

**PERIODIC ASSIGNMENT FACILITATES STUDENTS'
COGNITIVE COMPETENCY IN LEARNING ENGLISH FOR
ACADEMIC PURPOSES**

THESIS



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Menyatakan bahwa sesungguhnya skripsi yang berjudul “Periodic Assignment Facilitates Students’ Cognitive Competency in Learning English for Academic Purposes” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat pernyataan,



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ABSTRACT

The purposes of this study were to determine the perception of English Department students toward periodic assignment and to find out whether periodic assignment develops students' cognitive competency in learning English for Academic Purposes subject. The study involved 42 students who were given the periodic assignment in English for Academic Purposes subject in UIN Ar-Raniry as the participants. This study used a quantitative and qualitative method as research design. The data were collected through questionnaires and document analysis and were analyzed by using rubrics modified from Torrance Framework for Creative Thinking and Critical Thinking Rubric designed by American Association of American Colleges and Universities. The result of this research revealed that periodic assignment facilitated students' cognitive competency in learning English for Academic Purposed, especially it helped to develop students' critical thinking and creative thinking skill. Besides, the researcher also found the factors that make the periodic assignment failed to facilitate students' cognitive competency such as assigning too much assignment and the shortage of submitting time.

Keywords: *Periodic Assignment, Students' Cognitive Competency, Critical Thinking, Creative Thinking.*

CHAPTER I

INTRODUCTION

This chapter deals with the research background, research problems, the aims of the study, significances of the research, and terminologies. As the first chapter within the overall sections of the research, the introduction provides and explains important notions toward what aspects which are studied and why they are significant to be studied. The main purpose is to reveal the main motive of research, the problem that needs to be solved, the importance of the research, and the introduction of terminologies used in this research.

A. Background of Study

It is a widespread belief among teachers, students, and parents that assignment is a valuable educational tool. An assignment is a piece of academic work given to students. Assignment, including task and homework, occupies a large part of teachers' and students' live. The purposes of giving assignment are to help students to internalize information that has been presented in the class and to practice materials that have just been learned. It also provides students' preparation for the next lesson, to motivate students to pay attention in class, to give the teacher feedback on students' strengths and weaknesses, and to know how well the students comprehend the lesson.

Teachers play important role in assigning the assignment. A teacher is a planner, facilitator, and evaluator. In planning the assignment, the teacher has to set the instructional goals, create the systematic and relevant assignment, and decide the due date. Besides, the teacher should facilitate the students in doing the assignment and assess their assignments. Bas, Senturk, and Cigerci (2017) revealed that an assignment has positive effects on students' academic achievement levels. Furthermore, Collier (2007, as cited in Costley, 2013) stated that assigning the assignment to students can improve students' retention and understanding of the covered material.

Some teachers assigned the assignment frequently, while others assigned minimal assignment. The periodic assignment is a frequent task given to students with precise submitting time set. The purposes of periodic assignments are to teach target skills, to increase the independence of the students and their participation, and to avoid the students from doing the procrastination. In a study conducted by Trautwein (2007) noted that students' learning achievement developed more favorably in classes in which the teachers set frequent (but not necessarily lengthy) rather than infrequent assignments. Moreover, research done by Zhang (2002) also showed that assignment can develop students' cognitive competency.

Cognitive competency is a part of personal competency. Cognitive is the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment (Meriam-Webster Dictionary, 2018), while Mesárošová and Mesároš (2012) defined competency as preconditions for performance and

effective action as well as prerequisites for behavioral regulation. Sun and Hui (2012) concluded the definition of cognitive competency given by Piaget (1977) as the critical thinking and creative thinking skills which facilitate effective problem solving, decision making, and learning for positive youth development.

There are several cores of cognitive competency, but building on the definition given by Sun and Hui (2012) above, this study focused on critical and creative thinking as the core of cognitive competency. Critical thinking is the students' application of previous knowledge and changing it after valuation process (Demirel, 2012, as cited in Birgili, 2015). Creative thinking is autonomous and people can choose to capitalize on certain "thinking styles" and "intellectual skills" to maximize their creativity (Sternberg, 2006). Research by Dewey and Bento (2009) pointed out that both critical and creative thinking are closely related to each other to facilitate learning and knowledge construction. Critical thinking and creative thinking support learning and need to practice and train systematically by giving the periodic assignment.

Based on the preliminary research observing English for Academic Purposes subject, the lecturer gave the assignments periodically, especially one assignment in every week. Students showed a different reaction toward the assignments. For some students, the assignment was a piece of cake. Hence, they did the periodic assignment pleasantly because they could practice the materials that had been presented in the class every week. In addition, it estranged the students from doing procrastination since the due date was already set.

On the other hand, other students believed the periodic assignment was hard to do. They did not like the frequent assignment since it made them feel that learning was not enjoyable or worthwhile. In a study, Kohn (2007) claimed that students did not need many homework assignments because doing more tasks would not increase students' grade. He also added that for undergraduate students, time was precious, so to assess their learning perhaps was enough through the test score.

Based on the phenomenon above, the researcher would like to explore deeper on the students' perception toward periodic assignment and to determine whether periodic assignment develops students' cognitive competency in learning English for Academic Purposes subject. It was expected that the result of this study could be guidance for lecturers and teachers in teaching English for Academic Purposes subject by giving the periodic assignment.

B. Research Questions

Based on the background of the study above, the research questions were:

1. What are the perceptions of English Language Education Department students in UIN Ar-Raniry toward periodic assignments?
2. Does periodic assignment develop the cognitive competency of English Language Education Department students in UIN Ar-Raniry?

C. The Aims of Study

1. To determine the perceptions English Language Education Department students in UIN Ar-Raniry toward periodic assignments

2. To know whether periodic assignment develops students' cognitive competency in learning English for Academic Purposes subject.

D. Significance of Study

This research was expected to have advantages on students, teachers or lecturers, researcher, and university stakeholders. For students, this research was hoped to enhance students' cognitive competency through the periodic assignment. For teachers or lecturers, this study might help the teachers and lecturers in developing students' cognitive competency by giving the periodic assignment. Moreover, for a university student and a teacher candidate, it was expected facilitate the teacher candidate in teaching English for Academic Purposes subject by assigning periodic assignment. Finally, the research was hoped that the university stakeholders can notify the lecturers to assign periodic assignment in teaching English for Academic Purposes subject.

E. Research Terminologies

1. Periodic Assignment

Periodic is occurring or recurring at regular intervals; occurring repeatedly from time to time. An assignment is a piece of academic work given to students as part of a course. According to Peng et al. (1997), periodic tasks are the "base load" invoked at fixed time intervals. Thus, the periodic assignment is a frequent task given to students with precise submitting time set. In this research, periodic assignment meant that the lecturer gave one assignment every week. The students

should finish the assignment and submit it on the deadline that had been set and the lecturer should check and grade the submitted task.

2. Cognitive Competency

The Business Dictionary (2018) defined cognitive as a psychological process involved in the acquisition and understanding of knowledge, the formation of beliefs and attitudes, and decision making and problem-solving. Meanwhile, according to The European Commission (2006), competency is the ability to master complex demands in particular contexts. There are four competencies in learning; one of them is cognitive competency. Redding (2014) concluded that cognitive competency is prior learning that organizes the mind and provides associations and understanding to facilitate new learning. Cognitive competence is more than an ability to manipulate and strategize information, but an ability to internalize, self-regulate and transfer these cognitive skills to construct knowledge and make sense of the surroundings (Sun and Hui, 2012). There are several cores of cognitive competency, but this research focused on discussing critical thinking and creative thinking as the core cognitive competency.

3. English for Academic Purposes Subject

English for Academic Purposes is one of subjects learned in Department of English Language Education of UIN Ar-Raniry. The course is designed to enable students to use English effectively in the academic contexts they will encounter in

their studies. The main emphasis of the course is to improve students' confidence and competence in using English in these contexts. Language skills addressed include: listening, speaking, reading, and writing.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on theories related to this study and presents some previous studies regarding this research's focus. The chapter begins by explaining the periodic assignment and followed by the definition of cognitive competency and the relationship between periodic assignment, cognitive competency, and students' academic achievement. Further explanation of the terms also reported in the following paragraphs.

A. Periodic Assignment

1. Definition of Periodic Assignment

Periodic is occurring or recurring at regular intervals; occurring repeatedly from time to time (Meriam Webster Dictionary, 2017). Cambridge English Dictionary (2018) defined periodic as (1) in a way that is repeated after a particular period of time; (2) repeatedly at regular times. Periodic is synonymous with "frequent" which means occurring or done on many occasions, in many cases, or in quick session.

An assignment is a piece of academic work given to students as part of a course. Assignment, including task and homework, is an out-of-class activity that a teacher assigns to students. Hong and Milgram defined assignment as 'tasks assigned to learners by their teachers that are to be done outside the class without

concomitant teacher direction' (2000, p.5). In addition, Cooper et al. (2006, as cited in Booth, 2010) stated that homework assignments are meant to extend and supplement in-class activities.

Thus, the periodic assignment is a frequent task given to students with precise submitting time set. Peng et al. (1997) defined the periodic task as the "base load" invoked at fixed time intervals. In this research, periodic assignment means that the lecturer gives the assignment after explaining the course material. As in English for Academic Purposes subject, there are four skills that have been taught; speaking, listening, reading, and writing. For example, after presenting the material about speaking, the teacher assigns the assignment such as speech, drama, role play or oral presentation.

2. The Purposes of Assignment

According to Bishop (2008) homework assignments teach students to concentrate, write a report, spend time alone, and develop a curiosity to be a continuous learner. Pytel (2007) pointed out that assignments purpose is to introduce new material to be presented by the teacher and help students to get the benefit while the new material is introduced in the class. In addition, Hong and Milgram (2000) mentioned that the purposes of homework assignment are first, to assure that students review, practice, and drill material that has been learned at school and university, and second to provide students with the opportunity to amplify, elaborate, and enrich previously learned information.

Thus, the purposes of giving the assignments are to help students relearn and test themselves about the presented material with the aims to explore and deepen their knowledge about the topic, and to help students to develop time-management skill.

Additionally, as explained by Susana (2010) and Mulyasa (2005), the purpose of assignment can be classified into two types; academic as the major purpose and non-academic as the minor purpose. The major purposes of the assignment are to practice and to improve student's academic achievement; to stimulate the students about the topic proposed or taught, to know to what extent the students' mastery of the proposed assignment, and to see the weaknesses and shortage of students in their work. Meanwhile, the minor purpose of the assignment is closely related to self-oriented goals. It is to help students develop time-management, self-confidence, and accountability; to develop initiative and learn to work independently, to gain a sense of personal responsibility for learning, and to develop self-belief and moral.

Summing up, there are many purposes of giving the assignment. First, assignments are to help students to internalize information that has been presented in the class and to practice materials that have just been learned. Second, it is to provide students' preparation for the next lesson, to motivate students to pay attention in class, to give the teacher feedback on students' strengths and weaknesses, and to know how well the students comprehend the lesson. In addition, it also helps the students to develop self-discipline and time management skill.

Assignments should be assigned with a reasonable length and specific goal in order to keep students focused and encourage parental support. Therefore, periodic assignment or weekly assignment can be one example in assigning tasks and assignments with a reasonable time range which does not burden the students.

3. Types of University Assignment

Every university set different types of assignment, but the common types of assignment in the university have similar structures and features. The University of Queensland of Australia concluded types of assignment set at the university as follows:

- a. Research essay purposes to answer the question and present an argument based on facts.
- b. Lab or practical report purposes to explain what students did and to draw conclusions.
- c. Case study (report) purposes to examine a situation, to identify positives and negatives, and to make recommendations.
- d. Review of articles purposes to evaluate or critique the data, research methods, and result.
- e. Literature review purposes to identify key ideas across literature, to understand current thinking, and to find a 'gap' for research.
- f. Annotated bibliography purposes to identify key articles on a topic, to evaluate the usefulness of articles in relation to the topic, and to inform others.

- g. Reflective journal purposes to identify students' understanding, to reflect on students' thinking, and to understand how and what students have learned.
- h. Project report purposes to report on work done or a plan for work to be done. (Student Services, 2018)

There are four skills that have been taught in English for Academic Purposes subject; reading, speaking, listening, and writing. To elucidate the types of university assignment, the writer focuses on these four skill assignments. The writer took types of assignments from several universities as an example. First, in Harvard University, types of reading assignment are weekly reading, close reading, case reading, scientific reading, reading for context, and reading for research (Honor.fas.harvard.edu, 2018).

Second, in the University of Mary Washington, types of speaking assignment are (1) presentational speaking. This assignment encourages students to understand course material well enough to communicate it to others. (2) Learning groups and class discussion. Learning group activities give students specific oral tasks, such as analyzing a problem or examining the textual material. The assignment is designed so that collaboration by group members is essential to make progress on the task. (3) Task group project. In these assignments, students work together for longer periods of time and may be expected to produce a final report of some sort. (4) Interpersonal communication. These assignments involve projects in which two students communicate together for the purpose of achieving

some common goal. Typical formats include Role-playing cases. (University of Mary Washington, 2018)

Third, Brown (2003) mentioned some types of listening assignment such as (1) listening cloze. In this assignment, the students listen to a story, monologue, or conversation and simultaneously read the written text in which selected words or phrases have been deleted. (2) Information transfer. After listening to some information, the students are asked to transfer the information to a visual representation, such as labeling diagram, identifying an element in a picture or completing a form. (3). Communicative stimulus-response tasks. The students present a stimulus monologue or conversation and then they are asked to respond to a set of comprehension questions. (4) Authentic listening task such as note-taking, editing paragraph, paraphrasing, and retelling the information.

Based on preliminary research in English for Academic class, types of assignments are an essay, annotated bibliography, reflective journal or thesis, news report, tourism place report, role play, and writing a business plan.

B. Cognitive Competency

1. Definition of Cognitive Competency

The word cognitive is derived from ‘cognition’ which means (1) the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment, (2) that comes to be known, as through perception, reasoning, or intuition; knowledge (Meriam Webster Dictionary, 2018). Meanwhile, The Business Dictionary (2018) defined cognitive as a psychological

process involved in the acquisition and understanding of knowledge, formation of beliefs and attitudes, and decision making and problem-solving. Thus, cognitive is the student's intellectual ability in thinking, knowing, and problem-solving.

The term competency is originated from "competence" which means the possession of a sufficient degree of knowledge and skill to perform a functional role, whereas competency is the ever-evolving accumulation of related capabilities that facilitate learning and other forms of goal attainment (Redding, 2014). In addition, Tobias (2006) explained that competency as the cognitive (e.g. knowledge and skills), affective (e.g. attitudes and values), behavioral and motivational (e.g. motives) characteristics or dispositions of a person which enables a person to perform well in a specific situation. On the whole, competency is the ability to perform a task, duty or role by integrating knowledge, skills, personal value, and attitudes.

There are many types of competencies; personal competency, business competency, management competency, leadership competency, and functional competency. This research focused on personal competency which is divided into four competencies, they are; cognitive competency, metacognitive competency, motivational competency, and social/emotional competency. This research discussed only about the cognitive competency of students.

Redding (2014) defined cognitive competency as prior learning that organizes the mind and provides associations and understanding to facilitate new learning; includes curiosity focused on the mastery that is retained in memory.

Meanwhile, Sun and Hui (2012) described that cognitive competency is critical thinking and creative thinking skills which facilitate effective problem solving, decision making, and learning. Therefore, cognitive competency is the use of critical thinking, creative thinking, and prior knowledge to facilitate new learning. Some examples of cognitive competency are problem solving, decision making, communication, humor, efficiency, and commitment (Exforsys, 2019).

Cognitive competency has two aspects: (1) *cognitive content*—the knowledge that is held in memory, and (2) *cognitive processes* by which current knowledge and new information are manipulated, analyzed and assimilated. Although cognitive processes receive considerable attention from education theorists in promoting critical thinking, creativity, and deep understanding, the processes themselves depend upon the store of knowledge.

Redding (2014) explained how a teacher can enhance a student's cognitive competency, they are by:

1. Reviewing prior learning and connecting it with newly introduced topics.
2. Expecting that specific knowledge is memorized and teaching memorization techniques.
3. Reinforcing elements of mastered knowledge that can be retained in memory through review, questioning, and inclusion in subsequent assignments.
4. Including vocabulary development (general vocabulary and specific terms to the subject) as learning objectives.

5. Identifying and teaching common facts, ideas, phrases, and quotations that the student will encounter in reading and discussion.
6. Assigning reading and the applying of the reading in written work and discussion.
7. Using writing assignments to encourage the association and integration of new learning with known concepts and the thinking and expression that facilitates deep understanding.
8. Encouraging each student's natural inclination to be curious by providing pathways of exploration and discovery.

2. Types of Cognitive Competency

There are several cores of cognitive competency, but this research focused on critical thinking and creative thinking as the core of cognitive competency.

a. Critical Thinking

Critical thinking is described as the “ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources” (Fullan, 2013, p. 9). According to Pohl (2005, as cited in Jager, 2012) critical thinking is disciplined mental activities where opinions are evaluated, ambiguity identified, and judgments made that can guide to the improvement of values in order to make a correct decision in everyday life situations. Thus, critical thinking is the ability and mental activities to think clearly and rationally about what to do or what is believed to be the truth.

Critical thinking is a valuable skill for students to master since it has many benefits in learning and doing the assignments. First, critical thinking enhances language and presentation skills. Thinking clearly and systematically can improve the way students express their ideas. Several studies confirmed that critical thinking improves the student's language proficiency (Rafi, 2007), and oral communication ability (Kusaka and Robertson, 2006). Moreover, a study conducted by Yagcioglu (2009) showed that critical thinking and task-based learning helps students to improve student's language skills.

Second, it improves comprehension abilities, for instance in learning how to analyze the logical structures of texts. Next, learning critical thinking skills can enhance academic performance. In a research conducted by Murawski (2014) pointed out that students with critical thinking are better in academic performance. They approach the courseware in a more thoughtful and effective manner, ask more challenging questions and participate in the learning process more intensely. Furthermore, critical thinking enables students to assess their learning styles, strengths, and weaknesses and allows them to take ownership of their education. In addition, students with critical thinking skills become more independent, self-directed learners rather than relying on teachers and classroom time for instruction and guidance (Zhang, 2009).

Finally, critical thinking promotes creativity. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary. Critical thinking is expected from students in higher education. It can lead to develop their judgment, evaluation, and problem-solving abilities.

The Association of American Colleges and Universities have developed a generic rubric to assess students' critical thinking. The rubric was designed to clarify criteria and standards against which students' assignments and tasks can be assessed. This focuses on the processes involved in critical work, including an explanation of issues, evidence, an influence of context and assumptions, student's position (perspective, thesis/hypothesis), and conclusion and related outcomes (implications and consequences) (Rhodes, 2009).

b. Creative Thinking

Creative thinking can be defined as the entire set of cognitive activities used by individuals according to a specific object, problem, and condition, or a type of effort toward a particular event and the problem based on the capacity of the individuals (Birgili, 2015). According to Sternberg (2006), creative thinking is autonomous and people can choose to capitalize on certain "thinking styles" and "intellectual skills" to maximize their creativity. Creativity is often described as the pursuit of new ideas, concepts, or products that meet a need in the world (Fullan, 2013). Therefore, creative thinking is the thinking process to solve problems in original and useful ways contained the mental process that combines in such a way to form new better patterns.

Besides critical thinking, students also have to master creative thinking since both types of thinking are critical in effective learning and in leading a productive life of students. Some benefits of creative thinking are; first, it encourages risk-taking, learning and students' participation in the class. In a study

by Parnes (1992); Eberle (1996, as cited in Mursky, 2011) showed that creative problem-solving skill encourages students to be brave in taking the risk to solve various problems and also encourages students to think creatively, increases student participation, promotes learning, and develops the positive concept.

Next, creative thinking develops the ability to deal with ambiguity and unstructured problems. Eberle (1996, as cited in Mursky, 2011) also proved in his research that creative thinking can develop the student's ability to solve unstructured problems by using the SCAMPER technique. It is a technique that provides a structured way of assisting students to think out of the box and enhance their knowledge.

Finally, creative thinking promotes innovation and improves academic achievement. Jeng et al. (2010) reported that teaching creativity thinking promoted the effectiveness of teaching, academic achievement, teaching methods and the personal experiences of students.

In conclusion, students who implement critical thinking skills approach the course in a more thoughtful and effective manner, ask more challenging questions and participate in the learning process more intensely. Moreover, when performing a task, students with creative thinking evaluate the task and choose to develop their own ideas, rules, and procedures, instead of simply following rules and instructions.

To assess students' creative thinking, it is suggested to use Torrance Framework of Creative Thinking. Ellis Paul Torrance was best-known for his

research in creativity. The components of creativity are fluency (the ability to generate quantities of ideas), flexibility (the ability to create different categories of ideas, and to perceive an idea from different points of view), originality (the ability to generate new, different, and unique ideas that others are not likely to generate), and elaboration (the ability to expand on an idea by embellishing it with details or the ability to create an intricate plan) (Torrance, 1979 as cited in Rabi and Masran, 2016).

C. The Relationship between Periodic Assignment, Cognitive Competency, and Students' Academic Achievement

It is general belief that learning in the class is not enough for teachers and lecturers to teach all materials. Therefore, it is necessary for lecturers to ask the students to learn outside the class on their own by assigning tasks and assignments. Assignment is an important part of students' education and learning which has many advantages, such as increasing the learning capabilities and practical skills of students.

Many studies have examined the impact of assignments on students' academic achievement at the elementary and secondary education levels, only a few studies have investigated this issue in a university-level setting. Cooper (1989, as cited in Latif and Miles, 2011) provided an excellent review of the studies on the impact of homework assignment on student performance in elementary and secondary school. He conducted a review of nearly 120 empirical studies of homework assignment's effects and the ingredients of the successful

homework assignment. His study revealed that homework assignment enhances students' academic achievement.

Trautwein's carried out research (2007) about homework assignments-achievement relation on 2.216 students in classes participating in a large educational assessment. The result of his research showed that students' learning achievement developed more favorably in classes in which teachers set frequent (but not necessarily lengthy) rather than infrequent homework assignments. It means that frequent homework assignment can develop students' learning performance. Moreover, Hallam (2004) believed that the students like the teachers who assign regular and reasonable amount of assignment.

Similarly, Zhang (2002) investigated 82 Hong Kong university students (44 male, 38 female) to determine the nature of thinking styles as they relate to cognitive development. He found that student which was given the assignment with critical and creative thinking had better academic performance and cognitive development.

On the other study, Ocon (2012) mentioned that assignments and tasks develop students' creative thinking. He conducted experimental research on the students by using problem-based learning method with various unstructured and open-ended problem-solving activities and assignments. He discovered that the use of problem-based learning is an effective way to facilitate the development of creative thinking skills. In addition, it also raised the level and quality of student participation and made the course more enjoyable for the students.

At the same time, many studies failed to find positive effects of the homework assignment. Bennett and Kalish (2006) and Buell (2004) have argued that there is little evidence for positive effects of homework assignment on students' achievement. After conducting the research in which they interviewed educators, parents, and students, they concluded that too much homework assignment negatively affect family life, overburden many students, and cause negative emotions in parents and students.

In addition, the study by Hong and Lee (2000) claimed that students' preferences are not adequately taken into account and they even suggest not giving any homework assignment at all. Similarly, Kohn (2007) asserted that there is not enough evidence to claim that homework assignment contributes to academic achievement and that students' academic performance will not decline even if they are not given any homework assignment.

In conclusion, many previous studies have shown that the assignment has positive effects on students' learning achievement. It can increase students' academic performance and develop students' cognitive competency as well as advance students' critical thinking and creative thinking. Conversely, there are also studies which pointed out that homework assignment did not have a positive effect on students' learning achievement and academic performance. The reason why some researchers failed to find a positive effect of the assignment is that they conducted the study in elementary and secondary education level. Indeed, too much assignment (periodic or frequent assignment) burdened students so that did not increase their learning achievement and cognitive competency.

Therefore, this study was conducted in a university level to examine whether periodic assignment developed students' cognitive competency and academic performance. If the previous studies which success to prove that periodic assignment can increase students' academic performance and cognitive competency in general, then this research focuses on a certain subject that is EAP because in learning English for Academic Purposes the teacher assigned many assignments required critical thinking and creative thinking skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the explanation of research methodology used in conducting the research, research participants, techniques and instruments used to collect the data from participants.

A. Brief Description of Research Location

The research took place at Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University (UIN), Banda Aceh. Ar-Raniry State Islamic University is the Islamic University under the administration of the ministry of religious affairs. The former name of UIN Ar-Raniry was IAIN (The State Institute of Religious Affairs) Ar-Raniry. This institute was initially established on the October 5th, 1963. It is located on Syeikh Abdulrauf Kopelma Darussalam street Banda Aceh. The name of Ar-Raniry was initially taken from Syeikh Nuruddin A-Raniry who reigned in 1637-1641. He had contributed a very valuable thing in developing the Islamic thoughts in Southeast Asia, especially in Aceh.

UIN Ar-Raniry is currently led by prof. Dr. H. Warul Walidin AK. MA., and has graduated thousands of scholars. As an Islamic University, it does not only concern about Islamic affairs but also on general knowledge and sciences with several branches. There are nine faculties in UIN Ar-Raniry, one of them is

the faculty of Education and Teacher Training. The aim of Education and Teacher Training faculty is to educate pious Muslim, to become an expert in education and teaching of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

The faculty of Education and Teacher Training consist of thirteen departments which are classified based on their specific studies and programs; one of them is English Language Education department (PBI), which was particularly selected to be the representation of population and sample of this study.

Department of English Language Education concentrates in teaching English as a foreign language. It prepares the graduates to have sufficient knowledge in teaching English at schools or English language institutions. This department has specific missions, which are; (1) educating prospective teachers and generating English language teachers who have quality as well as innovative, independent, professional, noble, and fear Allah SWT, (2) conducting studies and researches to develop English language teaching to be practical, applicable, and modern, which refers to local wisdom for prospective teachers who are ready to serve as a reliable English teachers in various educational institutions, (3) educating prospective teachers and producing English teachers who are ready to compete and equipping them to develop their ability for further study and professional work, as well as contributing to national development according to their own expertise.

Department of English Language Education provides many subjects; one of them is English for Academic Purposes which lecturers usually give the periodic assignment. Therefore, English Language Education was chosen as the research location and the respondents were taken from semester VII in order to know their perception about the periodic assignment and whether period assignment develops students' cognitive competency in learning English for Academic Purposes subject.

B. Research Design

This study used a quantitative and qualitative approach. According to Creswell and Tashakkori (2010, as cited in Sugiyono, 2008), a mixed method is research in which the investigator collects and analyzes data integrates the findings and draws inference using both qualitative and quantitative approaches or methods in single study or program of inquiry. Besides, this research used descriptive research as the research design. It is the kind of research that gives an idea or commentary on the state of things as clear as possible without any treatment of the object studied (Kountour, 2003). There are several subcategories of descriptive research: case studies, surveys, developmental studies, follow up studies, documentary analysis, trends studies, and co-relational studies. In this study, the writer used the questionnaire and document analysis to collect the data because the study focused on students' perception on periodic assignment and whether periodic assignment developed students' cognitive competency.

C. Sampling

To gather the data for this study, the researcher chose the population from Department of English Language Education students at Ar-Raniry State Islamic University that was 168 students in the 7th semester in academic year 2018/2019. In addition, the researcher used a purposive sampling method. The sample of this research was taken based the number of students who took English Academic Purposes subject and given periodic assignment by the lecturer.

According to Sugiono (2008), if the population is large, then the sample can be taken between 10-15% or 20-25%. There were six classes of English for Academic Purposes, among them only two classes that were given the periodic assignment. Therefore, the sample of the questionnaire was 42 students of English Language Education Department of Ar-Raniry State Islamic University. Meanwhile, according to Gay and Dhiel (1992, as cited in Hill, 2012), the descriptive study needs 10% of the population, but 20% will be needed if the population is small. Hence, the sample of document analysis was 23 students of English Language Education Department of Ar-Raniry State Islamic University.

D. Data Collection Technique

To accomplish the aims of this research, two data collection techniques used to carry out the needed data. Data were collected through questionnaire and document analysis.

1. Questionnaire

With the intention of exploring students' perception toward periodic assignment, the questionnaire was given to gain the intended data. Hadjar (2006, as cited in Taniredja & Mustafidah, 2012) said that "it usually uses the Likert scale which aims to take a gauge of people's characteristic" (p.44). Therefore, the researcher used a four-point Likert scale questionnaire adapted from Turanli (2009) as the instrument to find out the students' perception toward periodic assignment.

The questionnaire was close-ended questions with 4 points wherein the level was made up from one to four; (1) strongly disagree; (2) disagree; (3) agree; and (4) strongly agree. It consisted of 18 questions which asked the students' perception toward periodic assignment and the benefits of periodic assignment on students' learning achievement.

2. Document Analysis

Besides exploring the students' perception on periodic assignment, the researcher also would like to determine whether periodic assignment developed students' cognitive competency in learning EAP. Thus, the researcher used document analysis to analyze students' writing and speaking periodic assignments in English for Academic Purposes subject. The documents were collected from the English for Academic Purposes lecturer.

E. The Procedure of Data Analysis

1. Questionnaire

According to Kasiram (2008), analyzing questionnaire need to follow several crucial steps; checking, editing, coding, and tabulating the data. The researcher first checked all questionnaire items of missing characters or words to avoid any misunderstanding issue, then distributed those questionnaires to the participants.

After distributing the questionnaire and all data were gained, the researcher analyzed the collected data by using the statistical simple formula. It was the statistical method applied by frequency distribution. The data would be presented in percentage by using the following formula (Sudjono, 2008)

$$P = \frac{F}{N} \times 100\%$$

Which:

P = percentage

F = frequency

N = the number of the sample

2. Document Analysis

To analyze the data from the documentation, the researcher used two rubrics; creative thinking rubric and critical thinking rubric. To assess students' creative thinking, the researcher adapted Torrance Framework for Creative Thinking creativity characteristics that contained fluency, originality, flexibility

and elaboration characteristic (Kim, 2006; Torrance, 1979, as cited in Rabi and Masran, 2016). In addition, to assess students' critical thinking, the researcher used a rubric designed by the Association of American Colleges & Universities adapted from Rhodes (2009). The rubrics ,developed by teams of faculty experts representing colleges and universities across the United States, has the criteria such as the explanation of issues, evidence, the influence of context and assumptions, student's position (perspective, thesis/hypothesis), and conclusion and related outcomes (implications and consequences).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers research finding and discussion of the research. The finding is the information found from the analysis, while the discussion is the conclusion about the topic of this research. The research finding and discussion are explained as follows:

A. The Finding of the Questionnaire

This research, which involved 42 students of English Language Education Department of UIN Ar-Raniry academic year 2018/2019 in the level 2015, was carried out on November 23rd to December 4th, 2018. There were 42 students who filled the questionnaire. The data analysis of the questionnaire was shown in the following tables:

Table 4.1 *students' feeling toward the periodic assignment.*

| Question 1 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|--------------|-----------|-------------|
| Frequency | 6 | 27 | 9 | 0 | 42 |
| Percentage | 14.3% | 64.3% | 21.4% | 0 | 100% |

In accordance with the table above, it can be seen that 14.3% of the students answered *strongly agree* and 64.3 % of the students answered *agree*. It showed that, most of the students were happy if the lecturer assigned them the periodic assignment. On the other hand, 21.4% of the students chose *to disagree* which showed that they did not like to be given the periodic assignment.

Table 4.2 *the usefulness of periodic assignment to understand the related topic*

| Question 2 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|--------------|-------------|-------------|
| Frequency | 6 | 27 | 5 | 4 | 42 |
| Percentage | 14.3% | 64.3% | 11.9% | 9.5% | 100% |

The table above pointed out that 14.3% of students marked *strongly agree* and 64.3% of them marked *agree*. Meanwhile, few other students also marked *disagree* for 11.9% and *strongly agree* for 9.5%. However, it still indicated that most of the students agreed that periodic assignment was helpful for them to understand the related topic.

Table 4.3 *the usefulness of periodic assignment to help the students in increasing their academic achievement*

| Question 3 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|--------------|-----------|-------------|
| Frequency | 7 | 30 | 5 | 0 | 42 |
| Percentage | 16.7% | 71.4% | 11.9% | 0% | 100% |

It can be seen from the table above that 16.7% of students chose *strongly agree* and 71.4% of students chose to *agree*. It showed that the periodic assignment helped them in increasing their academic achievement. On contrary, 11.9% of students chose *to disagree* which meant that periodic assignment did not help them in increasing their academic achievement.

Table 4.4 *periodic assignment facilitates students' learning*

| Question 4 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|-------------|-----------|-------------|
| Frequency | 7 | 32 | 3 | 0 | 42 |
| Percentage | 16.7% | 76.2% | 7.1% | 0% | 100% |

The table above pointed out that 16.7% of students chose *strongly agree* and 76.2% of the students chose *to agree*. It meant that most of the students agreed that periodic assignment facilitated their learning. Meanwhile, only 7.1%

of the students who found that periodic assignment did not facilitate their learning.

Table 4.5 *periodic assignments in EAP class is fun because it has a various form of assignment*

| Question 5 | SA | A | D | SD | Sum |
|-------------------|------------|--------------|--------------|-----------|-------------|
| Frequency | 13 | 20 | 9 | 0 | 42 |
| Percentage | 31% | 47.6% | 21.4% | 0% | 100% |

In accordance with the table above, it can be seen that 31% of the students answered *strongly agree* and 47.6% of the students answered *agree*. It indicated that most of the students found that periodic assignment was fun because it has a various form of assignment. Yet, 21.4% of the students found that the periodic assignment in EAP class was not fun.

Table 4.6 *the usefulness of periodic assignment to help students in understanding the next course material*

| Question 6 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|--------------|-------------|-------------|
| Frequency | 9 | 25 | 7 | 1 | 42 |
| Percentage | 21.4% | 59.5% | 16.7% | 2.4% | 100% |

It can be seen from the table above that 21.4% of the students marked *strongly agree* and 59.5% of the students marked *agree*. It showed that periodic assignments helped students to understand the next course material. On the other hand, 16.7% of the students marked *disagree* and 2.4% of the students marked *strongly disagree* which showed that periodic assignment did not help them to understand the next course material.

Table 4.7 *periodic assignment helps students to deal with many resources in doing the assignment*

| Question 7 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|-------------|-----------|-------------|
| Frequency | 12 | 28 | 2 | 0 | 42 |
| Percentage | 28.6% | 66.7% | 4.7% | 0% | 100% |

The table above showed that 28.6% of the students chose *strongly agree* and 66.7% of the students chose *to agree*. It can be stated that the majority of the students found that periodic assignment helps them to deal with many resources in doing the assignment, only 4.7% of them who disagreed that periodic assignment helps them to deal many resources.

Table 4.8 *the usefulness of periodic assignment for students' short-term goals*

| Question 8 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|-------------|-----------|-------------|
| Frequency | 6 | 33 | 3 | 0 | 42 |
| Percentage | 14.3% | 78.6% | 7.1% | 0% | 100% |

The table above showed that 14.3% of the students chose *strongly agree* and 78.6% of the students chose *agree*. It can be stated that most of the students found that periodic assignment useful for the students' short-term goals. At the same time, 7.1% of the students disagreed that periodic assignment useful for their short-term goals.

Table 4.9 *the usefulness of periodic assignment for students' long-term goals*

| Question 9 | SA | A | D | SD | Sum |
|-------------------|--------------|--------------|--------------|-----------|-------------|
| Frequency | 7 | 26 | 9 | 0 | 42 |
| Percentage | 16.7% | 61.9% | 21.4% | 0% | 100% |

The table above showed that 16.7% of the students chose *strongly agree* and 61.9% of the students chose *to agree*. It can be stated that students found that periodic assignment useful for their long-term goals. Despite, there were 21.4% of students who found that periodic assignment was not useful for their long-term goals.

Table 4.10 *periodic assignment is interesting*

| Question 10 | SA | A | D | SD | Sum |
|--------------------|-------------|--------------|--------------|-------------|-------------|
| Frequency | 4 | 26 | 11 | 1 | 42 |
| Percentage | 9.5% | 61.9% | 26.2% | 2.4% | 100% |

The table above pointed out that 9.3% of the students marked *strongly agree* and 61.9% of them marked *agree*. Meanwhile, few other students also marked *disagree* for 26.2% and *strongly agree* for 2.4%. However, it still indicated that most of the students agreed that periodic assignment was interesting.

Table 4.11 *periodic assignment increases students' critical thinking*

| Question 11 | SA | A | D | SD | Sum |
|--------------------|--------------|--------------|-------------|-----------|-------------|
| Frequency | 6 | 32 | 4 | 0 | 42 |
| Percentage | 14.3% | 76.2% | 9.5% | 0% | 100% |

It can be seen from the table above that 14.3% of the students answered *strongly agree* and 76.2% of the students answered *agree*. It indicated that most of the students found that periodic assignment increased their critical thinking. On the other hand, 9.5% of the students answered disagree which meant that periodic assignment did not increase their critical thinking.

Table 4.12 *periodic assignment increases students' creative thinking*

| Question 12 | SA | A | D | SD | Sum |
|--------------------|------------|--------------|-------------|-----------|-------------|
| Frequency | 8 | 30 | 4 | 0 | 42 |
| Percentage | 19% | 71.4% | 9.5% | 0% | 100% |

The table above pointed out that 19% of the students marked *strongly agree* and 71.4% of them marked *agree*. Meanwhile, few other students marked

disagree for 9.5%. Therefore, it can be concluded that most of the students agreed that periodic assignment increased their creative thinking.

Table 4.13 *periodic assignment makes students be innovative*

| Question 13 | SA | A | D | SD | Sum |
|--------------------|--------------|--------------|--------------|-------------|-------------|
| Frequency | 6 | 25 | 10 | 1 | 42 |
| Percentage | 14.3% | 59.5% | 23.8% | 2.4% | 100% |

In accordance with the table above, it can be seen that 14.3% of the students answered *strongly agree* and 59.5% of them answered *agree*. It showed that more than half students agreed that periodic assignment made them innovative. On the other hand, 23.8% of the students chose to *disagree* and 2.4% of them chose *strongly agree* which showed that periodic assignment did not make them innovative.

Table 4.14 *the lecturer assigns too much assignment in teaching English for Academic Purposes*

| Question 14 | SA | A | D | SD | Sum |
|--------------------|--------------|------------|--------------|-------------|-------------|
| Frequency | 7 | 21 | 12 | 2 | 42 |
| Percentage | 16.7% | 50% | 28.6% | 4.7% | 100% |

The table above illustrated that 16.7% of the students marked *agree* while 50% of the students marked *disagree*. Nonetheless, 28.6% of the students marked *disagree* and 4.7% of them marked *strongly disagree*. It showed that more than half students agreed that the lecturer assigned too much assignment in teaching English for Academic Purposes.

Table 4.15 *the due time to submit the assigned assignment is enough to do it properly*

| Question 15 | SA | A | D | SD | Sum |
|--------------------|-----------|-----------|----------|-----------|------------|
| Frequency | 6 | 27 | 8 | 1 | 42 |

| | | | | | |
|-------------------|--------------|--------------|------------|-------------|-------------|
| Percentage | 14.3% | 64.3% | 19% | 2.4% | 100% |
|-------------------|--------------|--------------|------------|-------------|-------------|

It can be seen from the table above that 14.3% of the students marked *strongly agree* and 64.3% of the students marked *agree*. It showed that most of the students agreed that the due time to submit the assigned assignments was enough to do the assignment properly. Yet, still 19% of the students marked *disagree* and 2.4% of them marked *strongly disagree* which showed that the due date was not enough to the assigned assignment properly.

Table 4.16 *students have enough resources/books to use for the assignment*

| | | | | | |
|--------------------|-----------|--------------|--------------|-------------|-------------|
| Question 16 | SA | A | D | SD | Sum |
| Frequency | 0 | 32 | 9 | 1 | 42 |
| Percentage | 0% | 76.2% | 21.4% | 2.4% | 100% |

It can be seen that from the table above that 76.2% of the students *agreed* that they had enough resources/books to use for their assignment. Conversely, 21.4% of the students *disagreed* that they had enough resources/books to use for their assignment.

Table 4.17 *the lecturer checks regularly if students have done the assignment*

| | | | | | |
|--------------------|-------------|--------------|------------|-------------|-------------|
| Question 17 | SA | A | D | SD | Sum |
| Frequency | 2 | 31 | 8 | 1 | 42 |
| Percentage | 4.7% | 73.8% | 19% | 2.4% | 100% |

The table above stated that 4.7% of the students marked *strongly agree* and 73.8% of them marked *agree*. It indicated that the lecturer checked regularly if they had done the assignment. Nevertheless, 19% of the students marked *disagree* and 2.4% of them marked *strongly disagree*. This showed that there were

some students who did not agree if the lecturer checked regularly if they had done the assignment.

Table 4.18 *The lecturer usually helps students to correct their mistakes*

| Question 18 | SA | A | D | SD | Sum |
|-------------|------|-------|-------|------|------|
| Frequency | 4 | 28 | 9 | 1 | 42 |
| Percentage | 9.5% | 66.7% | 21.4% | 2.4% | 100% |

In accordance with the table above, it can be seen that 9.5% of the students answered *strongly agree* and 66.7% of the students answered *agree*. It indicated that most of the students found that the lecturer usually helps them corrected their mistake. Meanwhile, 21.4% of the students answered *disagree* and 2.4% of the students answered *strongly disagree* which showed that the lecturer usually did not help them corrected their mistake.

B. The Finding of Document Analysis

To know whether periodic assignment develops students' cognitive competency in learning EAP, especially critical thinking skill and creative thinking skill, the researcher used the score of their assignments as the documentation. The data were analyzed using two rubrics. The critical thinking's score was ranging from 0-15 and the creative thinking's score was ranging from 0-12. The calculation of students' assignment score was shown in Appendix 5. The ranging of students' score can be shown as the following table:

Table 4.19 *The Frequency of Students' Critical Thinking Score*

| No | Students' Score | F1 | % | F2 | % | F3 | % | F4 | % | F5 | % |
|----|-----------------|----|---|----|---|----|---|----|---|----|---|
|----|-----------------|----|---|----|---|----|---|----|---|----|---|

| | | | | | | | | | | | |
|---|----------------------|----|-------|----|-------|----|-------|----|-------|----|-------|
| 1 | Exemplary (11-15) | 21 | 91.3% | 19 | 82.6% | 22 | 95.6% | 17 | 73.9% | 21 | 91.3% |
| 2 | Satisfactory (6-10) | 2 | 8.6% | 4 | 17.3% | 1 | 4.3% | 3 | 13% | 0 | 0% |
| 3 | Unsatisfactory (0-5) | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 13% | 2 | 8.6% |

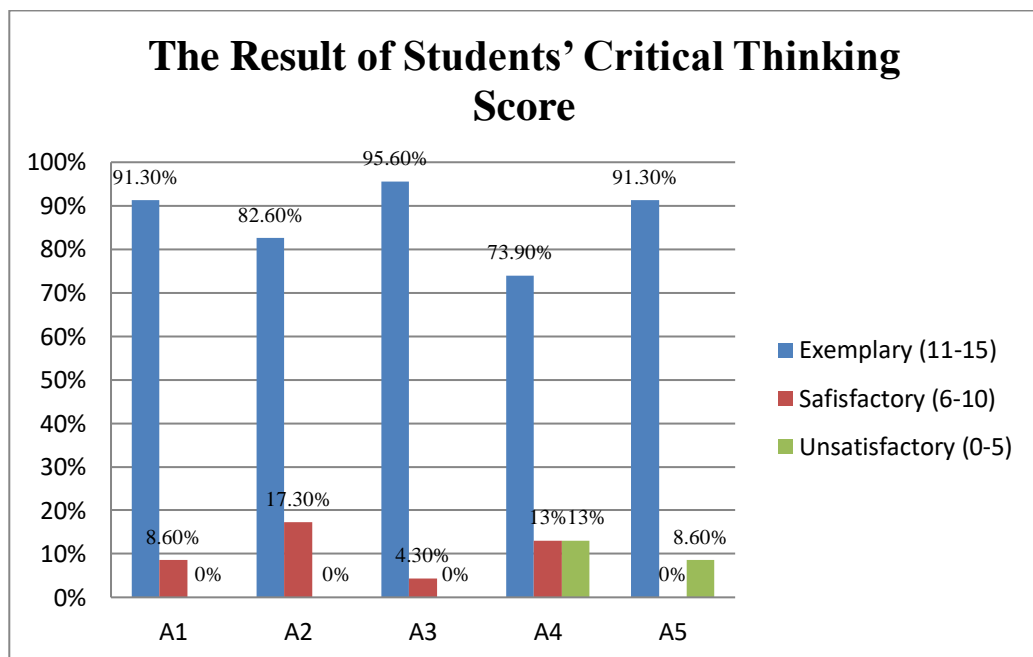
F1 : Frequency of Assignment 1

F2 : Frequency of Assignment 2

F3 : Frequency of Assignment 3

F4 : Frequency of Assignment 4

F5 : Frequency of Assignment 5



Based on the students' critical thinking score table and bar chart, there were three score levels ranging from the lowest (unsatisfactory) to the highest (exemplary). From the result of the table and bar chart, it can be seen that the students' score fluctuated, for example, in the first, third, and fifth assignment most of the students got exemplary level with a rate of 91.3%, 95.6%, and 91.3%.

However, in the second and fourth assignment, the percentage was decreased to 82.6%, and 73.9%. It also happened to the students who got a satisfactory level, in the second and fourth assignment, the number was high at 17.3% and 13%. Unfortunately, in the first and third assignment, the number was low with 8.6% and 4.3%. Meanwhile, the percentage of students who got unsatisfactory level was raised in the fourth and fifth assignment. The reason was that there were some students who did not collect their assignment which made them got a low grade.

To be clearly, the researcher used a critical thinking rubric designed by American Association of American Colleges and Universities to assess students' critical thinking skill consisted of five criteria. It found that the score of 17 students increased in the first criterion (the explanation of issues) with the percentage of 73.91%. Besides, the score of 19 students increased by 82.6% in the second criterion. In the third criterion, the influence of context and assumptions, the majority of students score also increased by 86.95%. In addition, in the fourth criterion, student's position (perspective, thesis/hypothesis), more than half students' score increased with the percentage of 82.6%. Finally, in the fifth criterion (conclusion and related outcomes) the students' score increased by 60.86%. On the whole, the average of students' critical thinking score increased with the percentage of 69.56%.

Overall, the periodic assignment has positive effects on students' critical thinking. The table and bar chart above showed that the average of students who got exemplary level was 86.94%, students who got a satisfactory level was

8.64%, and students who got unsatisfactory level was 4.32%. Summing up, the periodic assignment helps the students to develop their critical thinking.

Table 4.20 *The Frequency of Students' Creative Thinking Score*

| No | Students' Score | F1 | % | F2 | % | F3 | % | F4 | % | F5 | % |
|----|----------------------|----|-------|----|-------|----|------|----|-------|----|-------|
| 1 | Exemplary (9-12) | 15 | 65.2% | 17 | 73.9% | 23 | 100% | 17 | 73.9% | 20 | 86.9% |
| 2 | Satisfactory (5-8) | 8 | 34.7% | 6 | 26% | 0 | 0% | 0 | 0% | 1 | 4.3% |
| 3 | Unsatisfactory (0-4) | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 26% | 2 | 8.6% |

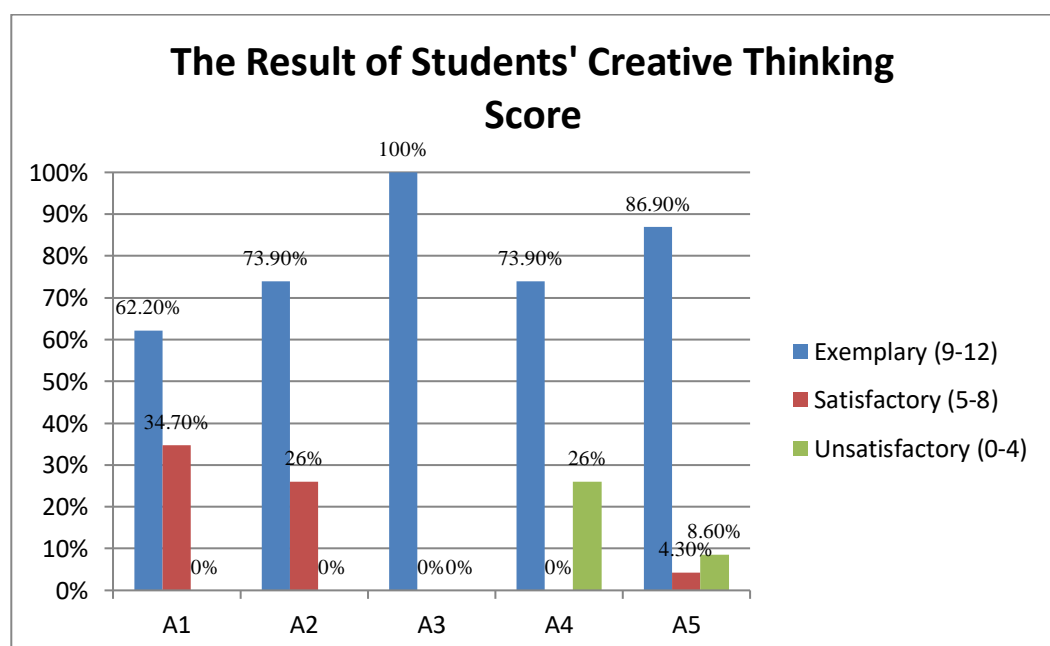
F1 : Frequency of Assignment 1

F2 : Frequency of Assignment 2

F3 : Frequency of Assignment 3

F4 : Frequency of Assignment 4

F5 : Frequency of Assignment 5



In accordance with the creative thinking's score table and bar chart, there were three score levels ranging from the lowest (unsatisfactory) to the highest (exemplary). From the result of the table and bar chart, it can be seen that the percentage of students who got exemplary level increased with a rate of 62.2% to 73, 9% to 100% and to 86.9%. The only assignment that decline was the fourth assignment, with a rate of 73.9%. Meanwhile, the percentage of the students who got a satisfactory level decreased since the exemplary level was up, with a rate of 34.7% to 26% to 0% and 4.3%. Besides, the number of students who got a satisfactory level was slightly increased in the last assignment because there was a student who did not collect the assignment. Simultaneously, the percentage of the students who got unsatisfactory level was increased by 26% and 8.6% in the fourth and fifth assignment because there were some students who did not collect their assignment.

For more details, the researcher used Torrance Framework for Creative Thinking in assessing students' creative thinking consisted of four criteria; fluency, flexibility, originality, and effectiveness. It was found that the score of 13 students increased in the first criteria (46.42%), 19 students in the second criteria (82.6%), 18 students in the third criteria (78.6%), and 16 students in the fourth criteria with the percentage of 69.56%. Averagely, the creative thinking score of 16 students increased (69.56%) when the lecturer assigning the periodic assignment.

During the process of collecting data, the researcher found three students who did not submit their assignments. When comparing their answer in the

questionnaires, they agreed that the lecturer usually assigned too much assignment but the due time to submit the assigned assignment was not enough to do the assignment properly. Therefore, their critical and creative thinking score was not increased. Hence, the researcher assumed that they did not submit the assignments because it burdened them and they did not have enough time to finish it.

In general, the periodic assignment also has positive effects on students' creative thinking. It can be seen that from the table and bar chart, the average of students who got exemplary level was 79.38%, students who satisfactory level was 13% and students who got unsatisfactory level was 6.92%. In conclusion, the periodic assignment helps the students in developing their creative thinking.

C. Discussion

In this discussion, the researcher would provide the answer of research questions that stated in the first chapter which is about “Periodic Assignment Facilitates Students’ Cognitive Competency in Learning English for Academic Purposes”. There were two research questions that should be answered. The first research question was “What are the perceptions of English Language Education Department students toward periodic assignment?” while the second research question was “Does periodic assignment develop the cognitive competency of English Language Education Department students?”

First of all, the researcher would like to discuss the first research question which was answered using questionnaires consisted of 18 questions. The first concern in the questionnaire was about how students feeling toward periodic

assignment. The finding from the study showed that more than half of the students (78.6%) were pleased when the lecturer gave the periodic assignment. Besides, 71.4% of students also found that the periodic assignment was interesting. According to Hallam (2004), teachers who assign regular and reasonable amount of assignment are liked by students comparatively more than other teachers. In other words, the respondents seemed to be happy and enjoy when the lecturer assigns the periodic assignment.

The second concern in the questionnaire was about how helpful the students found the periodic assignment and what benefits they obtained from the assignment. Most of the students (78.6%) agreed that periodic assignment helped them to understand the related topic. It was in line with the result of a study by Turanli (2009) which indicated that the students believe the assignment is helpful for understanding the topics in learning. Pytel (2007) also added that the main reason for assigning the assignment is to reinforce material that has already been presented in class. Indeed, the participants approved that the periodic assignment was helpful to understand the subject matter.

Further, the majority of students (88.1%) maintained that assignment contributes to the students' learning. Many students agreed that periodic assignment helped them in increasing their academic achievement. Latif & Miles (2011) and Trautwein (2007) reported that periodic or frequent assignment has positive effects on students' academic performance and improves student's learning achievement. By all means, the students believed that the periodic assignment was necessary for students' academic achievement.

Another concern of this study was to identify whether periodic assignment facilitates students' learning. Almost all students (92.9%) agreed that periodic assignment facilitated their learning such as help them to understand the next course material (80.9%) and to deal with many resources in doing the assignment (95.3%). It was in line with the purposes of assignment proposed by Susana (2010) that was by doing the assignment, students are expected to review and study over what they have already learned, to prepare for the next meeting, and to utilize the available sources such as library and laboratory.

The next question in the questionnaire aimed to identify how necessary students found assignments for students' short-term and long-term goals (such as weekly quizzes, mid-terms, and final examination). It was found that 92.9% of students agreed that periodic assignment useful for their short-term goals while 78.6% of students also agreed that periodic assignment useful for their long-term goals. Turanli (2009) said that students believed that doing the assignment is necessary to help them achieve their short-term and long-term goals. Simply stated, students agreed on the usefulness of assignment for their short-term and long-term academic goals.

Critical thinking and creative thinking play important role in learning English for Academic Purposes subject so that these skills' contribution need consideration. In order to see what students think about those skills, they were asked whether periodic assignment increases their critical and creative thinking skill. More specifically, a great majority of the participants (90.5%) responded that periodic assignment increased their critical thinking and creative thinking

(90.4%). It was in accordance with the study by Zhang (2002) which provided evidence that assignments improve students' critical thinking and creative thinking. Similarly, Jager (2012) and Ocon (2012) also revealed that the student's critical thinking skill was developed through periodic assignments and tasks.

The enjoyable moment in completing the assignment is one of the factors that must be considered by the lecturers when assigning the assignment. The students get bored if all assignments are similar assignment. For this reason, the lecturer needs to vary the assignments. The majority of students (78.6%) agreed that periodic assignment in EAP class was fun because it has a various form of assignments such as a written assignment, video assignment, and project assignment. Besides, students also found that the periodic assignment that has the various form made them more innovative (73.8%). Paulu (1998, as cited in Mousavi et al, 2012) suggested that to vary the assignment in order to make the assignment is pleasant and enjoyable to do.

As commonly suggested, monitoring assignments (whether and how well the students have been done) may contribute positively to students' achievement. Most of the students (78.5%) agreed that the lecturer checked regularly if the students had done the assigned assignment. While 26.2% of the students also agreed that the lecturer helped them correct their mistake. It was in accordance with the study by Hashemnezahd and Mohammadnejad (2012) which found that when the lecturer checks the student' assignment and gives the feedback, it will facilitate the students' skill to identify the existence of their mistake.

Subsequently, the researcher would like to discuss the second research question which was answered by using document analysis. After analyzing the students' assignments, the researcher found that the periodic assignment facilitated students' cognitive competency. It helped to develop students' critical thinking. It can be seen from table 4.19 that the students' average score increased from the first assignment to the fifth assignment. More importantly, based on the finding of the study, it was also found that students' score increased in five criteria contained in rubric to assess critical thinking skill.

Hence, it can be stated that assigning periodic assignment can improve students' critical thinking. In other words, students have better skill in explaining the issue, providing the evidence, analyzing and evaluating the relevance context, synthesizing the students' position and drawing the conclusion and related outcome. This finding supported by Jager's (2012) finding in that the periodic assignment develops students' critical thinking as well as assists them to achieve better academic marks. He pointed out that assigning periodic assignment can develop students' critical thinking skill such as interpreting information, reasoning, applying, analyzing, evaluating and creating.

Besides increasing students' critical thinking skill, the researcher also found that periodic assignment helped to develop students' creative thinking skill. It can be seen from the table 4.20 that the students' average score increased from the first assignment to the fifth assignment. Similar to the critical thinking score, the students' score also increased in four criteria in rubric to assess creative thinking skill.

Therefore, the researcher summarized that assigning periodic assignment also can improve students' creative thinking skill. Simply stated that students have better skill in fluency (providing many ideas), flexibility (varying ideas), originality (providing new and unique ideas), and effectiveness (meeting the ideas with objectives). The finding of this study was similar to the study by Sternberg (2006) since it used the same framework by Torrance. He suggested in his study, one of the ways to encourage the students' creativity is through the assignments and tests. Giving the assignments and test will help to develop fluency, flexibility, originality, and effectiveness of students.

Furthermore, based on the students' final score in English for Academic Purposes subject, it found that the majority of students got high score while only few of them got low score. It indicated that assigning periodic assignment facilitated students' learning.

However, the researcher also found some factors that inhibit this process (the periodic assignment failed to facilitate students' cognitive competency). The first factor is the lecturer assigned too much assignment in a week which burden the students and lead to some students not to collect or finish their assignment. 66.7% of students mentioned in the questionnaire that the lecturer assigned too much assignment they can handle. Kohn (2007) asserted that there is not enough evidence to claim that assignment contributes to academic achievement and students' academic performance will not decline even if they are not given any assignment. Similarly, Bennet & Kalish (2006) and Buell (2004) revealed that too

much assignment negatively affect family life, overburden many students, and cause negative emotions in parents and students.

The second factor is the students did not have enough time for preparation. Although 78.6% of students agreed that the due time to submit the assigned assignment was usually enough for them to do it properly, still in the reality there were some students who were late or even did not submit the assignment. 21.4% of students answered that they did not have enough time to submit a well-prepared assignment. It was in line with the result of a study by Turanlı (2009) which stated that lecturer does not give their students enough time to prepare their assignment properly before they submit it.

In conclusion, based on the questionnaire and document analysis result, the periodic assignment facilitated students' cognitive competency in learning English for Academic Purposes. It helped students in developing their critical thinking and creative thinking. Besides, there were also some factors that make periodic assignment failed to facilitate students' cognitive competency such as assigning too much assignment and the shortage of submitting time.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusion and suggestion. The first part will explain about the finding of the research questions which relate to theories in the second chapter. The second part, suggestion, will describe the benefit of this research for the future research.

A. Conclusion

The research was conducted based on the researcher's experience taking English for Academic Purposes subject. The lecturer gave one assignment every week in order the students can practice the topic that has been presented. The researcher observed that assigning frequent assignment help the students to develop many skills, such as critical thinking, creative thinking, problem-solving, and decision-making. Therefore, the researcher would like to explore deeper on students' perception toward periodic assignment and whether this assignment can develop students' cognitive competency. The participants were 42 students who given periodic assignment in EAP class in UIN Ar-raniry. The researcher used a quantitative and qualitative method and the data were collected through questionnaires and document analysis. The document was analyzed by using rubrics modified from Torrance Framework for Creative Thinking and Critical Thinking Rubric designed by American Association of American Colleges and Universities.

Based on the finding of study, it can be concluded that most of the participants showed a positive perception toward periodic assignment in learning English for Academic Purposes. It was very helpful toward their learning progress, for example, periodic assignment helped students to understand the related topic, to increase students' academic achievement, to understand the next course material, and to deal with many resources in doing the assignment. It also increased students' critical thinking and creative thinking and made them be more innovative.

In addition, the researcher also found that periodic assignment can develop students' cognitive competency, especially students' critical thinking and creative thinking. It can be seen from the result of document analysis that both in critical thinking and creative thinking tables, the average of assignments increased from the lowest (unsatisfactory) level to the highest (exemplary) level. It indicated that assigning periodic assignment can develop students' cognitive competency. However, the researcher also found the factors that make periodic assignment did not facilitate students' cognitive competency in learning English for Academic Purposes such as assigning too much assignment and the shortage of submitting time.

B. Suggestion

The writer suggests possible limitations or weaknesses of the study and makes recommendations for future research. The first limitation of this study might address problems in data collection. In collecting the data, the researcher

only found five assignments. It is much better if there are more five assignments since the research is about the periodic assignment which means there are many assignments. Then, the next limitation of this study is the size of the sample. There were merely 23 participants of document analysis in this research which limit making any generalizations from these findings.

Implications for future research may include the use of the findings for practice in teaching and learning process, not only in English for Academic Purposes subject but also in many other subjects. Beside for practicing, the findings also can be used for further research for example by gathering more extensive data and by analyzing more assignments.

Then, based on the correlation found, the researcher would like to offer several suggestions, first for EAP's teachers, it is expected to assign periodic assignment in teaching English for Academic Purposes because periodic assignment can help students to develop their cognitive competency, especially students' critical thinking and creative thinking. Besides, for students, they are expected to do the assigned assignment in submitting time set and do not procrastinate it. Next, for researchers who are interested in conducting a similar study, they can use the findings as references for their research. Finally, for the Department of English Language Education's stakeholders, it is suggested that it is necessary to notify the lecturers to assign periodic assignment in any subjects.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-4048/UN.08/FTK/KP.07.6/04/2018
TENTANG
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Maret 2018

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Khairil Razali, S.Pd.I., MA., MS Sebagai Pembimbing Pertama
2. Husnul Khatimah S.Pd.I., M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Miftahul Jannah**
NIM : **140203053**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Periodic Assignment Facilitates the Students' Cognitive Competency in Learning English for Academic Purposes**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 April 2018
An. Rektor
Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

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Nomor : B-12951/Un.08/Tu-FTK/TL.00/11/2018

23 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Miftahul Jannah
N I M : 140 203 053
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.B.Aceh-Medan Km.6 Ds.Pantee Pagar Air Kec.Ingin Jaya Aceh Besa

Untuk mengumpulkan data pada:

Mahasiswa dan Mahasiswi Prodi Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Periodic Assignment Facilitates the Students' Cognitive Competency in Learning English For Academic Purposes

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali

BAG.UMUM BAG.UMUM

Kode 55



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website http://ar-raniry.ac.id

Surat Keterangan

Nomor: B-501

/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-12941/Un.08/ TU. FTK/TL.00/11/2018 tanggal 23 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Miftahul Jannah
NIM : 140203053
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa/Mahasiswi Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Periodic Assignment Facilitates the Students' Cognitive Competency in Learning English for Academic Purposes.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 17 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,

29

F. Zulfikar



QUESTIONNAIRE¹

Name:

Date:

Students' ID:

Contact Number:

| No | Below are a number of statements regarding periodic assignment. Please read each one and indicate to what extent you agree or disagree with each statement. | Strongly Disagree | Disagree | Agree | Strongly Agree |
|----|---|-------------------|----------|-------|----------------|
| 1 | I am happy if the lecturer gives periodic assignment | | | | |
| 2 | The periodic assignment is helpful for me to understand the related topic | | | | |
| 3 | I find periodic assignment helps me in increasing my academic achievement | | | | |
| 4 | I find periodic assignment facilitates my learning | | | | |
| 5 | I find periodic assignment in EAP class is fun because it has a various form of assignment | | | | |
| 6 | I find periodic assignment helps me to understand the next course material | | | | |
| 7 | I find periodic assignment helps me to deal with many resources in doing assignment | | | | |

¹ Adopted from finding of study Turanly, A.S (2009). Students' and Parents' perceptions about homework. *Education and Science*. 34(153). 61-73.

| | | | | | |
|----|--|--|--|--|--|
| 8 | I find periodic assignment useful for my short term goals | | | | |
| 9 | I find periodic assignment useful for my long term goals | | | | |
| 10 | I find the periodic assignment interesting | | | | |
| 11 | I find periodic assignment increases my critical thinking | | | | |
| 12 | I find periodic assignment increases my creative thinking | | | | |
| 13 | I find periodic assignment makes me innovative | | | | |
| 14 | The lecturer usually assigns enough assignment | | | | |
| 15 | The due time to submit the assigned assignment is usually enough to do it properly | | | | |
| 16 | I have enough resources/books to use for my assignment | | | | |
| 17 | The lecturer checks regularly if I have done my the assigned assignment | | | | |
| 18 | The lecturer usually help me correct my mistakes | | | | |

Result of Questionnaire

| N o | Stu den ts | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 0 | 1 1 | 1 2 | 1 3 | 1 4 | 1 5 | 1 6 | 1 7 | 1 8 |
|--------|------------------|--------|--------|--------|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 | N | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| 2 | RR | A | A | A | A | D | A | A | A | A | A | A | A | A | A | A | A | D | A |
| 3 | CRF | A | A | A | A | A | S A | S A | A | A | A | A | A | S A | A | A | D | A | A |
| 4 | AM | D | A | A | A | A | A | A | A | A | A | A | A | A | D | S A | A | A | A |
| 5 | SIO | D | A | S A | A | A | A | A | A | A | D | A | A | A | A | A | A | S D | S D |
| 6 | R | D | D | A | A | D | D | A | A | A | D | D | A | D | D | A | D | D | D |
| 7 | SNA | D | D | D | A | D | S D | S A | A | A | S D | A | D | D | A | S A | A | A | D |
| 8 | CER | A | A | A | A | A | A | A | A | A | A | A | A | A | D | A | A | A | A |
| 9 | NM | S A | S A | A | A | S A | S A | S A | S A | S A | S A | A | A | A | D | A | A | A | A |
| 10 | RJ | A | A | A | A | A | D | A | A | A | D | A | A | D | A | A | A | A | A |
| 11 | NK | S A | A | A | A | S A | S A | A | A | A | A | A | A | A | A | D | D | A | A |
| 12 | UR | A | A | A | A | D | A | A | A | A | A | A | A | D | A | A | A | D | D |
| 13 | IAF | A | A | A | A | S A | S A | A | A | A | S A | S A | S A | S A | A | A | A | A | S A |
| 14 | MU | A | A | D | A | D | A | A | A | A | A | A | D | D | A | A | D | D | A |
| 15 | NJ | A | S A | A | A | S A | S A | S A | S A | A | A | A | S A | A | D | A | A | S A | S A |
| 16 | CSH | A | A | A | A | S A | A | A | A | A | A | A | A | A | D | A | A | A | A |
| 17 | SZ | A | A | A | A | A | D | A | A | A | A | A | A | A | S A | D | A | A | A |
| 18 | FD | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| 19 | CJA | A | A | A | A | A | A | A | A | A | A | A | A | A | A | D | A | D | D |
| 20 | RA | A | A | A | A | A | D | A | A | D | A | D | A | D | A | A | A | A | A |
| 21 | DYU | A | D | A | A | S A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| 22 | MP | A | A | A | S | S | A | D | A | D | D | A | A | D | S | S | D | D | D |

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|----|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|--------|
| | | | | | A | A | | | | | | | | | A | A | | | |
| 23 | RA | S A | S D | S A | S A | S A | S A | S A | S A | A | A | S A | S A | S A | A | A | D | D | A |
| 24 | SR | D | A | A | A | A | A | A | A | A | D | A | A | A | A | A | A | A | A |
| 25 | MHI | D | A | A | A | D | A | A | A | S A | D | A | A | A | A | D | A | A | D |
| 26 | TH | A | S D | A | S A | S A | S A | S A | S A | A | A | A | A | A | S D | A | A | A | A |
| 27 | TMH | D | A | A | A | A | A | A | A | A | D | A | A | A | S A | A | A | A | A |
| 28 | NM | A | A | A | D | S A | A | S A | D | A | A | S A | S A | S A | S A | S A | A | A | A |
| 29 | RAS | D | A | A | A | A | D | S A | A | D | D | A | A | A | S A | S A | D | A | D |
| 30 | ARD | A | S A | A | A | S A | A | A | A | D | A | A | A | A | A | D | D | A | A |
| 31 | YF | A | D | S A | S A | A | S A | S A | S A | D | A | A | A | S A | D | D | S D | A | S A |
| 32 | RW | S A | A | D | A | A | A | A | A | D | A | D | D | D | D | D | A | D | D |
| 33 | MH | A | A | D | A | D | A | D | A | D | D | A | A | D | D | A | A | A | A |
| 34 | RMP | A | A | A | A | A | D | A | D | D | A | A | A | A | D | A | A | A | A |
| 35 | MR | A | A | S A | A | S A | A | S A | A | S A | A | A | S A | A | S A | A | A | A | S A |
| 36 | RY | A | S A | S A | S A | A | A | A | A | S A | A | S A | S A | S A | A | A | A | A | A |
| 37 | GA | S A | S D | S A | S A | S A | S A | S A | D | S A | S A | S A | S A | S A | D | S A | A | A | A |
| 38 | SYM | A | S D | S A | S A | D | A | A | A | A | D | A | A | A | S D | S D | D | A | A |
| 39 | ZI | A | A | A | D | A | D | A | A | A | A | A | A | A | D | A | A | A | A |
| 40 | FU | S A | S A | A | A | A | A | S A | S A | S A | S A | S A | S A | A | A | A | A | A | A |
| 41 | F | D | D | D | D | D | A | A | A | D | D | D | D | D | A | D | A | A | D |
| 42 | RR | A | S A | A | A | A | A | A | A | S A | A | A | A | A | S A | A | A | A | A |

Rubric for Critical Thinking

(Adapted from Association of American Colleges & Universities)

| No | Student | Critical Thinking Value | | | | |
|----|---------|-------------------------|----------|--------------------------------------|---|---|
| | | Explanation of issues | Evidence | Influence of context and assumptions | Students' position (perspective, thesis/hypothesis) | Conclusion and related outcomes (implications and consequences) |
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| Trait | Exemplary (3) | Satisfactory (2) | Unsatisfactory (1) |
|--|---|---|---|
| Explanation of issues | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description |
| Evidence | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |
| Influence of context and assumptions | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| Students' position (perspective, thesis/hypothesis) | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |

| | | | |
|---|---|---|---|
| | <p>complexities of an issue.</p> <p>Limits of position (perspective, thesis/hypothesis) are acknowledged.</p> <p>Others' points of view are synthesized within position (perspective, thesis/hypothesis).</p> | | |
| <p>Conclusion and related outcomes (implications and consequences)</p> | <p>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p> | <p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p> | <p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p> |

Students' Score for Critical Thinking

(Adapted from Association of American Colleges & Universities)

| No | Student | Critical Thinking Value | | | | | | | | | | | | | | | | | | | | | | | | | Sum | | | | | | | |
|----|---------|-------------------------|---|---|---|---|----------|---|---|---|---|--------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|
| | | Explanation of issues | | | | | Evidence | | | | | Influence of context and assumptions | | | | | Students' position (perspective, thesis/hypothesis) | | | | | Conclusion and related outcomes (implications and consequences) | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | ARD | 3 | 2 | 3 | 0 | 2 | 3 | 3 | 3 | 0 | 3 | 2 | 2 | 3 | 0 | 3 | 3 | 2 | 3 | 0 | 3 | 2 | 2 | 3 | 0 | 3 | 1 | 3 | 1 | 1 | 5 | 0 | 1 | 4 |
| 2 | AM | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 1 | 4 | 1 | 1 | 4 | 1 |
| 3 | ARL | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 9 | 1 | 1 | 4 | 1 | 1 | 4 | 1 |
| 4 | AU | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 3 | 1 | 1 | 5 | 1 | 5 |
| 5 | AK | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 1 | 3 | 1 | 4 | 1 | 7 | 1 | 5 | 1 |
| 6 | CRF | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 3 | 3 | 1 | 1 | 2 | 3 | 2 | 1 | 0 | 9 | 1 | 1 | 4 | 1 | 4 |
| 7 | DA | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 1 | 1 | 1 | 4 | 1 | 4 |
| 8 | KM | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 1 | 4 | 1 | 1 | 5 | 1 |
| 9 | MS | 3 | 3 | 1 | 1 | 1 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| 10 | MY | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 4 |
| 11 | MP | 3 | 3 | 1 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 2 | 3 | 3 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 1 | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 |
| 12 | NK | 2 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 1 | 2 | 2 | 0 | 0 | 9 | 1 | 1 | 4 | 0 | 0 | 0 | 0 |
| 13 | NIS | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 1 | 3 | 1 | 1 | 7 | 1 | 5 | 1 | 5 |
| 14 | PZ | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 1 | 1 | 5 | 1 | 5 |

Rubric for Creative Thinking

(Adapted from Torrance Framework for Creative Thinking)

| No | Student | Creative Thinking Value | | | |
|----|---------|-------------------------|-------------|-------------|---------------|
| | | Fluency | Flexibility | Originality | Effectiveness |
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Explanation :

| Trait | Exemplary (3) | Satisfactory (2) | Unsatisfactory (1) |
|--|---|--|---|
| Fluency: number of ideas generated | Many ideas generated | Good number of ideas | Not many ideas generated |
| Flexibility: variety of ideas generated | Ideas provide several distinct avenues worth pursuing | A few distinct avenues identified | Ideas are very similar or serve the same basic function |
| Originality: novelty of ideas | Ideas are totally new or even unique | Ideas are modifications or improvements of existing concepts | Ideas are copies of existing ideas |
| Effectiveness: potential value of ideas | Ideas meet all objectives. | Ideas show promise in meeting objectives | Ideas offer little potential for meeting objectives |

Students' Score for Creative Thinking

(Adapted from Torrance Framework for Creative Thinking)

| No | Student | Creative Thinking Value | | | | | | | | | | | | | | | | | | | | Sum | | | | | |
|----|---------|-------------------------|---|---|---|---|-------------|---|---|---|---|-------------|---|---|---|---|---------------|---|---|---|---|-----|---|---|---|---|---|
| | | Fluency | | | | | Flexibility | | | | | Originality | | | | | Effectiveness | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 1 | ARD | 3 | 2 | 3 | 0 | 3 | 3 | 3 | 1 | 0 | 2 | 3 | 3 | 3 | 0 | 3 | 2 | 2 | 3 | 0 | 3 | 1 | 1 | 1 | 0 | 1 | |
| 2 | AM | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 9 | 1 | 1 | 1 | 1 | |
| 3 | ARL | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 8 | 9 | 1 | 1 | 1 | |
| 4 | AU | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | |
| 5 | AK | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 9 | 4 | 1 |
| 6 | CRF | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 7 | 8 | 9 | 1 | 1 | |
| 7 | DA | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 8 | 8 | 1 | 1 | 1 | |
| 8 | KM | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 9 | 9 | 1 | 1 | 1 | |
| 9 | MS | 3 | 3 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 1 | 1 | 8 | |
| 10 | MY | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 9 | 9 | 1 | 1 | 1 | |
| 11 | MP | 3 | 3 | 1 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | |
| 12 | NK | 2 | 2 | 3 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 9 | 9 | 1 | 0 | 0 | |
| 13 | NIS | 2 | 2 | 1 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 8 | 8 | 9 | 4 | 1 | |
| 14 | PZB | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 8 | 8 | 1 | 1 | 1 | |
| 15 | PP | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 9 | 1 | 1 | |

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|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | RH | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 |
| 17 | RJ | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 7 | 8 | 1 | 1 | 1 |
| 18 | RY | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | |
| 19 | RR | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 9 | 1 | |
| 20 | SIO | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 8 | 8 | 1 | 1 | |
| 21 | SNA | 3 | 3 | 1 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 9 | 9 | 9 | 4 | |
| 22 | SR | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 9 | 9 | 1 | 1 | |
| 23 | US | 3 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | |

| No | Score | Assignment 1 | Assignment 2 | Assignment 3 | Assignment 4 | Assignment 5 |
|----|----------------------|--------------|--------------|--------------|--------------|--------------|
| 1 | Exemplary (9-12) | 15 students | 17 students | 23 students | 17 students | 20 students |
| 2 | Satisfactory (5-8) | 8 students | 6 students | 0 students | 0 students | 1 students |
| 3 | Unsatisfactory (0-4) | 0 students | 0 students | 0 students | 6 students | 2 students |

AUTOBIOGRAPHY

1. Name : Miftahul Jannah
2. Place/ Date of Birth : Banda Aceh, 20th March 1996
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesian/Acehnese
6. Address : Jln. B.Aceh-Medan Km.6, Ds. Pantee, Pagar Air,
Kec, Ingin Jaya
7. Marital Status : Single
8. Occupation/NIM : Student/140203053
9. The Parent
 - a. Father's Name : Abdul Manaf
 - b. Mother's Name : Wardiani Ahmad
 - c. Occupation : Civil Servant
 - d. Address : Jln. B.Aceh-Medan Km.6, Ds. Pantee, Pagar Air,
Kec. Ingin Jaya
10. Siblings
 - a. Sister : Wirdayani
11. Educational Background
 - a. Kindergarten : TK Bijeeh Mata, Aceh Besar (2001-2002)
 - b. Elemenatry School : MIN Sukadamai, Banda Aceh (2002-2008)
 - c. Junior High School : MTsS Oemar Diyan, Indrapuri (2008-
2011)
 - d. Senior High school : MAS Oemar Diyan, indrapuri (2011-2014)
 - e. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, January 15th, 2019

Miftahul Jannah