

# PERFORMANCE ASSESSMENT USING RUBRIC TO IMPROVE STUDENTS' SPEAKING SKILL

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## PERFORMANCE ASSESSMENT USING RUBRIC TO IMPROVE STUDENTS' SPEAKING SKILL

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### ABSTRACT

This study reports the implementation of performance assessment through video on speaking ability of 67 students of an Accounting study program of state-owned polytechnic of Jember, Indonesia. The aim of the assessment was to make the students able to demonstrate speaking ability in a form of video during an online teaching-learning process. Constructing a performance assessment normally involves planning tasks, performance criteria, scoring, and evaluating. A scoring rubric was chosen for scoring and evaluating students' videos. At the last step of evaluation, this classroom action research aired that students actively participated in the process of making the product and fulfilled the criteria of speaking assessment: pronunciation, vocabulary, grammar, fluency, and task. The study revealed that rubric in performing speaking could improve the students' performance in demonstrating the ability to speak interactively with their partner in a video.

**Keywords:** performance assessment, rubric, speaking skill

### INTRODUCTION

Speaking is the most difficult skill to assess accurately. Speaking is difficult to assess because there are many factors that influence how well someone perceive how well someone speak a language, expecting an accurate score appropriate to the purpose of assessment. Luoma (2004) determines comprehensibility of pronunciation (sound of speech), spoken grammar, and vocabulary used as the

consideration of designing speaking assessments. Though assessing speaking has some difficulties, for instance in oral performance, it is necessary to assess students' communication skills in a foreign language (Miller, Linn, and Grondlund, 2009). It implies teachers should be able to apply an appropriate assessment approach in assessing speaking.

The writer found three problems in her English class, especially in speaking skills. First, students lack language ability in pronunciation, vocabulary, grammar, fluency. Second, students face psychological problems like low confidence to speak, being afraid of making mistakes, feeling laughed at by their friends. Third, from environmental problems, teachers and students didn't use English for communication in a classroom. Those problems of English speaking are also faced by most Indonesian students related to language problems such as pronunciation, fluency, grammar, vocabulary, the effect of mother tongue, psychological problems like not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, fears of negative response from others, and environmental problems for instance topics of conversations (ignorance and unattractive topics), speaking practice (practicing with media and practicing with friends), the lack of input of English outside the class, the lack of development of English speaking curriculum (Fauzan 2014, Sayuri 2016, Noprival, 2016, Pratolo, Habibi, & Setiawan, 2019; Wahyuningsih, & Afandi, 2020).

To overcome those problems, there should be an appropriate approach of assessment to make the students able to speak in English without feeling nervous, having low confidence, being afraid of making mistake and laughed at by their friend, and to improve their language components such as pronunciation, vocabulary, grammar, and fluency. So, Performance assessment is an approach in applying methods of learning used for adults' worlds.

Performance assessment is a type of assessment that require students to produce something like a report, experiment, or performance which is scored based on specific criteria.

In this type of assessment, a teacher can get feedback on what they have constructed and demonstrated in practice The performance can be concerned with demonstrating process or product (McMillan, 2018). Performance assessment is a type of alternative assessment. It is a task that a student demonstrates specific skills and competencies about concerning a standard of proficiency (Shermis and Di Vesta, 2011). The term performance can be performance-based in which the students are showing an ability in keyboard skills in typing, or creating a remote-controlled machine or performance-and-product that is the students are expressing this ability through a product such as a completed paper, project, or video (McMillan, 2018). Three features of performance assessment are: multiple criteria against which a student's performance must be assessed; a predetermined quality set that is clearly explained in each criterion of students performance being assessed; criteria, quality of evaluation, and judgmental appraisal in which the scoring depends on human judgment to determine the acceptance of student's performance is (Popham, 2017).

Three steps of designing a performance assessment include planning performance tasks and performance criterion, scoring and evaluating. Planning performance tasks has three steps, they are identifying performance task, preparing task description, and performing task questions. Performance criteria can be seen through the work that the students perform or produce. For scoring and evaluating there should be a well-developed, clear approach to scoring and evaluating the students' work. It can be a checklist, rating scale, or rubrics. Rubrics can be used for scoring in performance assessment (Lane, 2013 in McMillan 2018).

A rubric is a set of logical criteria for student work that includes a description of the criteria's level of performance quality. The main purpose of the rubric is performance evaluation (Brookhart, 2013). Three important features in scoring rubrics for performance assessment are evaluative criteria that include the factors for determining the quality of a student's response, description of the quality for all evaluative criteria, an indication of whether a holistic or analytic scoring approach is to be used. (Popham, 2017).

As Common European Framework of Reference (CEFR) (2001) outlines, spoken interaction activities of language users are constructed collectively through the negotiation of meaning following the cooperative principle and conversational discourse. Reception and production strategies are engaged constantly during spoken interaction. Examples of interactive activities include transactions, casual conversations, informal discussions, formal discussions, debates, interviews, negotiations, joint planning, and practical goal-oriented cooperation. Brown (2001) proposed six identical categories of familiar oral expressions in the classroom: imitation, intense, responsive, transactional (dialogue), interpersonal (dialogue), extended (monologue) texts.

Luoma (2004) gives speaking band descriptors that is a set of assessment criteria that the examiner uses to assess speaking performance. The assessment criteria is from ETS:2001:

**Table 1: The test of spoken English band descriptors for Overall features**

Speaking band descriptors

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60 Communication is effective most of the time: task completed very competently. Speakers are free to share information with little or no effort, and go beyond the task with additional appropriate features • Native speaker remediation strategies • Sophisticated phrasing • Highly persuasive content • Requires little listener effort

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50 Communication is generally effective: task solved adequately. Speakers provide information spontaneously, sometimes with difficulty; usually does not run out of time. • Language weaknesses may require some remedial strategies that are easily distracted • Can be awkward in presentation • Generally strong content • Requires little listener effort

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40 Communication fairly effective: task performed reasonably competently. The speaker makes an effort to respond; sometimes provides limited audio samples, sometimes runs out of time. • Uses sometimes excessive, distracting, and ineffective remedial strategies to compensate for language weaknesses (e.g. vocabulary, grammar, etc.) • Appropriate content • Requires listener effort

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30 Communication has great difficulty to answer: It offers limited samples of audio and expires frequently. Overworked, highly distracting, ineffective remedial strategies. • Requires a lot of listener effort • Weakness in language makes task completion difficult, but function identifiable

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20 No effective communication: evidence of extreme speaker with no evidence of ability to perform task. Speakers may repeat requests, abandon tasks, or remain silent. • Attempts to perform the task fail • Despite the listener's best efforts, only a few words or sentences are understood • Features are not recognized

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The criteria grid of CEFR (2001) include—such qualitative aspects of spoken language with the range as from A1, A2, B1, B2, C1, and C2. The criteria covers such points as accuracy, fluency, interaction, cohesion.

## METHOD

This research applied Classroom Action Research (CAR) that follows Anne Burns's (2010) suggestion comprising four steps: plan, action, observe, and reflect. The intact group consisting of 67 fourth year students of Public Sector Accounting participated in this study. The first step, 'plan', included three steps of planning for a performance assessment: identifying performance tasks, preparing tasks description, and performing tasks/ questions. Those activities were done through designing materials/tasks, determining strategy of learning, selecting media for learning, and preparing a rubric for assessment.

The second step, 'action', was determining a performance assessment criteria with a teaching-learning process and video production. The teaching-learning process strategy used in the form of simulation (Bygate, 1987) with three phases: giving participants necessary information, discussing the tasks, and doing follow-up work. The third step, 'observe', dealt with collecting data from the students' work on a video project, and making a score for the video. In this step, the writer did the last process of performance assessment, scoring and evaluating. Scoring was done by observing students' videos. The last process was evaluating. The writer evaluated the implementation of strategy, and draw a conclusion by comparing the score with the determined criteria.

The research was done in two cycles. The data were collected from observation, field notes, performance assessment tests, and interviews. The observation was used to obtain the data about teaching-learning activities, and students' videos. Then, field notes were used to ~~eat~~ capture the data that were not covered in the observation. The study ~~it~~ also identified some conditions reflected in a teaching-learning process such as teaching instruction, students' behavior with their peers, and teaching materials. The performance assessment product was in form of a video that ~~has~~ had been uploaded to a YouTube channel. To validate the data, the triangulation method was ~~is~~ used. The



interview with ~~the students~~ was delivered to ~~the students~~ to get the information on the students' feelings and performance assessment. The writer selected only 5 students to be interviewed. The data were analyzed by using the descriptive method.

## **FINDINGS AND DISCUSSION**

This part presents the findings as represented in two cycles of applying action research using performance assessment ~~in~~ to improve speaking ability. The data and findings are presented from the result of two cycles in action research include plan, action, observe and reflection. Performance assessment was done in observe process includes three steps of developing performance assessment they are planning the performance tasks, performance criteria, and scoring and evaluating (McMillan, 2018).

### **Cycle One**

This cycle had been done in three meetings to obtain data generated from observations, field notes, performance assessment tests, and interviews. In planning the task there were three steps to be considered, they included ~~are~~ identifying performance tasks, preparing task description, and preparing performance task questions. It started with planning teaching-learning materials related to instruction, students worksheet, a strategy of teaching, learning media, and assessment rubric for performance assessment. The main source of selected textbook was English for Accounting from Oxford Business English written by Evan Frendo and Sean Mahoney published by Oxford University Press in 2007. The teaching-learning materials included instructions and worksheets for three meetings, audio recording, a strategy of teaching, and a rubric for performance assessment. The teaching media was PowerPoint presentation use, and electronic source: e-book, or digital image(revisi) in Learning Management System (LMS). The performance criteria in the chosen rubric was to check the students' work with the score and description from the table below:



**Table 2 Rubric of Scoring Speaking in Performance Assessment**

Aspects	Score	Description
Pronunciation	91 - 100	Pronunciation is excellent and L1 accent does not affect intelligibility
	81 - 90	A few mispronunciations and L1 accents cause minimal listener distress
	71 - 80	Few mispronunciations and L1 accents cause Listener distress
	61 - 70	Multiple mispronunciations and L1 accents cause severe listener distress
	50 - 60	Frequent errors with pronunciation and L1 accent cause severe strain for the listener
Vocabulary	91 - 100	Perfect use of vocabulary
	81 - 90	Rich and various use of vocabulary
	71 - 80	Vocabulary conveys mostly appropriate meaning; suitable for the level
	61 - 70	Vocabulary does not convey meaning some of the time
	50 - 60	Vocabulary does not convey meaning most of the time
Grammar	91 - 100	Grammar and spelling accurate
	81 - 90	Grammar and spelling accurate
	71 - 80	Grammar and spelling mainly accurate
	61 - 70	Grammar and/or spelling contain errors
	50 - 60	Grammar and/or spelling contain frequent errors
Fluency	91 - 100	Speech smooth and fluent, little to no hesitations, No searching for words
	81 - 90	Speech smooth and fluent, little hesitations, Minor searching for words
	71 - 80	Speech is relatively smooth, some hesitation and

		unevenness caused by rephrasing and searching for words
	61 - 70	Speech is frequently hesitant with some uncompleted sentences
	50 - 60	Speaks slow, hesitant, nervous , Continuity except for short memorized phrases
Task	91 - 100	Communication is <sup>4</sup> almost always effective: tasks performed very competently.
	81 - 90	Communication is generally effective: tasks performed competently.
	71 - 80	Communication somewhat effective: tasks Successfully completed.
	61 - 70	Communication was not reasonably effective: Tasks generally performed poorly.
	50 - 60	Communication is generally ineffective: <sup>3</sup> no effective Communication, no evidence of ability to perform task.

The teaching-learning process was done in three meetings by giving Zoom meeting links to the students a day before. It took 40 minutes long for every meeting. The writer also uploaded the materials in LMS before the Zoom meeting was conducted. This part involved two meetings for practice and one meeting for making a video. Teaching-learning activities were in the form of simulation with three phases: giving necessary information, discussing tasks, and giving follow-up with feedback and evaluation.

At the first meeting, students were given necessary information on introduction to accounting: jobs of accounting. The students were introduced to the jobs of accounting with PowerPoint media and recorded audio. First, the writer showed PowerPoint media to activate background knowledge. The writer

asked questions related to the text given to know the students' pronunciation and understanding. Second, they listened to the recorded audio. There was a conversation between Michael Rogers, a CPA (Certified Public accountant) from the US is meeting Paul Martens, a CFO (Chief Financial Officer) of a company in Belgium. Previously, Paul had to meet Marten's secretary in Marten's office. The audio played three times and along this time the students had to pay attention to expressions on greetings, small talks, and vocabularies on jobs of accounting in the conversation as the linguistic input. They had to make a group of 2-3 members. Every group tried to discuss and resolve the problem on the jobs of accounting and its opportunity. The report of group work was in form of video as a practice of speaking. Feedback and evaluation were ~~will be~~ given in the second meeting. The last activity was asking the students on the assignment and today's lesson activity to know the students' feelings. Some students gave answers as feedback for all the learning activities that had been done.

In the second meeting, the main activities included reading text and examining an email on international accounting. The language functions given at this step were the same as the first meeting for example, greetings, small talks in the workplace, and vocabularies on accounting principles. The first activity was giving feedback on the result of videos projected at the first meeting. 30 out of 65 students handed in the videos. Feedback was given through 5 videos as representatives. All students gave comments related to the performance of their friends. Then, the writer also gave feedback and comments. In those videos, the writer could see that almost all students had showed their ability in speaking without feeling hesitant. After watching all videos, the writer assumed that almost all students had increased their confidence without being afraid of making mistakes and laughed at by his/her friends. Likewise, some language aspects like pronunciation, fluency, vocabulary, and task accomplishments

improved. The other essential aspects had to do with the quality of video and audio. The next activity for this meeting was giving reading text and an email on international accounting. The students had to discuss the problem of international accounting with their group. Then, there were question and answer sessions along with the discussions. The results of discussions were reported in form of recorded video on the topic of accounting principles in Indonesia as an assignment of speaking practice. Feedback and evaluation had to ~~would~~ be given in the next meeting.

In the third meeting, students were given an explanation on the performance assessment test. The first activity was giving feedback on the result of videos arranged at the second meeting. Feedback was given through 5 videos as representatives. The writer gave feedback and comment on the language elements such as pronunciation, grammar, vocabulary, fluency, and task accomplishment. All students also gave comment related to the performance of their friends. In those videos, the writer saw that almost all students' confidence was increase and the quality of videos was better. Moreover, students need to increase their vocabularies on accounting principles. The next activity for this meeting was giving an explanation on the assessment test. The explanation was about a rule of the speaking test. There are four aspects should be fulfilled. Firstly, the students had to make group with 2-3 members. Then, they had to write a script. The topic that can be chosen was dream jobs in accounting or applying accounting principle in Indonesia. The writer gave 5 examples of script related to the topic so that the students can create a script by considering on those examples. Thirdly, in completing a test, one group should submit a script and link of video in LMS. When one aspect could not submitted, the score will be lessen for 50%. Finally, the conversation was in informal situation or a small talk and video duration was more or less than 3 minutes. The task should be

finished in a week. The last activity was questions and answer related to the test that should be done.

The findings from all the activities that had been done in cycle one could be available in the following description. First, from the observation during the teaching-learning process, the students had difficulty on comprehending the message in British accent with stress and intonation. They were not able to grasp some expressions and the message since the speaking speed. It could be identify from the result on doing the task. Some information were missed by the students so that they were not able to fill in all incomplete sentences. The solution was giving the students a chance to listen more than three times. The other problem was difficulties to pronounce English word especially in accounting terms. It can be seen from their pronunciation when they read the answer of the worksheet. Then, in reading class, the students also had a problem on comprehending the text in 150 words long in 20 minutes. The students need more time to answer all the tasks given although they already learn the techniques of reading for example skimming and scanning.

Third, the finding from the test that was conducted in the third meeting show that the number of video that were uploaded to a YouTube channel was 30 videos. The scoring was conducted in two steps: scoring videos based on constructed rubric, then the quality of score was symbolizing into letters from A, AB, B, BC, C, D, and E. The symbolized letters was taken from state-owned polytechnic of Jember grading system standard. The score and its quality can be seen in the table 3:

**Table 3: The quality of scoring standard**

Quality	Score
A	81- 100
AB	76 – 80
B	71 – 75

BC	66 – 70
C	56 – 65
D	46 – 55
E	Below 46

The result of scoring videos show that the language aspects has been improved. In practice 1, the average score was 69 (BC), then 70.6 (BC) in practice two. In the speaking test, the score was 71.6 (B). The scores are in the table below:

**Table 4: The students' speaking test score in cycle one**

	Aspects					Average
	Pronunciation	Vocabulary	Grammar	Fluency	Task	
Practice 1	65	70	75	65	70	69
Practice 2	68	71	75	69	70	70.6
Test	70	71	75	69	73	71.6

The result of interviews also showed that the students were excited to speak in English without being witnessed by their friends in the classroom. Making a video was helpful to improve self-confidence and it was a challenging and exciting activity.

### Reflection

The data findings revealed that the implementation of performance assessment through video could improve the students' speaking ability. They were able to produce two videos in practice and one video in speaking test. In those videos, the students try to fulfill the tasks: made a group with 2-3 members, chose the topic between a dream job on accounting or accounting

principle in Indonesia, and submitted a script and a video in LMS. From those videos, the writer saw that the students looked more confident in pronouncing English words, responding to the questions, and telling their opinion. However, some points need to be improved. First, in the teaching-learning process especially in listening class, the students still have difficulty in understanding the content because the technique of playing the recorded audio, and the speed of conversation. Second, language aspects to be improved were giving more practice on listening recorded audio, comprehending reading text on accounting, pronouncing the terms on accounting, and giving chance to speak in English more.

### **Cycle Two**

In this cycle, the teaching-learning activity had the same step as the first cycle. The meaningful difference was the technique of playing the recorded audio. In this cycle, the writer shared the link in Whastapp group of students. They can download the material, then, listen the recorded audio by using their devices for example: laptop, tablet, or cell phone to support their understanding on the material given. Then, the time allocation was added for doing the tasks in worksheet.

The result of cycle two described in the following explanation. In teaching-learning process, the students were capable of understanding and comprehending the whole content of recorded audio better when they were given the access to the material, used their devices to play the recorded audio. Besides, the students' motivation and concern on speaking also improved when they can discuss and share ideas with their peers. The students look more excited to answer the questions due to their confidence in knowing the content of the material.



The result of the speaking test show that there was an improvement on the score. In this cycle, the average score was 77,8. The quality had been improved from BC and B into AB. The comparison of score can be seen below:

**Table 5 The comparison of score from cycle one and cycle two**

	Aspects					Average
	Pronunciation	Vocabulary	Grammar	Fluency	Task	
Cycle 1	70	71	75	69	73	71.6
Cycle 2	75	78	78	78	80	77.8

From the result of interviews show that 80 % of students exited to the speaking class due to the consideration of using a video as a practice and test for speaking. This activity helps them to reduce nervousness because they didn't need to perform in front of their friend. The pronunciation, fluency, and vocabulary also elaborated because they want to show the best video to get the better score.

**Reflection**

Referring to the finding in cycle two, some reflections got from the activities in teaching learning activity, and test. First, the teaching learning activity was running better since the improvement on the students' participation, motivation, confidence, activeness, vocabulary mastery, and pronunciation in classroom activity. Then, in listening class, the changing technique of playing recorded audio help the students understand the content information better. Third, in providing more time and doing discussion help them to do the task correctly. The students' achievement on performing speaking ability was

influenced by mutual effort between teacher and students. When the teachers can apply appropriate techniques and assessments in teaching-learning activity, it will increase the quality of the students' ability. Implementing performance assessment is one consideration to help students to get better English speaking mastery.

### **CONCLUSION**

The findings of the study revealed that the implementation of performance assessment can promote students' speaking skills, motivation, and participation in a classroom activity. They can increase the quality of speaking by uploading better videos in every cycle. The score from the selected rubric shows that the students succeeded in performing their ability on speaking skills. The determining criteria had been increased from BC to AB. The technique of playing recorded audio helps students to comprehend the content material easily so it could increase students' pronunciation, beneficial vocabulary, and level of fluency. Moreover, they also could learn more about stress, and intonation in English words. The student's motivation and confidence were getting higher when they can create a good script with their partner then perform speaking ability in a form of video.

Some suggestions needed to improve the quality of speaking productive skills: first, give the students a chance to practice listening from any electronic sources before the test. Second, a test for speaking should be demonstrating or performing ability in producing sounds, interaction, monologue, interview so that teacher can get real information on the students' development or progress from teaching-learning activity. Lastly, the use of English as a language for communication could be done through creating classroom atmosphere to reinforce the students' adaptation in English. The ability on computer applications especially video editing needed to support this kind of assessment.

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