

A WASHBACK EFFECT OF PERFORMANCE-BASED ASSESSMENT TO AN ARGUMENTATIVE TEXT IN WRITING CLASS

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ABSTRAK

Washback adalah suatu cara untuk mengetahui suatu dampak, baik positif maupun negatif, terhadap kegiatan pembelajaran di kelas berdasarkan beberapa kegiatan di dalam kelas dimana dampak tersebut mempengaruhi kinerja guru dan perkembangan siswa. Tujuan dari penelitian ini adalah untuk mengetahui dampak penilaian berbasis kinerja siswa sekolah menengah atas di kelas menulis dan untuk mengetahui perubahan yang mempengaruhi siswa dari penilaian berbasis kinerja di kelas menulis siswa di sekolah menengah atas. Penelitian ini merupakan penelitian kualitatif data yang dilakukan dengan studi kasus dan menggunakan observasi, wawancara, dan analisis dokumen untuk mengumpulkan data dengan partisipan dari siswa sekolah menengah di kota Bogor. Hasil penelitian menunjukkan bahwa kegiatan memberikan umpan balik terhadap tugas menulis siswa mampu membantu tugas siswa untuk meningkatkan tugas, secara tidak langsung guru memotivasi siswa untuk meningkatkan keterampilan menulis siswa. Oleh karena itu, saya sebagai peneliti menyarankan untuk menggunakan penilaian berbasis kinerja di kelas menulis.

Kata kunci: washback, penilaian berbasis kinerja, sekolah menengah atas.

ABSTRACT

Washback is a way of knowing an impact, both positive and negative, on learning activities in the classroom based on several activities at the classroom where this impact affects the performance of teachers and the development of students. The aims of this study were to know the impact a performance-based assessment students of senior high school in writing class and to know the changes affecting students from performance-based assessment in writing classes to students in senior high school. This research is qualitative data study was conducted using case study and using observation, interview, and analysis document to collecting the data with the participants from highschool students in the city of Bogor. The findings of the research showed that the activity of providing feedback on students' writing assignments is able to help students' assignments to improve assignments, indirectly the teacher motivates the students to improve students' writing skills. Therefore, I'm as a researcher suggest to use a performance-based assessment in writing class.

Keywords: washback, performance-based assessment, senior high school.

INTRODUCTION

Washback is a way of knowing an impact, both positive and negative, on learning activities in the classroom based on several activities at the classroom where this impact affects the performance of teachers and the development of students. According to Hughes (1989) described the washback as "the influence of language testing on teaching and learning" and emphasized the positive and negative impacts on teaching and learning of language tests (p. 1) and Alderson and Wall (1993) washback is also known as backwash, usually refers to the positive or negative impact of testing on teaching in the field of applied linguistics cited in Li (2018).

Bachman and Palmer (1996, pp. 29-35)

discussed washback as a subset of a test's impact on society, educational systems, and individuals. They state that test impact operates at two levels: the micro level (i.e., the effect of the test on individual students and teachers) and the macro level (the impact on society and its educational systems). According to Alderson and Wall (1993) washback is also known as backwash, usually refers to the positive or negative impact of testing on teaching in the field of applied linguistics cited in Li (2018).

Bass, Magone & Glaser (2002) identified that performance-based assessments allow all students, especially those with different language backgrounds, to engage in cognitively complex activities such as generating strategies,

monitoring work, analyzing information, and applying reasoning skills. This performance-based assessment does not always assess the final result but assesses during learning activities such as presenting a topic in front of the class and can assess individually or in groups.

Darling-Hammond (2006) found that performance assessments that require students to evaluate and solve complex problems, conduct research, write extensively, and demonstrate their learning in projects, papers, and exhibitions have proven keys to motivating students and attaining high levels of learning.

The main purpose of achieving the ability to use the linguistic system effectively and appropriately, the teaching of the four skills: listening, speaking, reading and writing, is an essential part of this approach as is the teaching of the linguistic system: vocabulary and grammar. EFL means that English is not used for formal communication and/or daily communication (Richards and Schmidt, 2002).

Writing is the process of expressing the ideas, information, knowledge or experience and understand the writing to acquire the knowledge or some information to share and learn (White, 1986). Writing is included in productive skill that learners have to deal with production especially in terms of non-verbal communication.

Sukandi (2013) stated that it could be a method to design writing assignment for students. Moreover, he also adds that it is like teaching Cross Culture Understanding that the students should learn how to write well by using another's point of view so that they can express and expand their own thought by relying on things they have learned.

Writing is one of the most complex aspects of language, writing is also one important skill for academic success (Djamjuri & Utami, 2021). Argumentative writing as a problem-solving process that requires self-regulation to achieve the author's rhetorical goals (Bereiter & Scardamalia, 1987; Graham & Harris, 1997). All formal arguments are based on logic. It focuses on an issue and establishes the controversial nature of the topic. More specifically, argumentation focuses on the rational, logical appeal and emphasizes instruction in deductive and inductive reasoning. An argumentation may take place into one of three parts: argument, persuasion, and extension (Sharpe, 2000).

METHOD

This research is a qualitative data study and was conducted using a case study design to

observe and analyse a washback effect of performance-based assessment to an argumentative essay in writing class. The researcher will be used case study in this research. According to Heale & Twycross (2017), Case study is a research methodology, typically seen in social and life sciences. There is no one definition of case study research. A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables.

Researchers will collect data from high school students in the city of Bogor who are in their second year and are taking English lessons. Participants in this study were students majoring in science and social studies at a high school located in the city of Bogor. The researcher will take data from one of the classes where the researcher himself teaches in that class. The researcher will take data from a class that is studying Hortatory Exposition text or argumentative text.

In this research, the researcher is going to implement observation, interview and analysis of document as instruments needed to complete data of the research.

RESULT AND DISCUSSION

Researchers have obtained findings based on the results of observational research in classrooms, observations on teaching and learning activities, interviews conducted by teachers and students, and the results of student assignment document analysis.

The activity of providing feedback on students' writing assignments is able to help students' assignments to improve assignments, indirectly the teacher motivates the students to improve students' writing skills and indirectly gives praise, comments, and criticism of assignments that have been completed by students. The teacher gives feedback on assignments through the comment's column personally, so that only the teacher and one student can be involved in the comments.

Learning activities in the classroom, especially English subjects at the high school level, there are several difficulties experienced by teachers and students. Students learn many types of previous texts such as narrative texts, analytical expositions, poems, and many others.

Performance-based assessment has a good influence on students while writing argumentative text in writing class. Students can write opinions well and relate to the topics

discussed, writing capital letters and placing punctuation marks can be improved by students as well as understanding the argumentative texts that students write, so students can briefly explain the contents of the argumentative text.

Students feel that assessments that are only based on final exam scores are less effective because some students still often cheat when taking exams. This argumentative text writing activity has three impacts on the students, namely:

1. Students are able to compose and assemble sentences in English.

The activity of writing argumentative texts really helps students in practicing writing and critical thinking. Students are able to arrange sentences well when writing argumentative texts with a variety of topic choices. The results of the analysis of documents that have been carried out by researchers show changes in writing.

2. Students' ability to write varied vocabulary has increased.

Vocabulary is a very important aspect in writing English texts because the diversity of vocabulary really supports the interest of the readers. Based on the results of interviews conducted by researchers, some students revealed that choosing a varied vocabulary was quite difficult because previously some students did not read too many types of texts in English.

3. Students are able to interpret some words into English in the classroom.

The activity of writing argumentative texts in English for the second-year senior secondary students can help train critical thinking and help increase knowledge of vocabulary. Students are able to translate several English words for communication in the classroom. Translation has a process in changing the language from original written text into verbal target language. Thus, translator needs the ability as well as knowledge to convey the meaning of the source language text to the target language readers (Saragih & Shofa, 2016). Based on the results of observations that have been carried out by researchers, students still have difficulty interpreting some English words into Indonesian.

CONCLUSION

Learning activities in the classroom, especially English subjects at the high school level, there are

several difficulties experienced by teachers and students. Students learn many types of previous texts such as narrative texts, analytical expositions, poems, and many others. Each text has a different purpose, text structure, and linguistic elements.

Performance-based assessment has a good influence on students while writing argumentative text in writing class, as follows some errors in the text is not realized by students but can be detected when the teacher gives feedback.

The changes that have been experienced by students are that they are able to write argumentative texts according to the rules of text structure correctly, write opinions and arguments correctly and can write recommendations correctly and clearly. Students can arrange sentences well and can develop sentences with diverse vocabulary.

Based on the findings, it can be concluded that the application of performance-based assessment in writing argumentative texts for second year high school students greatly helps students to practice and develop critical thinking and argument writing skills in English.

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