

# Implementation of Outcome-Based Assessment in English Morphology Courses at the English Department, Andalas University, Padang

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## ABSTRACT

The OBA-based assessment method is employed in the Project-based Learning English Morphology class consisting of twenty-three students at the English Department, Andalas University. The assessment aims to evaluate students' comprehension of the concept of a morpheme, the smallest meaningful unit in the language (LO-1), identification of the forms of Word-formation (LO-2), and description of the word-formation process (LO-3). The field project, designed for a mid-term task, assigned students to collect English elements and word-formations in the commercial signs in their living area and determine their types and formation process. The assessment result shows students' achievements to LO-1, LO-2, and LO-3 are 82%, 79%, and 72%, respectively. All are above the target: 65% of a B Grade) and 61% of an A Grade. The assessment, however, implies that while the students can identify satisfactorily English morphemes from the commercial signs they collected, they still lack the ability to determine the forms and the types of word-formation. It is our belief that this shortage has something to do with the meetings spent discussing the topic of English word-formation.

**Keywords:** "English Morphology," "Outcome-based Assessment," "Project-based Learning."

## 1. INTRODUCTION

Today, the speed of the use of technology and the production of innovation is very high. It creates a gap between the world of education and human resources needed in the workplace. The challenge of 21st-century education is its role and strategy in bridging the gap. One approach used to accommodate 21st-century education is Outcome-Based Education (OBE).

Outcome-Based Education (OBE) is an approach in education that focuses on what is 'essential for all students to be able to do successfully at the end of their learning experiences' [2]. As described by [2], OBE emphasizes the sustainability of the learning process in an innovative, interactive, and effective manner and the outcome is different from the input. Outcome is knowledge and skills that are measurable, while inputs are the number of hours the lesson is carried out or what textbook is used.

OBE affects the whole educational process, including curriculum design, formulation of learning objectives and achievements; education strategy; learning method design; assessment procedures; and the education environment/ecosystem. OBE curriculum and learning process work based on the needs of the graduate on the job and achievement of the predetermined outcomes. It assesses the specified output level, not the acquired knowledge.

Universitas Andalas has set OBE as its educational

learning approach. One of the university's objectives is to train students' higher-order thinking skills (HOTS) to prepare them for global competitiveness and increase the relevance of the educational process to the business and industrial world (DUDI) society. To this end, active and contextual learning strategies and learning outcomes assessment methods are needed.

Several learning strategies can support the achievement of this goal. Two of them are the Case-based method (CBM) and project-based learning (PjBL).

In connection with this goal, it is deemed necessary to change or improve the teaching methods applied in various courses in the English Department. This is in line with the university learning policy and is of concern to the English Department.

It is decided to implement the Project-based Learning strategy [1] to the English Morphology Classes, conducted in parallel classes every semester. All classes are implementing PjBL. Two classes use the same form of project, and the other two use a different form.

This research is aimed to see how PjBl can help achieve the department's and the subject's learning objectives and show students' achievement of the learning objectives and the lecturers' success in achieving the learning outcomes set for the subject. For this research, all classes are designed to implement a project-based learning strategy (PjBl) and use outcome-based learning assessment (OBA) to measure the achievement of the set learning outcomes. This paper describes the implementation of PjBL and OBA in one of the classes, English Morphology A.

### 1.1. Description of the Subject

Morphology is a study of language whose object is words. It studies the internal structure of words or how a word is formed by the smallest meaningful unit called a morpheme. English Morphology course (ENG 311) is about the internal structure of English words or how an English word is formed by its linguistic elements. The course is offered every year in four parallel classes and taught by a team of four lecturers. Each is responsible for teaching one class. It is compulsory for all students because it provides students with basic language knowledge, which is essential for communication.

#### 1.1.1. English Department Learning Outcomes

Communication ability is one of the learning objectives of teaching English in English Departments. Students among others are expected to have the following abilities:

1. applying logic, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, following scientific ethics in their field of expertise
2. analyzing linguistic problems in terms of form, meaning, function, value, and context of use in local, regional, and international communities.

English Morphology is designed to achieve both learning outcomes through its learning process.

#### 1.1.2. Subject Learning Outcomes

English Morphology has three learning outcomes:

1. ability in identifying morphemes
2. ability in determining types of morphemes
3. ability in determining types of word-formation
4. ability in using words based on their forms and grammatical functions

This semester, two projects are assigned for the students; one is for the mid-term task and the other is for the final semester. As in the previous semesters, the class implements student-centered learning strategy.

In this research, the achievement of the first three outcomes is assessed from the students' success in doing a field project set for their mid-term task. The achievement of the fourth learning outcome is measured from a different project set for their final semester task. This paper only reports the assessment of the first three learning outcomes comprised in the field project.

## 2. OUTCOME-BASED ASSESSMENT (OBA)

According to the literature [4,5], Outcome-based Assessment (OBA) is a method in higher education

curriculum and pedagogy focusing on empirically measured student achievement. It is a collection of evidence of achievement of student learning outcomes. It is not just a value but a mechanism to provide all parties with data for improving teaching and learning, helping students become more effective learners, self-assessing, and self-directing, encouraging student learning. It can detect shallow learning and guide students to achieve the desired results.

OBA must be in line with the learning objective of the study program/department. Faculty members/lecturers articulate what they want from students after they have completed their studies. This is called an outcome and is different from thinking about what the teacher will teach. OBA focuses on the result for the students they teach.

OBA is a comprehensive part of outcome-based education (OBE). The outcome-based approach is completely student-centered, focusing on what students know and can put that knowledge into practice. Sharpening the focus on student learning outcomes is more than tweaking traditional learning structures and methods [6].

The emphasis in the OBE education system is on measured outcomes rather than "inputs," such as how many hours students spend in class or what textbooks are provided. Outcomes can cover a wide range of skills and knowledge. In general, outcomes are expected to be concretely measurable, namely, "Students can run 50 meters in less than a minute" rather than "Students enjoy physical education classes." A complete outcome system for a subject typically includes everything from fact reading ("Students will name three tragedies written by Shakespeare") to complex analysis and interpretation ("Students will analyze the social context of a Shakespearean tragedy in an essay"). OBE-oriented teachers/educators consider the individual needs of each student and provide opportunities for each student to excel at various levels (<https://www.k12academics.com>).

The implementation of OBA as part of OBE is not easy. Ref. [3] report that the implementation of OBA in South Africa resulted in confusion and frustration among teachers due to lack of comprehension of OBA and readiness to changes in the didactic paradigm. Therefore, educators (teachers and teaching staff of PT) must understand well the OBE paradigm and the application of OBA.

## 3. METHODS AND PROCEDURE OF RESEARCH

The research followed the following stages:

1. Ensuring the Learning Outcome (LO) of the English Department
2. Setting the learning outcomes for each competency to be measured
3. Identifying students who apply to English Morphology course.

4. Revising the existing learning objectives of the subject to comply with OBE
5. Introducing and discussing every topic of the subject to the students using SCL.
6. Designing a project for the students to conduct in the field.
7. Design the method of the assessment of the field project
8. Analyze the results of the assessment for each outcome
9. Perform analysis for each evaluation result
10. Collecting feedback from students
11. Evaluate/revise teaching materials or methods based on the evaluation results
12. Making conclusions and reports from the evaluation

Twenty seven students from the English Morphology Class-A involved in this research. The learning activities are carried in 2 ways: asynchronous and synchronous. The asynchronous method is done through a WhatsApp student group. It is intended to give students the opportunity to learn on their own through reading assignments and doing exercises in the textbooks used. Meanwhile, the synchronous method is done once a month to review ensure students' comprehension of the material they learned and the skill they acquired for the subject. In the zoom meeting, students were allowed to ask questions concerning the materials they had learned.

The project is designed to give opportunities for students to engage with morphological 'practices,' especially on the topic of word formations in English. In this project, the students enrolled in the Morphology course were individually asked to find commercial signs using English words. To this end, they were asked to search for the commercial signs in their neighborhood. The searching area was restricted on purpose, considering the Covid-19 outbreak. Also, at the time of doing this project, the students were still doing remote learning. The instructions or guidelines for the project are given in a written form in the form of Google doc.

The students' achievement to the learning outcomes is assessed by counting the percentage of the correct forms of English elements and word-formation and the word-formation process by the students. The lowest percentage expected is 65%, which is comparable to B-grade.

#### 4. RESULTS AND DISCUSSION

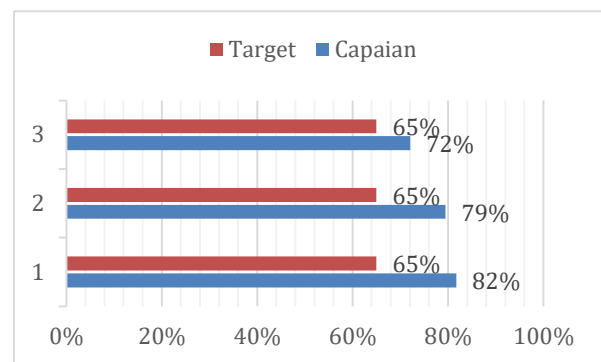
Despite the area restriction, our students were able to collect a plethora of examples. Taken individually, some students gathered more than the others, ranging from 4 to more than 20 commercial signs. We believe that such differences have something to do with the area restriction. Some students live close to business areas where they can find the commercial signs more easily, while others live in a smaller town where they

can only find lesser commercial sites.

The commercial signs collected by the students do not entirely meet the expectation. A few commercial signs are better classified as advertisements than commercial signs. Some students confuse between the two.

Through the project, the students collected commercial signs from various businesses that sell goods and provide services. The commercial activities include automotive, culinary, beauty shops, healthcare services, pet shops, education services, laundry, entertainment, electronic shops, etc. The majority of the commercial signs combine Indonesian and English.

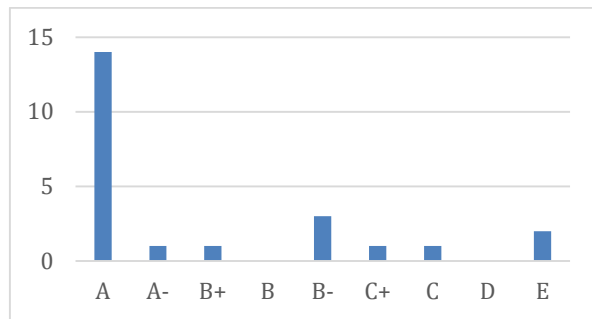
Figure1 shows the students' achievement to all LOs.



**Figure 1. Students' achievement for LO-1, LO-2, and LO-3.**

Although all achievement is higher than the set target (65%), the students' ability in every component varied. The students seem to find it easy to determine the type of word formations involving compounding, derivation, and clipping, but they seem to have a misconception of some word formations. As a result, they could not determine, analyze or describe the process of word formations of the data in question.

Figure 2 presents the distribution of the students' grades for this mid-term task, which is dominantly A (61%).



**Figure 2 Distribution of the Students' Grade**

## CONCLUSION

In conclusion, we found that the students can identify some types of word formation and analyze and describe the processes of word formations. However, they did so incorrectly. We feel that this shortage has something to do with the meetings spent discussing the topic of word-formation. In the ongoing semester, we allocated one session or equal to three credits (180 minutes) to discuss the topic of word-formation. Through this project, we learned that we should spend more time discussing the topic. This project provides an input for the teaching and learning of the English Morphology course in our department in the future.

## AUTHORS' CONTRIBUTIONS

Both authors teach their own English Morphology course. For this project, they asked their students to engage in the same fieldwork. Rina Marnita AS has the original idea to disseminate the report of the fieldwork and Zulprianto helped analyse the data and prepared for submission of the article.

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