

AN UNDERGRADUATE THESIS
AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED
ASSESSMENT ON STUDENTS' SPEAKING SKILL IN THE TWELFTH
GRADE OF SMAN 1 KOTAGAJAH



By:

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1446 H / 2025 M

**AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED
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GRADE OF SMAN 1 KOTAGAJAH**

Presented as a Partial Fulfilment of the Requirements

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE

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An undergraduate thesis entitled: AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED ASSESSMENT ON STUDENTS' SPEAKING SKILL IN THE TWELFTH GRADE OF SMAN 1 KOTAGAJAH, Written by Reka Cindy Silvia, student number: 2101051031, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 23th, 2024 at 11.00-13.00 WIB.

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**AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED
ASSESSMENT ON STUDENTS' SPEAKING SKILL IN TWELFTH
GRADE OF SMAN 1 KOTAGAJAH**

ABSTRACT

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This thesis aims to analyze the implementation of performance-based assessment in speaking classes and students' perceptions in implementing performance-based assessment on speaking skills in SMAN 1 Kotagajah.

This research was a qualitative descriptive study, with data sources coming from observations, interviews, and documentation. Triangulation was used to guarantee the validity of the data, and qualitative description was used for data analysis.

Based on the discussion, it was concluded that the use of performance-based assessment in speaking class is divided into three stages, namely, designing learning, applying learning and evaluating learning. The use of this model in speaking class gets a good response from the students because it is able to train public speaking, add new vocabulary, improve pronunciation, and the use of this model in learning is considered to be able to create a good learning environment because the learning process is not monotonous so that it makes students more active and creative in the classroom.

Keywords: Performance-Based Assessment, Speaking Skill, Speaking Assessment

**AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED
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GRADE OF SMAN 1 KOTAGAJAH**

ABSTRAK

Oleh:

REKA CINDY SILVIA

Tesis ini bertujuan untuk menganalisis implementasi penilaian berbasis kinerja dalam kelas berbicara dan persepsi siswa dalam mengimplementasikan penilaian berbasis kinerja pada keterampilan berbicara di SMAN 1 Kotagajah.

Penelitian ini merupakan penelitian deskriptif kualitatif, dengan sumber data yang berasal dari observasi, wawancara, dan dokumentasi. Triangulasi digunakan untuk menjamin keabsahan data, dan deskripsi kualitatif digunakan untuk analisis data.

Berdasarkan hasil pembahasan, disimpulkan bahwa penggunaan penilaian berbasis kinerja dalam kelas berbicara dibagi menjadi tiga tahap, yaitu merancang pembelajaran, menerapkan pembelajaran dan mengevaluasi pembelajaran. Penggunaan model ini dalam kelas speaking mendapat respon yang baik dari mahasiswa karena mampu melatih berbicara di depan umum, menambah kosakata baru, memperbaiki pelafalan, dan penggunaan model ini dalam pembelajaran dinilai mampu menciptakan lingkungan belajar yang baik karena proses pembelajaran tidak monoton sehingga membuat mahasiswa menjadi lebih aktif dan kreatif di dalam kelas.

Kata kunci: Penilaian Berbasis Kinerja, Keterampilan Berbicara, Penilaian Berbicara

STATEMENT OF RESEARCH ORIGINALITY

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I declare that the thesis is entirely the result of my research, except for certain parts that use references from other sources mentioned in the bibliography.

Metro, December 23, 2024

The Researcher

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Saya menyatakan bahwa skripsi sepenuhnya merupakan hasil penelitian saya, kecuali bagian-bagian tertentu yang mengambil rujukan dari sumber lain dan sudah disebutkan dalam daftar pustaka.

Metro, 23 Desember, 2024



MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(Qs. Al-Baqarah 286)

“We were born to be real, not to be perfect”

-Min Yoongi-

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents, my great father Alm. Agus Hariyanto and my patient's mother Mrs. Sri Lestari Indriani always love, pray, and support the researcher in every situation because of their great sacrifice, this only daughter can complete her studies on this campus.
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Alhamdulillah Rabbil 'Alamin first of all, the researcher expresses all praise and gratitude to Allah SWT, because thanks to His grace, guidance, and blessings, the researcher can complete the thesis with the title "*An Analysis of Implementation of Performance-based Assessment on Students' Speaking Skill in the Twelfth Grade of SMAN 1 Kotagajah*". Shalawat and salam remain at the great prophet Muhammad Saw. Who has always been a source of inspiration and the best example for mankind. The researcher realizes that many parties provide support, assistance, and useful suggestions in completing this thesis. Therefore, the researcher would like to express his sincere gratitude to;

1. Prof. Dr.Siti Nurjanah, M.Ag. PIA, the Rector of the State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, the head of the English Education Study Program of Tarbiyah and Teachers Training Faculty IAIN Metro.
4. Aisyah Sunarwan, M.Pd, the secretary of English Education Study Program of Tarbiyah and Teachers Training Faculty IAIN Metro.
5. Linda Septiyana, M.Pd, my supervisor, has spent much time giving guidance, suggestions, and advice in accomplishing their research.
6. All lectures of the English Education Study Program who have taught and educated the researcher during her study at the State Islamic Institute of Metro.
7. All teachers, staff, and students at SMA Negeri 1 Kotagajah.

Hopefully, this research can benefit readers and parties who contribute to the world of education. Therefore, researcher are happy to receive criticism and suggestions for improvement for the sake of perfection of this research.

Metro, Jan 1, 2025

The Researcher

REKA CINDY SILVIA

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CHAPTER I

INTRODUCTION

A. Background of Study

The quality of learning has always been a focal point for academic research, especially when it comes to the learning model employed in classrooms to enhance students' learning outcomes. According to Nurdin, testing students' cognitive, affective, and psychomotor skills is a learning component. Assessment should be conducted taking into consideration both the learning process and the final product, which the teacher should set up as well. However, An assessment is a systematic process of gathering, analyzing, and interpreting information to evaluate performance, understanding, or progress. In the context of a study, assessment often serves as a tool to measure knowledge, skills, attitudes, or outcomes. It is used to identify strengths, weaknesses, and areas for improvement, providing a foundation for decision-making, planning, and further research..¹

Like many other institutions, some schools are continually exploring ways to improve the efficacy of their teaching and assessment models. Traditional assessment methods, which primarily focus on written exams, have been criticized for their inability to capture the full range of students' abilities, particularly in areas that require critical thinking, creativity, and practical application of knowledge. This led to growing

¹ Saiful Nurdin Iman Ali, *“Development of Guided Inquiry-Based Performance Assessment to Measure Argumentation Skills of Students”* (Universitas Lampung, 2017).

interest in performance-based assessment, which is seen as a way to align evaluation more closely with educational goals.

Recently, there has been a significant shift towards performance-based assessment (PBA) as an alternative to testing learning models. Performance-based assessment is a learning model that allows students to apply their knowledge and skills to real-world situations. The goal is to motivate students' to be more active and have higher-level cognitive skills and abilities. Performance-based assessment is an assessment that measures these abilities in the English learning process.²

English language learning focuses on enhancing the ability to use English in six language skills in an integrated manner: listening, speaking, reading, viewing, writing, and also presenting. Therefore, Mastery of speaking skills is very influential because it is used to communicate with others. In speaking classes, learners must maximize when speaking with other students or teachers.

Based on the pre-survey, the researcher interviewed an English teacher and obtained information on the performance-based assessment that has been applied at SMAN 1 Kotagajah. The researcher found the data on learning completeness with 100% of 32 students' passing the speaking test in the application of performance-based assessment with a Minimum Completeness Criteria (KKM) value of 75, in addition, the speaking of the

² Ekayanti Nur Anix and Fifi Fauziyah, "Implementation of Performance Based Assessment in Economic Learning," *OIKOS Journal of Economic Education and Economics Studies II* (2018),.Page (50).

twelfth grades at SMAN 1 Kotagajah is categorized into two categories of speaking exams, as follows:

Table 1
Speaking Exam Scores Categorization

No.	Score	Frequency	Percentage	Criteria
1.	>75	32	100%	Complete
2.	<75	0	0%	Incomplete
Total		32	100%	

Based on the results of the value above it can be concluded that the application of performance-based assessment in the twelfth grade of SMAN 1 Kotagajah shows a good score. Therefore, this study will discuss how the implementation of the performance-based assessment and students' responses to the implementation of the performance-based assessment.

Based on this description, the researcher is interested in conducting research under the heading “An Analysis of Implementation of Performance-based Assessment on Students’ Speaking Skill in Twelfth Grade of SMAN 1 Kotagajah.”

B. Research Questions

About the problem limitation above, the researcher tries to formulate the problem of this research as follows:

1. How does the implementation of a performance-based assessment on speaking class in SMAN 1 Kotagajah?
2. What are the students' perceptions about implementing a performance-based assessment on students' speaking skills in the twelfth grade of SMAN 1 Kotagajah?

C. Research Objectives and Benefits

1. Research Objectives
 - a. To analyze the implementation of performance-based assessment on speaking class in SMAN 1 Kotagajah.
 - b. To find out the students' perceptions about implementing a performance-based assessment on students' speaking skills in twelfth grade in SMAN 1 Kotagajah.
2. Research Benefits
 - a. For the students, by using the performance-based assessment learning model, it is expected that can increase students' speaking skills.
 - b. For the teachers, as a consideration teachers to choose the right learning model by the learning objectives and abilities that will be focused on.
 - c. For the institutions or schools, to be taken into consideration and additional information in determining the steps for using the performance-based assessment for speaking skills to improve the quality of learning.

D. Prior Researches

In this research section, it will be outlined that there are previous studies that are relevant in terms of perspective, methodology, and theory to the research being conducted. The importance of this research lies in its contribution to clarifying the position that this researcher wants to achieve. In general, exposure to the results of previous research related to this topic will help map this research among the various studies that have been carried out previously. Thus, the similarities and differences between this research and previous studies will be seen, as well as the originality of this research. This aims to guide and focus the research being conducted.

First, the research was written by Umniyatul Makmuroh, Hendi Pratama, and Puji Astuti, with the title “*Implementation of Performance-based Assessment Technique to Assess Students’ Analyzing Skill in English Learning*”, in 2022. The conclusion of this study revealed that the teacher used performance-based assessment to assess students' analyzing skills by employing process-oriented assessment through probing questions. This approach encouraged students' participation in critical analysis. The study provided insights into how the Performance-Based Assessment technique is applied and used to assess the analyzing skills of HOTS. It can serve as a reference for English teachers in high school to improve their students' analyzing skills. Previous studies have shown a low development in how

students' break down information, emphasizing the importance of training in the skill of analyzing ideas and information.³

The Similarity with the research being studied is to examine the application of the model used there are performance-based assessments. While in terms of difference lies in the skills. The previous study examined students' analyzing skills.

Second, the research was written by Syafrizal Syafrizal, John Paharnzah, and Frastasi Whyu Nuraeni, with the title "*An Analysis of Authentic Assessment Implementation in English Speaking Skill of Second Grade Students*", in 2020. The conclusion of this research is that authentic assessment implementation and discussion could be inferred that authentic assessment has big enough influence in the process of conducting students' evaluation. It helps teachers to analyze students' strengths and weaknesses, as well as to determine on strategies effectively applied in the classroom. It also requires students to use their competencies, such as knowledge, skills, and attitudes (courtesy, authority, respect, and friendliness) to solve their 'real-world' problems.⁴

The Similarity with the research being studied is to examine the skill, there are speaking skills. While in terms of difference lies in the

³ Umniyyatul Makmuroh and Hendi Pratama, "The Implementation of Performance-Based Assessment Technique to Assess Students' Analysing Skill in English Learning," *English Education Journal* 12, no. 4 (2022): 578–86

⁴ Syafrizal Syafrizal, John Paharnzah, and Frastasi Wahyu Nuraeni, "An An Analysis of Authentic Assessment Implementation in English Speaking Skill of Second Grade Students," *Journal of Educational Research and Evaluation* 9, no. 2 (2020): 94–99

model used. The previous study examined the authentic assessment implementation.

Third, the research was written by Kadidja Kone, with the title “*Exploring the Impact of Performance-Based Assessment on Malian EFL Learner Motivation*”, in 2021. The conclusion of the study is The study found that the performance-based assessment project, "Identity Poem," had a positive impact on the motivation of Malian EFL learners, as their level of motivation increased before and after the project. This increase in motivation was attributed to the supportive behavior of the teacher and the topic of the project, which aroused curiosity and interest. .⁵

The similarity with the research being studied is that it examines the model used, the performance-based assessment. Meanwhile, the difference lies in the skill. The previous study examined the use of focus on the impact on learning Motivation.

⁵ Kadidja Koné, “Exploring the Impact of Performance-Based Assessment on Malian EFL Learners’ Motivation,” *Advances in Language and Literary Studies* 12, no. 3 (2021): 51

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking

1. Definition of Speaking

Some experts have proposed many definitions of speaking. According to Ladouse in Nunan, Speaking is an activity to explain someone in a particular situation or an activity to report something¹, It means that speaking is how a person conveys a situation or reports something to another person. Therefore, Tarigan argues that speaking is a way to communicate and affects our daily lives.² This means that speaking is a way of communicating that can affect one's life.

Biley in Permana points out that speaking is an interaction process in which speakers intend to construct meaning through the production, reception, and processing of information.³

Based on the explanation above, the researcher concludes that speaking is a communication process that explains a situation through production, reception, and processing that can affect one's life.

¹ David Nunan, *Research of Method in Language Learning* (New York: Press Syndicate of the University of Cambridge, 1992). 249

² H. Guntur Tarigan, *Speaking as a Language Skill* (Bandung: CV Angkasa, 1990).

³ Aditya-Permana, Arjulayana, and M. Abduh Al-Manar, "Analysis Student's Speaking Fluency in Speaking Class Performance," *Globish: An English-Indonesian Journal for English, Education, and Culture* 10, no. 1 (2021): 44.

2. Type of Speaking

H. Douglas Brown, a prominent figure in language education, identified five types of speaking based on the level of interaction and communicative intent. These forms are often referenced in language teaching to help understand the different types of spoken interaction, there are: extensive, interactive, responsive, intensive, and imitative.⁴

a. Extensive Speaking

Extensive speaking refers to longer forms of speech, such as giving presentations, storytelling, or speaking in front of an audience without much interaction from others. Extensive speaking purpose to enhance fluency, organization of thoughts, and ability to present ideas coherently and independently. For example is giving a lecture, speech, or presenting a report.

b. Interactive Speaking

This involves longer and more complex changes than responsive speaking. It includes conversations or discussions where participants take turns, ask questions, and provide answers. Interactive speaking Focuses on both meaning and interaction, encouraging speakers to handle more complex linguistic and conversational demands. For example is participating in a discussion.

⁴ H. Douglas Brown, "*Language Assessment: Principles and Classroom Practices*"(San Francisco, California: Longman., 2003).

c. Responsive Speaking

In responsive speaking, the speaker gives brief replies to questions or prompts. The interaction is meaningful but relatively short, such as in simple conversations or question-answer sequences. Responsive speaking can encourage learners to engage in short, meaningful exchanges that help build confidence in interactive communication. For example is responding question.

d. Intensive Speaking

This type of speaking focuses on the production of short stretches of speech, often in a controlled environment. The speaker works on accuracy rather than fluency, focusing on specific aspects of language, such as grammar or pronunciation. It can help in practicing specific grammatical or lexical items, improving the accuracy of speech. For example, is Completing sentence transformation exercises or repeating lines with a particular grammatical structure.

e. Imitative Speaking

This involves simple repetition of words, phrases, or sentences. The speaker doesn't need to understand the meaning but simply needs to imitate sounds or patterns. Imitative speaking helps in the accurate reproduction of sounds, phrases, or sentences, with a focus on pronunciation and phonetics rather than

communication. For example is repeating after a teacher during a pronunciation drill.

Based on the above description, this research focused on the interactive speaking type. Because the learning process of performance-based assessment involves a lot of speaking interaction, such as discussions, conversations, and presentations.

3. Indicator of Speaking

Harris in Tri Yuliana suggests Grammar, vocabulary, fluency, comprehension, and pronunciation are the five components of a speaking scale that is used in English as a second language testing to grade speaking abilities.⁵

a. Grammar

Examinees are scored according to their capacity to construct, control, and use language correctly and within sentences, as well as their ability to speak without making grammatical mistakes.

b. Vocabulary

⁵ Tri Yuliana Puspitasari, “*The Effectiveness of Using Community Language Learning (CLL) to Improve Students’ Mastery of Speaking Skill for Transactional Conversation,*” no. CII (2011): 11-12.

The scope, accuracy, and application of vocabulary features used by test takers in a conversation reveal their level of proficiency.⁶

c. Fluency

Language fluency is a sign of effective speech delivery during a conversation. When giving the speech, project confidence and be able to respond to a specific theme with a minimal amount of hesitation when choosing words.

d. Pronunciation

The frequency of pronunciation errors and the degree to which pronunciation impedes communication are the assessment criteria for pronunciation⁷

e. Comprehension

It is being able to answer the question correctly and comprehend the context of the discussion.

Here is the speaking rubric based on Harris, which provides a way to assess speaking skills across different components.

Rubrics were developed to determine the score points that should

⁶ Yenny. Rahmawati and Ertin, “*Developing Assessment for Speaking*” Indonesian Journal of English Education 1, no. Syarif Hidayatullah State Islamic University of Jakarta (2014): 199–210.

⁷ Yenny. Rahmawati and Ertin, “*Developing Assessment for Speaking*” Indonesian Journal of English Education 1, no. Syarif Hidayatullah State Islamic University of Jakarta (2014): 202

be ascribed to a student's response based on their performance on each speaking test item. The rubric typically includes five main criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. Each criterion is rated on a scale, often from 1 to 5, with a description for each score level.

Table 3
Speaking Rubric

Criteria	Score 1	Score 2	Score 3	Score 4	Score 5
Pronunciation	Pronunciation is unclear or very difficult to understand.	Many pronunciation mistakes that make it hard to understand.	Understandable, but with noticeable mistakes in pronunciation..	Mostly clear, with minor mistakes that don't affect understanding	Very clear, like a native speaker. Intonation and stress are correct.
Grammar	Grammar is mostly wrong, making speech hard to understand..	Frequent grammar mistakes, limited to simple sentences.	Simple sentences are usually correct, but rarely uses complex ones.	Mostly correct, with small errors. Tries complex sentences with minor mistakes.	Always correct, even with complex sentences.
Vocabulary	Extremely limited vocabulary, unable to express ideas clearly.	Limited vocabulary, often struggles to find the right words.	Adequate vocabulary but lacks variety.	Good range of words with small mistakes	Very wide range of words; precise word choice.
Fluency	Speaks smoothly and naturally, without long pauses.	Mostly smooth, with few hesitations or repetitions.	Somewhat slow or hesitant; pauses often.	Speech is choppy and frequently interrupted by long pauses.	Speech is mostly disconnected and hard to follow.

Comprehension	Cannot understand or respond to questions meaningfully.	Frequently misunderstands questions and needs constant clarification.	Understands simple questions but often needs repetition or rephrasing.	Understands most questions, with occasional need for repetition.	Fully understands and responds easily without needing repetition.
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B. Concept of Performance-Based Assessment

1. Definition of Performance-Based Assessment (PBA)

Some experts have proposed many definitions of performance-based assessment. According to Hibbard, performance-based assessments apply knowledge, abilities, and work habits to authentic tasks that hold students' attention and are relevant to their learning.⁸ This indicates that a model using authentic tasks that are engaging and meaningful for students is a performance-based assessment.

Therefore, Epstein points out that performance-based assessments are the learning model that blends assessment and instruction. which will change the static situation into a dynamic, active, and varied one.⁹ This means that performance-based assessment is a learning model related to assessment and teaching and will change the situation to be more effective.

⁸ K. Michael Hibbard, *Performance Assessment in the Classroom*, vol. 2 New York: Mc. Graw Hill

⁹ Andrew Epstein, "Assessment the Portfolio Process," 31 (2006).. 58

In contrast to some other experts, Slavin and Baker said that performance-based assessment is an assessment that covers knowledge and skills in the real world,¹⁰ to determine mastery of higher-level cognitive abilities that integrate and demonstrate understanding of various subjects.¹¹

So, according to the explanation given above, performance-based assessment is a type of learning model that blends instruction and assessment through real tasks to determine students' mastery of cognitive abilities and understanding of various subjects. Performance-based assessment might measure students' oral skills, this assessment is primarily feasible to apply in speaking classes.

2. The Purposes and the functions of performance-based assessment

Weeden, Winter & Broadfoot claim that the assessment function can be classified into 4 things, namely: (1) diagnostic to identify student performance during learning, (2) formative to help students during the learning process, (3) summative to review, transfer and certify, (4) evaluative to see how the results of student performance.¹²

Performance-based assessments support student learning, pinpoint students' areas of strength and weakness, evaluate and enhance

¹⁰ Robert E Slavin and Marianto Samosir, "*Psikologi Pendidikan Teori Dan Praktik Jilid 2*" Ed. 8 (Jakarta: Indeks, 2009).

¹¹ Eva L. Baker, "*Model-Based Performance Assessment*," *Theory into Practice* 36, no. 4 (1997): 247-254.

¹² Weeden, P, Winter, J, & Broadfoot, P. "*Assessment: What is it for School?*". London and New York: Routledge Falmer, 19

teachers' efficacy, and offer information that facilitates decision-making.

From the description above, performance-based assessment has several purposes, including improving student learning and teaching effectiveness, as well as providing valuable data for decision-making. In addition, these assessments can be categorized into diagnostic, formative, summative, and evaluative functions, each of which contributes to a comprehensive understanding of student performance.

3. Advantages and disadvantages of performance-based assessment

Some benefits of performance-based assessment are appropriate for students' competency development: First, the assessment is carried out concerning what actually happens and does not look for mistakes but rather leads to facts about student capacity. Second, the assessment process takes place by referring to instruments that have been compiled and determined as a basis for implementation.¹³ Third, resulting in better learning and making learning more meaningful and motivating students.¹⁴ Fourth, are better learning assessments compared to traditional test assessments, providing a more complete

¹³ Guntur, "Penilaian Berbasis Kinerja (*Performance-Based Assessment*) Pada Pendidikan Jasmani," *Jurnal Pendidikan Jasmani Indonesia* 10, no. 1 (2014): 21

¹⁴ Mark Bennett and Robert Wood, "Measurement and Assessment in Education and Psychology," *European Journal of Education* 22, no. 3/4 (1987): 266.

and scientific evaluation of several kinds of reasoning, oral abilities, and physical skills.¹⁵

Based on the description above, performance-based assessment can help assessments that can only obtain information about students' intellect, because this assessment provides a more comprehensive and scientific evaluation of various reasoning abilities, oral abilities, and physical skills.

Meanwhile, there are some weaknesses of performance-based assessment such as procedural problems:

- More than one stage and ability achieved, so that only one student can master and adjust.
- Inadequate assessment time, because this performance-based assessment provides real tasks, such as projects or portfolios. So that it requires a long enough time in the learning process.
- Assessment tends to be subjective because evaluation and assessment in performance-based assessment focus on the student's process.¹⁶

Based on the explanation, one can conclude that the weaknesses of performance-based assessment are that it takes a long time and is very demanding on time and effort because it is in the form of performance so the teacher must observe one by one and requires certain

¹⁵ Masnur. Muslich, "Portfolio-Based Introduction as a Learning Model," *Journal of Economics and Education* 8, no. 1 (2011): 124–25.

¹⁶ Mark Bennett and Robert Wood, "Measurement and Assessment in Education and Psychology," *European Journal of Education* 22, no. 3/4 (1987): 267.

considerations because it is subjective so that the results will not be as expected if the instructions given are not clear.

4. Performance-based assessment components

Tasks and rubrics are two components of the performance-based assessment learning model. Tasks can be projects, roles, portfolios, discussions, presentations, or tasks that require students to demonstrate their abilities. Tasks should be fair, unbiased, measurable, and clear to both teachers and students. Rubrics are used to assess the task then based on certain indicators.

The rubric serves as a guideline for scoring that is clear and agreed upon by both teachers and students. Rubrics consist of analytic and holistic rubrics. Analytic rubrics take each criterion independently, and holistic rubrics take each criterion as a whole. These rubrics allow teachers to assess and see the assessment process properly.

Based on the explanation, one can conclude that the important components of the performance-based assessment learning model are tasks and rubrics. The tasks given will be assessed by a rubric that has several criteria and indicators related to the assessment standards that should be.¹⁷

¹⁷ Nur Anix and Fauziyah, "Implementation of Performance Based Assessment in Economic Learning." *Journal of Economic Education and Economics Studies*, 2(1) (2018): 60.

C. The Implementation of Performance Based Assessment

Various teaching methods can be used in performance-based assessment. These include question and answer, discussion, observation, simulation, problem-solving, assignment, and group work. However, Kusmarni states that performance-based evaluation can be done with various approaches, such as questioning, cooperative learning, contextual learning, and others.¹⁸ The following are the steps that performance-based assessment takes in the educational process:

1. Creating educational materials

Identifying the knowledge and skills expected when/after following learning activities or after completing tasks, designing learning models, determining success criteria (rubrics), and selecting the type of assessment instruments to be used are all part of the designing learning stage. The curriculum analysis serves as a guide for organizing activities to achieve learning objectives.

2. Implementing learning

During the implementation phase, the instructor encourages participation from the students and holds frequent meetings to go over the process of learning. The students' presentations of the analysis' findings are evaluated by the teacher using an assessment rubric.

3. Evaluating learning

¹⁸ Y, Kusmarni, "Application of Performance Assessment in Ips Learning," 2012,

In the final phase, an evaluation is conducted using the assessment criteria that the teacher and students have decided upon. It is anticipated that the results of this performance assessment will be valued for both its strengths and weaknesses, and they will serve as a new objective for the subsequent learning process.¹⁹

¹⁹ Nur Anix and Fauziyah, “*Implementation of Performance Based Assessment in Economic Learning.*” *Journal of Economic Education and Economics Studies*, 2(1) (2018): 61.

CHAPTER III

RESEARCH METHOD

A. Type of Research

Qualitative research is a method for investigating and understanding the meaning that individuals or groups give to a social or human problem. The process includes creating procedures, questions, and data usually gathered in the participant's surroundings. The researcher deduces meanings from the data by inductively building the analysis from specifics to broad themes.¹

Qualitative research is a multi-method approach where the problem being studied controls the focus. The multi-use technique commonly referred to as triangulation is an attempt to comprehend a phenomenon more thoroughly. Because the research takes the form of fact disclosure, the research used a descriptive qualitative research methodology, some research focuses on trying to reveal a phenomenon as it is being researched and studied without any engineering.

This research employed qualitative descriptive research and field research methods, both of which are grounded in social phenomenon observations. While the data is gathered and the components are tested, this research compiles or creates a clearer picture.

¹ John W. Creswell and J. David Creswell, *Mixed Methods Procedures*, ed. Helen Salmon, "*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*," fifth edit (Los Angeles: SAGE Publications, 2018).

The use of descriptive methods in research means data is presented verbally and visually rather than numerically. This research also describes the background of recorded observations, actions, and conversations about something that may be different. The descriptive method can be concluded as a method that aims to describe the situation in the field systematically with the correct facts.²

The reason the researcher uses this qualitative method is that in finding the answer to a problem the results will be better if using a qualitative method so that data related to the implementation of the performance-based assessment on students' speaking skills in the twelfth grade in SMAN 1 Kotagajah can be obtained validly.

B. Data Sources

Every research will need a data source. The subject that provides the data is known as the data source. In qualitative research, words and actions serve as the primary data sources: additional data sources include documentation and observation. There are two categories into which the data sources used in this research can be separated:

1. Primary Data

Primary sources are the sources of information that the researcher directly obtained. Therefore, information collected directly from respondents constitutes primary or principal data in this research.

² Sugiyono, "*Educational Research Methods Quantitative, Qualitative and R&D Approaches*" (Bandung: Alfabeta, 2013), 35

namely: Mrs. SR an English teacher, and fifteen students from the twelfth grade at SMAN 1 Kotagajah. The researcher through direct observation, interviews, and documentation obtained the necessary data.

2. Secondary Data

Secondary data are the sources that come from writing research related to discussion studies, books, reports, the internet, and other relevant literature. Secondary data is the kind of data that comes from graphic documents (minutes, notes, tables) and primary data photos.³ The benefit of secondary data is a problem, creating benchmarks against which to evaluate data primary and fill information gaps.

C. Data Collection Method

1. Observation

The researcher can obtain information from observation, such as space (place), activities, objects, actions, and times. Furthermore, through observation, the researcher can present a realistic picture of behavior or events, answer questions, aid in understanding human behavior, and provide feedback on these measurements for evaluation.

A methodical approach to collecting the data is observation, which involves observing people in the environment. They emphasize the importance of being reflective and aware of one's own biases as an

³ Zuhairi and Yudiyanto, "*Pedoman Penulisan Karya Ilmiah*"(Jakarta: PT. Raja Grafindo Persada, 2016).20

observer. The researcher needs to decide whether to adopt an insider (participant) or outsider (non-participant) role, depending on the research goals. They point out that observation can yield rich, descriptive data that captures the complexities of human behavior.⁴

Based on some of the understanding above can be concluded that what is meant by observation. Observation is a methodical approach to obtaining data on human behavior, involving real-world settings. The researcher may collect data on space, activities, objects, actions, and times. Observation is important for understanding human behavior, but the researcher must be reflective and aware of their biases. The researcher doing a direct observation about the implementation of performance-based assessment on speaking class in the twelfth grade of SMAN 1 Kotagajah.

2. Interview

Interviews as one of the primary methods in qualitative research for collecting direct data from participants. It involves asking open-ended questions, allowing participants to express their experiences, thoughts, and feelings in detail. An interview may be conducted in an unstructured, semi-structured, or structured manner, based on the researcher's degree of flexibility.⁵

⁴ Denzin, N. K., & Lincoln, Y. S. "*The SAGE Handbook of Qualitative Research*" (4th ed.). SAGE Publications. 2022.

⁵ John W. Creswell and J. David Creswell, *Mixed Methods Procedures*, ed. Helen Salmon, "*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*," fifth edit (Los Angeles: SAGE Publications, 2018).

Interviews are an opportunity to explore the nuances of people's lives through responsive interviewing. This method allows researchers to tailor their questions and probes based on participants' responses, thus encouraging a conversational, yet purposeful exchange. By using follow-up questions and active listening, the goal is to gain a thorough understanding of the subject matter.⁶

Based on the options above, it can be concluded that the Interviews are a qualitative data collection method used to gather in-depth insights from participants by asking questions in a conversational setting. Interviews can range from structured to unstructured, depending on the research design, and they focus on capturing the experiences, thoughts, and feelings of participants in their own words. This method is widely valued for its flexibility and ability to uncover rich, detailed data about human experiences.

The interview method used is questions, the questions present have been pre-formulated, but the way of delivery is free, not bound by the sequential number of interview guidelines, adjusted to the situation and conditions. The technique used was question and answer that took place freely, naturally, and intimately between teachers and students with the following details:

- a. Teacher

⁶ Herbert J Rubin and Irene S Rubin, "*Qualitative Interviewing : The Art Of Hearing Data Description*," SAGE Publications. Inc, 2011

An interview was conducted with the English teacher of the school to discuss how the implementation of performance-based assessment in speaking class in the twelfth grade of SMAN 1 Kotagajah.

b. Student

An Interview with twelfth-grade students` to see how performance-based assessment is implemented in English learning specifically on speaking skills.

3. Documentation

A large number of facts and data are stored in materials in the form of documentation. Most of the available data are in the form of letters, notes, reports, artifacts, photographs, etc. Through documentation, the researcher can find out what happened which was past.

Yin argues, that documents provide background information that can help to contextualize other data sources. Documents such as reports, meeting minutes, and legal documents offer stable, unobtrusive, and exact evidence that can verify or complement information obtained through interviews or observations.⁷

So simply the documentation method involves the collection, review, and analysis of existing records and documents to gather information. Using this documentation method, the necessary

⁷ Yin, R. K. (2014). "*Case Study Research: Design and Methods*" (5th ed.). SAGE Publications.

information about the assessment teachers is obtained. All of this applies from the context of implementing a performance-based assessment framework for students' speaking skills in the twelfth grade of SMAN 1 Kotagajah.

D. Data Validity Guarantee Technique

Data validation assurance techniques to check the validity of the data concerning the implementation of performance-based assessment on student speaking skills in the twelfth-grade students of SMAN 1 Kotagajah, based on the data collected, Furthermore, several techniques of data validity are necessary for qualitative research, therefore checking is carried out data validity.

The technique of validating data is important for determining the quality of research results. The triangulation that the researcher uses is technical. Technical triangulation is the process by which a researcher uses multiple data collection techniques to obtain data from the same source. To verify the accuracy of the data, the researcher used the triangulation technique. Whereas, triangulation is a technique for determining the validity of data that employs something else in comparing interview results to the object of research.

Technical triangulation can be done using different techniques. For example, the researcher used interview and observation techniques to find out the implementation of performance-based assessment on student speaking skills in the twelfth grade of SMAN 1 Kotagajah. In addition to

verifying the data, this triangulation is used to enhance the data. Furthermore, because technical triangulation is reflective, it can be used to investigate the validity of a researcher's interpretation of the data.⁸

To build trust, the steps or procedures are as follows:

1. Source Triangulation

Comparing and verifying information obtained from different sources, such as:

Teachers: Interviews or discussions about the implementation of performance-based assessment.

Students: Their perspectives on their experience with performance-based assessment.

Documents: Analysis of assessment rubrics, assessment reports, or guidelines used during implementation.

2. Technique Triangulation

Using various data collection techniques to ensure consistency, such as:

Observation: Directly observing the implementation of performance-based assessment in the classroom.

Interviews: Conducting in-depth interviews with teachers and students about the assessment process.

Documentation: Analyzing supporting documents to understand the

⁸ Sugiyono, "Educational Research Methods Quantitative, Qualitative and R&D Approaches" Bandung : Alfabeta, (2011) 23

implementation and outcomes of the assessment.

3. Time Triangulation

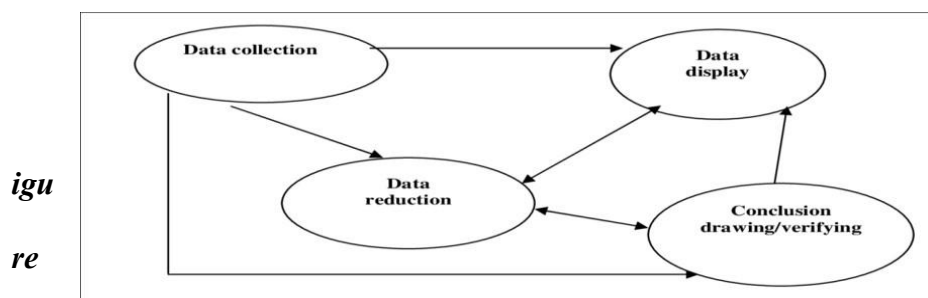
Collecting data at different times to examine consistency in findings

The use of triangulation aims to enhance the validity and reliability of the research by ensuring that the findings are not based on a single perspective or method of data collection.

E. Data Analysis Techniques

Data analysis is the process of methodically searching, organizing, and recording findings from observation, interviews, and other documentation to present information as new knowledge for others and improve the understanding of an object. In qualitative research, data analysis is carried out in three stages, namely, before going to the field, during the field, and after research in the field.

According to Miles and Huberman, analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.⁹ In this research, the researcher used Miles and Huberman's theory in analyzing the data.



⁹ B. Miles Matthew, Huberman A. Michael, and Saldana Johnny, "*Qualitative Data Analysis*," ed. Helen Salmon, third edition. United States of America: SAGE Publications, 2014

2.4 Components of Data Analysis : Interactive Model

1. Data Reduction

Data reduction is the process of summarizing, selecting the most important information, focusing on important things, looking for themes and patterns or main findings related to research problems, and organizing in a methodical or orderly manner.

Data reduction is the process of sorting and selecting information in the form of interview notes for teachers and students in response to a question regarding the implementation of a performance-based assessment on student speaking skills in the twelfth grades of SMAN 1 Kotagajah.

2. Data Display

The process of presenting data following data reduction is known as data display. In qualitative research, data is presented in a way that is easy for the reader to understand, such as summaries, charts, relationships between categories, patterns, and more. Readers will find it easier to comprehend concepts, categories, and the connections and distinctions between each pattern or category if the data is organized systematically.

3. Conclusion and Verification

The last stage is to conclude a description or object that hasn't been described before so that, following research it becomes clearer. Making

conclusions from the research problems so that it can answer these problems.

Making conclusions or verification here is an attempt to look for or understand meaning or meaning, regularities, patterns, or proportions.¹⁰ Before concluding, data reduction, data presentation, and conclusions drawing were carried out in the previous activities.

¹⁰ Sugiyono, "*Educational Research Methods Quantitative, Qualitative and R&D Approaches*" Bandung : Alfabeta, (2011) 345.

CHAPTER IV

RESEARCH RESULT DAN DISCUSSION

A. Research Result

1. Description of Research Location

a. The Historical background of SMAN 1 Kotagajah

SMA Negeri 1 Kotagajah, established in 1979, is a State Junior High School in Indonesia. It was initially a small school with three classes of 120 students, initially based in the Kotagajah State Junior High School building. The school later expanded to include a library, library, and study rooms. The school's name changed several times, including in 1998 to SMA Negeri 1 Punggur, 1999 to SMU (Public High School) Negeri 1 Punggur, 2002 to SMU Negeri 1 Kotagajah, and 2003 to SMA Negeri 1 Kotagajah. The school is located in Kotagajah District, Central Lampung Regency. The school's name was later returned to SMA (Senior High School) in 2003.

b. Identify of SMAN 1 Kotagajah

Name of school : SMAN 1 Kotagajah

Accreditation : A

Majors or specializations : IPA IPS

	Accelerated Class
School Address	: Jl. Raya Kotagajah, Central Lampung, Lampung, Indonesia
School Status	: International Standard School Pilot Status (2006-2013) National Standard School (Now)
Motto	: The motto of Faithful, Knowledgeable, Cultured, and Global Minded

c. The quantity of SMAN 1 Kotagajah Students in the Academic 2024/2025

The condition of students of SMAN 1 Kotagajah who are registered in the academic year 2024/2025.

Table 3

The Quantity of SMAN 1 Kotagajah Students in The Academic Year 2024/2025

No.	Class	Mount
1.	10	436
2.	11	420
3.	12	406
Mount		1262

2. The implementation of performance-based assessment in speaking class

In this study, the implementation of performance-based assessment was conducted in twelfth grade at SMAN 1 Kotagajah. The researcher started the research by observing the teaching-learning process in class 12.1. The researcher focused on the teaching-learning process through performance-based assessment. This relates to all classroom and student activities and their interactions during the teaching-learning process.

While the teacher was teaching speaking through performance-based assessment to students, the researcher observed every step and detail that the teacher did. Based on the results of observations, it was found that the steps of implementing performance-based assessment are as follows:

a) Phase one: designing the learning

The implementation of performance-based assessment in speaking classes covers two abilities, namely speaking and writing with the learning objective that students can have critical thinking skills by paying attention to communicative goals and developing confidence in English in conveying learning outcomes. The determination of the task is as follows:

- 1) Students were required to make a summary in the form of key points according to the topic obtained. The teacher assessed the learning outcomes according to the predetermined rubric.
- 2) Students were required to present the results of the discussion. The teacher observed the process using an observation sheet in the form of a presentation rubric.
- 3) Students were required to conduct a group review to measure critical thinking skills.

b) Phase two: learning implementation

At this phase, there are three activities during class, as follows:

1) Pre-activity

- 1.1 The teacher starts the learning by checking the students' learning preparation.
- 1.2 The teacher gives appreciation and explains the learning activity that will be carried out.
- 1.3 Students form groups consisting of 5-6 students.
- 1.4 The teacher determines the topic and product that the group will discuss.
- 1.5 The teacher and students discuss and agree on the class agreement to achieve the learning objectives.

2) Main-activity

2.1 A brief explanation regarding the materials to be discussed by each group is given by the teacher.

2.2 Students are guided by the teacher to collect data/information by reading books or using other learning resources such as the Internet.

2.3 Students are asked to write down the results of information related to definitions, social functions, generic structure, lexicogrammatical, features, and samples on paper/books according to the material obtained, individually.

2.4 Students are guided by the teacher to work in groups and ensure the suitability of ideas.

2.5 Students are asked to write the results of group discussions into power points.

2.6 Students present or present a report on the results of the group discussion.

2.7 Students are asked to do a group review of the presentation as an assessment of critical thinking.

3) Close Activity:

3.1 Students and teachers summarized the day's learning.

3.2 Reflected on student and teacher achievements for improvement.

3.3 The teacher informed the learning activities for the next meeting.

3.4 The teacher ended by giving a message and motivation.

c) Phase three: evaluating learning

The process and development of student learning are reflected upon by the teacher through questions.

The learning implementation above is made for several meetings because it cannot be done in a short time or cannot be done in one meeting for each activity.

3. Students' perceptions of implementing performance-based assessment in speaking skill

Based on the interviews conducted by the researcher, the students expressed statements regarding applying performance-based assessment in teaching speaking, which can affect vocabulary, pronunciation, comprehension, and public speaking. The use of performance-based assessment in the learning process has many advantages. The following is an explanation of the student's perceptions:

a) The performance-based assessment can influence public speaking.

Public speaking is a communication process in front of an audience that aims to provide information, persuade, or entertain.

Based on the results of the interviews, the researcher found that the

performance-based assessment was enough to help students influence public speaking. This can be proven by students' statements:

“can help to practice public speaking and exercise student creativity as well, sist” (AF)

“can influence public speaking too” (KK)

“This learning process can train confidence in speaking in front of many people.” (ENV)

“more influence on public speaking, sist.” (IGMWS)

“also practicing speaking skills in front of many people.” (HZI)

This statement concluded that the application of performance-based assessment in speaking class helps students practice speaking English in front of many people and make them more confident. It also shows that it helps students be more confident in public speaking in the future.

b) The student got new vocabulary.

According to the research interview results, the informants stated that using performance-based assessment to learn to speak will help students acquire new vocabulary, an important component of speaking skills. This can be proven by the students, as follows:

“I think it can increase vocabulary, sis..” (NSA)

“This learning process can also increase vocabulary.” (ENV)

“Besides practicing English, this learning can also increase vocabulary.” (HZI)

“The advantages are more practicing English pronunciation and increasing vocabulary.” (ASN)

“provides a lot of new vocabulary, sis” (IAM)

Based on students' statements, as evidenced by the transcripts, the researcher found that performance-based assessment in speaking classes can help students add new vocabulary. Some informants also stated that when performance-based assessment is used, such as in the presentation and discussion stages, many unfamiliar words are used, so students ask the teacher and then use them when speaking.

- c) The performance-based assessment can improve the student's pronunciation.

Pronunciation is also important in speaking skills. With good and correct pronunciation the quality of speaking will also be better. Based on the interview data, students considered that the model used by the teacher in the speaking class was enough to help improve their pronunciation. Here are the statements that will prove the result:

“More improve pronunciation and comprehension in English, sist.” (AF)

“Possible on practicing speaking and pronunciation during the learning process.” (FHA)

“Because we are trained to speak English in public and pronounce English correctly.” (IR)

“As well as practicing English pronunciation.” (KK)

From these statements, it can be said that the models in teaching speaking in the form the teacher explains and performance-based assessments like presentations and discussion in groups with their partners help students know how to pronounce words so they can increase their pronunciation.

d) Performance-based assessment as an interest learning model

Based on the interview results, the researcher found that performance-based assessment is relevant to the learning concept and the tasks expected by students so that students can do the learning process well.

This is following the interview that the researcher conducted with the students, regarding the use of a performance-based assessment learning model in the learning process of twelfth-grade English subject, as follows:

“I am very interested because learning with this model is not monotonous and more exciting because there is a lot of discussion between students.” (KK)

“I’m very interested because the process involves being creative, active, and brave.” (NSA)

“Interested, because we can argue the learning process.” (MTL)

“Very interested because this learning is not just about the material but there are many new mastery that can be obtained in it.” (HZI)

“I’m quite interested because the process involves many things so we don’t get bored easily.” (IR)

Miss SR as an English teacher subject also stated:

“Performance-based assessment is an interesting model because the evaluation of learning considers the process and results, in learning, students are involved with many interesting activities so that students are not easily bored.”¹¹

From the statement above, Teachers admitted that performance-based assessment is an interesting and suitable learning model to be implemented in speaking classes. It can be concluded that the use of performance-based assessment in learning English speaking skills is quite interesting because the

¹¹ Interview with SR English subject teacher in SMAN 1 Kotagajah on November 12, 2024

learning process uses many processes and is not monotonous, and the learning process also requires students to be active and creative which can encourage students to follow the series of lessons well.

e) Performance-based assessment can boost students` enthusiasm

The use of the right learning model can increase students' interest in learning. According to the results of interviews with students, they said that the use of performance-based assessment can influence students' critical thinking, making the classroom atmosphere more active and creative. The following are the statements given by students:

“during discussion and question-answer presentations, because access to cell phones was not allowed, all students had to think critically to answer questions.” (CAL)

“Because we have to be active and creative in the discussion.”
(NSA)

“The class atmosphere is active because there must be questions and answers and discussions during the learning process.”
(IGMWS)

This was also stated by Mrs. SR as a teacher, as follows:

“Using this model students become more active and think critically because they have to conduct discussions, ask questions,

and develop the material provided using their thoughts and the Internet as a reference.”¹²

From the above statement, it can be concluded that using performance-based assessment in speaking instruction can boost students' enthusiasm and drive to acquire speaking skills can encourage creativity and engagement throughout the learning process.

This statement is supported by Anderson & Krathwohl, who state that performance-based assessment is a suitable model for developing critical and creative thinking competencies.¹³

B. Discussion

Based on the results of the research conducted by the researcher through observation and interviews with the twelfth grade regarding the used of performance-based assessment by teachers in speaking class. The researcher will provide a discussion related to the results of the study. This discussion is done to answer the research questions in this study, such as: How is the implementation of performance-based assessment in teaching speaking? What are the students' responses to the application of performance-based assessment based on their speaking skills?

¹² Interview with SR English subject teacher in SMAN 1 Kotagajah on November 12, 2024

¹³ Anderson L.W and Kraathwhol, “*A Taxonomy of learning, teaching, and assessing: a revision of Bloom’s taxonomy of educational objective*”. New York Addison, Wesley Longman, In.

Based on the research results. The researcher concluded that the class circle was suitable for teaching speaking through performance-based assessment because, through the teaching and learning process, students actively asked the teacher about unfamiliar vocabulary and materials, and were seen actively asking each other. In addition, during the presentation activities, some students in the class paid attention to the information presented by other students. In addition, some students needed time to reflect before asking questions to their friends as they seemed unsure of how to voice their opinions. Regarding the teaching-learning process, it was observed that although the technique worked well, the teachers and students faced some challenges.

The teachers and students gave opinions that the implementation of performance-based assessment had a positive impact, including:

First, The use of performance-based assessment in the learning process is a good model to influence speaking skills, because it has been implemented and achieved all indicators and learning objectives. In addition, the use of this model can also increase students' interest and motivation in English. It is supported by Kadidja Kone, who states that using a performance-based assessment project can increase learners' level of motivation.¹⁴ The performance-based assessment learning model is quite complicated, but it gets a good response from students even with

¹⁴ Kadidja Koné, "Exploring the Impact of Performance-Based Assessment on Malian EFL Learners' Motivation," *Advances in Language and Literary Studies* 12, no. 3 (2021): 51.

some obstacles. In addition, they said that by using this model they can make the classroom atmosphere more active and creative.

Next, the researcher found that the learning model used by the teacher in teaching English helped students influence public speaking. From some statements, it can be said that the application of performance-based assessment in speaking classes helps students practice speaking English in front of many people and makes them more confident. It also shows that it helps students be more confident in the future in doing public speaking.

The next is through the performance-based assessment learning model used by the teacher in teaching speaking, which can help students add new vocabulary. Some informants also stated that when performance-based assessment is used, such as in the presentation and discussion stages, many unfamiliar words are used, so students ask the teacher and then use them when speaking. After they find the vocabulary, they will write the vocabulary then it will be used when speaking. It can be concluded that the technique used is beneficial in terms of vocabulary in speaking skills.

The next is these results indicate that the performance-based assessment learning model in the speaking class can help students improve their pronunciation. From these statements, it can be said that the models in teaching speaking in the form the teacher explains and performance-based assessments like presentations and discussion in groups with their

partners help students know how to pronounce words so they can improve their pronunciation. It is supported by Farida Yulia, who states that performance assessment is a better option to assess students' pronunciation mastery.¹⁵ This shows that the implementation of performance-based assessment in teaching speaking is very helpful.

Based on the result above, it can be said that using performance-based assessment in teaching speaking by the teacher, gets some good responses from students. Besides, students can improve their mastery of vocabulary, pronunciation, public speaking, and understanding in speaking.

¹⁵ Farida Yulia Made, "Using Performance Assessment With EFL Learners in Pronunciation Class," *Asian EFL Journal* 20, no. 1 (2018): 51.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of performance-based assessment in speaking class is divided into three stages, namely, designing learning, applying learning and evaluating learning. The use of this model in speaking class gets a good response from the students because it is able to train public speaking, add new vocabulary, improve pronunciation, and the use of this model in learning is considered to be able to create a good learning environment because the learning process is not monotonous so that it makes students more active and creative in the classroom.

B. Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the Teachers

Teachers are advised to continue using and developing performance-based assessments as a learning model for teaching English and improving students' speaking skills.

2. For the Students

Students are expected to be more active in the learning process because student participation and understanding of the material being taught affect learning outcomes.

3. For Other Researchers

This research can be a reference for other researchers who want to understand or adopt performance-based assessment in improving students' speaking skills.

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APPENDICES

INSTRUMENT OF DATA COLLECTION

**AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED
ASSESSMENT ON STUDENTS' SPEAKING SKILL IN THE TWELFTH
GRADE OF SMAN 1 KOTAGAJAH**

By:

REKA CINDY SILVIA

Student Number. 2101051031



English Education Department
Tarbiyah And Teachers Training Faculty

STATE ISLAMIC INSTITUTE OF METRO

1446 H / 2024 M

A. Observation

Observation Sheet

Purpose: Observations about the implementation of the performance-based assessment on student speaking skills in the twelfth grade of SMAN 1 Kotagajah

Subject	Pointer(s)	Yes	No	Description
Pre- Activity	<ul style="list-style-type: none"> • The teacher opened the lesson. 			<ul style="list-style-type: none"> • The teacher starts the learning by checking the students' learning preparation.
	<ul style="list-style-type: none"> • The teacher and the students start the lesson 			<ul style="list-style-type: none"> • The teacher gives appreciation and explains the learning activity that will be carried out. • Students form groups consisting of 5-6 students. • The teacher determines the topic and product that the group will discuss. • The teacher and students discuss and agree on the class agreement to achieve the learning objectives.

Main- Activity	<ul style="list-style-type: none"> • Students conducted the writing task as instructed by the teacher. 		<ul style="list-style-type: none"> • A brief explanation regarding the materials to be discussed by each group is given by the teacher. • Students are guided by the teacher to collect data/information by reading books or using other learning resources such as the Internet. • Students are asked to write down the results of information related to definitions, social functions, generic structure, lexicogrammatical, features, and samples on paper/books according to the material obtained, individually.
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	<ul style="list-style-type: none"> • Students conducted the speaking task as instructed by the teacher using presentation. 			<ul style="list-style-type: none"> • Students are guided by the teacher to work in groups and ensure the suitability of ideas. • Students are asked to write the results of group discussions into power points. • Students present or present a report on the results of the group discussion.
	<ul style="list-style-type: none"> • Student conducted group review. 			<ul style="list-style-type: none"> • Students are asked to do a group review about the presentation as an assessment of critical thinking.

Close- Activity	<ul style="list-style-type: none"> • Teacher and students evaluated today's learning. 			<ul style="list-style-type: none"> • Students and teachers summarized the day's learning. • Reflected on student and teacher achievements for improvement.
	<ul style="list-style-type: none"> • The teacher closed the lesson. 			<ul style="list-style-type: none"> • The teacher informed the learning activities for the next meeting. • The teacher ended by giving a message and motivation.

B. Interview

1. Interview with the twelfth-grade English Teacher at SMAN 1 Kotagajah
 - a. Informant Identity
 - Respondent : Miss Siti Rokayah,S.Pd
 - Date : Selasa, 12 November 2024
 - Time : 10.00-10.30

Pertanyaan	Jawaban
1. Apa model yang digunakan dalam kelas berbicara pada pelajaran bahasa inggris?	Kebetulan saya menggajar di kelas 12, dan dalam kelas berbicara mereka menggunakan model pembelajaran performance based assessment yang berfokus pada presentasi dalam penilaiannya.
2. Bagaimana pendapat anda tentang penggunaan performance based assessment dalam kelas berbicara?	<p>Tentunya lebih baik, mungkin yang sebelumnya mereka malu-malu untuk berbicara, mereka harus di paksa untuk berbicara bahasa inggris karena dalam prosesnya kami menggunakan bahasa inggris seperti diskusi, peyampaian materi dan tanya jawab ketika presentasi.</p> <p>Mereka juga semakin semangat dan tertarik belajar berbicara karena penilaian yang diambil melibatkan proses tidak hanya hasil.</p>
3. Apakah proses pelaksanaan pembelajaran menggunakan model pembelajaran tersebut sudah berjalan dengan baik dalam kelas berbicara?	Untuk kelas seperti kelas unggulan sudah berjalan dengan sangat baik, karena mereka memiliki potensi yang bagus dengan begitu mereka mampu mengikuti seluruh proses dan job deskripsinya dengan sangat baik.
4. Bagaimana proses penyampaian materi kepada siswa dalam	Sebelum mereka melakukan diskusi tentu saja matrinnya di jelaskan terlebih

<p>pembelajaran menggunakan model pembelajaran performance based assessment?</p>	<p>dahulu, bahkan biasanya melakukan ulasan dengan materi sebelum sebelumnya seperti perbedaan, mencari ide pokok dengan kemampuan mereka sendiri.</p>
<p>5. Dalam proses pembelajaran menggunakan performance based assessment, assessment apa yang digunakan untuk mengetahui kemampuan berbicara siswa?</p>	<p>Untuk penggunaan asesmentnya ada 2 yaitu tugas tertulis dan presentasi tapi untuk mengukur kemampuan berbicara tentunya menggunakan presentasi, karena dengan melakukan presentasi kita dapat mengukur langsung bagaimana kemampuan siswa tersebut dalam berbicara bahasa inggris.</p>
<p>6. Apakah penggunaan model pembelajaran PBA dalam kelas berbicara sudah memperoleh hasil belajar?</p>	<p>sudah ada dan mendapatkan hasil yang baik.</p>
<p>7. Dari penerapan PBA apakah dapat meningkatkan atau mempengaruhi kemampuan berbicara siswa dalam bahasa inggris?</p>	<p>Sangat bisa mempengaruhi kemampuan berbicara, karena dalam melakukan presentasi mereka full menggunakan bahasa inggris dan mau tidak mau mereka harus terus belajar dan improve untuk mendapatkan hasil presentasi yang bagus, melalui model pembelajaran ini juga mampu melatih mereka berbicara di depan umum meskipun hanya dengan teman-teman kelasnya saja.</p>
<p>8. Apa saja kekurangan dan kelebihan dalam penerapan PBA di kelas Berbicara?</p>	<p>Sudah pasti ada kekurangan, jika model ini di terapkan dikelas biasa maka anaknya akan lebih pasive, kerena penggunaan model ini memerlukan pemahaman yang baik.</p> <p>Untuk kelebihanannya cukup banyak, peserta didik lebih termotivasi untuk</p>

	<p>memberikan hasil yang baik, dan karena penilaiannya juga melibatkan proses itu dapat mendorong mereka aktif ketika dikelas, dan juga lebih berfikir kritis karena mereka melakukan diskusi, tanya jawab dan mengembangkan materi yang menggunakan pengetahuannya sendiri.</p>
<p>9. Apakah menurut anda penggunaan model pembelajaran PBA ini berhasil di terapkan dalam mengukur kemampuan berbicara siswa?</p>	<p>Sangat berhasil, kerena seringnya menggunakan model pembelajaran PBA dengan tugas presentasi, nilai peserta didik dalam keterampilan berbicara mendapatkan hasil yang hampir yang baik, karena mereka secara tidak langsung setiap pertemuan yang menggunakan PBA mereka akan beralatih berbicara bahasa inggris.</p>

2. Interview with the twelfth-grade English students at SMAN 1 Kotagajah

a. Informant Identity

Respondent : CAL

Date : Selasa, 14 November 2024

Time : 10.00-10.30

Pertanyaan	Jawaban
1. Apakah sebelumnya anda pernah mendengar tentang model pembelajaran performance-based assessment?	Belum kak
2. Apakah guru pernah menggunakan model pembelajaran performance-based assessment dikelas?	Pernah, tapi untuk penggunaan model tersebut mungkin guru lebih sering menggunakan presentasi sebagai tugas akhirnya
3. Bagaimana pendapat anda tentang penggunaan performance-based assessment dikelas berbicara?	Untuk pendapatku sendiri, penggunaan presentasi cukup membantu karena materi yang tidak bisa dipelajari dalam beberapa pertemuan bisa di bahas dalam satu kali pertemuan saja, jadi sebagai kelompok yang maju bisa langsung paham tentang materi yang disampaikan dan teman teman yang menyimak pun bisa langsung paham dan jika masih bingung bisa langsung ditanyakan.
4. Apakah anda merasa tertarik ketika guru menggunakan model pembelajaran performance-based assessment?	Lebih tertarik ini sih miss, karena dalam proses pembelajarannya tidak monoton ya seperti membuat catatan dan ppt yang menarik. Dan dengan menggunakan model ini kita bisa membahas materi dalam sekali pertemuan shingga pertemuan selanjutnya sudah ganti materi.
5. Apakah menurut anda	Iya, menurut saya bisa kak

<p>penggunaan performance-based assessment dapat mempengaruhi kemampuan berbicara anda?</p>	
<p>6. Mengapa penggunaan performance-based assessment dapat mempengaruhi kemampuan berbicara anda?</p>	<p>Karena selama proses pembelajaran kan kita diharuskan berbicara bahasa inggris. kalau saya sendiri sudah 4 kali presentasi, saat presntasi pertama saya masih sulit berbicara bahasa inggris nah dari situ saya membiasakan diri saya untuk melatih berbicara bahasa inggris agar pada presentasi berikutnya saya bisa berbicara bahasa inggris dengan lebih baik.</p>
<p>7. Menurut anda apa kelebihan penggunaan performance based assessment dalam proses pembelajaran?</p>	<p>Untuk kelebihannya itu menurut saya ada saat diskusi dan tanya jawab presntasi miss, karena tidak diperbolehkan mengakses hp, hanya saat mencari materi awal saja jadi semua siswa harus berfikir kritis untuk menjawab pertanyaan.</p>
<p>8. Apa masalah atau kendala yang anda temui dalam proses pembelajaran menggunakan performance-based assessment?</p>	<p>karena saat presentasi harus menggunakan bahasa inggris jadi kadang kita kurang paham dengan pertanyaan yang diberikan teman kita karena kurangnya vocabulary.</p>
<p>9. Apa yang anda lakukan untuk mengatasi maslaah atau kendala tersebut?</p>	<p>Cara saya mengatsi kendalanya lebih dengan mengulas ulang dan belajar tentang materi yang saya dapatkan sebelum presntasi kak.</p>

A. Documentation

The researcher documentation is used to obtain data about

1. The assessment used for the implementation of performance-based assessment in the twelfth grade of SMAN 1 Kotagajah
2. Leasson's plan for implementing performance-based assessment in the twelfth grade of SMAN 1 Kotagajah.

C. Documentation of Survey

1. Observasi



Gambar 1. Observasi di kelas 12.1 selama proses pembelajaran menggunakan Performance-Based Assessment



Gambar 2. Observasi di kelas 12.1 saat presentasi

2. Interview



Gambar 3 dan 4. Wawancara dengan guru bahasa Inggris kelas
12.1 SMAN 1 Kotagajah Miss Siti Rokayah, S.Pd



Gambar 5 dan 6. Wawancara peserta didik kelas 12.1 SMAN 1 Koatagajah



Gambar 7 dan 8. Wawancara peserta didik kelas 12.1 SMAN 1 Koatagajah

No.: _____ Date: _____

APPLICATION LETTER

1 Definition

Application letter is a formal letter written to apply for a job. It provides important information and includes reasons for applying the position.
 (Surat lamaran adalah surat resmi yang ditulis untuk melamar suatu pekerjaan yang memberikan informasi penting dan mencakup alasan untuk melamar posisi tersebut)

2 Social Function

To apply for a job and is intended to convince the employer on we are qualified candidat for the position.
 (Untuk melamar pekerjaan dan ditujukan untuk meyakinkan atasan bahwa kita adalah kandidat yang memenuhi syarat)

3 Generic Structure

1) Heading. The contents are the sender's contact information consisting of name, address, telephone number and email. (Berisi informasi pengirim seperti nama, alamat, nomor telepon dan email)

deli

4. Sample

No.: _____ Date: _____

Luluk Nabila
 Jalan Mangga Nomor 4, Lampung
 081234567899
 luluknabila@gmail.com

August, 1st 2024

Mr. Abel Khaiz
 Director of Andalas Hospital
 Jalan Apel Nomor 11, Padang

Dear Sir,

Based on job vacancy advertisements from the Instagram account @and-al on 20 July 2024, I intend to apply for a job as a general practitioner at Andalas Hospital.

I'm female, 24 years old, a graduate of Gajah Mada University with a medical study program. I attached photocopy of current ID card, photocopy of last education certificate, photocopy of family card, registration certificate. People find me friendly, highly motivated and hardworking.

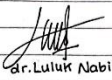
I would be more than glad to be present if you wish to meet me in person for an efficient interview. I can

deli

D. Student Assessment

No.: _____ Date: _____

be reached by phone as well as email.

Yours sincerely

 Dr. Luluk Nabila

5 Lexicogrammatical Features

✦ Using simple present tense

"I intend to apply for a job..."
 "I'm female, 24 years old..."

✦ Using simple past tense

"Based on job vacancy advertisements..."
 "I attached photocopy of current ID card..."

✦ Using Modal verbs

"I would be more than glad to be present..."

✦ Conjunctions and transition phrases

"based on..."
 "as well as..."

deli

No.: _____ Date: _____

2) Date

3) Employer's address

4) Salutation

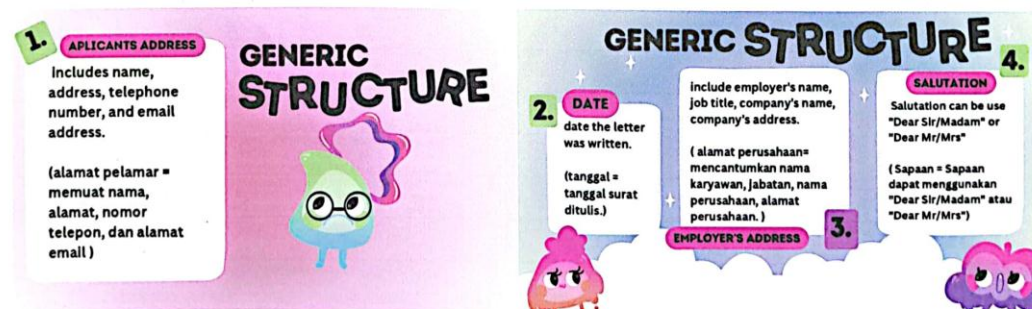
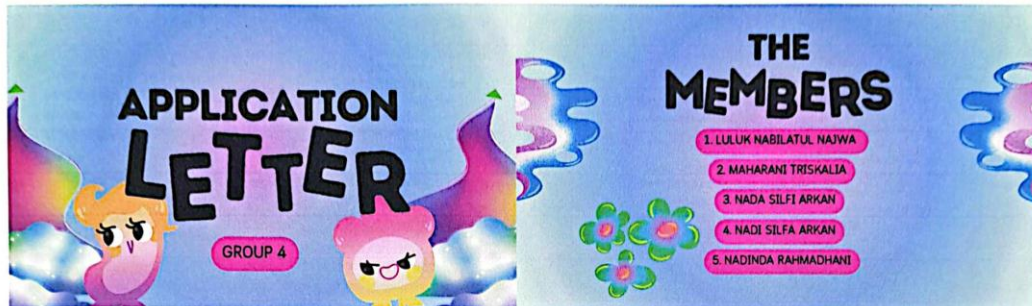
5) Opening paragraph, state the position you wish to apply for. (Mentioning position yang ingin dilamar)

6) Body of letter. Contains the qualifications or skills that we have. (Berisi kualifikasi / keterampilan yang kita miliki)

7) Closing paragraph. Contains expectations of an interview call (berisi harapan panggilan wawancara)

8) Signature

deli



GENERIC STRUCTURE

5. BODY OF LETTER
 promote yourself as best as possible, by mentioning experience, skills and achievements.

(inti= mempromosikan diri sebaik mungkin, dengan menyebutkan pengalaman, keterampilan dan prestasi.)

6. OPENING PARAGRAPH
 Include your personal information and the position you applying for. State the qualifications you have and the reasons for choosing the position you applying for.

(Paragraf pembuka = mencantumkan informasi diri Anda dan posisi yang Anda lamar. Sebutkan kualifikasi yang Anda miliki dan alasan memilih posisi yang Anda lamar.)

7. CLOSING PARAGRAPH
 say thanks and hope that company will contact again for the next steps.

(paragraf penutup = mengucapkan terima kasih dan berharap perusahaan menghubungi kembali untuk langkah selanjutnya)

8. CLOSING
 close by writing "Sincerely" follow full name at the bottom.

(penutup = menutup dengan menulis "Hormat saya" diikuti nama lengkap di bagian bawah)

JOB VACANCY

EXAMPLE

Amara Nibiru
 Lampung
 081234567899
 August, 1st 2024

Mr. Abel Khatzure
 Hospital Director
 Santosa Hospital
 Bandung

EXAMPLE

I would like to apply for the general practitioner position advertised from the Instagram account @santosa.bg on July, 30th 2024. My relevant experience in a similar position really matches with the qualifications you need.

I'm female, 24 years old, a graduate of Gadjah Mada University with a medical study program. I attached photocopy of current ID card, photocopy of last education certificate, photocopy of family card, registration certificate. People find me friendly, highly motivated and hardworking.

I would be more than glad to be present if you wish to meet me in person for an efficient interview. I can be reached by phone as well as email.

Yours Sincerely

 dr. Amara Nibiru

CONTOH

Amara Nibiru
 Lampung
 081234567899
 1 Agustus 2024

Abel Khatzure
 Direktur Rumah Sakit
 Rumah Sakit Santosa
 Bandung

CONTOH

Saya ingin melamar posisi dokter umum yang diiklankan dari akun Instagram @rs.santosabdg pada tanggal 30 Juli 2024. Pengalaman saya yang relevan di posisi serupa sangat sesuai dengan kualifikasi yang Anda butuhkan.

Saya perempuan, umur 24 tahun, lulusan Universitas Gadjah Mada dengan program studi kedokteran. Saya lampirkan fotokopi KTP yang masih berlaku, fotokopi ijazah pendidikan terakhir, fotokopi kartu keluarga, surat tanda registrasi. Orang-orang menganggap saya ramah, bermotivasi tinggi, dan pekerja keras.

Saya akan sangat senang hadir jika Anda ingin bertemu langsung dengan saya untuk wawancara yang efisien. Saya bisa dihubungi melalui telepon dan email.

Normat Kami

 dr. Anggra Nbitru

LEXICOGRAMMATICAL

I would like to apply for the general practitioner position advertised from the Instagram account @rs.santosabdg on July 30th 2024. My relevant experience in a similar position really matches with the qualifications you need.

blue: past tense
 underlined sentences: simple present tense
 purple: main subject "my relevant" is personal pronoun as possessive adjective, "in" is preposition
 pink: verb
 green: noun phrases, "with" is preposition
 yellow: relative clause, "you" is personal pronoun as subject, "need" is Verb 1.

LEXICOGRAMMATICAL

I'm female, 24 years old, a graduate of Gadjah Mada University with a medical study program. I attached photocopy of current ID card, photocopy of last education certificate, photocopy of family card, registration certificate. People find me friendly, highly motivated and hardworking. I would be more than glad to be present if you wish to meet me in person for an efficient interview. I can be reached by phone as well as email.

blue: present
 purple: preposition
 green: past tense
 yellow: conjunction
 red: passive voice, "can" is modal in present

dark green: degree of comparison (comparative)
 dark grey: adverb of manner

THANK YOU OR ATTENTION

SEE YOU NEXT TIME!

<h3>QUESTION:</h3> <p>1. rafael (group 6) in a job application letter, there is structure for the position being applied for. what happen if we write incorrectly the position we want?</p>	<h3>ANSWER:</h3> <p>1. rafael (group 6) If the job applicant is accepted, then he will work not according to the field he has and he will not work optimally.</p>
--	--

<p>QUESTION:</p> <p>2. nayla (group 5) why does applicant need to explain their qualifications</p>	<p>ANSWER:</p> <p>2. nayla (group 5) to make a positive impression on potential employers and differentiate applicants from other candidates. so that employers are confident to accept it</p>
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<p>QUESTION:</p> <p>3. rini (group 2) what to avoid when writing a job application letter</p>	<p>ANSWER:</p> <p>3. rini (group 2) Things to avoid when writing a cover letter: 1. Using the wrong format 2. Using the same cover letter for every application 3. Writing without first researching the company and position 4. Discussing irrelevant work experience or a lack of experience</p>
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<p>COMMENTS:</p> <p>1. Shaffa (group 7) The Powerpoint that you made looks beautiful and interesting. But Nadi, please correct your pronunciation so can be better for the next presentation.</p>	<p>COMMENTS:</p> <p>2. Afrizal (group 1) your presentation is good, especially for moderator. she has good pronunciation and always looks happy</p>
--	--



E. MODUL AJAR KURIKULUM MERDEKA

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: SITI ROKAYAH, S.Pd
Institusi	: SMAN 1 KOTA GAJAH
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: SMA
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas / Semester	: XII (Dua Belas) / I (Ganjil)
Alokasi Waktu	: (2 x 45 menit)
B. KOMPETENSI AWAL	
<p>Capaian Pembelajaran Bahasa Inggris Fase F, yaitu:</p> <p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual termasuk isu energi terbarukan dan konteks budaya. Mereka membaca teks tulisan untuk mempelajari sesuatu dan mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi dan kemampuan evaluasi teks narasi dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.</p>	
Elemen Menulis – Mempresentasikan	
<p>Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan</p>	

menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;

D. SARANA DAN PRASARANA

- | | | |
|-----------------------|-----------------------------|------------------------------|
| 1. Gawai | 4. Buku Teks | 7. Handout materi |
| 2. Laptop/Komputer PC | 5. Papan tulis/White Board | 8. Infokus/Proyektor/Pointer |
| 3. Akses Internet | 6. Referensi yang mendukung | |

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

- Performance-Based Assessment

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Learning Goals :

By the end of this unit, you are expected to be able to:

- 12.2.1. Identify the communicative purposes and schematic structures of an formal

latter

12.2.2. Identify the language features of formal letter

12.2.3. State explicit and implicit information (main ideas and detailed information) from an argumentative text

12.2.4. Write an argumentative text with appropriate schematic structures and language features

12.2.5. Perform an argumentative text in a form of a preferred media using the expressions of asking and giving opinions in focus

B. PEMAHAMAN BERMAKNA

Teks argumentatif (teks autentik) melalui kegiatan mendengarkan, berbicara, membaca, memirsa, menulis, dan mempresentasikan tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: literasi finansial, tanggung jawab, dan kemandirian.

D. KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

- Selalu memulai pembelajaran dengan guru meminta salah satu peserta didik untuk memimpin doa, mengecek kehadiran peserta didik di kelas dan mengecek kebersihan kelas, serta kesiapan belajar peserta didik.
- Untuk mengecek kesiapan belajar peserta didik maka guru sebaiknya memberikan tes awal (*diagnostic test*) tentang pemahaman teks naratif. Tes awal dapat berbentuk pilihan ganda, esai, pertanyaan lisan, atau bentuk tes lainnya yang menanyakan pemahaman peserta didik tentang *schematic structures* atau *language features* (guru dapat merujuk pada bagian *scope and sequence*). Soal atau pertanyaan tes awal diserahkan pada kreatifitas masing-masing guru.
- Terkait pembelajaran berdiferensiasi (konten, proses dan produk) sudah terintegrasi dalam kegiatan pembelajaran.

Terutama pada saat pemilihan topik, proses menulis dan produk dari teks argumentatif pada kegiatan *writing-presenting*.

- Untuk memenuhi penerapan dalam kurikulum merdeka terutama pada kepemimpinan peserta didik; suara peserta didik; pilihan peserta didik; dan kepemilikan peserta didik. Kegiatan dapat terlihat dari kegiatan kelompok pada saat pembelajaran dimana guru memberikan tugas pada setiap kelompok peserta didik untuk menentukan ketua kelompok dan memberikan kepercayaan pada ketua kelompok untuk memberikan peran pada masing-masing anggota kelompok agar peserta didik mandiri dan memiliki rasa tanggung jawab terhadap kelompok dan penyelesaian tugas kelompok. Selain itu, guru memberikan kesempatan pada semua peserta didik untuk memberikan pendapatnya pada kegiatan pembelajaran *listening-speaking*, *reading-viewing* dan pemilihan topik pada kegiatan *writing-presenting* dan juga adanya variasi rubrik penilaian yang

disesuaikan dengan produk menulis.

- Guru dan peserta didik berdiskusi dan menyepakati kesepakatan kelas untuk mencapai tujuan pembelajaran di unit ini.
- Untuk memastikan keselamatan peserta didik pada saat menggunakan tautan kegiatan pembelajaran, sebaiknya guru mengecek tautan kegiatan pembelajaran sebelum tautan kegiatan pembelajaran digunakan oleh peserta didik. Kegiatan permainan (*games, ice breaking, dsb*) yang dilakukan di dalam kelas, guru harus memastikan bahwa lingkungan kelas aman untuk digunakan sebagai tempat permainan (*games, ice breaking, dsb*).
- Untuk memfasilitasi peserta didik yang berkebutuhan khusus, seperti pembelajar cepat (*fast learner*), guru dapat memberikan instruksi pada peserta didik untuk mengerjakan kegiatan pengayaan (*Enrichment*) atau guru dapat memberikan sumber bacaan lain terkait teks naratif dengan CEFR level diatas B2 yaitu C1 atau C2. Sedangkan, untuk memfasilitasi peserta didik berkebutuhan khusus lainnya, seperti pembelajar lambat (*slow learner*), guru dapat memberikan instruksi ulang (remedial) pada kegiatan *assessment* atau guru memberikan bentuk tugas lain sesuai dengan kemampuan peserta didik pembelajar lambat (*slow learner*).

Did You Know?

- Guru meminta peserta didik untuk membacakan teks pendek yang tersedia guna mengarahkan mereka pada topik yang akan dipelajari.

b. Kegiatan Inti



Writing

Activity 1

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:

Membimbing peserta didik untuk mengerjakan proyek menulis resume mengenai application letter dengan harapan peserta didik dapat menulis sebuah *resume* dengan memperhatikan struktur text dan sesuai dengan konteks. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang mandiri, bergotong royong, dan kreatif.

- c. Petunjuk pembelajaran:
 1. Guru memberikan penjelasan terkait proyek menulis dengan mengarahkan peserta didik untuk dapat menghasilkan *resume* mengenai application letter.
 2. Guru meminta peserta didik memilih salah satu topik sesuai dengan materi awal yaitu formal letter.
 3. Guru menjelaskan rubrik penilaian teks untuk makna setiap unsur atau elemen penilaian dengan jelas. Teks tertulis atau naskah menggunakan rubrik

penilaian writing atau guru dapat menggunakan rubrik penilaian menulis lain yang disesuaikan dengan kebutuhan peserta didik. (kreatif)

5. Peserta didik menuliskannya pada buku tulis atau aplikasi dokumen lainnya.

Activity 2

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk mencari informasi lebih banyak mengenai materi yang sudah dipilih. Kegiatan ini melatih peserta didik untuk mengembangkan pola pikir bernalar kritis.

c. Petunjuk pembelajaran:

Guru memberikan dan mendiskusikan rubrik penilaian menulis. (bernalar kritis)

4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Ideas	Establishes a clear focus Uses descriptive language Provides relevant information Communicates creative ideas	Develops a focus Uses some descriptive language Details support idea Communicates original ideas	Attempts focus Ideas not fully developed	Lacks focus and development
Organization	Establishes a strong beginning, middle, and end Demonstrates an orderly flow of ideas	Attempts an adequate introduction and ending Evidence of logical sequencing	Some evidence of a beginning, middle, and end Sequencing is attempted	Little or no organization Relies on single idea

Activity 3

a. Alokasi waktu 25 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik dalam kelompok untuk mendiskusikan pertanyaan arahan yang berhubungan materi yang sudah dipilih. Kegiatan ini mengembangkan profil pelajar Pancasila: mengembangkan daya berpikir kritis dan bergotong royong.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menulis dalam kelompok dan memperhatikan kesesuaian ide, organisasi, ungkapan, dan konvensi. (bergotong royong)

2. Guru meminta peserta didik untuk bekerja menulis dalam kelompok dengan

memperhatikan struktur penulisan.

3. Guru membimbing peserta didik untuk menuliskan hasil diskusi kelompok kedalam power point dengan semenarik mungkin. (kreatif)



Presenting

Activity 1

- a. Alokasi waktu 60 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Kegiatan ini melatih peserta didik untuk mengembangkan rasa percaya diri dan komunikasi dalam bahasa Inggris. Kegiatan ini juga bertujuan untuk mengembangkan profil pelajar Pancasila yaitu mandiri dan kreatif.
- c. Petunjuk pembelajaran:
 1. Guru meminta peserta didik untuk mempresentasikan hasil diskusi dengan power point sebagai medianya.(kreatif)
 2. Peserta didik diminta melakukan tanya jawab selama presentasi. (berfikir kritis)

Components of Evaluation	Yes (6-10)	No (1-5)	Total Score
Introduction • Introduce the topic • Tell the speakers			10
Content • Present an original idea • Use relevant vocabulary • Sum up the idea.			10

Delivery · Well managed talk · Clear pronunciation · Facial expression and proper body language			10
Technological Advancement · Use appropriate sound, picture, effect, running text.			10
Total Score			40

Activity 2

a. Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Melatih peserta didik untuk berani memublikasikan *podcast* yang dibuat dalam bentuk *talk show* tentang *e-money*.

Kegiatan ini juga mengembangkan profil pelajar Pancasila yaitu kreatif dan bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk melakukan *group review* untuk setiap kelompok yang telah melakukan presentasi (bergotong royong)
2. Guru meminta peserta didik untuk fokus pada ide dan ungkapan meminta dan memberikan pendapat. (bernalar kritis)

Components	Yes (1)	No (0)	Score
Idea			
Organization			

- Thesis			
- Arguments			
- Recommendation			
Expressions			
- Asking for Opinion			
	Scan for online donation		
Giving Opinion			
			Total Score :

c. Kegiatan Penutup

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. BAHAN BACAAN GURU & PESERTA DIDIK

- Buku Panduan Guru dan Siswa Bahasa Inggris: Life Today untuk SMA/MA Kelas XII Tahun 2022 Penerbit, Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Mengetahui,
Kepala SMAN 1 Kota Gajah



R. SURYA DAMAYANTI, M.Pd.
NIP. 19741004 200604 2015

Kota Gajah, 15 Juli 2024
Guru Mata pelajaran

SITI ROKAYAH. S.Pd
NIP. 19700203 200312 2 001

F. Student Speaking Score

No	Student Name	Score	Category
1.	AFS	84	Complete
2.	AF	87	Complete
3.	AF	86	Complete
4.	ASN	84	Complete
5.	CAL	85	Complete
6.	DMC	86	Complete
7.	ANV	87	Complete
8.	FHA	84	Complete
9.	HZI	85	Complete
10.	IGMWS	86	Complete
11.	IL	87	Complete
12.	IR	87	Complete
13.	I AM	87	Complete
14.	KK	87	Complete
15.	KAAS	86	Complete
16.	LNN	87	Complete
17.	MTL	86	Complete
18.	NSA	86	Complete
19.	NSA	85	Complete
20.	NR	85	Complete

21.	NNA	87	Complete
22.	NKBP	87	Complete
23.	NPLAS	87	Complete
24.	NDP	87	Complete
25.	NCB	85	Complete
26.	PTT	87	Complete
27.	RBS	87	Complete
28.	RAL	87	Complete
29.	RNA	87	Complete
30.	RR	86	Complete
31.	SRAR	85	Complete
32.	SDD	84	Complete
33.	SA	86	Complete
34.	SSAH	84	Complete
35.	SNA	86	Complete
36.	VYS	85	Complete



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 3691/In.28/J/TL.01/07/2024
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMA NEGERI 1
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **REKA CINDY SILVIA**
NPM : 2101051031
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECT OF PERFORMANCE BASED ASSESSMENT
LEARNING MODEL ON STUDENT SPEAKING SKILL IN
SENIOR HIGH SCHOOL 1 KOTAGAJAH**

untuk melakukan prasurvey di SMA NEGERI 1 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juli 2024
Ketua Jurusan,



Dr. Much Delniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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Nomor : B-5074/In.28/D.1/TL.00/11/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5073/In.28/D.1/TL.01/11/2024, tanggal 06 November 2024 atas nama saudara:

Nama : **REKA CINDY SILVIA**
NPM : 2101051031
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 KOTAGAJAH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED ASSESSMENT ON STUDENTS' SPEAKING SKILL IN THE TWELFTH GRADE OF SMAN 1 KOTAGAJAH".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 November 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 1 KOTA GAJAH

JL. Jenderal Sudirman No. 55 Kota Gajah, Lampung Tengah 34153
Telp. 0725-48318 WA. 0877-4904-8618
Laman: sma1kotagajah.sch.id Pos-el: sma1kotagajah@gmail.com



Nomor : 421.3/316/088/XI/2024
Lamp : -
Perihal : Surat Balasan Izin Survey

Kepada Yth ; Dekan INSTITUT AGAMA ISLAM NEGERI METRO
c/q. Wakil Dekan Bagian Akademik
di Metro

Dengan hormat,

Menindak lanjuti surat Dekan INSTITUT AGAMA ISLAM NEGERI METRO

Nomor : B-5074/In.28/D.1/TL.00/11/2024 tertanggal 06 November 2024 perihal Permohonan mengadakan Research/Survey di SMA Negeri 1 Kota Gajah Kabupaten Lampung Tengah.

Dengan ini kami memberikan izin untuk mengadakan Research/Survey atas :

Nama : REKA CINDY SILVIA
NPM : 2101051031
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Demikian surat ini disampaikan, atas kerjasamanya diucapkan terima kasih.

Kotagajah, 26 Nopember 2024
Kepala SMA Negeri 1 Kota Gajah
Kab. Lampung Tengah



W. SURYA DAMAYANTI, M.Pd
Pembina PK. I, IV/B
NIP. 19741004 200604 2 015



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SURAT TUGAS

Nomor: B-5073/In.28/D.1/TL.01/11/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **REKA CINDY SILVIA**
NPM : 2101051031
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA NEGERI 1 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IMPLEMENTATION OF PERFORMANCE-BASED ASSESSMENT ON STUDENTS' SPEAKING SKILL IN THE TWELFTH GRADE OF SMAN 1 KOTAGAJAH".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 06 November 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





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INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reka Cindy Silvia
NPM : 2101051031

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Wednesday August 14 th 2024	Linda Septiyam	title and outline	
2.	Monday Sept. 2 nd 2024	Linda Septiyam	chapter 1 & 2	
3.	Monday Sept. 9 th 2024	Linda Septiyam	Revision chapter 1.2.3	
4.	Monday Sept. 23 rd 2024	Linda Septiyana	Acc Proposal	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Linda Septiyana, M.Pd
NIDN. 2016099001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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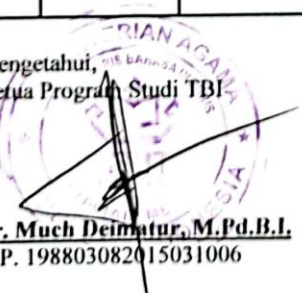
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reka Cindy Silvia
NPM : 2101051031

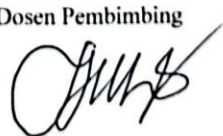
Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday/ Oct 24 th 2024	Linda Septiyana	Instrument	
2.	Friday/ Nov 1 st 2024	Linda Septiyana	Acc Instrument.	
3.				

Mengetahui,
Ketua Program Studi TBI


Dr. Much Deimatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing


Linda Septiyana, M.Pd
NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Program Studi : TBI
Semester : VII

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1.	Tuesday/ Dec. 10 th 2024	Linda Septiyana	chapter 4	
2.	Tuesday, Dec. 17 th 2024	Linda Septiyana	chapter 4 & 5	
3.	Thursday Dec. 19 th 2024	Linda Septiyana	Abstract .	
4.	Friday Dec. 20 th 2024	Linda Septiyana	Acc Mungosyah .	



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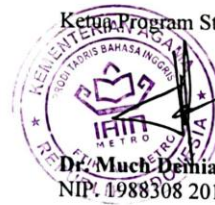
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