

THE USE OF PERFORMANCE-BASED ASSESSMENT TOWARD EFL STUDENTS' LEARNING ATTITUDE

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***Abstract:** This study aims to identify the use of performance-based assessment toward the EFL students' learning attitude of how it can be implemented for the EFL students and what are the impacts of using performance-based assessment toward the EFL students' learning attitude. This paper identifies the EFL teachers' opinions about the implementation and the impact of performance-based assessment for the EFL students. The data analysis of this study is based on the theory about performance-based assessment and students' learning attitudes. The method used in this research is descriptive qualitative research method which deals with data that are in the form of words and not showed as numeric data by using interview data toward two EFL teachers in different level. This study results show that the English teachers have many ways in implementing performance-based assessment and this implementation brings positive and negative impacts. In conclusion, each of English teacher has their own way to apply this kind assessment so that it can give the good effect to their students' learning attitude.*

***Keywords:** Alternative Assessment, Performance-Based Assessment, EFL students' learning Attitudes*

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi penggunaan penilaian berbasis kinerja terhadap sikap belajar siswa EFL tentang bagaimana penerapannya untuk siswa bahasa Inggris dan apa dampak penggunaan penilaian berbasis kinerja terhadap sikap belajar siswa tersebut. Makalah ini mengidentifikasi pendapat guru bahasa Inggris tentang penerapan dan dampak penilaian berbasis kinerja untuk para siswanya. Analisis data penelitian ini didasarkan pada teori tentang penilaian berbasis kinerja dan sikap belajar siswa. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif deskriptif yang berhubungan dengan data yang berupa kata-kata dan tidak ditampilkan sebagai data numerik dengan menggunakan data wawancara kepada dua orang guru bahasa Inggris di jenjang yang berbeda. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris memiliki banyak cara dalam menerapkan penilaian berbasis kinerja dan penerapan ini membawa dampak positif dan negatif. Kesimpulannya, setiap guru bahasa Inggris memiliki cara masing-masing dalam menerapkan asesmen semacam ini sehingga dapat memberikan pengaruh yang baik terhadap sikap belajar siswanya.

Kata kunci: Penilaian Alternatif, Penilaian Berbasis Kinerja, Sikap Belajar Siswa Bahasa Inggris

Introduction

a. Background of the Study

Teaching and learning process is always dynamic from time to time. The teachers have to face many challenges in developing their students' competencies. In this 21st century, especially, the teachers need to develop their students in the competencies of critical thinking and also creative thinking (Anderson & Krathwohl, 2001). The teachers have an important assignment to encourage their students to have the ability to apply their knowledge and their skills in the real world (Lim & Griffith, 2011).

On teaching and learning process, the teachers have to prepare the assessment process as a medium to measure students' abilities during the learning process. Assessment aims to measure the students' abilities on many aspects those are cognitive, psychomotor and affective aspects. The assessment should not only be done on the end of learning process. Moreover, the learning process should also be done by the teachers. However, there are many teachers who make an assessment only emphasizing the cognitive aspects of the form of multiple choice tests, such as the National Examination, daily tests, mid-term or final exam and others. According to these problems, it is a must that the teachers are necessary to develop other assessment model that can measure not only cognitive ability but also affective and psychomotor abilities of their students.

Performance-Based Assessment refers to a model of assessment that combines teaching and assessment. Performance-Based Assessment appropriately applied in learning to develop output on critical thinking or creative thinking competencies and helping the students to develop some cognitive, affective and psychomotor

abilities. Performance Based Assessment assesses high level skills and deeper understanding of content based on actual performance demonstrated (Stiggins, 1994).

For EFL teachers, the goal of assessment is important to measure the achievement and competences of EFL students. The use of traditional assessment may not be useful enough to the students' requirement because they are demanded to apply knowledge in their real life. EFL teachers need an alternative assessment to reach the goal of English learning. Performance-Based Assessment is one kind of alternative assessment that can be the choice of the EFL teachers for their students' assessment. Because of those problems, this current paper points to discuss the nature, benefits and implementation of Performance Based Assessment on EFL students' learning attitude.

b. Research Question

With the explanation above, the problems of this paper can be stated as follow:

- a) How is the implementation performance-based assessment for EFL students?
- b) What is the impact of performance-based assessment EFL students' learning attitude?

c. Research Objectives

The objectives of this paper are:

- a) To investigate the implementation of using performance-based assessment for EFL students.
- b) To describe the use of performance-based assessment toward EFL students' learning attitude.

Theoretical Framework

a. Alternative Assessment

Alternative assessment defined as a procedure used in the context of guidance and with ease being fused through the students' activities in the

school or classroom (Hamayan, 1995). Alternative assessment is kind of assessment that can be demonstrated the students' work, their effort, progress and achievement. It relies on direct measures of target skills. It also gives the students many opportunities to encourage their divergent thinking in generating possible answer according to the assessments that have been given by the teachers.

Alternative assessment refers to the types of assessment which different with traditional assessment such as selected responses test and paper-pencil test that are more authentic and significant to reveal directly the process and also the results of students' learning. Alternative assessment is type of assessment which has aim to evaluate the students' competencies that cannot be investigated through conventional assessment. Alternative assessment refers to the use of non-traditional way to assess the students' performance or learning outcomes. In other name, alternative assessment is known as authentic assessment or performance assessment. Alternative assessment is concerned not only understanding the concept of knowledge but also the ability of the students to apply their knowledge to observable performance and produce the products.

b. Performance-Based Assessment

As stated from Hibbard (1999), performance-based assessment is an assignment strategy that uses the application of knowledge, action and skills that is meaningful and interesting for the students on their learning process. Performance-based assessment combines the way of assessing and teaching in order to create an effective, attractive, dynamic, and active atmosphere in the classroom. This kind of assessment makes the students are being motivated to act and perform their project work.

The teachers will easily assess the students' competencies through this assessment if they can treat performance-based assessment with the same specificity as well as traditional assessment.

There are several characteristics possessed by performance-based assessment as stated by Brown (2004), in performance-based assessment, the students establish a constructed responses. Besides, they involved in higher-order thinking together with open-ended tasks. It makes the students not only understand but also how to solve the problems by doing observation, analyzing, process oriented and use their way of thinking to solve the problems given by the teachers. Further, the tasks on performance-based assessment consist of meaningful, interesting and also authentic tasks. It is a must for language teachers that the tasks used in performance-based assessment for language students appropriate with language skills' integration. In this assessment, the assessment aspects include the process and results of the process means products. Hence, the assessment is called process oriented because it is not only concerned with the results but also the process of achieving these results.

The current learning process, the students are required to be more active and use their higher-order thinking in creating communication and problem solving. In language learning, especially EFL students, performance-based assessment aims to establish the students more active, think creatively, to use reasoning and realistic way to solve the problem. This assessment also involves a role in assessing the students' language performance in the classroom. Performance-based assessment is considered appropriate for developing the students' competencies in critical

thinking and creative one. It also helps the students to evolve their abilities to solve the problems. For EFL students, performance-based assessment makes them to perform their tasks that demonstrate their real competences in engaging English as means of communication.

c. Students' Learning Attitude

The main role of the teachers is not only delivering the knowledge to their students but also creating good image and character for their students. The students will reach their learning achievement as long as they apply learning attitude during their learning process. The teachers must be able to shape the students' character and attitude toward learning process because it cannot be denied that the teachers have a significant role in students' development. EFL teachers are determinant factors in which the students' learning attitude is grown up. Especially for language learning, between negative and positive attitude may be performed. Both also have a great influence of the students' success on language learning.

Chamber (1999) stated that the learning process will happen easily when the students indicate the positive attitudes during the language learning process. However, EFL teachers must be able to give maximum effort during the learning process. In addition, an assessment of the students' development must also be considered given because it is a way to measure the students' development in all aspects of learning. Through assessment, the teacher will be able to observe their students' learning attitudes. This can be noted through the results of the assessment that has been passed by the EFL students. It will be an evident of the students' success in the learning

process in order to reach the goal of teaching and learning.

The Method

The methodology used in this paper is descriptive qualitative. This paper is trying to analyze about the use of performance-based assessment and its implementation toward EFL students' learning attitude which conducts with appropriate data and theory about performance-based assessment. Then the explanation of the example has been mentioned clearly in order to be understood and concluded easily. Moreover, descriptive qualitative method is applied in phrase, clauses and sentences form. The type of this research procedure elaborated that this research produces descriptive data by using words and languages form (Moleong, 2009). The aim of qualitative research is to explain something particularly, not always seeking the cause and influence of something and also to extend the comprehension about something that discussed (Moleong, 2009).

In qualitative method, the instrument that the researcher uses to analyze the data is interview. The interviews that gained in this research conducted to two EFL teachers as participants. The interview is conducted through mobile phone. The steps are the researcher gives the participants some questions related to research questions about their opinion about the topic that mentioned in this paper. After doing the interviews through mobile phone, then the researcher has done action for collecting data. The data in this research are collected from the interview results conducted the participants' opinion. The result of descriptive qualitative not shows with numeric procedures in statistic, but the results present descriptive data form. It is because of

the data that collected was explanation in word, not numeral data. Qualitative research method used by the researcher gave proper clarification to analyze and provide what have been established.

Result

Based on the data that collected through interview to the participants, the research presents the result of the research that showed into the table of the interview's result. In accordance with the explanation above that there are two points that raised by the participants. Firstly, it is about the implementation of performance-based assessment for EFL students. The second is the impact of using performance-based assessment toward EFL students' learning attitude. Here are the explanations about those two points.

a. The implementation of performance-based assessment for EFL students

PARTICIPANT I:

"As I know that performance-based assessment is kind of assessment aims to measure the students' ability and the students understanding at a much deeper level in the classroom. It prioritizes the activeness during the learning process. I use several types of performance-based assessment during the class, for example I use debating for intermediate students for measuring the students' critical thinking and problem solving by giving several topics and asks the students to look for the information. The other examples, I usually ask the students to make mini-magazines to measure their creativity on performing the information. But unfortunately, I can say that sometimes it works and sometimes it does not work. It is due to different level of the students itself. For instance, as I found there are several students that are fast

learners when they get the instruction related to the lesson, they can easily understand about the lesson. But some of the students that are low learners who need more times to understand the instruction. To face that problem, I usually mix the students' level between the fast and low learners so that they can elaborate and get better understanding about the instruction for the assessment".

PARTICIPANT II:

"Performance-based assessment that I usually use in my class is Public speaking, I did it several times with my students by various material such as describing, and telling their experiences about the material. This kind of assessment aims to measure the students' higher-order thinking to solve or analyze the problem that given by the teachers. But it is sometime a bit difficult, especially for the first time, as students are still lack in vocabulary and confidence but by the time the students get used to it and getting more confidence".

From the data above, it can be concluded that, the EFL teachers may use several ways to assess the students using performance-based assessment. This kind of assessment is the effective way to measure the students' higher-order thinking, their creativity and activeness, their critical thinking when the teachers ask them to solve or analyze the problem by giving several topic or material. The implementation of performance-based assessment is an alternative way to assess the EFL students besides using traditional assessments such as paper-pencil tests so that the teachers can easily know the students' development through assessment that are oriented to the students' performance. But, along with the implementation of this assessment,

the teachers also encounter the common challenges such as the students who are first getting this assessment will face the difficulties because they are not accustomed to doing assessment in the form of performance or action. In addition, another challenge is different level of the students, namely fast learners and low learners who have different abilities in capturing instructions given by the teachers through performance-based assessment. Therefore, the EFL teachers must also consider the ability and readiness of the EFL students when using performance-based assessment.

a. The impact of using performance-based assessment toward EFL students' learning attitude

In this part, the researcher tries to portrait the result of second question in the interview section deals with teachers' opinion about the impact of using performance-based assessment toward EFL students' learning attitude. The participants argue that the use of performance-based assessment give two impact for the EFL students' learning attitude in the classroom. The data of the teachers' opinion will be showed bellow

PARTICIPANT 1:

"Talking about the impact of using performance-based assessment, I am as a teacher can see two impacts for the students itself, the positive and negative one. The first I will talk about the negative impacts, I am sure this is more likely felt by several low students as I mentioned earlier. Because I am sure that probably they are still not accustomed with the system of this assessment because this assessment encourages the students' activeness and the low or passive learners will get much effort to be active one. Besides, the positive impact are so many for the

students' learning attitude in the classroom, I can say that some of them probably feel more excited to join the classroom because they will work on themselves harder rather than getting the lesson the classroom. In addition, by using several examples of performance-based assessment as I mentioned before, this assessment, the EFL students can respect other students, build their self-confident, by giving the students opportunity to stand up in front of the class, the teachers will make them more confident to perform and being active in the classroom".

PARTICIPANT 2:

"The positive impacts by using performance-based assessment toward the EFL students' learning attitude are worth for this kind of assessment, as students get really involved in teaching and learning activity, they gain more skill to build up their sense in learning language. Besides, the teaching and learning activity are getting more fun and effective, teacher can easily check the students' skill up, and the students will be able to train their language skill up. The negative impact of using performance-based assessment for the EFL students' learning attitude is the EFL students who are the first to get a performance-based assessment, they will face the difficulties because this kind of assessment requires more activity and effort rather than just a paper-pencil test".

The result of second part is the use of performance-based assessment give two impacts on EFL students' learning attitude in the classroom, those two participants agree with those two. The first participant states that the positive impacts of this assessment for EFL students' learning attitudes are the students will feel more excited to join the class. It can make the students to

respect each other because when the students perform in front of the class, it is a must that other students have to pay attention to their friend. Besides, through performance-based assessment, the students can build their self-confident by doing performance in front of the class. For the second participant the positive impact is students get really involved in teaching and learning activity and gain more skill to build up their sense in learning language.

For the negative impacts, the first participant says that the negative impacts will felt by the low learners who are still not accustomed with this assessment because this assessment encourage the students' activeness and the low or passive learners will get much effort to be active one. Besides, the second participant states that for the EFL students who the first time to get this assessment, they need more activity and effort doing this assessment and it is different from the common assessment such as paper-pencil test.

Conclusion

Regarding the results of this paper, the researcher finds some explanations about the use of performance-based assessment toward the EFL students' learning attitude that is explained before. The researcher concludes as follow:

a. From the explanation above, the researcher formulated and found that the implementation of performance-based assessment for EFL students can be implemented in many ways as long as it is appropriate with the language learning and also the students' level. The performance-based assessment that is appropriate with EFL students are public speaking such as describing something, telling the expression. For intermediate level,

the teachers may use debating, drama, presentation and so on.

b. This paper also explains about the impact of using performance-based assessment for EFL students' learning attitudes. It is found that this assessment gains two impacts which are negative and positive. As long as the teachers are able to balance out the students' abilities and competencies in language learning especially in assesment, then the students are able to achieve teaching and learning goals.

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