

STUDENTS' ATTITUDE TOWARD PERFORMANCE-BASED ASSESSMENT IN SPEAKING CLASS AT THE STATE UNIVERSITY OF MAKASSAR

ABSTRACT

¹Greis Evalinda, ²Haryanto, ³Kisman Salija.
State University of Makassar
graceevalinda@gmail.com

Performance-Based Assessment is a measurement of students' knowledge and abilities based on demonstrations conducted by students based on specific contexts and indicators. This research aimed to identify spoken tasks given by the lecturers at the state University of Makassar in implementing Performance-Based Assessment; to explore students' attitude toward PBA; and to investigate whether the students perceive that the implementation of PBA shows students speaking ability. This research is a descriptive research with qualitative design. The subjects of the research were six students of fourth semester under graduate English Education Department. Two students from each class (1 male and 1 female) were given a google form questionnaire to acquire information to answer the three research questions. Qualitative data indicated that: firstly, the lecturers apply nine types of spoken tasks to assess students speaking ability. The tasks are directed response task and picture-cued task applied to assess extensive speaking skill. Question and answer was applied to assess responsive speaking skill. Besides, interview, role play, dialogue and discussion conducted to assess interactive speaking skill. On the other hand oral presentation and storytelling were conducted to assess extensive speaking skill. Secondly students generally have positive attitude toward Performance-Based Assessment. The third, the students perceive that their speaking ability effectively can be presented through performing spoken task. In addition, some information indicated that Performance Based Assessment has an impact in case promoting the students speaking ability. Finally it is suggested that the lecturer and researcher need to go hand in hand support the successful EFL class especially in assessment, generally in evaluation.

Keywords: Attitude, Performance-Based Assessment (PBA), speaking ability.

INTRODUCTION

Assessment and evaluation in education allow educators to acquire description dealing with students achievement and how significant instructions works in the classroom. Thus assessment is a crucial part of education that should be watched seriously. Since instruction and assessment go hand in hand, teaching cannot be significantly effective if it is not directly connected to effective assessment as well. Actually, wrongly selected assessment tasks can devastate teachers' hard work in creating efficient and qualify classroom as highlighted by (Colley, 2008; Pinter, 2009; Rixon, 2000). Therefore, schools are keeping look for innovative assessment which can connect assessment with teaching, strengthen instruction, provide feedback to learners, and improve students' knowledge and skills as well.

For many years, teachers have traded on standardized tests to evaluate students' achievements. However, several research indicates that these types of assessments do not always demonstrate what students have (Colley, 2008; Speers, 2008). As some researchers have pointed out that traditional assessments such as pencil and paper tests are usually reductive and may not fully measure students' ability to learn whether they have mastered complex skills such as critical thinking or problem solving (Amrein & Berliner, 2002; Herrera, Morales & Murry, 2013; Volante, 2004). These types of evaluations do not always describe what the students really reach. Besides, speaking skill is a capability which is had to be thought by practice routinely.

Dealing with the description above, different valuation methods need to be applied. Methods that enable students' cognitive development, serve as tools for diagnosing learning and teaching problems, and the main ones have a focus on increasing sustainable learning for all students (Bejarano & Gordon in Espinosa 2015). Thus, educators try to find effective assessment tools that go beyond paper and pencil formats to evaluate students correctly in speaking.

Authentic assessment is an effective alternative assessment which makes students use and demonstrate their speaking ability directly to perform authentic speaking tasks. In line with this, (Moria 2018) highlighted that authentic

assessment such Performance-based Assessment has been considered as an appropriate assessment to be used in education since it has various forms of assessment and its purpose is to create a meaningful learning. This assessment can be useful for assessing productive skills in language learning. Besides, Espinosa (2015) stated that it is time to use authentic assessments such as performance-based assessments more, since they are practical tools that can be used to improve education and positively impact learners and instructors. We need to start giving students the opportunity to show their knowledge and abilities through practical tools like essays, compositions, dialogues, interviews, role-plays, and others. In that way, it will be possible to take into consideration students' cognitive development, emphasize what learners can do instead of what they cannot do, diagnose learning and teaching problems, and focus on the continuous improvement of each learner which will lead, at the end, to the students' success (Van, 2014).

Many researchers have conducted research on assessment toward English skills such as Jayaraman (2017), Yurdabakan and Erdogan (2009), Ketabi (2014) and many more but view of them focus on speaking skill. Furthermore none of them studied on students' attitude toward Performance-based assessment implementation. Through this intension this researcher as a whole analyzes students' attitude toward performance-based assessment in speaking class at State University of Makassar. The contribution of this research is beneficial for the world of English language teaching, especially in university level. This study provide the description of spoken tasks given by the lecturers at the State University of Makassar, students' opinion meeting Performance-based assessment practiced by the lecturer EFL class, and students perception concerning the implementation of Performance-based assessment show the students speaking skill. In addition, this research is expected to contribute to the improvement PBA implementation in education especially in EFL class.

REVIEW OF RELATED LITERATURE

Attitude according to Mar'at (2000) is human's feeling involve positive and negative related to psychology object. That way, feeling in response something can be positive such as the feeling of comfort, accepting, disclosure, etc. on the other hand it can be negative such as unpleasant, unaccepting and reticence. In line with this, Sarwono (2009) argued that attitude is a term that reflects the feeling of happy, unhappy, or neutral toward an object. The object can be a thing, incident, situation, people or a group. Once risen feeling is satisfy it is classified as positive attitude. But when there is unsatisfied, it is a negative attitude.

There are three components of attitude according to Azwar (2005), the components are:

1) Cognitive

Cognitive is formed from knowledge and information of an object received which is then processed to produce a decision to act. Knowledge and information which are formed allow us to recognize the object.

2) Affective

Concerning social subjective emotional problems of an object, in general this component is equated with feelings that are held towards an object.

3) Conative

Shows how the behavior or propensity to behave in a person who is related to the object of the attitude he faced.

Discussing about Performance-Based Assessment Febriana (2019) noted that performance-based assessment is an assessment of an action or practice which is effectively can be used to collect kinds of information about how expected attitude or capability can be produced by students. Performance-based assessment clearly represents an indispensable approach for assessing gifted student learning. Challenging performance tasks allow gifted learners to reveal their considerable intellectual capacity and energy. Through performance tasks,

teachers gain insights into a gifted student's true level of capability in a domain of knowledge.

There are some considerations in developing Performance-Based Assessment tools. Performance-based assessment, as an authentic tool for judging learning, offers many advantages for enhancing instruction. These include:

- (a) The use of results as a diagnostic to determine what curriculum needs to be taught and at what level;
- (b) The use of results for flexible grouping within subjects, and
- (c) The use of results for instructional emphases or even retouching of core concepts.

According to Brown et.al (2010) the following tasks are designed based on five basics types of speaking;

a. Imitative speaking

Imitative performance is the capability to simplify imitates a word or phrases even a sentence. Examples: Word and sentence repetition task and Versant tasks;

b. Intensive speaking

Intensive speaking involves producing a limit amount of language in highly control context. Examples: Directed response tasks, Read aloud task, Sentence/ dialogue competition task and oral questionnaires, Picture-cued tasks and Translation.

c. Responsive speaking

Responsive is slightly more complex than intensive but the difference is blurry, to say the least. At this level, the dialogues include a simple question with a follow-up question or two. Examples: Question and answer, Giving instructions and directions and Paraphrasing;

d. Interactive speaking

By interpersonal it meant speaking for maintaining relationships. Examples: Interview, Role play, Discussion, Conversation and Games.

e. Extensive speaking

Extensive communication is normal some short or monologue. Examples: Oral presentations, Speech, Picture-Cued storytelling, Translation, Retelling a story, news event and etc.

Related study by Yani (2017) entitled “Performance-Based Assessments on Students’ Speaking Skills Practiced by Senior High School English Teachers in West Java” Found that most of the respondents have positive attitudes towards performance-based speaking assessments, the advantages, and the principles of the speaking tasks applied in the assessments.

Similar study conducted by Kirmizi and Komec (2016) under title “an investigation of Performance-Based Assessment at High School”. Qualitative data showed that generally teachers complain in application, lack of time, and lack of effort on the part of students who use the internet properly. Besides generally teachers Performance-Based Assessment works in improving productive skill. Quantitative data indicated that most preferred method on the part of students is exam.

Related study was conducted by Susani (2018) under title “The Implementation of Authentic Assessment in Extensive Speaking”. The obtained data show that the students’ average extensive speaking ability was 80 with a very high category. Based on this study, he point out that The implementation of authentic assessment could provide some benefits such as (a) identifying the direct measurement of expected competence indicators of students’ performances; (b) encouraging students to demonstrate their performance in a real and meaningful situation; (c) providing students with the opportunity to construct their learning outcomes by selecting and compiling answers based on their knowledge and the situational analysis so that the answers are relevant and meaningful; and (d) integrating teaching, learning, and assessment activities. It is then recommended that authentic assessment be applied in the teaching and learning of speaking courses.

METHOD

This research is a descriptive qualitative research. It was conducted at Under Graduate Program of State University of Makassar. The subjects of the research were the 4th semester students of English Education department in academic year of 2019/2020 consisting of three classes; A, B and C. Each class represented by 2 students one male and 1 female. The sample of the research is taken by using purposive sampling technique. To collect the data, the researcher used open-ended questionnaire through google form. In analyzing the data, the researcher used descriptive analysis on the basis of the procedures as suggested by Miles et al. (2014) which consists of four steps of procedures namely: data collection, data condensation, data display, and conclusion drawing.

RESULT AND DISCUSSION

This part of the research presents the finding and discussion of the study.

1. Spoken tasks given by lecturers in implementing Performance-based Assessment at State University of Makassar

Based on the data, the students of the State University of Makassar were given nine spoken tasks to be performed as media to assess the students' speaking ability. According to Brown et.al (2010) there are five categories of spoken tasks to assess basic types of speaking. Nevertheless based on the data obtained there were four types given by the lecturer namely intensive spoken task, responsive spoken task, interactive spoken task and extensive spoken task.

2. Students' attitude toward the implementation of Performance-Based Assessment

Students' Positive attitude toward Performance-Based Assessment

Students' response	Attitude component
1. [Performance based assessment is an assessment based on observers' observations of student activities as they occur, this assessment is carried out on student performance, behavior, or interaction. This performance based assessment is used to assess students' abilities through assignments. The assignment is specifically designed to produce	Cognitive

responses (oral or written), or show the application of knowledge].	
<ol style="list-style-type: none"> 1. [I'm just a little relieved and proud of myself for being able to answer verbally and be able to think quickly about what I want to convey]; 2. [I feel motivated. It encourages me to improve my speaking skills]; 3. [I am interested but also nervous]; 4. [I like about it is the discussion so that we can exchange ideas]. 	Affective
<ol style="list-style-type: none"> 1. [I just prepare myself with confident and think about what I want to say]; 2. [I try to practice my best based on the lecturer instruction]; 3. [After performing, I push myself to speak to others in English more often]; 4. [Learning is definitely something that is really needed to overcome every challenge. Mental and physical readiness must be maintained]. 	Conative

Based on cognitive aspect, positive attitude were founded in students' definitions about the term PBA. Students' definitions extracts indicate the students have appropriate apprehend dealing with the term "Performance-based Assessment" and they recognize the term. The point in line to the statement of Azwar (2005) that knowledge and information of an object construct cognitive which is allows people to recognize the object. Proper understanding affects a person to have supporting decision toward the object. In addition proper understanding allows students to analyze how the process of PBA implementation works in their classes.

Based on affective analysis, positive attitude supported by the students' feeling expressed in written comments. Table above describes that the students got the feeling of proud toward their self, motivated and interested by the implementation of PBA. Based on Mar'at (2000) point of view these responses are positive attitude. Due to the responses reflect the feeling of comfort and readiness to disclose their feeling.

The last component of attitude to be disclosed is conative. The data shows that besides exploring the materials of the lesson have been taught students did their own activity to overcome the spoken task. The data also shows that whole participants stated their positive manner during performing the task. At the time after PBA conducted, almost student did more practice to improve their speaking ability better than they could show before. These data confirm that almost students show serious attention and effort which are indicating positive behavior in taking part in the implementation of PBA.

Students' Negative attitude toward Performance-Based Assessment

Students' response	Attitude component
1. I think the teacher because he/she must be able to encourage the students to speak	Cognitive
1. [I think it makes us more anxious]; 2. [Due to a bit of coercion, maybe students are more depressed so there is a fear of making mistakes that makes him less confident doing it again]; 3. [I don't like it because it is so hard & frustrating]	Affective
1. [I do not prepare anything, just read book a lot].	Conative

The data above indicates students' negative attitude through their statements. Based on cognitive the student's statement affirmed that lecturer is the only person who holds the important role in the successful PBA implementation. Based on Rahayuningsih (2008) point of view this is kind of negative attitude because the comment reflects that the participant did not consider herself as the main part of the successful PBA implementation.

Negative comment based on affective component founded in participants' comments about their feeling toward PBA. The comments indicate the feeling of unpleasant which according to Mar'at (2000) classify as negative attitude. This is along with Sarwono (2009) who stated that a negative attitude indicated by the feeling of unhappy and unsatisfied.

A comment based on conative component shows unfavorable behavior. The comment shows a student did not have and did not plan any preparation to the

spoken task will be given. It reflects unpreparedness toward the implementation of PBA which is classified by Rakhmat (2004) as a negative attitude.

3. The implementation of Performance-Based Assessment shows the students speaking ability

The implementation of PBA shows the students' speaking ability

No.	Students' comments
1.	[I think it is effective because not only shows our skill but also that practice help us to improve our ability and knowledge about particular lesson];
2.	[I think P-BA is an appropriate technique to assess students' speaking skill because this technique conducted by giving task before giving score. That tasking indirectly improves students' skills in speaking];
3.	[I think it is effective because not only shows our skill but also that practice help us to improve our ability and knowledge about particular lesson];
4.	[Yes I do. Because it encourage us to practice our speaking skills in the class much more time];
5.	[I think it is very effective because we are able to know our skill improvement in speaking].

Participants' responses above infer that participants perceive that the implementation of PBA shows their speaking ability. The students' ability effectively can be presented through performing spoken task. They assert that best spoken tasks to show their ability are responsive spoken task such asking for opinion, Interactive spoken task such discussion and extensive spoken task such as presentation.

Another interesting finding is that the implementation of PBA promoting the students' speaking ability. The data in the following table shows student ' comment.

The implementation of PBA shows the students' speaking ability

No.	Students' comments
1.	[very effective method for improving speaking skills and sharing knowledge with fellow English learners];
2.	[I think P-BA is an appropriate technique to assess students' speaking skill because this technique conducted by giving task before giving score. That tasking indirectly improves students' skills

	in speaking];
3.	[The advantage is bringing new knowledge of the lesson realization];
4.	[I think it is effective because not only shows our skill but also that practice help us to improve our ability and knowledge about particular lesson];
5.	[Yes, because the application or implementation of PBA can support all verbal activities that can help improve and improve speaking of students like me, by often speaking verbally using English I will get used to and experience improvements about it];
6.	[Because we must practice our speaking in the class, of course our skill will be improved much more].

Data above affirmed that through performance tasks they are trained to improve their capability. This finding support teacher perception toward Performance-Based Assessment in the study of Kirmizi and Komec (2016). It was pointed out that although Performance-Based Assessment was judged as unfair method for some skill of English skill but works in productive skill of English. In this case PBA provide advantages for students and lecturers. It becomes a space for students to show their ability and for lecturers to observe the students actual ability in speaking.

CONCLUSION

Based on the research finding and discussion the researcher concludes that the second year English students at State University of Makassar experience Performance-Based Assessment through several types of spoken task. The spoken tasks are directed response task and picture-cued task were applied to assess extensive speaking skill. Question and answer was given to assess responsive speaking skill. Besides, interview, role play, dialogue and discussion conducted to assess interactive speaking skill. Furthermore oral presentation and storytelling were conducted to assess extensive speaking skill.

The investigation indicates that the students generally have positive attitude toward Performance-Based Assessment. Positive attitude indicated by students' belief and knowledge that espouse them in taking action toward performance tasks. The students have desire to take part supporting the implementation. The performance spoken tasks applied by the lecturers allow the students feel comfortable being the subject of assessment implementation. Thus

they participative prepare best performance. The students' belief which drive them in taking part being subject of the assessment reflect students' tendencies of favor the implementation. The study result also infers that the students perceive that their ability effectively can be presented through performing spoken task. Another interesting result is that performance tasks assessments not only work for measurement purposes. But it has an impact in case promoting the students speaking ability.

SUGGESTION

The lecturers have role to affect the students' attitude toward the implementation of Performance-Based Assessment. Thus they are suggested to apply interesting tasks to encourage students participative take part as the subject of the assessment. In addition, the lecturers need to ensure the students feel comfortable with the process of assessment. Classroom setting should helpful to fix students' anxiety of making mistake, the feeling of frustrated and depressed to overcome the tasks.

The researcher believes that the use of combination instruments will be more effective to acquire the participants' attitude than use a questionnaire alone. Observation and interview probably provide more meaningful information in result. Furthermore, the related study need to prove the impact of performance based assessment in case promoting the students speaking ability. Finally, professionalism of the lecturers and researchers should go hand in hand support the successful EFL class especially in assessment, generally in evaluation.

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