Performance Assessment Used by Teacher in Students' Writing Skill at Grade X Senior High School of Lingga Kepulauan Riau

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ABSTRACT

Performance assessment is a sort of genuine evaluation that is utilized in the teaching of English as a second language. It is to help the teachers assess their student, especially in writing skills in which the students understand the materials and create sentences or paragraph-related topics. Performance assessment is various that the teachers can apply in assessing the students' writing skill. This study was conducted to determine the types of performance assessments teachers used in students' writing skills. The method of this study was descriptive, and the participants were three teachers at grade x senior high school of Lingga, Kepulauan Riau. The researchers collected the data by using an observation sheet and field notes during observation. The result demonstrated that all teachers used two types of performance assessment: intensive and extensive. The teachers used the intensive types, including grammatical transformation tasks, vocabulary assessment tasks, and short-answer and sentences completion tasks. Meanwhile, the extensive type was only one which was paragraph constructed tasks. The teachers used those performance assessments to assess the students' achievement in writing skill. It is also an evaluation for the teachers to improve their teaching in the classroom.

Keywords: Performance assessment, Writing skill, Senior high school

1. INTRODUCTION

The process of education cannot proceed without the inclusion of assessment. Assessment is vital to have evaluation methods that have been thoughtfully created. According to O'Ferrel [1], assessment is used to identify the learning outcomes that were achieved, to provide feedback on students' learning, to improve students' performance, to assist and facilitate learning, to define student achievement, to evaluate the effectiveness of teaching, to inform teachers on what they should do next, and to demonstrate that appropriate standards have been met.

Language teachers may choose from various assessment strategies, including portfolios, projects, writing samples, summaries, observations, journals, self- and peer-evaluations, and performances. The evaluation of past performance is one of them. It is important to note that performance assessment is a sort of genuine evaluation that is utilized in the teaching of English as a second language.

O'Malley and Pierce [2] stated that teachers may learn a great deal about their students' knowledge of specific skills and abilities via performance evaluation. Teachers may improve student outcomes by incorporating performance assessment into their lesson planning. It is also supported by Darling-Hammond [3] who states performance evaluations are an effective way to inspire students to study and push themselves to their limits. As a consequence, performance evaluation contributed to a rise in student enthusiasm. Motivating English language learners is crucial since these students need positive reinforcement and academic guidance in order to succeed.

Students' written output traditionally measures language proficiency. Teachers use performance evaluation to gauge students' growth as writers.

According to Brown [4], performance assessment is divided into four types which are imitative, intensive, responsive, and extensive. Imitative emphasizes grammar which students must fill in the blank from a list, spell, match, and convert numbers to words. Intensive entails the capacity to produce vocabulary suitable for a given situation, as well as collocations, idioms, and proper grammatical elements up to the length of a sentence. The development of sentences into paragraphs is an essential component of responsive writing. The context or the function of writing nearly entirely determines the aim of the writing. The last is extensive writing which requires effective control of all the processes and methods involved in writing for any reason, including the length of an essay, a term paper, a report on a significant research project, or even a thesis.

Performance assessment in writing is developed to become a writing task. According to Marhaeni, Luh, Ratminingsih, and Put [5], each writing task is expected required several criteria, which are (1) mention the written genre; (2) include thinking skills, problem-solving, and text creation process; (3) challenging and workable by all students; (4) provide equal opportunities for all participants educate to respond; (5) produce not only good writing in theory but also interesting writing; (6) the tasks is liked by all students.

However, the performance evaluation in writing skill implementation is not going as well as hoped. Some English teachers at SMA N 1 Lingga Utara and SMA N 1 Lingga were interviewed informally for this preliminary investigation. Many challenges remained for educators while implementing performance evaluation. In line with Idham, Nadrun a amd Darmawan [6], genuine assessment is used in the classroom, whereby conduct assessment using performance-based tasks. The teachers had trouble grasping the gist of evaluating students based on their performance. The students' grasp of the rubric may also suffer due to the teachers' insufficient familiarity with the subject [7]. Also, teachers mainly employed conventional evaluation in the assessment process since they only rated the students based on their framework. It is highlighted the need for further training in the area of genuine assessment implementation.

Therefore, The study focused on senior high schools in Lingga, Kepulauan Riau. Furthermore, this study's central research question is how teachers may most effectively utilize performance assessment to evaluate their students' academic progress regarding their writing abilities. This study filled the void left by other studies.

Therefore, issues will persist whenever teachers who administer the evaluation lack the necessary knowledge and expertise. Therefore, this research was carried out to understand what types of high school English teachers use performance assessments to measure students' writing abilities.

2. METHOD

This study was a part of the descriptive research category. According to Moloeng [8], descriptive research is a method of study that results in descriptive data, such as written or spoken words from individuals or behaviors that may be seen. In other words, descriptive research is a research process. The researcher utilized this descriptive study to teach about performance assessments employed by teachers for students' writing abilities in senior high school. In this study, the classrooms were in Lingga, Kepulauan Riau: SMAN 1 Lingga, SMAN 2 Lingga, and SMAN 1 Lingga Utara. The participants in this study were three teachers from senior high schools at the tenth-grade level. The findings of this study were presented in the form of checklists and field notes on observation sheets.

3. RESULT AND DISCUSSION

3.1 Intensive Types

The teachers used intensive types in conducting writing performance assessments. In the intensive types, teachers used grammatical transformation tasks, vocabulary assessment tasks, and short-answer and sentence completion tasks as the assessment task.

3.1.1. Grammatical Transformation Task

Each teacher designs grammatical transformation exercises differently. For example, teacher A had students swap active and passive phrases. So the instructor gives active and passive voice tasks to test student knowledge. Teacher A gave students 30 minutes to accomplish the work, then checked it. It emphasized students' understanding of the grammatical form, which was an active and passive voice. This work encouraged the students to apply the knowledge directly based on the text given by the teacher. It is also supported by Majid [9] during this kind of assessment, students were expected to show that they comprehend and can apply their information and abilities in a variety of settings.

The other teachers, teachers B and C, assigned grammatical transformations by composing a book sentence using noun phrases and discovering improper tenses. Then, swap tenses and compose whole sentences. The teachers provided explicit instruction

about what the students do in the classroom activities, especially in writing. This is one of the paths for the teachers to determine the effectiveness of teaching and how well the students conceive the materials and the instruction given [10]. Thus, it can be the evaluation of the teachers to improve the students' writing skill and enhance teacher's professionalism in assessing their students in the classroom.

3.1.2.   Vocabulary Assessment Tasks

This task indicated the students need to be familiar with various words to gain insight into arranging the sentences. The teachers provided various vocabulary tasks. Teacher A and B asked the students to complete the gap sentences in which the correct word existed on the box and then complete the words by giving the dash and some letters of English words as a clue. Each dash was a letter the students asked to write the sentences using those words. The task is needed for the students to enrich their vocabulary mastery which is crucial in learning the language. According to Usman [11], vocabulary determines language skill, including writing. In writing skill, the students create sentences or even paragraphs that come from the vocabulary as the first thing to begin.

The teacher did match words between English and Bahasa Indonesian words. The students have to match the words appropriately and write sentences with those words. It can stimulate the students to understand the word in their first language, Bahasa Indonesia, and provide a chance for them to write sentences using the word based on the proper context. In line with Zulkifli [12], the word task demonstrated to students to use the lexical with appropriate context and understand when the word is used. In addition, vocabulary is needed to comprehend what is related to the word choice or usage and the appropriate address [13]. Therefore, vocabulary tasks support the students to use the word in suitable occasions and contexts and assist the students in selecting which word is suitable. Word choice implies the students addressing the word in sentences.

3.1.3.   Short-answer and Sentence Completion Tasks

This activity was used as an assessment by three teachers, all of whom explained it the same way. Three teachers shared that students had acquired knowledge of descriptive text's subject matter and content. Therefore, the teachers would perform some kind of assessment in order to test the students' grasp of the content. It is designed to assess the students' writing skill and the specific information they understand in the text. The students need to understand the content of the text and

create their own paragraphs by planning the content. In addition, it can convey students' idea or thought surrounding them. Thus, writing ability is to express the thought, feeling, or idea in written form that the readers can read.

Each student was asked to choose a location to visit or a frequented spot. Students were then instructed to write about it. One teacher urged students to construct a word web to organize thoughts. Next, teachers asked the students to write the text, which was descriptive text based on the structure of the text. The structures of the text are introductory, body, and conclusion, which conduct the organized paragraph.

Regarding this, Shanorra, Sofyan, and Sumbayak [14] suggest the students have to organize their writing based on the sequence of the story to make the text coherent. It implied that the sentence completion task connects with that story sequence to deliver the idea coherently. It is to order easy reading for readers that read the text.

3.2 Extensive Type

This type emphasizes the ideas of writing to be vivid in paragraph form, which explores the topic sentence, topic development, and development of supporting the idea. It creates a paragraph with a clear main idea and supporting idea. Thus, this study found only one extensive type: paragraph construction tasks that teachers applied in the classroom.

3.2.1. Paragraph Construction Tasks

In order to complete the assessment for descriptive text, the job of constructing paragraphs was employed by three different teachers as the last session. First, the students were given the option to choose one of their special places, after which the teachers A, B, and C asked them to describe it using three paragraphs: an introduction, the body, and a conclusion. Finally, a student was reminded by one of their teachers to utilize the word web to assist them in gathering and organizing their thoughts. This task indicated the students' writing skill, demonstrating the teacher's material. According to Espinosa [15], this kind of evaluation promotes students to actually grasp the degree of comprehension of writing abilities and recognize the skills and understanding of writing English that they have known. This is important since it helps students improve their writing.

Moreover, paragraph tasks provide integration to all skills, and the students can use the language in written form and convey the idea to others by writing. It also

describes the other capabilities, such as grammatical structure, vocabulary, and structure that correlate with the writing [16]. In addition, when the students do the task, they need to understand the instruction first to imply what is going to do to complete the task. Thus, teachers have to convey the instruction preciously so that the students complete the task well based on the plan of the task. A teacher is supposed to be very detailed about the teaching instruction [17]. Therefore, it helps the students follow the task's rules and understand how to do their work.

4. CONCLUSION

Performance assessment is needed to be applied in the classroom, and the teachers have the initiative to create the assessment to evaluate their students' achievement. This study emphasizes students' writing skill, a type of performance assessment used by the teachers in writing skill in grade x senior high school in Lingga, Kepulauan Riau. There are several types of performance assessment in writing skill: imitative, intensive, responsive, and extensive.

However, this study demonstrated only two types of performance assessment used by teachers in writing skill which was intensive and extensive. Intensive type consists of three categories: grammatical transformation tasks, vocabulary assessment tasks, and short-answer and sentence completion tasks. At the same time, extensive type was only one category: paragraph-constructed tasks. The teachers implemented these types in grade x senior high school in Lingga, Kepulauan Riau, enhancing students' writing skills. On the other side, these assessments can evaluate the students' writing skill which indicates how successful the students to reach writing skill. Then, it is an evaluation for teachers to assess the students and teach them in the classroom.

AUTHORS' CONTRIBUTORS

The first author contributed to conducting this study which collected the data from the source data and led to writing the manuscript. Meanwhile, the second author encouraged the first author to complete this study and supervised each detail of the findings.

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