

Implementation of Performance-Based Assessment Approach in Teaching Academic Writing

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ABSTRACT

In the lecture process, students' performance must be in accordance with their learning outcomes in the sense that what is done in learning is measurable and seen from the value of learning outcomes, Performance-Based Assessment is one of the best learning strategies to create synchronization between student performance in the learning process and the final score. Performance-Based Assessment is a learning strategy in which there is also an authentic assessment model. Therefore, lecturers are expected to be able to implement this Performance-Based Assessment as a strategy in teaching to achieve student graduate targets in accordance with learning objectives, especially in Academic Writing courses whose orientation rather than Academic Writing courses taught to students is to make students as competent novice writers. Therefore, at the end of the Academic Writing lecture with the Performance-Based Assessment teaching strategy, students are able to produce writing in the form of a draft proposal that is ready for seminars. The research design used in this research is a single case study research design, this research design was chosen with consideration in order to obtain more detailed data about the respondents studied. In this study, the academic writing class that applied Performance-Based Assessment (PBA) as a learning strategy was studied. The results of this study indicate that the implementation of Performance-Based Assessment has a positive effect on students' ability to write scientific papers, in conclusion, the implementation of Performance-Based Assessment is the best strategy in the lecture process, so this research provides evidence that Performance-Based Assessment is very good to be implemented in the learning process.

Keywords: Implementation, Performance-Based Assessment, Approach, Teaching, Academic Writing

1. INTRODUCTION

The process of writing activities in learning is one of the skill items considered by every student to be the most difficult, including students of the English education study program, Faculty of Teacher Training and Education, Tomakaka University Mamuju (henceforth UTM). In general, English education students at UTM's Faculty of Teacher Training and Education, English Department that have programmed academic writing courses and that are currently studying, consider academic writing courses to be one of the most difficult subjects in lectures, so this assumption makes students appear to avoid rather than study it more thoroughly, and this pro good one.

Based on these problems, teachers or lecturers need to develop learning models that can measure the cognitive, affective, and psychomotor abilities of students. PBA is important to develop and to be learned because PBA is a kind of strategy that harmonizes teaching and assessment models. PBA is appropriate to be applied in learning to develop output on critical thinking or creative thinking competencies and to help students develop several cognitive,

affective, and psychomotor abilities. PBA assesses high-level skills and a deeper understanding of content based on demonstrated real performance (Stiggings & R., 2001), (Baron & Wolf, 1996), (Rothman & R., 1995). The researcher attempts to propose a solution to determine the best strategy to solve the challenges that are faced by the students in the learning process until the end. Based on this issue, the researcher finds that further research is required, with a PBA being proposed as a solution to the problem in the teaching and learning process.

Therefore this is also one of the strong reasons for researchers to see how the quality of PBA is like as an approach in the learning process, especially in the Academic Writing course. To obtain accurate data in this study, the researcher formulated research questions, which is supported by a theory: the research question is about how lecturers implement PBA in the teaching and learning process. This question is not just made but certainly based on a theory, and the underlying theory is the theory of e. (Maskin et al., 2002) "implementation is easier to accomplish the smaller is the set of possible states of the world."

Research Question: How do the lecturers implement Performance-Based Assessment in teaching Academic writing?

2. LITERATURE REVIEW

The term academic writing refers to persuasive and reasoned forms of prose used by students, professors, and university researchers to convey large amounts of information on a particular subject. Academic writing usually needs to be accurate, semi-formal, impersonal, and objective. Academic writing is not a printout of fully formed thoughts but begins with false, incomplete, and ambiguous intuitions, ideas, and concepts. Their inherent re-visit ability allows the writer to close the loop, revisit ideas long after the writer first came up with them, explore the same things in different ways, experiment, change, repeat and rethink (Murray et al., 2006). Academic writing is the process of breaking down ideas and using deductive thinking, a formal tone of voice, and a third-person perspective. It is about what the writer thinks and what evidence. Academic writing is the process of breaking down ideas and using deductive thinking, a formal tone of voice, and a third-person perspective. It is about what the writer thinks and what evidence contributed to this (Patricia et al., 2017).

(Prihatmi & N., 2017) states that Academic writing is a critical issue that necessitates the attention and support of academics, particularly institutions. It is hoped that the institution will create an effective curriculum framework and give lecturers more time to guide their students through the writing process, beginning with basic level understanding. Lecturers must have adequate time to develop various methods that are appropriate to the student level and study program, as well as writing practices that are implemented and continuously evaluated.

(Meza et al., 2021) Students were able to identify the specifics that comprise an academic text, such as an essay, according to the statement. Being aware of the essay structure allowed the students to gradually incorporate all aspects that they did not include at the start of the implementation. Their understanding of the majority of the essay components improved the quality of their essays, allowing them to meet the requirements for international exams.

Based on some of the underlying theories, PBA is known as a teaching strategy, so that students can apply mastery of knowledge and skills in real situations, the goal is to stimulate students to be more active, and have high-level cognitive skills and abilities. PBA is an assessment to measure this ability in the learning process.

A valuable complementary component of PBA and extraordinary assessment is self-esteem and fairness, which include student assessment in the learning process (H. D. Brown & Abeywickrama, 2010) (J. D. Brown & Hudson, 1998). This means that students can propose their experiments and submit their results

The use of Performance-Based Assessment can also additionally treat this difficulty considering rookies are worried about purpose putting and with inside the accomplishment of various tasks. Based on the belief of this examination, Performance-Based Assessment empowers the rookies and offers them the possibility to determine on focal point in their studying in collaboration with their teachers.

3. METHODS

The research design used in this study is a single case study research design, this research design is chosen with the consideration that more detailed data are obtained about the respondents being studied. Through case studies, especially a single case study we can conduct an in-depth study of the behaviour and individual unit, groups, or social institutions of society. In this study, what is studied is the Academic Writing class that applied the Performance-Based Assessment (PBA) as learning strategy.

The Case Study is an exploratory approach used to create a deep and multifaceted understanding of a complex topic in its real-world context (Harrison et al., 2017) widely used in many fields, especially in the social sciences.

4. RESULTS AND DISCUSSION

In the academic writing learning process, various methods, strategies, and even techniques are needed to make it easier for students to learn to write well because, in the learning process using the PBA strategy, students immediately do it by showing their best performance in the learning process and completing the assignments given by the lecturer. The experience of students in the learning process with the PBA strategy has provided positive input for the development of students' scientific skills, especially in writing. Writing is indeed not an easy matter to do. Even starting writing is one of the most difficult things for every student as a novice researcher to produce writing in the form of academic writing or specifically known as a thesis. However, despite this difficulty, every student must go through the stages to fulfil the requirements for the completion of student studies.

Learning must be related to assessments that measure students' abilities in cognitive, affective, and psychomotor aspects. The assessment should not only be done on the final result but the learning process should also be carried out by the teacher. However, sometimes in the learning process, lecturers and teachers in schools carry out an assessment process at the end of learning, so in this case, researchers tend to be more interested in studying the learning process by applying PBA as a learning strategy to achieve maximum learning outcomes. According to researchers, PBA is important to study because it is a learning strategy that combines the teaching and learning processes simultaneously. PBA is an appropriate learning strategy to be applied in the learning process that is oriented towards developing outputs on competencies related to student critical thinking or creative thinking. This is especially true in academic writing lectures, which, of course, require students' creative thinking to be able to express their ideas in writing. PBA also helps students develop their cognitive abilities, including affective and psychomotor skills. Based on real-world performance that has been demonstrated, PBA assesses and looks at student skills in the lecture process, including in the realm of student understanding of content.

In the learning process that uses PBA as a strategy or learning method, assessment is an aspect that is integrated into it so that while the learning process is taking place, the

results and progress of students' knowledge and understanding can be seen, without having to wait for the final evaluation results. In the learning process, students expect that they learn to attend lectures to gain knowledge that is both new information for them and enrichment, develop abilities and skills, and practice by demonstrating mastery of what they get in the lecture process. If students learn to gain knowledge, develop skills, and practice or demonstrate mastery of student knowledge as a real task, then their performance is assessed by the lecturer during the learning process, whose orientation is to provide information to the lecturer about the student's ability to learn, in this case, through writing sentences, paragraphs, and paragraphs to produce academic writing, and is oriented towards the preparation of students' final assignments. The benefits are that they provide a stimulus to students to be more creative and active in higher-order thinking, develop reasoning, apply and implement cognitive abilities through performance, and demonstrate student scientific inquiry. The application of PBA in the learning process has value beyond that of traditional assessments. This is, of course, because PBA can measure all aspects of learning activities by the orientation of modern learning theory.

In line with the orientation and principles in the Academic Writing course, in the learning process or lectures, academic writing must have a close match between cognitive, affective, and psychomotor proportionally. PBA that is used as a strategy or method in learning consists of at least two elements, namely assignments and rubrics. Students show the results of their performance during the lecture process and then measure and assess the performance of student lecturers using an assessment rubric. In the lecture process, the lecturer facilitates students and creates an interesting and comfortable learning environment for students, directs students in formulating learning goals, provides references or learning resources as needed by students, and lectures also supervise the student learning process by monitoring what students produce in their learning process. In the academic writing learning process, especially for Tomakaka University English education study program students, students are expected to be able to write like a professional academics in preparation for the completion of the final project. In addition to this, students are also expected to learn academic writing by using PBA as a student learning strategy and then to have a responsible, wise, and rational attitude by learning to become academic writers through PBA learning strategies. From the results of the academic writing learning process through the PBA strategy, students are also expected to be able to compile their final assignments according to the academic writing procedures provided by Tomakaka University Mamuju, like every student who will compose their final assignment. To accomplish this, a lecturer requires a concept and guidelines that direct him to design learning strategies and practice them in the teaching process, namely a guide that can direct lecturers to design and practice classroom learning by curriculum demands and student expectations.

In Academic Writing lectures, the process of learning to write that must be experienced by students through Academic Writing courses must be able to make it easier for students to understand and gain full knowledge of how to

become professional writers so that students taking Academic Writing courses can apply what they have learned in lectures. This is actually one of the reasons why academic writing courses need a special strategy to teach it. So, PBA is very suitable to be applied in any lecture process, including academic writing, which, of course, aims to build individual students who have critical thinking or creative thinking power. PBA is used as a strategy in learning, which makes it a method oriented towards improving the quality of learning for students. In essence, PBA is used as a strategy to apply knowledge, skills, and learning experiences through real and meaningful assignments that are interesting for students in the lecture process. PBA also requires students to use their abilities in higher-order thinking, perform in-depth reasoning, and demonstrate scientific inquiry from students.

The implementation of PBA in the learning of academic writing courses later attracted the attention of researchers to examine it more deeply through case study research. One of the activities in this research was to observe the implementation process of the learning strategy. In this case, the implementation of PBA in learning academic writing courses. In the activity or process of a student learning to write academically, this process is carried out by students in the following stages:

- 1) In the learning process, students will be involved in the writing process, after being given an explanation of the theory about academic writing and how to apply the PBA method in lectures or the academic writing learning process. In this case, students will learn about prewriting, brainstorming, outlining, mapping, and draft revisions, editing, and drafts, which are ready to be presented and consulted with their respective supervisors.
- 2) Students must seek and collect knowledge from a variety of primary and secondary sources, including digital sources, as part of the learning process and preparation.
- 3) Students will always evaluate, synthesize, and compare their creativity, ideas, and information obtained from previous references throughout the learning process.
- 4) Students will be allowed to write in the form of peer-editing.

In this discussion, the author draws on research on academic writing lectures conducted by lecturers and students using PBA as a learning strategy to achieve lecture goals, namely that students who have programmed academic writing courses can prepare draft research proposals ready for consultation with their respective supervisors and then seminars as a feasibility test to be followed up with research. The researcher chose the Academic Writing course because he considers that students must be introduced to what is called "research" from an early age as a prerequisite for completing each student's study, with the hope that students are no longer confused and even ready to do research when receiving research method lectures.

Students who have basic knowledge of something will certainly not be as difficult anymore when faced with real problems such as research. In the previous stages of the

Academic Writing course, they have already had an idea and have tried to make proposals, even though they are not as perfect as proposals that have been tested. But at least he had the experience of writing a scientific paper in his academic writing course. Students who have basic abilities and skills in writing will certainly not experience difficulties when attending academic writing lectures, because at least what they will do in the process of learning to write academically can be seen when researchers observe the lecture process for academic subjects. According to the lecturer concerned, PBA is one of the best learning strategies to be implemented on students who have average skills, so that PBA learning strategies will enable them to achieve learning targets and objectives, namely completing a draft proposal.

The implementation is as follows: The implementation is as follows: Based on the lecture process for the Academic Writing course by implementing PBA as a learning strategy, researchers have found the stages that were carried out by lecturers and students in the learning process from the beginning of the meeting to completion, these stages can be concluded as follows:

1. in the Academic Writing course, which is used by the lecturer as an introduction for students about writing scientific papers by implementing PBA as a teaching strategy with the consideration of the lecturer concerned that PBA in its application is not just how to teach well according to learning objectives, but PBA also see and measure how the performance and work of students after the learning process. In this case, during the learning process, students can be categorized as students who are able to think logically, critically, systematically, and innovatively in the context of developing or implementing science and technology that pays attention to and applies humanities values according to their field of expertise.
2. Students are able to demonstrate independent, quality, and measurable performance according to PBA teaching procedures in the learning process.
3. Students are able to examine the implications of developing or applying science and technology that pays attention to and applies humanities values according to their expertise.
4. Students are able to compile a scientific description of the results of the above studies in the form of a simple draft proposal which is ready to be consulted with the supervisor of each student at the seminar accountability stage.
5. Students are able to make the right decisions in order to solve problems in their area of expertise based on the results of information and data analysis.
6. Students are able to maintain and develop networks with lecturers, and colleagues to find references as instructed by the lecturers, and with enthusiasm, their students managed to do it well.
7. Students are able to be responsible for the achievement of the results of their respective work as well as supervising and evaluating the completion of the work given to their colleagues who are their responsibility. Based on observations made by researchers, these skills are expected to be achieved by students during the

process until the end of the Academic Writing course, and based on observations made by researchers in line with what lecturers and students do in the learning process.

From several general skill items in the learning process that students are expected to be able to carry out in the learning process and assignments that run according to the target of the lecturer as a subject supervisor, this information was obtained by researchers in observations and lecturer interviews while learning has been carried out. This then becomes authentic proof that PBA is one of the learning strategies that make the learning atmosphere interesting and challenges students to be creative to meet graduate achievement targets in lectures, especially in the Academic Writing course.

In today's modern era, quality in everything is a priority, so it's not surprising that the world of education always holds a reset of educational knowledge to find the best solutions to problems in education. Even educators, including lecturers, are required to improve the quality of learning to build individuals who have the capabilities according to today's needs. The implementation of PBA in teaching academic writing is a form of the lecturer's efforts to build students' skills as outlined in the general skills that are expected to be achieved by each student in the learning process to develop outputs of competencies that are also oriented towards critical thinking or creative thinking and help students to develop skills in learning and solve problems in learning and the field later.

Lecturers' efforts by implementing PBA are expected to be useful for students whose output in Academic Writing lectures is that students can produce scientific writings in the form of draft proposals that are ready for them to present to their supervisors and examiners with the demand that they have the ability to apply their knowledge and learning experience in the real world and become a resource. The individual in question possesses advanced technological literacy to toe noble ideals of education and the foundation of the Indonesian state, namely the opening of the law. According to the 1945 constitution, "educating the life of the nation" is the ideal of the struggle of the Indonesian people to realize a just and educated society.

CONCLUSION

From the results of research conducted by researchers through interviews and observations of the teaching and learning process carried out by lecturers and students, it can be concluded that the PBA teaching strategy approach is considered as an effective alternative in teaching accompanied by authentic assessments to evaluate students' writing competence. In the Academic Writing course whose orientation is to produce a simple draft proposal. This implies that the PBA strategy used by lecturers in teaching Academic Writing offers positive values to both values as course supervisors and to students. From the result of direct interviews and observations, it is known that the implementation of PBA really helps lecturer problems to develop student knowledge directly. Lecturers can measure and know the weaknesses and strengths of students in writing.



As the PBA orientation is how students are active and appear in real situations in the sense of producing something from their learning process that can be seen directly either in the form of values or in fact, this provides an opportunity for lecturers to assess students in an objective way, because what they are evaluating presented by students.

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