

THE IMPACT OF PERFORMANCE-BASED ASSESSMENT (PBA) ON ACADEMIC WRITING INSTRUCTION

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Abstract

This study seeks to determine the positive impact of PBA, which synchronizes student achievement in the learning process with final grades. Performance-Based Assessment (PBA) is a pedagogical strategy used to achieve student targets in the following learning objectives, especially in Academic Writing courses that aim to make students competent novice writers. The Performance-Based Assessment teaching style allows students to write seminar-ready draft proposals at the end of the Academic Writing course. It was decided to adopt a single case study research design to get more thorough data about the respondents. This study used Performance-Based Assessment (PBA) in academic writing classes. This study shows that Performance-Based Assessment improves student learning, notably in Academic Writing, proving that PBA is a good teaching method.

Keywords: *Performance Based Assessment, Writing, and Impact*

Introduction

Academic writing courses have become a special concern in education, especially in the context of writing in universities worldwide. It has been the subject of many investigations from various perspectives and fields of study, as a result of several studies by Mallia & J. (2017), Kiriakos et al. (2018), Singh & M. (2019), and Meza et al. (2021). Since academic writing is required in colleges, especially for English education and literary majors, studies have been done before.

Academic writing requires deductive thinking, a formal tone, and a third-person perspective. (2017, Patricia et al.) According to students in the English education study

program at Tomakaka University Mamuju's Faculty of Teacher Training and Education, writing is one of the hardest skills to learn. Many Universitas Muhammadiyah Sidenreng Rappang – FKIP – English language Departement students are reluctant to include academic writing in their study plans since they consider it one of the hardest subjects.

Academic writing has emerged as a pivotal skill in higher education, serving as a cornerstone for academic success and scholarly communication. The importance of mastering academic writing cannot be overstated, as it is a critical tool for students to articulate their ideas, engage in scholarly discourse, and contribute to their respective fields of study. Despite its significance, academic writing poses considerable challenges to students across disciplines, prompting educational institutions to place a greater emphasis on developing effective writing courses.

The complexity of academic writing stems from its stringent requirements, including the use of formal language, adherence to specific formatting guidelines, and the ability to construct well-reasoned arguments. These challenges are further compounded for students who are non-native speakers of English, as they must navigate the additional layer of language proficiency. Consequently, academic writing courses have become a focal point of educational research, with scholars seeking to understand the best practices for teaching and learning this essential skill.

In response to these challenges, universities worldwide have integrated academic writing courses into their curricula, aiming to equip students with the necessary skills to succeed in their academic and professional endeavors. These courses are designed to address the various aspects of writing, from structuring an argument to citing sources correctly, thereby preparing students for the rigors of academic research and writing. Despite these efforts, many students continue to find academic writing a daunting task, highlighting the need for ongoing research and innovation in teaching methodologies

Academic writing includes preparing for school or college tasks, essays, etc. This works differently from business writing. Here, a particular format is required. Students cannot write casually in academic writing. They must also follow academic

writing rules to earn good grades. The claim that students cannot write casually in academic writing and must adhere to specific academic writing rules to achieve good grades is not based on direct observation or interview data by the author. Instead, it reflects a general understanding of academic writing requirements, which necessitate a formal structure and adherence to established guidelines, distinct from informal or business writing practices

Students can express themselves creatively through writing. This includes all poems, stories, and journals. Informal writing is one of the most intriguing. There are no rules; just write imaginatively to engage readers. According to Stiggins & R.(2001), Performance-Based Assessments (PBA) requires students to apply their knowledge and skills to create authentic ways to execute tasks and account for the results according to predefined criteria.

Several difficulties have plagued Performance-Based Assessment scores. First, performance-based assessments are expensive to produce and time-consuming for students and teachers (Linn et al., 2000). In this topic, the researcher intended to simplify its implementation without affecting the PBA teaching technique. Second, Performance-Based Assessments need high-level skills (Shavelson et al., 1992). The researcher believes effective communication and cooperation between lecturers and students may be developed during the teaching and learning process, regardless of the technique or learning. The researcher prioritizes this topic in this investigation.

According to several studies, there are various objections to Performance-Based Assessment (PBA) as a learning approach. First, performance assessments are costly to create and take time for students and teachers to complete (Linn et al., 2000). Second, performance appraisals need high-level abilities (Shavelson et al., 1992), but most teachers are inexperienced with them (Stiggins & J., 1991). High reliability and validity are assured (Bracey & W., 1993; Cizek & J, 1991; Jørgensen et al., 1993; Madaus et al., 1999; Marzano et al., 1993). Fourth, performance ratings are notoriously unreliable due to task unpredictability. The practical requirement to analyze only a few performance tasks exacerbates this issue. Shavelson et al. (1992) found that science notebooks, computer simulations, open-ended writing tasks, and

visual diagrams are not interchangeable performance assessments. Performance evaluations are task-specific, therefore, one task's performance has a weak to moderate association with others. Thus, annual task performance should be reported (Linn et al., 2000). Fifth, student characteristics affect performance assessments. For instance, children with learning impairments and low scores fared better on constructed schematic assessments than open-ended questions, but high scorers were insensitive to performance appraisal style (Dalton et al., 1997).

Based on previous research, some criticize the use of Performance-Based Assessment in the learning process, but several new researchers recommend more in-depth research (Reeves et al., 2016). However, policymakers and academics disagree about PBA's educational costs and benefits. PBA policies exert diverse pressures on school actors depending on a wide range of policy elements and contextual constraints, making research on their influence on education delivery equivocal. PBA implementation is difficult and varies according to the educational system (Abualrob et al., 2019). Due to the growing difficulty of establishing a third research topic that prohibits science teachers from utilizing PBA, he suggests that his research should include other practical or empirical factors. More research is needed to determine how class size, workload, and PBA knowledge affect science teachers who employ PBA. Performance-based assessment helps students attend academic writing lectures. This engagement hypothesis was promoted by: engagement: Student engagement is the investment of time, effort, and other relevant resources by students and their institutions to optimize the student experience, learning outcomes, development, and institution performance and reputation (Trowler & V., 2010a).

This research identify a research deficit in educational Performance-Based Assessment (PBA) implementation, efficacy, and obstacles. PBA has the potential to engage students and authentically apply their information, however some important challenges have been raised that require additional examination. First, differing policy features and contextual constraints make PBA implementation difficult across educational systems. This suggests further research is needed to understand how class size, workload, and instructors' PBA familiarity affect its use in science teaching

(Abualrob et al., 2019). Second, performance tests are expensive, time-consuming, and require high-level skills that many teachers lack (Linn et al., 2000; Shavelson, 1992). This intricacy highlights a research gap in simplifying PBA implementation without compromising pedagogy. Success assessments are also questionable because they are task-specific and may not predict success on other tasks (Shavelson et al., 1992). This peculiarity emphasizes the need for greater study to build effective, reliable, and valid PBA approaches across educational contexts. These articles are innovative in their appeal for more in-depth study to address the numerous issues of PBA implementation, effectiveness, and assessment, indicating a large research vacuum in education PBA understanding and application.

Review of Literature

This section covers Academic Writing, Performance-Based Assessment Strategy, Engagement, and Conceptual Framework, the study topic.

1. Academic Writing

Academic writing begins with a certain perspective, thinking, or posture on an exam topic, such as proving, disproving, or establishing research questions. This topic is being studied. How will the researcher help solve the problem, which elements are most significant, or provide data to better comprehend the situation? Problems without research questions are not academic literature.

Higher-order thinking skills include critical thinking, reflection, logic, and creativity, as well as problem-solving, concept presentation, and cognitive processes describing abstract concepts that cannot be easily represented, shown, or illustrated with pictures (Aries et al., 2021; Paris et al., 2023). Successful teachers may simplify complicated topics and tie them to the discussion. Academic writing also aims to convey the relevance of complicated topics. Students, instructors, and university researchers employ persuasive and reasoned academic writing to transmit enormous volumes of information on a topic. Accurate, semi-formal, dispassionate, and impartial academic writing is typical. Academic writing starts with incorrect, imperfect, and confusing intuitions, ideas, and conceptions. Their inherent re-visitability allows the writer to close the loop, review ideas long after they were initially thought of, examine

the same things in different ways, experiment, tweak, repeat, and reconsider. Academic writing requires deductive thinking, a formal tone, and a third-person perspective. It is about the writer's opinion and supporting evidence (Patricia et al., 2017).

2. Performance-based Assessment

Performance-based assessment uses meaningful and appealing tasks to apply knowledge, abilities, and work habits to learning (Hibbard, 1999). Performance-based evaluation blends evaluation and teaching to make static circumstances dynamic, active, and diverse (Epstein & A., 2006). Unlike other opinions, PBA assesses high-level cognitive talents that integrate and exhibit an understanding of multiple areas (Oxborough et al., 1997) by including real-world knowledge and skills (Slavin et al., 2009). Assessment occurs throughout learning (Washer & G., 2012). According to certain views, PBA is a teaching approach that encourages students to be more active and have high-level cognitive capabilities so they may use their information and skills in real life. PBA to judge learning ability.

3. Characteristics of Performance-Based Assessment (PBA)

PBA requires educators to develop actions that can be observed and assessed directly to assess, measure, and assess student achievement on an assignment or project. (Schöls & P., 2018) suggest that these acts should demonstrate the learner's target language skills rather than generalize them to learn. Shehadeh et al. (2012) defined tasks as actions. Encourage kids to speak the target language. These exercises combine learning outcomes and allow teachers to assess pupils in the target language. a challenge in authentic assessment, the use of trained and qualified raters using an analytical rubric could increase their reliability and help them target the standards and domains targeted by the rubric designer (Hawkey et al., 2012). (O'Sullivan & D., 2012) also noted that coaching teachers before victimizing a rubric will increase their reliability. Once raters are familiar with the rubric, they can clearly distinguish levels and descriptors. Any recommended that raters work together and train themselves on rubric use, and let another colleague assess the learners' speaking skills to avoid any

potential bias towards or against a student with whom the teacher is familiar, as found by (Howell et al., 1993).

4. Theory of Impact

Recent social impact theory (Jackson et al., 1981) is becoming more relevant in interpersonal influence and collective behavior. Any of the many changes in physiological states and subjective feelings, motives and emotions, cognitions and beliefs, values, and behavior that occur in an individual, human, or animal due to the actual, implied, or imagined presence or actions of others is called "social impact". This theory depicts social impact as social force fields that influence our thoughts and actions. These social forces are compared to physical forces that transmit light, sound, gravity, magnetism, and other phenomena. The number of lights, their intensity, and their distance from the table determine how much light falls on it. The strength, proximity, and number of sources should also determine an individual's social effect.

Method

The single case study research strategy was adopted for this study to get more data about the respondents. We can investigate the behavior of an individual unit, group, or social institution in detail using case studies, especially a single case study. This study examined an Academic Writing class that used Performance-Based Assessment (PBA). Case study design can explain, describe, or explore natural events or phenomena (Yin & K., 2009). Qualitative research uses words and acts as its principal data sources, along with documents and others (Williams et al., 1980). This section categorizes data as words and acts, written data sources, images, and statistics. The researcher classified this research as case study research with a case approach because the data source was interviews with Universitas Muhammadiyah Sidenreng Rappang – FKIP – English language Departement students who were in the teaching class. Performance-Based Assessment academic writing course.

To interview up to 14 fourth-semester Academic Writing students of the Universitas Muhammadiyah Sidenreng Rappang – FKIP – English language Departement 26 students. Observations and interviews were used to acquire data on PBA's use in English department Academic Writing lectures at the Faculty of Teacher

Training and Education. Researchers collected data through observation, interviews, and documentation. Performance-Based Assessment (PBA) was used to collect data for this qualitative research on academic writing. The researcher was an instrument in qualitative research. Participatory observation defined this research. Researchers employed many methods to acquire data for this study. In particular, observation, interview, and documentation. Data analysis involves reviewing data and sorting it to uncover significant data. Data analysis is the formalization of efforts to uncover themes and construct concepts given by the data and to help those themes and ideas (Bogdan et al., 1990).

Results

The researcher found that Performance-Based Assessment (PBA) as a learning strategy must be supported by several things to achieve the purpose of lectures: first, a lecturer's presence and professionalism in managing lectures from start to finish, and second, time allocation must be considered and adjusted to course content. The Academic Writing program requires students to write a draft proposal at the end of each lecture. Third, an excellent lecturer-student relationship usually includes feedback. Fourth, student-to-student cooperation reduces lecturers' workload since students can assist each other when they require clarification.

Regardless of the quality of the teaching plan, approach, or method, lectures are bound to have faults. In order to mitigate the most severe outcome, the professor should anticipate and make arrangements for potential difficulties. Researchers with pedagogical skills deem the PBA approach to be average, however, the lecturer enhances its appeal. The student admitted that teaching approaches, tactics, and procedures do not always need to be exemplary examples of the procedure.

"Our lecturers' use of PBA in their lecture process is very interesting and leaves its own impression on us; at first we were a little perplexed, but in practice we enjoyed learning and everyone was active without fail."

Students said their instructors' PBA strategy in Academic Writing lectures with defined aims and lecture orientations improved their learning styles and methods. This matches student comments.

"PBA used by lecturers as a teaching strategy in Academic Writing lectures with clear targets and orientations influences how and why we learn, perhaps because our lecturers set a target to produce draft writing at the end of the lecture, but PBA is slightly different from the PBA strategy otherwise".

Discussion

This Performance-Based Assessment (PBA) is a learning strategy that aligns the learning process with the evaluation process based on student performance in learning. In this case, the researcher finds between the domain to be assessed and the task, which takes time to complete. Therefore, the researcher concludes that to get the best solution to the problems faced in the learning process, at least the lecturer must prepare everything perfectly.

Researchers found that Performance-Based Assessment (PBA) has a positive impact on the Academic Writing lecture process, with student lectures being able to produce scientific writing in the form of a simple draft proposal. However, the researcher noted that more research and development is needed to better satisfy the results. Lecturers may need to add comparative references to maximize Performance-Based Assessment (PBA) as a teaching strategy to maximize the lecture process, minimize the worst possible outcome, and handle multidisciplinary understanding and student critical thinking skills, which are expected to be patterned and structured.

Despite the performance effort required in proposal-oriented learning, students can demonstrate the cognitive, psychomotor, and affective benefits of Performance-Based Assessment (PBA):

1. PBA's Effect on Student Cognitive Students go through the stages of misunderstandings about academic writing as a means of introduction to understand and know about the procedures for compiling the final stage of the assignment, then they can actualize and apply it in assignments that the lecturer has given, so that cognitively students have been able to achieve the targets.
2. PBA's Effect on Students' Ppsychomotor Students' psychomotor abilities in attending Academic Writing lectures can be seen in the process they follow based

on lecturer instructions. Students' skills include following the lecture process mentally and physically and doing every task given by the lecturer so that the interview session goes well. The researcher said, "PBA as the main strategy, provides an opportunity for us as students to be directly involved in learning activities and we can also show our learning performance". Several students who were used as resource persons gave positive information about the impact of PBA on student performance and skills during the lecture process, so the researchers concluded that students were able to do assignments with their perceptual, receiving information from lecturers based on their visual, auditory-motor, and other physical abilities.

3. The Effect of PBA on Student Emotions Even when interviewed, students gave convincing answers to this, such as "In my opinion, the PBA used by our lecturers in teaching Academic Writing courses is quite good and interesting" (affective analysis of students in the Academic Writing lecture process).
 - a. Students respond well to instructor explanations.
 - b. When given exercises or writing tasks, students should follow the lecturer's directions at the start of the meeting.
 - c. Students actively follow instructions when given the chance to discuss and share task findings.
 - d. In class, students demonstrate their writing well, revealing their emotive domain as a character based on their value.

The study found that the lecturer's PBA teaching method motivates students to learn, particularly to finish lecture activities. Student interviews show a strong favorable influence.

Conclusion

In terms of student engagement, the researcher found that almost all of the scholars who programmed the Writing Tutorial course were students who still needed help learning, especially scientific writing, but their enthusiasm and direct involvement in demonstrating their learning helped little and lightened the lecturer's burden. Self-awareness includes cognitive involvement to maximize academic accomplishment,

therefore drive and tenacity will be examined, especially in this Academic Writing course.

Performance-Based Assessment (PBA) evaluates learners' target language skills rather than summarizing them. It tests pupils' target language proficiency without errors or misinterpretation. The difference between standard assessment and PBA is that lecturers and teachers can utilize it as a teaching method and to live and evaluate student learning results from the start of the educational meeting to the finish of learning. Because they directly supported student learning performance and training results, scholars' abilities and competencies are more obvious. Through PBA, students develop self-control or self-monitoring of their learning process, discipline in learning, an independent and responsible learning attitude in writing, and a match between lecturers' and students' perceptions of teaching and learning Academic Writing.

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