



Performance-Based Assessment in Assessing the Students' Evaluating Skill: How is the implementation in English Learning?

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Umniyyatul Makmuroh*
English Language Education Department, Universitas Negeri Semarang, Indonesia, umniyyatul@gmail.com

Yusuf Olatunji Abimbowo
Educational Management, Al-Hikmah University Ilorin, Nigeria
abimbowo.ik@mail.com

Samira Agoro
National Institute of Educational Sciences, University of Lomé, Togo, agorosamira@yahoo.com

ABSTRACT

Performance-based assessment (PBA) enables teachers to determine learners' genuine language competency and promote critical thinking skills. The students applied their knowledge in practical ways during the teaching and learning process. Evaluating skill is one of the higher-order thinking abilities (HOTS) every individual should strive to master. Some research have indicated that this competence is under-evaluated. This study intends to elucidate the utilization of Performance-Based Assessment for evaluating students' skills in learning English. A qualitative research design was used to recruit an English teacher who met the study requirements and was teaching ninth-grade students at SMPN 2 Semarang. Information was collected through classroom observation, document analysis, and interviews. The study revealed that the teacher utilized probing questions in process-oriented assessment while applying performance-based assessment to evaluate students' skills in evaluating English acquisition. Challenging questions were asked during the learning activities to challenge students to think critically about their answers. The teacher led the pupils in a thorough discussion of the learning materials. The assessment questions were primarily open-ended WH questions designed to engage higher-order thinking skills.

Keywords: Performance-Based Skill, Evaluating Skill, English Learning

Introduction

Assessment's value in the teaching and learning process is enduring. An assessment must be undertaken regardless of the subjects. According to Wahyudi et al. (2019), assessment is crucial for teachers to evaluate the quality of the teaching and learning process and determine the necessary steps for improvement. An evaluation is conducted in English class to evaluate students' language acquisition and align with the English learning objectives. Tosuncuoglu (2018) states that assessing students can assist teachers in determining the number of students who have met the learning objectives of a foreign language, identifying those facing challenges in their learning process, and recognizing effective teaching techniques for foreign language classes. The teacher might decide whether to continue the foreign language-teaching program or switch to alternative teaching strategies. Assessment should be meaningful and applicable to students' real-life situations.

Choosing alternative assessment methods is more effective in evaluating pupils' language understanding compared to traditional methods like multiple choice. According to Farr et al. (1990), multiple-choice exams do not provide an in-depth comprehension of students' language proficiency. A typical assessment may not be beneficial for learners as it does not require them to apply information in real-life situations. Using a traditional pen-and-paper test may have a detrimental impact on students. Excessive stress might diminish students' motivation in language acquisition. Students typically prioritize rote memorization over grasping the underlying concepts. Engaging in authentic assessment is advantageous for teachers to obtain insights into students' learning outcomes (Mursyida et al., 2020; Nugraheni et al., 2022). Authentic assessment provides a more accurate portrayal of pupils' capabilities. Students immerse themselves in authentic scenarios and demonstrate increased productivity throughout instructional periods. A recommended alternate assessment method is performance-based assessment.

Performance-based assessment methods involve utilizing information, skills, and work habits by completing relevant and engaging activities for students (15 et al., 1996). These exams offer teachers insights into students' comprehension and application of knowledge. It surpasses mere recollection of information and transcends the mechanical process of learning rules. Performance-based assessment strategies assess students' ability to complete real-world activities utilizing their knowledge and abilities. The benefits include enhancing student participation in classroom activities and developing an understanding of future tasks. Furthermore, Brown & Abeywickrama (2004) stated that performance-based assessment provides pupils with higher-order thinking skills (HOTS). Students will retain information in long-term memory due to their strong conceptual grasp and ability to apply the content in many contexts effortlessly.

The research on performance-based assessment and higher-order thinking skills (HOTS) indicates that performance-based assessment has a substantial influence on English as a Foreign Language (EFL) learners. Students saw notable enhancements in their learning based on studies by Latipah & Purnawarman, (2019); Safitri et al. (2018); Sudakova et al. (2022); Yildirim & Orsdemir (2013). An analysis was conducted on students' and teachers' feedback regarding Performance-Based Assessment to provide a more comprehensive understanding of the topic (Baker, 1997). Enhancing students' Higher Order Thinking Skills (HOTS) can also help enhance their English proficiency, as stated by Yoke et al. (2015). Past research indicates that the incorporation of Higher Order Thinking Skills in English education and assessment has not been fully realized based on studies by Anasy (2016); Assaly & Smadi (2015); Atiullah et al. (2019); Febrina et al. (2019); Seif (2012); Sunggingwati & Nguyen (2013); Tangsakul et al. (2017). During various assessments like daily tests, final examinations, and national exams, students were not expected to demonstrate critical thinking skills in answering the questions. Teachers often utilize questions that do not require students to engage in critical thinking.

According to Anderson & Krathwohl (2001), evaluating refers to a cognitive process to make some judgments based on the standards and criteria. This critical thinking involves students to give some claims of the values of materials. As stated, that the claim or the judgement should be based on the standard. It is not a personal preference (Brookhart, 2010). Some stated that evaluating is not an easy activity. This skill belongs to the medium critical thinking. Students are supposed to know well the standard quality of a material to create the claims. Some prior studies presented that evaluating is a critical thinking skill which still has low focus. From the study which was conducted by Ahmad (2016) and R Permatasari (2012), it was conveyed that the percentage of availability of this skill in a National exam questions was less than 1 %. The LOTS questions took more dominant. Likewise, an English book investigated the reading comprehension, it covered only 3 out of 157 (1.9%) questions (Pratiwi, 2014).

This study aims to examine the utilization of performance-based evaluation to evaluate students' ability to appraise their acquisition of English. It could serve as a benchmark for English teachers to enhance their students' assessment abilities

Literature Review

Performance-Based Assessment technique

Performance-Based Assessment is an alternate method used to evaluate students' achievements by requiring them to showcase their talents in a real-world scenario. Retelling is a more precise way to test reading skills compared to multiple-choice questions because in real-life situations, students are required to summarize what they have read rather than answer multiple-choice questions. Performance assessment is significant and can offer students practical experience applicable in real-life situations. According to Darling-Hammond (2013), "performance-based assessment" is a method

used to evaluate students' ability to complete significant and engaging activities by utilizing their knowledge, abilities, and work ethic. Performance-Based Assessment method is categorized into three kinds. The first category is products. The second aspect pertains to performances, while the last one relates to process-oriented assessment (McTighe & Ferrara, 1998).

a. Products

A product is something created by students to demonstrate the practical application of knowledge. Student work provides a tangible demonstration of the application of information and abilities. Many teachers view product evaluation as authentic because it closely mirrors real-world tasks. To assess levels of proficiency or quality, teachers may assess written products (such as essays, research papers, lab reports), visual products (such as two- and three-dimensional models, displays, videotapes), aural products (such as an audiotape of an oral presentation), and other types of products. Product evaluation requires the selection or development of evaluation criteria. The criteria are embedded within a scoring rubric, rating scale, or checklist.

b. Performances

Through the use of performance assessments, teachers are able to witness firsthand how students apply the needed knowledge and abilities. Since they are designed to mimic the kinds of real-world performances that happen outside of school, performance assessments are among the most genuine forms of student assessments (Stringer, 2018). Where performance is the natural focus of instruction, such as in vocal and instrumental music, physical education, speech, and theatre, performances have been widely used to assess learning. However, teachers of other subjects may incorporate performances such as oral presentations, demonstrations, and debates into a variety of assessment strategies.

c. Process Focused Assessment

Process-oriented assessment provide data about the students' learning strategies and cognitive processes (Almalki, 2019). Instead of emphasizing tangible products or performances, this approach concentrates on providing insight into the cognitive processes that underlie the students' work. A wide range of process-focused assessments are regularly incorporated into the instructional process. For instance, teachers may elicit students' thought processes by asking them to "think out loud" as they solve a problem or make a decision, or by posing questions such as "How are these two things alike and different?" Teachers may require students to maintain a learning log to record their thought processes over time. Moreover, teachers can learn about students' thought processes by observing their classroom behavior. This "kid watching" technique is ideally suited for evaluating the development of attitudes or mental habits, such as persistence.

Process-focused assessments are decisive in that they give teachers diagnostic data and instructors feedback. By raising students' awareness of cognitive processes and beneficial strategies, they may also aid in the development of students' metacognition. Process-focused assessment techniques are frequently employed over time instead of

occasionally. As a result, they are rarely applied to standardized, important student evaluations.

Higher Order Thinking Skills (HOTS)

Nowadays developing students' critical thinking has been the task for teachers in teaching foreign language. Some strategies are constructed to obtain this aim. Several educators have defined critical thinking. Paul & Elder (1992) define critical thinking as people's capacity to take ownership of their own thinking and establish suitable criteria and standards to assess their own thoughts. Maiorana (1992) asserts that critical thinking focuses on attaining comprehension, assessing other viewpoints, and resolving issues.

Anderson and Krathwohl's taxonomy divide the cognitive realm into two dimensions. The first dimension consists of the Knowledge Dimension and Cognitive Process Dimension. Anderson and Krathwohl's two dimensions perspective for higher order thinking and classification of its operational verbs can be described in table 1.

Table 1 Bloom's Taxonomy of Dimensional Revision and Examples of Operational Verbs for Higher Order Thinking

Dimension	Dimensions of The Cognitive Process		
	C4	C5	C6
	<i>Analyse</i>	<i>Evaluate</i>	<i>Create</i>
Factual Knowledge	Make structure, classify	Compare, Correlate	Join
Conceptual Knowledge	Explain, analyse	Examine, interpret	Plan
Procedural Knowledge	Distinguish	Conclude, resume	Arranging, formulating
Metacognitive Knowledge	Create, find	Make, assess	Realizing

(Anderson and Krathwohl, 2001)

Methodology

This study utilized a qualitative research design to gather descriptive data. Data was acquired by purposive sampling to evaluate students' Higher Order Thinking Skills (HOTS) in English learning at SMPN 2 Semarang using Performance-Based Assessment. The individual was an English educator instructing ninth-grade pupils. Certain criteria must be met when choosing the subject of the study. The English teacher should have a minimum of 10 years of teaching experience, be qualified, and have participated in training or workshops on Higher Order Thinking Skills (HOTS) evaluation. The data were acquired by classroom observation, document analysis, and interviews. The activities were filtered and classified into evaluation skills and then analyzed.

Findings

The study focused on the English teacher's utilization of a Performance-Based Assessment method to evaluate students' ability to appraise. The study focused on observing the classroom assessment process, particularly the evaluation of activities, to understand this discovery. The teacher evaluated students' proficiency in implementing the Performance-Based Assessment technique during the third meeting, as indicated by the classroom observation.

Table 2
Observation Result on Evaluating Activities in 3rd Meeting

No	Teacher's activities	Teacher's instructions	Students' activities
1.	The teacher shares a video of tips procedure text.	a. "Watch the video carefully. Then try to give your opinion about the video."	The students watch the video.
2.	The teacher gives questions.	a. "So, what do you think about the video?" b. "Does the video informative and follow the procedure?"	The students give responses.

In this meeting the teacher showed a video of the procedure "How to sleep better tonight".

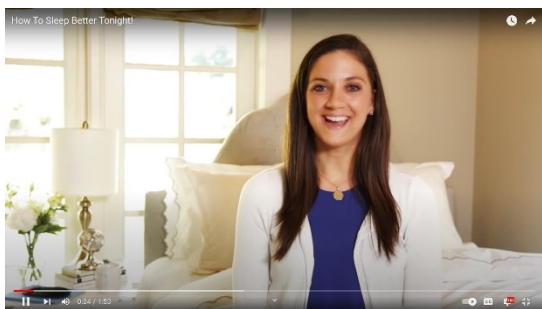


Figure 1
Content Display of the Procedure Text Video of Manual

During the video presentation, the students were asked to watch the video, paid attention in details the content and make some comments about it.

*"Watch the video carefully. Then try to **give your opinion** about the video."* (4.3.1.a)

From the text above, it is known that what the teacher tried to assess students was their evaluating skill. Students were supposed to make some judgments from the action verb “give your opinion”. The students were instructed to give comments about the quality of the video based on their point of view. They were supposed to make some criticizes about the content, whether the strengths or the weaknesses or both. Making judgments of something is part of the evaluation.

After having some time to think aloud of the video, randomly the teacher invited some students to share their evaluation results. Just a few of the students were invited to share their opinion. Here are some of the teacher’s questions to know the students’ evaluation process results.

“So, what do you think about the video?” (4.3.2.b)

“Does the video informative and follow the procedure?” (4.3.2.c)

From activities done in the third meeting, it has been presented that student did evaluation activity through process-focused assessment. They created some judgments about video content, or the validity of a video based on the knowledge of procedure text they have got during the meetings. To gain insight of students’ skills in that learning, the teacher further asked some questions related to the videos. At that moment, the teacher wanted to level up their students’ higher-order thinking skills, especially evaluating skills, so their English ability gets improved.

Analyzing the lesson plan was conducted to corroborate the results from the classroom observation. The study of the activities in the lesson plan confirms the prior findings. The following is the result of lesson plan analysis for evaluating skill.

Table 3
Rubric of Lesson Plan Analysis on Evaluating Skill

No	Higher-Order Thinking Skills	Availability		Meeting/Theme			If "Yes," which components of the lesson plan demonstrate the Higher Order Thinking Skills (HOTS) being referenced?
		Yes	No	First meeting /recipe	Second meeting /manual	Third meeting /tip	
1	Evaluating Skill	-	-	-	√	-	Activities of evaluating skill is reflected in the meeting 3. It was stated clearly in lesson plan. It says, “Guru meminta siswa Kembali mengamati video dan memberikan opini tentang informasi yang disajikan”

The result of lesson plan analysis on evaluating activities presented in the table 3 shows that what were found in the classroom observation is matched. From the lesson plan analysis, it is written that the teacher replayed the video and asked the students to take more detail attention. After that the students had to share in the class discussion their opinion about the whole related to materials taught.

The findings from the classroom observation and lesson plan analysis were validated by the teacher during an interview.

"..... Like what I did in the material of procedure text, I asked them to compare texts. I want them to find whether the text is correctly on the track of a procedure text." (Archived on Thursday, 15 October 2020)

Based on what is cited above, it shows that the evaluating activities were done through confirming activities. The students had to find information deeply about the video contain and further asked for some questions. Thus, it is confirmed that the evaluating skill assessment was done through process-oriented assessment.

However, in the process of assessing students' evaluating skill, the teacher did not provide a rubric assessment. Because this is a part of formative assessment the information of the students' skill was just seen based on the activities in the classroom that told the students' skill in general.

Discussion

Performance assessment can enhance pupils' higher-order cognitive abilities, such as evaluating capabilities. Teachers commonly assess students' understanding of the information covered in the teaching and learning process. The study revealed that the students' perceptions of the book were conveyed through the teacher's questions. The teacher's use of the Performance-Based Assessment approach involved asking probing questions. It is part of a process-focused assessment which was made throughout the process of teaching and learning. Probing questions are questions which are regarded as means for students to help them finding out the solution of problems. It is one of good techniques to build students with critical thinking (Magthwi, 2015). As argued by (Namasivayam et al., 2017) in their study, using strategy of questioning is greatly essential since it can foster students to activate their knowledge and critical thoughts in depth. Moreover, another study revealed that probing questioning stimulates students to be an active participants in classroom activities (Dharmayanti, 2020). Questions are given in higher order to stimulate students' thoughts in giving their perceptions or opinions logically with evidence. Sahin (2015) in his study, said that these kinds of questions have matches with the implementation of analysing and evaluating skill in Bloom's taxonomy.

Conclusion

As a component of the assessment procedure, teachers ought to place a significant emphasis on the development of students' higher-order thinking skills. It has been discovered through research that the availability of HOTS in textbooks, as well as in the teaching and learning process, is still quite low. The purpose of this study was to investigate how performance-based evaluation can be used to increase students' ability to evaluate success in English language acquisition. Based on the findings, it has been determined that the use of in-depth questions inside the process-oriented assessment might serve as an alternative assessment activity that could encourage students to engage in critical evaluation. The findings of the study provide an insight into how the Performance-Based Assessment approach is implemented and utilized to assess evaluating performance in HOTS level. Rather than detailing the activities that are done by the teacher in the Performance-Based Assessment technique, the data demonstrate how the technique is applied. As a result, it can serve as a reference for English teachers in high schools, allowing them to improve their students' ability to evaluate.

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