of final project. It showed the overall understanding of knowledge that they had obtained from the learning activities.

The scale of scoring for passing this unit complied with this institution policy, as shown in the following table:

Table 2

Scoring

85-100	A
75-84	A-
70-74	B
65-69	B-
60-64	C
55-59	C-
40-54	D
0-39	E

It was important to conduct an evaluation that included an explanation of how the components of this syllabus function (Richards, 2001) as well as suggestions for additional substantial and useful improvement (Kiely, 2009) in order to ensure that the delivery of this course was successful. The assessment was focused on the substance of the syllabus, the teaching resources, the students' development, and the lecturers (Richards, 2001). The summative approach was chosen to evaluate the effectiveness of the syllabus.

The task and assessment in this syllabus took the form of final project and student performance in presentation. This unit's task format was designed to assess students' academic progress and final achievement. The lecturer may be able to determine whether or not the goals and objectives of this unit were successfully met with the aid of the students' results, or grades. At the very least, these examinations allowed lecturers to get a clear picture

of the students' academic progress, even if it was later realized that other factors (such as the performance of the lecturers and the content) could affect how well the students perform on the tests (Richards, 2001).

After getting aforementioned components of syllabus, the draft of syllabus was systematically designed. The draft, then, was validated by two lecturers. The validation sheet by the experts can be seen below :

Figure 4. Expert Validation Sheet for the blueprint

No	Problem-Based Syllabus Blueprint	Valid	
		Yes	No
1	Course Identity	√	
2	Learning Outcomes	√	
3	Course Description	√	
5	Learning Materials	√	
6	Learning Media	√	
7	Learning Activities	√	
8	Task and Assessment	√	

Develop. Project-based syllabus for Assessment in ELT course was designed based on developing the findings of Design Phase. The following was the valid design of project-based syllabus for Assessment in ELT course:

Table 5. The sample of project-based syllabus for Assessment in ELT course

Course Indentity	Course Name	Assessment in ELT	
	Course Code	PBI 11027	
	Credits	3	
	Semester	6	
	Date	-	

Authorization	Course Instructor	Benni Satria, M.Pd	Dto
	Head of Study Program	Dewi Nopita, M.Pd.	Dto
	Deputy Dean 1	Gatot Subroto, S.S., M.Pd.	Dto
Learning Outcomes	Study Program	English Language Education Study Program	
	Course Learning Outcomes	This course is designed to facilitate the participating students to have basic and general knowledge and skills of language assessment.	

Course Description	This course is required for ELT students in Universitas Maritim Raja Ali Haji (UMRAH). This course provides students with an understanding of background theories and principles of assessment in ELT. This course is emphasized on analyzing English test as measurement instruments, covering the criteria of a good test, scoring, and interpreting the results of a test. The approach used in this course are lesson-centered learning. This course is designed to facilitate the students in improving knowledge about how to do assessment in ELT, developing critical thinking, being creative, systematic, and scientific. Learning methods utilized to obtain the goals are interactive lectures, collaborative learning, presentation, discussion, and task. The evaluation instruments employed are cognitive covering quiz, midterm test, and final examination and affective test instruments involving class attendance and observation sheet for scoring when the students do discussion and group work.
Course Topic	1. Introduction to Assessment in ELT
	2. Requirement for a Good Assessment Tool
	3. Anderson's Taxonomy
	4. Basic Competency and Learning Outcome Indicators
	5. Developing test specification and rubric
	6. Scoring and Grading
	7. Assessing Listening
	8. Assessing Speaking
	9. Assessing Reading
	10. Assessing Writing
Refferences	Related Books and Articles

Weekly Teaching and Learning Activities

Week	Course Objectives	Learning Materials	Learning Method	Students' Learning Experiences	Time Allocation	Project	Assessment	
							Criteria	Score (%)
1	The students are able to apply course agreement during the semester.	- Course Agreement - Course Syllabus	- Presentation - discussion	- Students are presented about course agreement and course syllabus - Students and lecture	150 minutes	- workbook	Non-test	-

				rs discuss about course agreement and course syllabus - Students are asked to create a project (create an English workbook for Senior High School)				
2	- Students are able to explain about the material - The students are able to create a project	Introduction to Assessment in ELT	1. Classroom discussion 2. Design a plan 3. Create a schedule	- A group of students present the material - The students and the lecturer discuss about the material - The students are asked to design the project	150 minutes	- workbook	- participation - assignment	- 20% - 30%

				- The students discuss about the schedule				
3-12	- Students are able to explain about the material - The students are able to create a project	1. Requirement for a Good Assessment Tool 2. Anderson's Taxonomy 3. Basic Competency and Learning Outcome Indicators 4. Developing test specification and rubric 5. Scoring and Grading 6. Assessing Listening 7. Assessing Speaking 8. Assessing Reading 9. Assessing	2. Monitoring project progress	- A group of students conduct a group presentation about the material - The students and the lecturer discuss about the material - The students are asked to design the project - The students present the progress of their product - The students and the lecturer discuss about the progress - The	150 minutes	- workbook	- participation - assignment	- 20% - 30%

		Writing		students revise the project				
13	- The students are able to create a project		2. Implementing the project	- The students try out the project	150 minutes	- workbook	- participation - assignment	- 20% - 30%
14-15	- The students are able to create a project		2. Revise the product	- The students revise the project	150 minutes	- workbook	- participation - assignment	- 20% - 30%
16	- The students are able to create a project		1. Assess the outcome and evaluate the experience	- Students collect their final project - Students share about their experience	150 minutes	- workbook	- final project	- 20% - 30% 50%

Table 6. Rubrics for Participation

No	Aspect	Score				
		0	1	2	3	4
1	Asking a question					
2	Answering a question					
3	Giving an opinion					
Total						

Table 7. Rubics for Assignment

	4-Excellent	3-Good	2-Fair	1-Needs Improvement
Delivery (30%)	- Holds attention of entire	- Consistent use of direct	- Displays minimal eye	- Holds no eye contact

	audience with the use of direct eye contact, seldom looking at notes. - Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	eye contact with audience, but still returns to notes - Speaks with satisfactory variation of volume and inflection	contact with audience while reading mostly from the notes - Speaks in uneven volume with little or no inflection	with audience, as entire report is read from notes - Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization (40%)	- Demonstrates full knowledge by answering all call questions with explanations and elaboration - Provides clear purpose and subject: pertinent examples, facts, and/or statistics, supports conclusions/ideas with evidence	- Is at ease with expected answers to all questions without elaboration - Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	- Is uncomfortable with information and is able to answer only rudimentary questions - Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence	- Does not have grasp of information and cannot answer questions about subject - Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness (30%)	- Demonstrates strong enthusiasm about topic during entire	- Shows some enthusiastic feelings about topic - Raises	- Shows little or mixed feelings about the topic being	- Shows no interest in topic presented - Fails to

	presentation - Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	audience understanding and awareness of most points	presented - Raises audience understanding and awareness of some points	increase audience understanding of knowledge of topic

Table 8. Rubrics for Final Project

No	Aspect	Score		
		1 (Not Good)	2 (Good)	3 (Excellent)
1	Validity			
2	Practicality			
3	Effectiveness			
4	Content			
5	Grammar			
6	Display			

Implement. The implementation of the case method syllabus for ELT Methodology course consisted of 16 meetings. The first meeting discussed course agreement, designing the project and the schedule (second meeting), monitoring the project (third to twelfth meeting), Implementing the project (thirteenth meeting), revising the project (fourteenth to fifteenth meeting), Submitting the project (sixteenth meeting).

Evaluation. The evaluation of the project based syllabus for Assessment in ELT course was done through evaluating the project in final meeting. The criteria for success applied was more than 60% of the students pass the course or the achieve more the B-score. The result was 100% of the students pass the course.

Discussion

Based on the findings of this study, the researchers found that the design of project-based syllabus for Assessment in ELT course were valid, practical, and effective. The designed syllabus was considered appropriately used for Assessment in ELT course because it fullfiled the standards of syllabus design and of project-based learning. The designed syllabus as the findings of this research provided students the basic information about the course and instructors, required and optional course materials, schedule or calendar, expectations for students' performance and behavior, grading procedures and course policies, and information about learning strategies (Parkes & Harris, 2002). The parts of the syllabus were in line with

the explanation from (Wotring et al., 2021). They explained that a syllabus designer was obliged to seriously consider how learning occurs in the classroom. It dealt with formulating the learning outcomes, selecting and sequencing learning materials, depicting instructor's and students' role, selecting assessment tools, time frame, and other related underpinned policies.

The syllabus was categorized as a project-based syllabus. Project based learning was stated in the syllabus as the learning model which supported the policy of the Indonesia Ministry of Education and Culture. Furthermore, the designed syllabus described that the course outcome was the solution of the problem in the classroom. This was also in line with the policy of (Kemdikbud, 2020) which stated that the students were given a project to be made. During working on the solution of the problem, the students were supervised by the lecturer. The solution was then presented and is commented by other class members. The discussion between the students was aimed at building the students' critical thinking and creativity.

Conclusion

This article aims at informing lecturers, in particular, on the design of an English language syllabus for lecturer education programs at the university level. The syllabus designed reported in this article was from Assessment in ELT course at the English Language Education Study Program in Universitas Maritim Raja Ali Haji in Tanjungpinang, Indonesia. The design of the syllabus was expected to assist the students to prepare them in teaching practice and finishing their final project.

The process of developing both a global curriculum for a comprehensive English language study program and specific courses was challenging and involved several steps. For each of the main issues in this essay, the course designer and each classroom lecturer confronted a different collection of sub-issues and professional dilemmas. Decisions about these matters would influence the process as a whole. In this article, we had tried to cover some of the most significant facets of the procedure. However, it was also crucial to remember about other issues that were not included in this work. Brown and Lee (2015), for instance, emphasized the significance of directly integrating lecturers in the development of the curriculum and the crucial role that ongoing program evaluation simultaneously. Further studies ought to concentrate on particular examples of course outlines, goals, instructional techniques, materials, media, and evaluation. The global approach adapted by the article in designing English language education courses was an attempt to include relevant real-world issues into a large theoretical framework. This was supported by Burton & Agor, 1994; Clarke, 1994; van Lier, 1994.

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