

THE PERFORMANCE-BASED ASSESSMENT TO TEACH WRITING OF ARGUMENTATIVE ESSAY

Anjar Setiawan¹⁾, Rudi Hartono²⁾, Suwandi³⁾, Sri Wuli Fitriati⁴⁾

1) 2) 4) Fakultas Bahasa dan Seni, S3 Ilmu Pendidikan Bahasa

1) 2) 4) Universitas Negeri Semarang, 3) Universitas PGRI Semarang

Indonesia

anjar17english@students.unnes.ac.id

Abstract

Since performance-based assessment is one of the authentic learning methods, it is applicative to help students in learning argumentative essay. This study aimed at describing the implementation of performance-based assessment to teach writing of argumentative essay. It was conducted at accounting department of economic faculty in Universitas Muhammadiyah Semarang. The researcher collected the data through test and questionnaire. Moreover, this recent study applies descriptive qualitative to define the phenomena of the teaching learning process through performance-based assessment. The results indicated that the students were able to study the characteristics of argumentative essay and then write the essay to investigate a topic related to accounting, economic, and business. Further, they generated and evaluated the evidence gathered from relevant articles to establish the topic systematically.

Keywords – Performance Assessment, Writing, Argumentative Essay.

Introduction

Performance assessment is an assessment based on the results of the assessor's observations of student activities as they occur. Assessments are carried out on student performance, behaviour or interactions. Performance assessment is used to assess student abilities through assignments. The assignment is specifically designed to produce a response (oral or written), produce work (product), or demonstrate the application of knowledge. The tasks given to students must be in accordance with the competencies they want to achieve and be meaningful for students.

Meanwhile, according to Sonia et al., 2021 assessment is an assessment with various tasks and situations where test participants are asked to demonstrate understanding and apply in-depth knowledge and skills in various contexts, so it could be said that performance assessment is an assessment that asks test takers to demonstrate and apply knowledge in various contexts according to the desired criteria. Based on these two opinions, it can be concluded that performance assessment is a form of assessment to demonstrate or

apply the knowledge that has been obtained by students and describe a student's abilities through a process, activity or performance.

Further, the characteristics and nature of performance assessment according to Wijayatiningsih et al., 2021 one of the characteristics of student performance assessment is that it can be used to see students' abilities during the learning process without having to wait until the process ends.

The characteristics of performance assessment according to (Mulyadi et al., 2022) are (1) the tasks given are more realistic or real; (2) the tasks given are more complex so that they encourage students to think and there is the possibility of having many solutions ; (3) more time given for assessment; (4) in his assessment he uses more considerations. Another opinion expressed by (Zainurrahman & Sangaji, 2019) is that performance assessment can reveal students' potential in solving problems, reasoning and communicating in written and oral form. According to (Abrejo et al., 2019) that performance assessment is used to assess students' abilities through

assignments in the form of performance and product learning aspects. (Sumarsono & Mbato, 2021) believes that performance assessment is more appropriate for assessing students' abilities in presenting verbally, solving problems in a group, student participation in a learning activity, students' ability to use laboratory equipment and students' ability to operate a tool.

In English learning, writing is productive skill. Meanwhile, (Ozfidan & Mitchell, 2022) stated academic writing is a type of writing used in the academic world to present research results or someone's thoughts to the scientific community. Academic papers are usually written for publication in scientific journals or for presentation at scientific conferences. The academic writing course aims to teach students how to write correctly and effectively for academic purposes. The material taught in this course usually includes writing techniques that comply with scientific standards, such as writing hypotheses, research methodology, research results, and conclusions. Students will also learn how to structure effective academic writing, as well as how to write a satisfying abstract, introduction and conclusion. Apart from that, students will also learn how to cite sources used in academic writing, in accordance with applicable standards in the academic world (Ramadhani & Lestiono, 2017).

They will also learn how to edit and improve writing to conform to applicable scientific standards. Academic writing courses also usually include a discussion of how to present research results to the scientific community, either through oral or written presentations. Students will learn how to compose effective presentation slides, as well as how to give interesting and satisfying presentations. Apart from the material above, (Prastikawati, 2021) said that academic writing courses also usually include discussions on how to write other types of academic writing, such as article reviews, research proposals, and theses.

Students will learn how to organize the structure and content of these writings in accordance with applicable scientific standards, as well as how to present them in an appropriate and effective way.

In the academic writing course, students will also learn how to find and use appropriate and reliable sources in writing academic writing. They will learn how to search for relevant sources, as well as how to evaluate the validity and reliability of these sources (Serevina & Muliwati, 2018). Apart from that, students will also learn about the ethics of scientific writing, which includes how to avoid plagiarism and how to present research results honestly and transparently. They will also learn about how to face and handle criticism received from peers, as well as how to develop their academic writing to a higher level. Overall, academic writing courses help students become better and more effective writers in the academic world, as well as understand the ethics and standards that apply in the scientific world. This will help students present their research results in an appropriate and effective manner to the scientific community, as well as help them develop their academic careers to a higher level (Artawijaya & Darma, 2015).

In learning the writing of argumentative essay, it is a type of writing that contains the author's arguments. The aim is to convince, influence, or invite readers to understand and support the author's views or opinions on a particular topic.

Based on the (Sumarsono & Mbato, 2021) argumentation texts are usually equipped with evidence, facts, data and logical reasons. This text is usually well structured, starting from the introduction, followed by the body of the text, and ending with a conclusion.

So, it can be concluded that the structure of argumentative text has 3 parts, namely;

1) Introduction

The introduction is the initial part of the argumentative text. Its function is to introduce the topic to be discussed. Usually,

the introduction contains background about the topic, a brief description of the problem, and a statement of the author's main opinion or argument (thesis statement).

2) Text Body (Body)

The body of argumentative text consists of several paragraphs that develop the author's argument. Each paragraph usually contains one idea or sub-argument that supports the thesis statement. Includes evidence, data, facts, examples, or logical reasons to strengthen the argument.

3) Conclusion

The conclusion is the final part of an argumentative text that summarizes the main argument and presents an overall summary. The purpose of the conclusion is to give the reader a final impression and strengthen the author's argument.

In addition, performance assessment is used to assess student abilities through assignments. In assessing student performance, criteria need to be developed. The overarching criteria are called rubrics. Thus, the main forms of performance assessment are tasks and rubrics (assessment criteria). Performance tasks are used to show students' ability to perform a skill about something in a real form. Next, the rubric is used to provide information about the results obtained by the students.

There are several criteria that can be used as consideration in performance appraisals, including: generalizability, authenticity, multiple focus (more than one focus), fairness, teachability (whether it can be taught or not), feasibility (practicality), and scorability or whether the task can be given a score.

Thus, this study implemented one of the authentic assessments to teach English particularly to help students in writing the argumentative essay through performance-based assessment.

Methodology

This study applied descriptive qualitative approach since the researcher aimed to analyse and explain an event, phenomenon,

attitude of belief, social dynamics and a person's or group's perception of something. It was conducted at University of Muhammadiyah Semarang in the department of Statistics study program. The population of this current study was 40 students. Therefore, it was implemented by conducting the teaching and learning process through using performance-based assessment to teach writing of argumentative essay.

Finding and Discussion

This phase explained the process and results of the implementation performance-based assessment to teach writing of argumentative essay.

Steps to Create a Performance Assessment

The steps that need to be taken in making a performance assessment are 1) identifying all important steps or aspects that are needed or that will influence the final results; 2) write down the special abilities needed to complete the task; 3) try not to have too many abilities to be measured so that all can be observed; 4) sort the abilities to be measured based on the order they will be observed; 5) when using a range scale, it is necessary to provide criteria for each choice.

According to (Hsieh & Wang, 2019) the steps for making a performance assessment are 1) identifying important steps that are needed or that will influence the final result (best output); 2) write down specific ability behaviours that are important and necessary to complete and produce the best output; 3) create ability criteria that will be measured, not too many so that all these criteria can be observed while students carry out the assignment; 4) order the ability criteria to be measured based on an observable sequence; 5) if there is, check again and compare it with the ability criteria previously made by other people.

Validity and Reliability of Performance Assessment

Validity is everything that focuses on information obtained from an assessment that allows teachers to correct decisions about student learning. One factor that can reduce the validity of a performance assessment is bias. Bias is a teacher's error in interpreting student performance because in one group students are considered on different criteria or assessed on different characteristics. If the assessment instrument that provides information is not relevant in making decisions, then the instrument is invalid.

In assessing performance assessments, a teacher must choose and use procedures that are fair to all students regardless of cultural background, language and gender. Apart from that, another factor that can cause errors in the validity of performance assessments is the teacher's failure to include or provide assessments of student performance.

Therefore, reliability is anything that focuses on the stability and consistency of scoring. Logically, to get information about the reliability of student performance, the students need to conduct performance observations as often as possible. If the performance criteria are not clear, then the teacher must understand the criteria so that errors and subjectivity do not arise. One way to reduce inconsistencies in scoring is to clearly determine the purpose of the performance assessment and the assessment criteria.

Based on the description above, to determine validity and reliability in performance assessment, there are several steps that must be considered, namely 1) determine clear assessment objectives before starting; 2) teaching students with the desired performance, and 3) informing students about the performance criteria that will be considered.

Steps to write argumentative essay

The students write a compelling and well-structured argumentative essay in several steps.

**Table 1 The Steps of Writing
Argumentative Essay**

Steps	Activities
Choose a topic and prepare a thesis statement	<ol style="list-style-type: none"> 1. The thesis statement is an important part of an essay because it gives the reader a brief overview of what the student essay is about. This allows them to decide whether to read or not and can serve as a guide for the students. Typically, it should state the claim, the student point of view about it, and supporting points. 2. For topic selection, if the students do not have a predetermined topic, it is recommended to choose a topic that suits the student interests. The students can start by learning about what influences the students the most. Remember, the students must have strong evidence to justify it. Make a clear stance beforehand.
Conduct research, and organize the results.	Research serves as one of the basic pillars of this paper. That's because, for an argumentative essay, the students need to have a set of evidence to show and defend the student argument. The students can include all sources of

	<p>references from industry experts and reliable quotes. While doing research, the students keep these points in mind:</p> <ol style="list-style-type: none"> 1. Do thorough research to get a clear picture of the student topic. The students include significant debates, counter-arguments, and perceptions from experts in the field. 2. Stay alert to learn and understand perspectives on topics from different eyes and minds. 3. Cover ideas for different points of view that have not been discussed before.
Draw the structure	<p>Once the students have finished gathering all the necessary facts, the students need to put together the structure. It is important for the students to learn about the direction the students are heading. Although there are different tools for that, the students can also make manual efforts. The structure of an argumentative essay has been discussed. When drafting, the students need to prioritize structure, and besides that, here are other facts the students keep in mind:</p> <ol style="list-style-type: none"> 1. Introduction and thesis.

	<ol style="list-style-type: none"> 2. Use surprising facts over inspirational quotes or personal anecdotes. 3. Provide background for the student topic. 4. Include the problem, its root causes, impacts, and solutions.
Body Paragraphs	For body paragraphs, the students dedicate one to each point. It is a claim in which students make for their argument. They must include evidence & Explanation and do validation the evidence and explain how it can support the student claim.
Additional paragraph	In addition to the structure discussed above, the students should add a paragraph dedicated to counterarguments. With this, the students can justify the student skills and knowledge about the topic. The students can also include opposing arguments to keep the reader's attention.
Conclusion	Dedicate the student conclusion to summarizing the student essay and telling the student readers how it is valid. The students can use CTAs, hypotheticals, and big pictures. After concluding the student conclusion, the students can also go to the introduction and check for possible changes.

Proofread	<p>As important as structuring the student writing is, proofreading it is also very important. Following are the points to keep in mind while proofreading:</p> <ol style="list-style-type: none"> 1. Look for and correct grammatical or spelling errors. Even a little bit can distract the reader's focus and reduce the quality of the writing. 2. The students have to keep the student audience in mind before the students write and proofread. 3. The students have to choose the language, tone, and word choice for it. 4. When proofreading, make sure there are no weaker arguments remaining. If there is, support it.
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But rather the basic foundation for creating work that has character and personal meaning.

The theme will be a source of inspiration that allows writers to convey their views and experiences with deeper meaning. And it will help the students as a participant to convey ideas in a focused manner and closely tied to the theme which is the main component in the assessment.

2. Depth of Analysis and Argument

Depth of analysis and strength of argument are two pillars that are no less important than the suitability of the theme. With in-depth analysis and strong arguments, it will be the main force in leading readers towards new ideas.

The purpose of in-depth analysis is that the author is able to create new dimensions of a topic of discussion. Such as being able to outline the complexity of a problem, identify hidden things, or highlight aspects that are often or possibly overlooked. However, in-depth analysis will not reach its peak of success without strong arguments. Argument is the backbone of every essay, requiring sharpness and clarity in presenting the author's views and opinions. Conveying arguments boldly accompanied by relevant evidence indicates a strong essay.

These two elements, analysis and argument, complement each other to form an inspiring and thought-provoking piece of writing. An essay filled with depth of analysis and solid arguments will be a forum for conveying information, hopefully being able to provide new views to the reader.

3. Text Structure and Grammar

The next assessment criteria for the essay writing activities are correct text structure and grammar. This is because a writer's understanding can be reflected through simple and easy to understand grammar. Even though the students have presented in-depth analysis and strong arguments, if it is not packaged in good and

The Scoring of Argumentative Essay

During the practice of writing argumentative essay, the students considered the following scoring aspects to include, in the text.

1. Conformity with the theme

The appropriateness of the theme in an essay is the basic criterion in assessing work. This gives the judge the first cue to continue reading the essay the students wrote or skip it. Because every writing competition event must have a certain theme.

If the students cannot present a theme that complies with the provisions, the judges will automatically disqualify the students from the competition event. However, it is not just a formal obligation.

precise language, it will result in failure in conveying information.

This allows for ambiguity in the reader's understanding, so it is necessary to use correct and simple grammatical structures so that they can be understood introduction, a well-organized essay body, and a strong conclusion. Every important point is presented clearly, giving the impression that each word has its own place, like fitting puzzle pieces.

4. Creativity and Innovation in Writing Style

Even though the essay is analytical, creativity in presentation is still appreciated. An innovative and original writing style can add uniqueness and additional appeal to an essay. Writing styles each have their own characteristics that cannot be measured by individual taste.

However, despite all that. As a writer, the students must be able to present a writing style that attracts readers. Simply put, create the students' own version of the students own characteristic writing style, but do not be separated from the general provisions that have been agreed upon as ethics in writing.

5. Consistency and Logic

As stated in the previous points regarding the assessment criteria for essay writing projects. That it is important to have relevance of the theme, simple language style, correct essay structure, and then consistency of discussion. Actually, this is still related to the first point, regarding relevant themes.

After the first point was explained the importance of relevance to the theme, then the consistency of the discussion is the result of the relevant theme itself. This is the function of a theme, namely to limit the discussion so that the essay has consistent content. A good essay must be consistent in conveying ideas and logic. The jury will pay attention to whether the essay has a unified concept and how each part supports each other.

6. Ability to Convey Moral Messages or Values

easily. A good structure is an orderly path, taking the reader from the introduction to the conclusion without confusion or a sense of disconnection. The students need to pay attention to the structure of writing a good and correct essay. Such as a compelling

The assessment criteria for the final essay writing project are essays that are able to display moral messages or values. Essays that have an impact are usually able to convey a message or moral value clearly. The jury will assess the extent to which the writer is able to explore meaning and convey it to the reader. Essay writing activities are not just about sampling.

The students created the argumentative essay in writing activities, and the following was the example of students' writing.

The image shows a handwritten student essay on lined paper. At the top, there is a header section with the following information: Name: Day Ana Ramia, ID: 2102210010, Subject: English, and Date: 2021/02/02. The title of the essay is 'What is the impact of social media on the health of children and teenagers?'. The essay is divided into several paragraphs. The first paragraph defines social media as a tool to communicate and interact, noting its popularity among children and teenagers. The second paragraph discusses the positive and negative impacts of social media. The third paragraph mentions that social media has many impacts, both good and bad, and lists some advantages like for marketing, communication, and education. The fourth paragraph discusses the negative impacts, such as addiction, cyberbullying, and mental health issues. The fifth paragraph mentions that social media can cause physical and mental health problems, such as obesity and depression. The sixth paragraph mentions that social media can cause addiction and mental health problems. The seventh paragraph mentions that social media can cause addiction and mental health problems. The eighth paragraph mentions that social media can cause addiction and mental health problems. The ninth paragraph mentions that social media can cause addiction and mental health problems. The tenth paragraph mentions that social media can cause addiction and mental health problems. The eleventh paragraph mentions that social media can cause addiction and mental health problems. The twelfth paragraph mentions that social media can cause addiction and mental health problems. The thirteenth paragraph mentions that social media can cause addiction and mental health problems. The fourteenth paragraph mentions that social media can cause addiction and mental health problems. The fifteenth paragraph mentions that social media can cause addiction and mental health problems. 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The argumentative essay above showed that the student was interested in the topic of the impact of social media toward health in children and teenagers.

She started the essay by giving an introduction, and then stated the argumentation and then give relevant data to support the argument. Finally, the students made the conclusion to end the

Therefore, this learning activities of argumentative essay to improve the students' English skill is really needed through an authentic assessment. The performance tasks encourage students to demonstrate their ability to apply certain process skills. These assignments are open-ended which gives students a lot opportunity to succeed. Many performance assessment tasks involve teamwork, cooperation, and cooperative learning. Investigation activity tasks, skill development, and mini laboratories, as well as designing experiments itself can be used as performance tasks.

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