

The Asian EFL Journal
January 2018
Volume 20, Issue 1



Senior Editor:
Paul Robertson



Published by English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd. Australia

<http://www.asian-efl-journal.com>

©Asian EFL Journal 2018

This book is in copyright. Subject to statutory exception no reproduction of any part may take place without the written permission of the Asian EFL Journal Press.

No unauthorized photocopying

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of the Asian EFL Journal.

editor@asian-efl-journal.com
Publisher: Dr. Paul Robertson
Chief Editor: Dr. Paul Robertson
Associate Production Editor: Ramon Medriano Jr
Assistant Copy Editor: Eva Guzman

ISSN 1738-1460

Table of Contents

<p>1. Richard Mark Nixon</p> <p><i>English Usage in Japanese Workplace Settings</i></p>	<p>04-18</p>
<p>2. Fibriani Endah Widyasari</p> <p><i>Teaching Vocabulary by Enhancing Students' Spatial-Visual Intelligence</i></p>	<p>19-26</p>
<p>3. Indri Wirahmi Bay, Nurlaila Husain, Rahmawaty Mamu</p> <p><i>Developing Local Content Syllabus for Elementary School Based on the English for Young Learners Learning Strategy to Maintain Gorontalo Cultures</i></p>	<p>27-46</p>
<p>4. Made Frida Yulia</p> <p><i>Using Performance Assessment with EFL Learners in Pronunciation Class</i></p>	<p>47-56</p>
<p>5. Nargis</p> <p><i>A Study of Teachers' Belief about Second Language Acquisition</i></p>	<p>57-64</p>
<p>6. Nonny Basalama</p> <p><i>Motivating EFL Learners to Speak by Embracing Local Culture and Tradition</i></p>	<p>65-76</p>
<p>7. Rasuna Talib, Sri Agriyanti Mestari, Haris Danial</p> <p><i>ESP Needs Analysis: A Case Study of Communication Science Students, Faculty of Social Science, State University of Gorontalo</i></p>	<p>77-88</p>
<p>8. Devi Hellystia</p> <p><i>Improving Reading Skills through Multisensory-Based Reading Program in EFL Remedial Classroom</i></p>	<p>89-101</p>

Using Performance Assessment with EFL Learners in Pronunciation Class

Made Frida Yulia

Universitas Negeri Malang, Malang, Indonesia

(Home base: Sanata Dharma University Yogyakarta, Indonesia)

Bio-Profile:

Made Frida Yulia is a full-time faculty member at Sanata Dharma University Yogyakarta. Currently she is taking doctoral study in ELT at Universitas Negeri Malang. Her research interests include English Language Teaching, linguistics, teacher education and professional development. She can be reached at frida@usd.ac.id.

Abstract

Performance assessment is believed to provide better information about learners' performance and development (French, 1992). This kind of assessment is not endorsing rote learning or recalling. Instead, it encourages learners to demonstrate what they have learned in certain tasks or projects. Such assessment values process and product. In this kind of assessment, learners are asked to perform some tasks and subsequently their performance is judged against specific criteria known to them in advance. The criteria will guide them to produce satisfactory performance. This paper discusses performance assessment and scoring rubrics, the tools suitable for assessing performance or products. Furthermore, it spells out how performance assessment may be used with EFL learners in pronunciation class and what scoring rubric is suitable to evaluate the learners' performance.

Keywords: *performance assessment, EFL learners, pronunciation*

Universitas Negeri Malang Jln. Semarang 5 Malang, Indonesia Sanata Dharma University Jln. Affandi, Mrican CT Depok Sleman Yogyakarta, Indonesia

Assessment refers to a process of gathering information as evidence of learners' performance which will become the teachers' basis for giving feedback and making judgments about their learning. Stimulated by an arising need among teachers for more holistic evaluation approaches, one type of assessments, i.e. performance assessment, has gained increasing popularity since it is underlined by the belief that education should be informed by critical thought and relevant knowledge (Aitken & Pungur, 2017). Performance assessment is believed to provide better information about the learners' performance and development (French, 1992). Such assessment encourages learners to demonstrate what they have learned in certain tasks or projects. They are asked to perform some tasks and then their performance is judged against specific criteria which are disclosed to them in advance. The paper aims at reviewing performance assessment and scoring rubrics, tools which are commonly employed in assessing performance or products. On top of that, the paper elucidates how this kind of assessment may be applied with EFL learners in pronunciation class along with the presentation of the pertinent scoring rubric.

Theoretical Ground and Discussion

The following section elucidates performance assessment and scoring rubrics. Toward the end of the discussion, it also expounds the implementation of performance assessment with EFL learners in pronunciation class.

a. Performance Assessment

Performance assessment refers to multiple forms of assessment which require learners to show their skills and competencies by completing tasks which have real-world applications. Foster (2012) defines it as a way to measure the students' learning by means of learner-centered, active learning strategies which will facilitate them in developing lifelong learning competencies. Performance assessment challenges learners with activities which are meaningful and relevant to real-life in addition to empowering them to become autonomous. According to Moskal (2013), performance assessment may take a variety of forms, covering written and oral demonstrations. These tasks may be completed either individually or in group.

Performance assessment does not encourage rote learning and passive test-taking. It necessitates learners to create "a product" whereby they should demonstrate what they know and can do (Hofman & Kahl, 2017; Moskal, 2013). The 'product' the learners produce reflects their learning and achievement because to accomplish an assigned task they are demanded to integrate their prior knowledge, learning and pertinent skills into the task. Such assessment is particularly needed when performance skills are not adequately assessed by paper-and-pencil

tests alone (Gronlund & Waugh, 2009). In addition to asking students to perform or produce something, Brown (2004) and O'Maley & Valdez Pierce (1996) argue that performance assessment taps into students' higher-level thinking and problem solving skills. It involves them in meaningful instructional activities by integrating what they have learned into practice (Moskal, 2013; Stiggins, 1987). Performance assessment asks students to exhibit skills and concepts they have learned in a new situation (Aitken & Pungur, 2017). In contrast to traditional testing that deals with information reproduction, such assessment is believed to be more useful since it provides better information about learners' performance and development (French, 1992; O'Maley & Valdez Pierce, 1996). Moreover, it is also considered more meaningful because the learners' engagement and learning relevance are increased.

In implementing performance assessment in class, teachers should inform learners about how to perform well on meaningful tasks. In view of that, teachers should show models of good (and not so good) performance to facilitate them in the process. Modeling will show the degrees to which a learner is successful or unsuccessful. The learners will be informed of what good performance is like and what characteristics make up good performance. Therefore, the performance evaluation should be done in such a way that will take those varying degrees into consideration. The use of scoring rubrics will become the solution to it.

b. Scoring Rubrics: What, Why and How

The implementation of performance assessment will be fruitful when students know what teachers expect. This is important since the students will be evaluated against pre-established criteria, called rubrics. Rubrics are defined as "a rating system by which teachers can determine at what level of proficiency a student is able to perform a task or display knowledge of a concept" (Brualdi, 1998: 2). In short, rubrics are a type of scoring guide which assesses and articulates specific components and expectations for an assignment.

Rubrics typically consist of all of the dimensions being assessed and a scale, which helps teachers as the raters to properly place the work under evaluation on a scale (Turner & Shellard, 2004). They also help teachers in assessing students' process, performance and progress. Scoring rubrics are generally adopted whenever a judgment of quality is mandatory in evaluating a large array of subjects and activities. Scoring rubrics are supposed to be fair and simple, and are able to give students a clearer picture of the strengths and weaknesses of their work than do letter grades alone. Consequently, it is essential that teachers always clearly define standards and expectations which are materialized in the form of descriptors in the

scoring rubrics. They are useful to minimize or eliminate rater subjectivity because performance assessment always involves judgment.

Disclosing standards and rating criteria openly to students is highly encouraged (Brown, 2004). The rubric is recommended to be shared with the students before they begin the task in order that they are well aware of the teachers' expectations for the assessment task and the outcomes being measured. By so doing, the students may be better able to develop the necessary skills to yield good outcomes (Brualdi, 1998; Crocker, 2017). The pre-designated criteria will become the stated learning goals for students which enable them to know the contents of their learning, their importance, and the teacher's expectation (Catholic Education Office, 2011). These criteria will be given numerical values to indicate the extent to which the performance meets the pre-established criteria.

Scoring rubrics have some practical benefits for both teachers and students. For teachers, rubrics enable them to assess assignments consistently from student-to-student and to clarify expectations and components of an assignment. Additionally, rubrics also supply teachers with information about students' current knowledge and performance and what they can do to improve. As for students, rubrics help them understand expectations and components of an assignment. The rubrics give them guideline while working on a task which helps them orient themselves and assess their own work and others'.

Designing high quality assessment tasks and instruments is the key to successful preparation for implementing effective performance assessment (Catholic Education Office, 2011). First, teachers as rubric developers should identify the purpose of the task or the activity (Moskal, 2013). Clear identification of the goal and objectives will guide the teacher in developing the assessment and the rubric as well. After the form of the assignment has been determined, the elements of the assignment or the critical attributes which the assignment should possess need to be outlined (Brualdi, 1998). Airasian (1991) as cited in Brualdi (1998: 2) propose some suggestions in order to assist teachers in determining attributes or criteria to be included in the rubrics. Teachers need to list the important aspects of the performance or product. The identified qualities which are expected to appear in students' work will show proficient performance (Brookhart, 1999 in Moskal, 2000). The number of the performance criteria should be limited so that they can all be observed during a learner's performance. Moskal (2000) avows that having a few meaningful score categories is better than having many score categories which are difficult to distinguish.

In developing the rubric the criteria set forth should be aligned with the task requirements and the stated goals and objectives (Moskal, 2013). It is noteworthy that the

criteria be expressed in the form of observable behaviors or product characteristics. They must be objectively measurable. Specific and clear language should be used to assure that students understand. The separation between score levels should be clear as well. Besides, the points to be assigned should also make sense and the statements of the criteria are not biased.

To ease the administration, the performance criteria should be arranged in the order in which they are likely to be observed. Afterwards, an evaluative range for performance quality under each element needs to be created. Moreover, descriptors which qualify each level of performance should be added. Brookhart (1999) argues that the score category should be defined by means of the description of the work, and not of the judgments about the work (in Moskal, 2000). For instance, the description should not include the use of adjectives *interesting* or *good*. Rather, the description should be objective and quantifiable.

c. Implementing Performance Assessment with EFL Learners in Pronunciation Class

Pronunciation class deals with learning oral skills. For this reason, it is not appropriate if language learners are assessed using paper-and-pencil test. A direct testing will be more valid since learners are given a task to demonstrate what they know and can do in terms of pronunciation skill. It goes without saying that performance assessment is a better option to assess students' pronunciation mastery.

To measure whether students can put their comprehensive pronunciation mastery into practice, they are required to show some performances to display their understanding of what constitutes good pronunciation. To illustrate, a pronunciation course in an EFL setting aims at exposing students to pronunciation in context, whereby in all class sessions they are required to read aloud a variety of texts in which they put their knowledge about accuracy, stress, stress shifting, linkage, rhythm and intonation into practice. These tasks are intended to develop students' accuracy and fluency and to improve their pronunciation mastery (Dosen-dosen PBI, 2010). To achieve the goals, students may be asked to read aloud poems, stories, news, or documentary articles. Choices of text types may be varied by the teachers to benefit a particular class.

A sample learning scenario is outlined as follows. Story reading is chosen as the assessment task or activity. Students are asked to read stories for the class. The texts to be read aloud may be either children stories or flash fictions. Such texts are addressed for children and for teenagers or adults respectively. Before students perform their reading in front of the class, they will be given sufficient time to prepare and practice. To guide their preparation, scoring rubrics which the teacher will use should be made known to them in advance. The purpose is

for students to plan how to produce a successful performance because they know what the teacher expects of them.

Provide your partner with detailed comments (+ or -) in terms of the following components

No.	Aspect	Evaluation	Comments
		n	
		(+ or -)	
1.	Voice Mechanics		
2.	Speaking Rate		
3.	Clarity		
4.	Accuracy		
5.	Pausing & Phrasing		
6	Fluency		
7	Use of Nonverbal Communication		
8	Characterization		
9.	Others (specify)		

Figure 1: *Peer Assessment Sheet*

In preparing their performance, students firstly prepare it individually, and subsequently they are to practice in pairs or in group depending on the number of students in a given class. They perform in front of their peers what they have prepared and they are required to give reciprocal feedback. The peer feedback activity is to be done in class. The obtained feedback is incorporated into the students' real performance for which the feedback is used as the basis for revision and improvement. The students' real performance serves as the object of the teacher's assessment and scoring. Figure 1 illustrates the instrument which may be used to document the peer feedback activity.

Given a text on children stories or flash fictions, students are required to read aloud the stories as if they were reading the story to a group of children or teenagers as the audience, whichever is appropriate. They have to put their knowledge about accuracy, stress, stress shifting, linkage, rhythm and intonation into practice.

No	Criteria	Score and Description		
		GOOD	MODERATE	POOR
1	Accuracy	Making very few mispronunciations in terms of sound accuracy and stress placement	Making some mispronunciations in terms of sound accuracy and stress placement	Making a lot of mispronunciations in terms of sound accuracy and stress placement
		3	2	1
2	Voice mechanics	Demonstrating appropriate voice audibility and tone	Demonstrating sufficiently appropriate voice audibility and tone	Demonstrating inappropriate voice audibility and tone
		3	2	1
3	Fluency	Able to read the story in a completely fluent manner	Able to read the story in a sufficiently fluent manner	Unable to read the story in a fluent manner
		3	2	1
4	Phrasing & pausing	Demonstrating appropriate phrasing and pausing skills while reading	Demonstrating adequate phrasing and pausing skills while reading	Demonstrating inappropriate phrasing and pausing skills while reading
		3	2	1
5	Speaking Rate	Using appropriate speed while reading	Using fairly appropriate speed while reading	Using inappropriate speed while reading
		3	2	1
6	Clarity	Demonstrating clear articulation while reading	Demonstrating sufficiently clear	Demonstrating unclear

		articulation while reading	articulation while reading	
		3	2	
7	Characterization	Able to show appropriate internalization of characters depicted in the story	Able to show adequate internalization of characters depicted in the story	Unable to show appropriate internalization of characters depicted in the story
		3	2	1
8	Use of Non Verbal Communication	Employing proper facial expressions, gestures, and body language	Employing sufficiently proper facial expressions, gestures, and body language	Employing improper facial expressions, gestures, and body language
		3	2	1
9	Delivery	Using high quality of properties; presenting the story in a creative manner.	Using moderate quality of properties; presenting the story in a fairly creative manner.	Using inadequate quality of properties; not presenting the story in a creative manner.
		3	2	1
TOTAL				

Figure 2: *The Scoring Rubric for Assessing Story Reading*

Besides, to make their delivery more appealing, they need to spice up their reading aloud performance with some creativity by making use of proper characterization, relevant properties and pertinent non-verbal behaviors, such as gestures, facial expressions, and body movements.

The assessment of students' performance is to be done on two major aspects, i.e. the elements of pronunciation competence and reading aloud as well as the elements of story reading performance. The elements of pronunciation competence and reading aloud include accuracy, fluency, phrasing and pausing, clarity, speaking rate, and voice mechanics.

Meanwhile, the elements of story reading performance deal with characterization, use of non-verbal communication and general delivery.

Figure 2 presents an example of scoring rubric which can be adopted to assess students' performance on story reading. The rubric is analytic in nature, and it contains three levels of quality gradation. To ensure reliability and usability, the rubric has been expert-validated and then piloted with multiple raters and its reliability coefficient is then computed. The result of the computation is 0.9, which indicates high reliability level.

Conclusion

The paper has thrown some light on how performance assessment may be used with EFL learners in pronunciation class as well as presenting a sample of scoring rubric which can be employed to evaluate their performance. As the class is dealing with oral skill, performance-based assessment is viewed as the most appropriate way to evaluate the learners' performance. Through the use of performance assessment can the learners be informed of their strengths and weaknesses. They know their current abilities and what should be enhanced in their learning. Additionally, they know how to fix the weaknesses so that they can improve their next performance. In a nutshell, such assessment can be seen as a celebration of learning.

Acknowledgment

The publication of this article is supported by *Lembaga Pengelola Dana Pendidikan (LPDP)*.

References

- Aitken, N. and Pungur, L. (2017). *Authentic assessment*. Retrieved from <http://www.ntu.edu.vn/Portals/96/Tu%20lieu%20tham%20khao/Phuong%20phap%20danh%20gia/authentic%20assessment%202.pdf>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Longman.
- Brualdi, A. (1998). Implementing performance assessment in the classroom. *Practical Assessment, Research and Evaluation*. 6(2), 1-3.
- Catholic Education Office. (2011). *Teachers' guide to assessment*. Retrieved from http://www.education.act.gov.au/_data/assets/pdf_file/0011/297182/Teachers_Guide_to_Assessment_Web.pdf

- Crocker, W. A. (2017). *Measuring an authentic assessment task: Ruminating on rubrics*. Retrieved from https://www.uwo.ca/tsc/resources/publications/newsletter/selected_articles/ruminating_on_rubrics-lite.html
- Dosen-dosen PBI. (2010). *Panduan akademik PBI*. Yogyakarta: Prodi PBI USD.
- Foster, C. (2012). Authentic assessment challenges and empowers students. *Association for Middle Level Education*. Retrieved from <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/118/Authentic-Assessment-Challenges-and-Empowers-Students.aspx>
- French, R. L. (1992). Portfolio assessment and LEP students. *Proceedings from the Second National Research Symposium on Limited English Proficient Student Issues 1991: Focus on Measurement and Evaluation United States Department of Education: Office of Bilingual Education and Minority Language Affairs*, pp. 249-285. Washington, DC: United States Department of Education.
- Gronlund, N. E. and Waugh, C. K. (2009). *Assessment of Student Achievement*. 9th Ed. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Hofman, P. D. and Kahl, S. R. (2017). Promise of performance assessment ... and the challenges. *AdvancED*®. Retrieved from <http://www.advanc-ed.org/source/promise-performance-assessment-and-challenges>
- Moskal, B. M. (2000). Scoring rubrics: What, when and how? *Assessment, Research and Evaluation*, 7(3), 1-5.
- Moskal, B. M. (2013). Recommendations for developing classroom performance assessments and scoring rubrics. *Assessment, Research and Evaluation*, 8(14), 1-5.
- O'Malley, J. M. and Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Addison-Wesley Publishing Company.
- Stiggins, R. J. (1987). Design and development of performance assessments. *Educational Measurement Issues and Practice*, 6(3), 33-42. doi: 10.1111/j.1745-3992.1987.tb00507.x
- Turner, J. and Shellard, E. (2004). *Developing and using instructional rubrics*. Arlington, VA: Educational Research Service.