



Performance Assessment Used by Teacher in Students' Writing Skill at Grade X Senior High School of Lingga Kepulauan Riau

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Abstract

Performance assessment is one type of assessment which the students are required to demonstrate what they have mastered about specific skills and competencies by performing or producing something. The aims of this study to know the procedure used by teachers in using performance assessment students' writing skill. This study used descriptive qualitative method. Furthermore, the data were collected by observation and interview. The respondents of this study were three English teachers at grade X of senior high school in Lingga Kepulauan Riau. The result of this study showed that three teachers used three types of writing performance which are grammatical transformation tasks, short-answer and sentence completion tasks, and paragraph construction tasks. Those types were used by teachers in conducting performance assessment. Moreover, the procedures that were used by teachers were assessment method, scoring aspect and assessment instruction explanation; the students work based on the guidance; and, the teachers give scoring and feedback. Based on the result research obtained, this study can be concluded that the teachers have been implemented performance assessment in students' writing skill.

Keywords: *Performance Assessment, Writing Skill, Senior High School*

1. INTRODUCTION

Assessment is integral to the educational process. A well-designed assessment process is essential to meet the needs of students learning English. Assessment refers to all activities that teachers and students do that measure themselves and provide information that can be used as feedback to modify teaching and learning activities [1]. Assessment involves setting clear and measurable expectations, systematically collecting, analyzing, and interpreting evidence to determine how well student learning meets our expectations, and communicating the resulting information. It means using it to understand and improve student learning [2]. Assessment is used to determine the learning outcomes achieved, to provide feedback on student learning, to improve student performance, to guide and support learning, to describe student performance, to assess the effectiveness of teaching, and what to do next. is used to inform teachers and indicate appropriate standards [3].

There are several types of assessment in language instruction. One of them is performance evaluation. Performance assessment is one of the types of assessment used in teaching English learning and belongs to true assessment [4]. Teachers can use

performance assessments to fully describe what students have learned about specific skills and abilities through performance and production. Through performance evaluation, teachers can improve the quality of teaching by creating appropriate activities in the learning process in the classroom. Based on this statement, assessments are organized collections of evidence used by teachers to monitor the progress of students' knowledge and competence in specific areas. Performance appraisals not only improve the quality of teaching, but also directly affect the quality of teachers and students. Bass, Magone, and Glaser investigated that grading enables students to engage in cognitively complex activities such as developing strategies, supervising work, analyzing information, and using thinking skills [Five]. Darling-Hammond points out that grading has been shown to be key to motivating students and achieving high levels of learning. In this way, performance evaluation has also led to increased student motivation [6].

Motivation is important because English learners need encouragement and support for their academic performance. One of the purposes of assessment is to assess students' reading/language proficiency [7]. As such, performance assessment provides useful

information for assessing student knowledge, helping teachers select appropriate lessons or identify which groups of students need special attention. increase.

Additionally, performance assessment can take a variety of forms, including written and oral demonstrations and activities that can be conducted by groups or individuals. As such, writing has been hailed as one of the main focuses of EFL instruction in general, and appears to be a fundamental learning outcome, an increasingly challenging problem, project, and achievement as a method of assessment.

There are four types of writing performance as explained by Brown which are imitative, intensive, responsive, and extensive. [8] These types required the students to be able demonstrate their skill in writing. For conducting these types of writing performance, teachers can use various way of performance assessment. The teachers can use *grammatical transformation tasks* which are focuses on the using of grammar. This task looks at students' understanding of writing using appropriate grammar. Brown suggested several steps to do this task. First, teacher explain the guidance in conducting the task clearly, and how the task will be assessed. Then, the teacher provide the context of text, then ask the students to write by using appropriate grammar like change the tenses in a paragraph, change direct speech to indirect speech, change from active to passive voice.

Next type is *Vocabulary assessment task*. It focuses the number of English words that mastered by students and understand the meaning of words. The major technique used to assess vocabulary are (a) meaning and (b) using a word in context. To use this, teacher give clear instruction about the task that will be conducted, and how to assessed it. Teacher provide some words and asked the students to write the sentence by using those words.

Then, *Short-answer and sentence completion tasks*. This task is designed to assess students' ability to find specific information. It focuses on how the students' response by writing short answer and complete the sentence correctly. There is no special preparation to use this task in students' part. To use this, teachers need appropriate context in making the sentence as the task. The teachers should give clear guidance about the task to the students. Teachers ask the students to understand the text, then write short-answer or complete the sentence correctly.

In any case, some assertion seem to suggest that the performance evaluation process is more complex

when evaluating writing. These steps include scoring methods, scoring, and providing feedback. The desire to know practical methods for assessing students' writing ability has led to a growing interest in knowing the processes teachers use in conducting assessments of students' writing ability. Therefore, this study aims to find steps for teachers in using performance assessments for students' writing ability. The results of this study should demonstrate the practical implementation of performance assessment, especially in students' writing skills.

2. METHODS

This research was classified into descriptive research. Descriptive research is a research procedure that resulted descriptive data like written or spoken words from people or the behaviours that can be observed [9]. The researcher used this descriptive research because for explaining about performance assessment used by teacher for writing skills in senior high school.

In collecting the data, the research used two kinds instruments; classroom observation and interview. The researcher conducted participant observation. Participant observation as a technique of data collection where the researcher observed anything done and listened anything spoken by the people and participate in the activity studied [10]. In this research, the researcher claimed as passive participant. It means that the researcher only observed anything done and listened anything spoken by the teachers at those classes, researcher did not involve in the activity of teaching and learning at those classes. The researcher did this to collect the data about performance assessment used by the teacher in assessing students. During the observation, the researcher gave checklist for each sub indicator which appear and use note to write more detail things in the activity. The observation have done three times at grade X SMAN 1 Lingga, SMAN 2 Lingga, and SMAN 1 Lingga Utara.

Interview was conducted to obtain additional information to the observation and to gain deeper information related to the performance assessment in writing skill. Specifically, it is purposively used to gain information about the procedure of performance assessment, types of scoring rubric used by teacher, problem faced by teacher, and causes of the problem in using performance assessment in the classroom.

Data collected from the three instruments were further qualitatively analyzed. The researchers analyzed the data with respect to several new insights

relevant to the study subject: performance ratings used by teachers in relation to students' writing ability.

3. RESULT AND DISCUSSION

Considering the purposes of this study, the discussions of the findings are divided into three subsections. Each of them is supported by the data gathered from the instruments of the study.

A. Grammatical Transformation Task

In this types of assessment, three teachers used the procedure completely. Teacher explained the criteria based on indicator in the lesson plan, explain the form, remind about what they have learned in the last meeting.

Table.1 Observation result of procedure of performance assessment in students' writing skill

Unit	Assessment types	Procedure	Teachers		
			A	B	C
1	Grammatical transformation task	Assessment method, scoring aspect and assessment instruction explanation	√	√	√
		Students work based on the guidance	√	√	√
		Scoring and give feedback	√	√	√

Here the notes of the observation:

T. A – Teacher explained the criteria based on indicator in the lesson plan, explain the form, remind about what they have learned in the last meeting

T. B – Teacher explained the criteria, give example, and teacher ask the students to finish the task on time

T. C – Teacher give the task to students by giving example from the material last meeting

The data show that teacher make assessment based on indicator in the lesson plan. The procedure 1 for the unit 1 was implemented but the application was different from one another. Teacher A explained the criteria based on indicator in the lesson plan, explain the form of task, and remind about what students have learned. Teacher use text book in giving example text personal report. This is also done by teacher B and C

which they give the task by giving example like what students learned before. The teacher reminded the students about important things in writing personal report text like information about the self-introduction, and students are expected to submitted the task on time.

The second procedure was students work based on the guidance. Guidance in the assessment is also conveyed by the teacher to students. Then, the teacher helps students follow the guidance by always monitoring students one by one. In the assessment process, the students look serious doing the task. The students follow the teacher's instructions on how to answer the task at hand. Sometimes, students ask the teacher about the task they were doing.

Notes of this observation could be seen:

T. A – The teacher monitoring by checking students' progress

T. B – The teacher came to the students one by one and see the students' progress

T. C – The teacher came to the students and checked the students' task

The data showed that the procedure 2 was implemented well by all the teachers. The teachers observed and monitored the students' progress. The teachers came to the students and asked the students' progress. Sometimes the students asked about misunderstanding thing in doing the task.

The next step was scoring and giving feedback. The teacher checked and scored one week after the assignments are submitted. When the teacher gave the students' assignment book, the teacher only gave a simple and general review. The teacher stated that all students have understood the material generally.

T.A: The teacher asked students to submit their task, and will be checked on next week

There were two teachers gave more time to the students doing the task. Then, they asked the students to submit students' task. The teachers gave feedback directly when they monitor students' progress. But, it is only for some students.

T. B - The teacher gave 5 minutes more for students finish the task

T.C - The teacher gave feedback directly by correcting students' answer

From the data above, the teachers could do the scoring without difficulties. All the scoring activities were accomplished during the assessment period in the class after students finished their task.

This result supports the findings of previous studies in which Chinda [10] and Sumardi [11] found that performance-based assessment can make a positive contribution to student learning in ELT classrooms. It seems that there are, but many teachers are asking for time. Provides detailed feedback on each student's performance.

B. Short-Answer and Sentence Completion Tasks

This unit has the same way in the implementation system with unit 1. When the teachers used this unit, they had already familiar with the method since it had been used in previous unit. The three teachers applied all the procedure properly, procedure one was accomplished well. The teachers explained how the students would be assessed, what aspect would be scored, and what students had to do to achieved satisfied score in simple language which could be understood by students easily.

Table.2 Observation result of procedure of performance assessment in students' writing skill

Unit	Types of Assessment	Procedure	Teachers		
			A	B	C
2	Short-answer and sentence completion tasks	1. Assessment method, scoring aspect and assessment instruction explanation	√	√	√
		2. Students work based on the guidance	√	√	√
		3. Scoring and give feedback	√	√	√

Here the notes of the observation:

T. A – The teacher explained the topic that will be assessed, give example. Then, teacher read the assessment criteria, and give opportunities to discuss with their friends

T. B – The teacher explained the topic, it was read and then explained more understandable word. The teacher explained the criteria for assessment

T. C – the teacher explained the topic and gave opportunities for students to ask related the assessment criteria

The teacher explained about the topic that will be assessed. These procedures are conducted by all teachers. They made sure that students completely understood about the aspect of assessment. All teachers asked the students to write the text based on what they have learn in the last meeting. Teacher B give the explanation by using simple words for the students understand about the criteria. And, the teacher checked the students understanding related assessment criteria. While teacher A and C explained the criteria by giving example from the previous text which they have learned in the last meeting.

Then, the teachers also implemented well for second steps. The teachers are always monitoring and directing students to do assignments based on the guides that have been provided.

T.A - The students follow the guidance

T.B - The students asked the teacher about the instruction, and follow it

T.C - The teacher came to the students and make sure the students follow the instruction appropriately

The above data showed that all teachers make the students doing the task by following the guidance. By monitoring the students, the teacher guided the students progress in doing the task. The teacher directed students to be able to do assignments according to the instructions provided.

Then, in scoring and give feedback, teachers seem not difficult to implement it. The teacher gave a score when the students have collected their assignments. The teacher took one week to correct student work, and the teacher provided general feedback.

T.B - Teacher gave the score and feedback generally

While T.A gave the score to students' task without any comment. She just continued for next topic that will be learned.

T.A - Teacher gave the score to students' task without any comment

Then, T.C gave the score, feedback and reviewing the last material generally for reminding the students about topic and task last week

T.C - Teacher gave the score, feedback and reviewing the last material

The data showed that all teachers did the step but executed it differently. After checking the students' task, the teachers give it back to the students. And, the teachers give feedback generally about the task that have been assessed. But, there was teacher only give the score and not give comment about the students' task.

The finding is likely in line with the previous study conducted by Latipah who found that teachers give the feedback in the last minutes of assessment, and it was given generally [12]. It was conducted because teachers think that it will be need more time to explain the assessment completely, while the time is short.

C. Paragraph Construction Tasks

The first procedure in which teacher has to explain the assessment method and the scoring rubric was executed well by the teachers.

Table.3 Observation result of procedure of performance assessment in students' writing skill

Unit	Types of Assessment	Procedure	Teachers		
			A	B	C
3	Paragraph construction tasks	1. Assessment method, scoring aspect and assessment instruction explanation	√	√	√
		2. Students work based on the guidance	√	√	√
		3. Scoring and give feedback	√	√	√

The observation notes are as follows:

T. A – The teacher gave the steps to write the text and give the students doing the task

T. B – The teacher explained the way to write by considering the criteria that will be assessed

T. C – The teacher showed the example of the text, then explained more simple about what they have learned in the last meeting. The teacher

give instruction to make a text by follow the example.

The data showed that all teacher did this step but executed it differently. The teachers gave the instruction to the students, but each teacher had different way in conducting it. T. A give the instruction by looking text book, then ask the students to follow the example of the text. While T. B and C asked the students to finish the task for 30 minutes.

Then, the teachers also implemented well for second steps. In assessing process, the teachers always monitoring dan direct the students to do the task based on guidance provided

T.A - The students follow the guidance

T.B - The students asked the teacher about the instruction, and follow it

T.C - The teacher came to the students and make sure the students follow the instruction appropriately

The above data showed that all teachers make the students doing the task by following the guidance. By monitoring the students, the teachers guided the students' progress in doing the task. The teacher directed students to be able to do assignments according to the instructions provided.

Then, in scoring and give feedback, teachers seem not difficult to implement it. The teacher gives a score when the students have collected their assignments. The teacher took one week to correct student work, and the teacher provides general feedback.

T.B - The teacher gave the score and feedback generally

While T.A gave the score to students' task without any comment. She just continued for next topic that will be learned.

T.A - The teacher gave the score to students' task without any comment. There were students have not finish yet.

Then, T.C gave the score, feedback and reviewing the last material generally for reminding the students about topic and task last week.

T.C – The teacher gave the score, feedback and reviewing the last material

The data showed that all teachers did the step but executed it differently. After checking the students' task, the teachers give it back to the students. And, the teachers give feedback generally about the task that have been assessed. But, there was teacher only give the score and not give comment about the students' task.

Such consideration is in line with the statements from Bass, Magone, and Glaser which stated that when the teachers skip one step of the performance assessment, it will make the students confuse and any cause negative attitude toward the task [5].

4. CONCLUSION

Based on the findings and discussion on the research question of this study, there are four things can be drawn as the conclusion in general. First, the teachers have carried out performance assessment procedures for students' writing skills in various ways. They have a perception that the procedure is very important to be understood and carried out by the teacher in order to obtain an assessment result that is in accordance with the learning target. In the first stage, the teacher explains the assessment method, scoring aspect and assessment instruction. How the students will be assessed, and what aspect that will be assessed. This is done so that students understand what they have to do in the assessment, so that they can work according to instructions and guidance. In the assessment process, the teacher also monitors to see the progress of students in doing assignments, and always provides direction so that students continue to follow the available guidelines. After that, the teacher gives a score according to the available scoring rubric, and provides feedback about the tasks that have been done by students. In terms of providing feedback, not all teachers provide detailed feedback on students' tasks, teachers only give assignments that have been scored, then continue with new material. This needs to be evaluated so that the teacher can provide feedback so that students know where the students lack in the material being assessed.

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