

**PERFORMANCE BASED ASSESSMENT IN ENGLISH
LITERATURE FOR EDUCATION CLASS:
A NARRATIVE STUDY OF AN ENGLISH AS A FOREIGN
LANGUAGE TEACHER**

A THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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By :

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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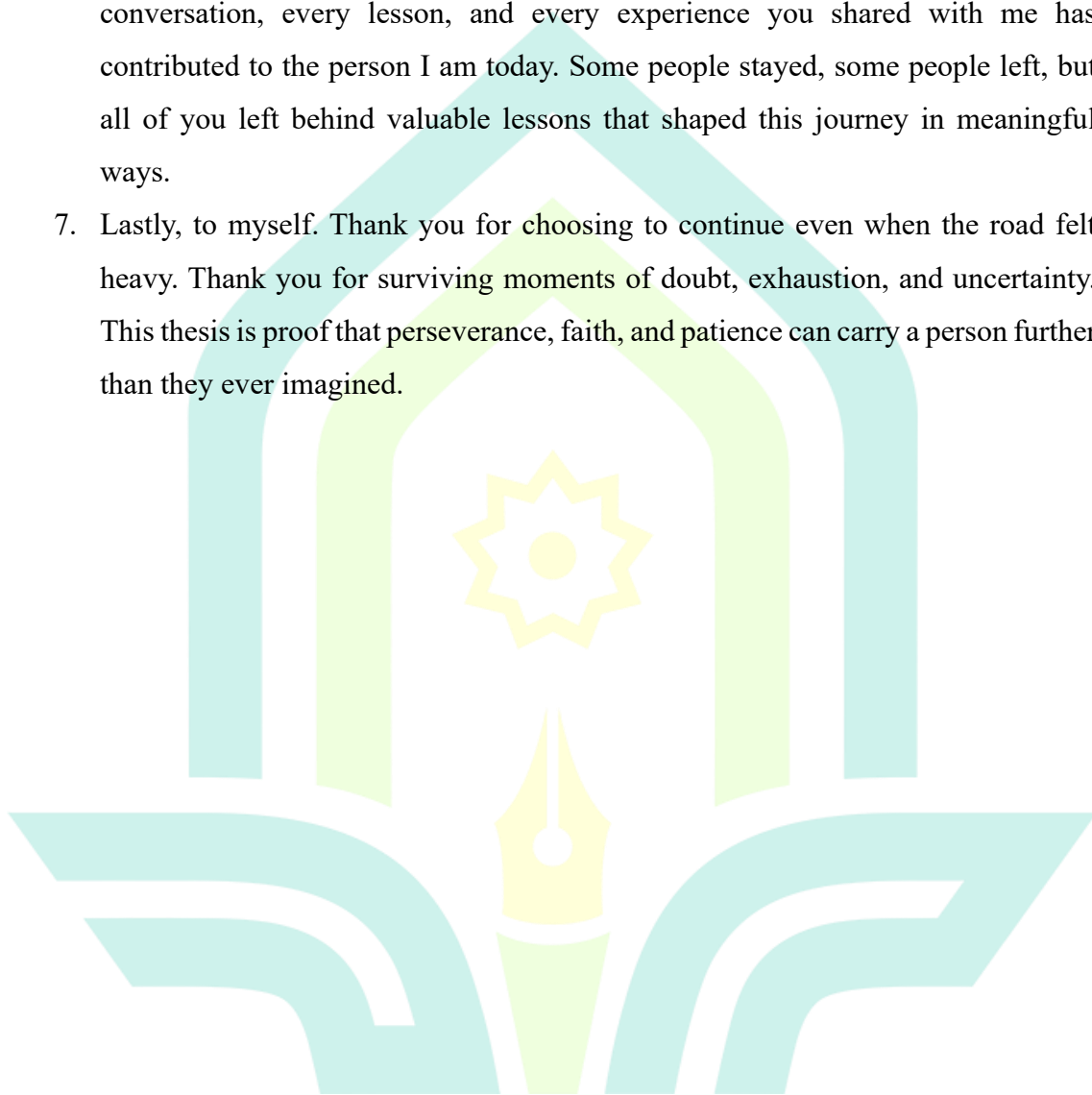
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MOTTO

"Allah does not burden a soul beyond that it can bear."

(Qur'an, Al-Baqarah 2:286)



ABSTRAK

Zinta, Hilda. (2026). *“Performance based Assessment in English Literature for Education Class: A narrative study of an English as a Foreign Language Teacher”*. Skripsi. Program studi tadris bahasa inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Eros Meilina Sofa, M.Pd.

Kata kunci: Performance Based Assessment, Interactive Speaking Activities, Roleplay, Discussion, Penilaian Berbicara.

Penelitian ini bertujuan untuk mengeksplorasi implementasi Performance-Based Assessment (PBA) dalam Interactive Speaking Activities pada mata kuliah English Literature for Education. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian ini adalah seorang dosen pengampu mata kuliah English Literature for Education. Data dikumpulkan melalui wawancara semi-terstruktur dan analisis dokumen berupa rubrik penilaian serta lembar penilaian mahasiswa. Data dianalisis menggunakan thematic analysis dari Braun dan Clarke (2006) yang meliputi proses memahami data, menghasilkan kode awal, mencari tema, meninjau tema, mendefinisikan dan memberi nama tema, serta menyusun laporan penelitian. Hasil penelitian menunjukkan bahwa Performance-Based Assessment diimplementasikan melalui kegiatan roleplay dan discussion yang dilaksanakan dalam In Class Assessment (ICA). Kegiatan tersebut memberikan kesempatan kepada mahasiswa untuk menunjukkan kemampuan berbicara mereka melalui tugas yang autentik dan interaktif. Rubrik penilaian yang digunakan mencakup empat aspek, yaitu fluency, pronunciation, performance, dan preparation. Selain itu, temuan penelitian menunjukkan bahwa kegiatan roleplay dan discussion mencerminkan karakteristik interactive speaking karena melibatkan komunikasi dua arah, pertukaran gagasan, dan respons antarpeserta. Penelitian ini juga menemukan beberapa tantangan dalam implementasi Performance Based Assessment, yaitu rendahnya literasi mahasiswa, partisipasi yang belum merata dalam diskusi, serta waktu yang diperlukan untuk menyusun rubrik dan melaksanakan proses penilaian. Penelitian ini menyimpulkan bahwa Performance Based Assessment merupakan pendekatan penilaian autentik yang memungkinkan mahasiswa menunjukkan kemampuan berbicara mereka melalui interaksi dan performa yang bermakna.

ABSTRACT

Zinta, Hilda. (2026). "Performance based Assessment in English Literature for Education Class: A narrative study of an English as a Foreign Language Teacher". Thesis. English Education Study Program. FTIK UIN K.H. Abdurrahman Wahid. Supervisor: Eros Meilina Sofa, M.Pd.

Keywords: Performance Based Assessment, Interactive Speaking Activities, Roleplay, Discussion, Speaking Assessment.

This study aimed to explore the implementation of Performance-Based Assessment (PBA) in Interactive Speaking Activities in the English Literature for Education class. The study employed a qualitative approach using a case study design. The participant of this study was a lecturer who taught the English Literature for Education course. Data were collected through a semi-structured interview and document analysis, including assessment rubrics and students' scoring sheets. The data were analyzed using Braun and Clarke's (2006) thematic analysis, which consists of familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The findings revealed that Performance-Based Assessment was implemented through roleplay and discussion activities conducted as part of In-Class Assessment (ICA). These activities provided students with opportunities to demonstrate their speaking abilities through authentic and interactive tasks. The assessment rubric consisted of four criteria: fluency, pronunciation, performance, and preparation. The document analysis showed that students achieved an average score of 75.9 out of 100. Furthermore, the findings indicated that roleplay and discussion reflected the characteristics of interactive speaking because they involved two-way communication, idea exchange, and responses among participants. The study also identified several challenges in the implementation of Performance-Based Assessment, including students' limited literacy, unequal participation during discussions, and the time required to prepare assessment rubrics and conduct the assessment process. The study concludes that Performance-Based Assessment serves as an authentic assessment approach that enables students to demonstrate their speaking abilities through meaningful interaction and performance.

PREFACE

All praise and gratitude are due to Allah SWT for all His blessings and guidance, which allowed me to complete this undergraduate thesis entitled "Performance Based Assesment In English Literature For Education Class: A Narrative In English As A Foreign Language Teacher" This thesis was written as one of the requirements for a Bachelor of Education degree at UIN K.H. Abdurrahman Wahid Pekalongan.

I realize that this thesis is far from perfect. Therefore, constructive criticism and suggestions for improvement are warmly welcomed. I hope this research will be beneficial and serve as a reference for those interested in developing English-speaking skills.

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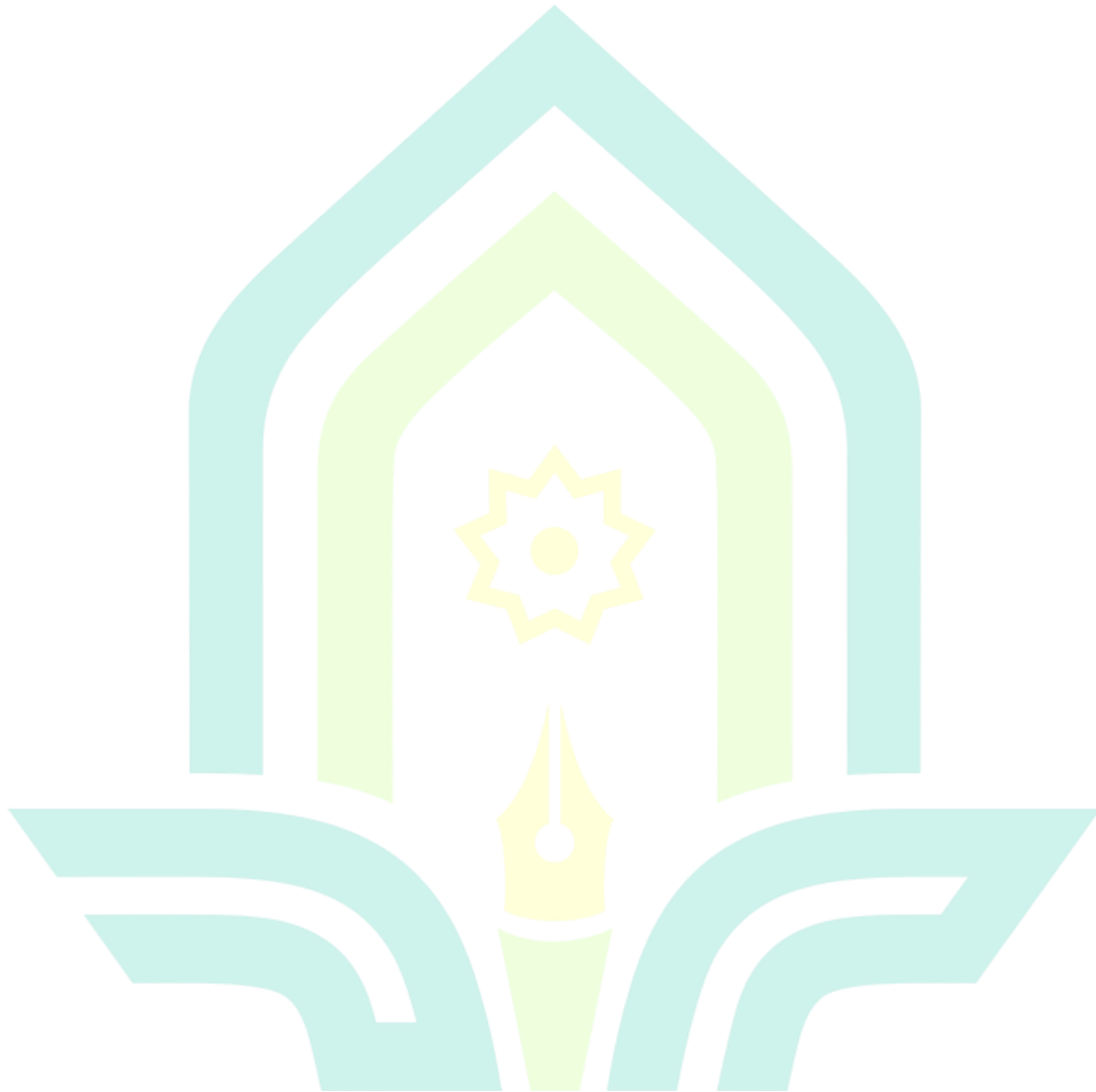
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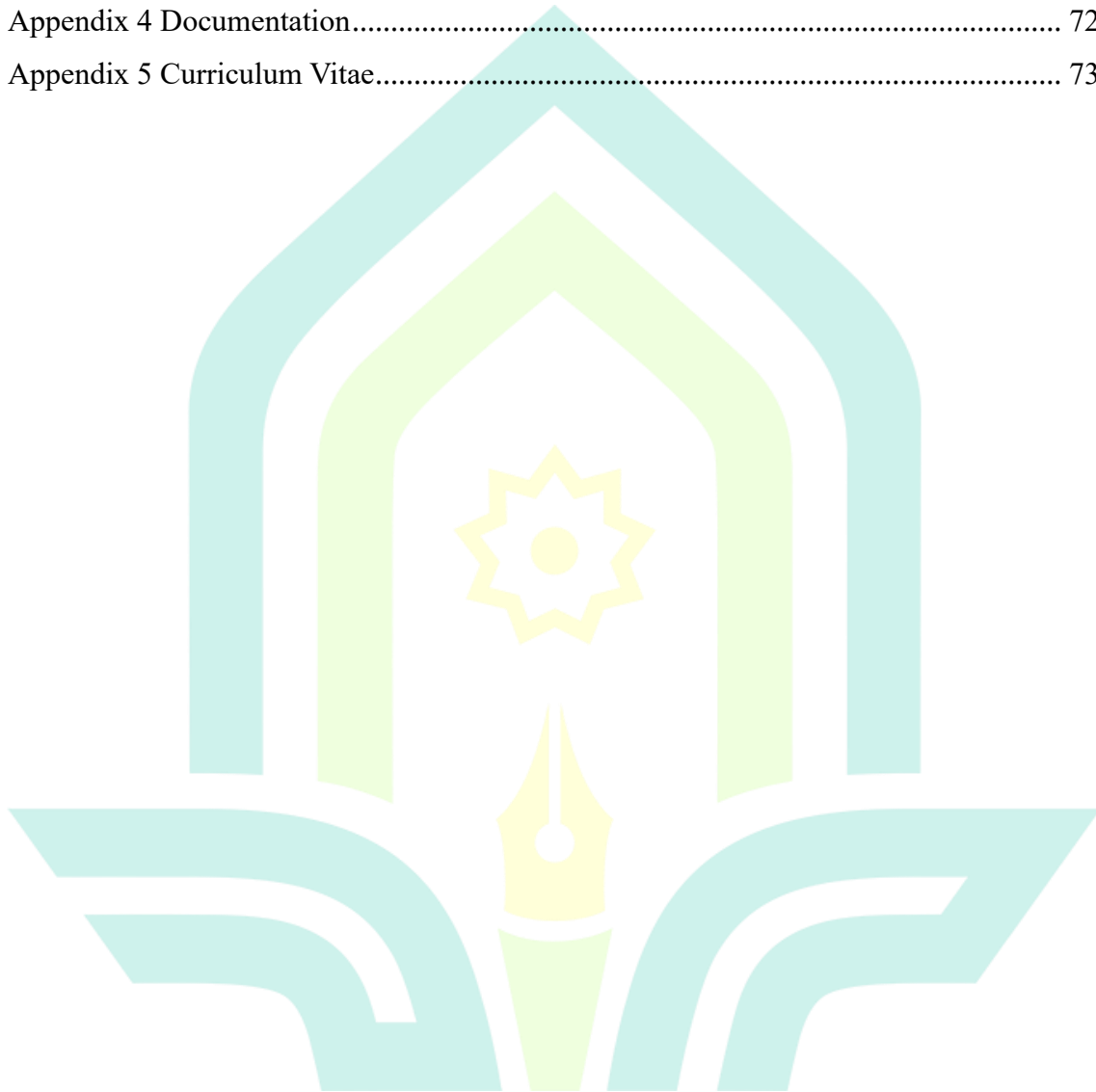
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Assessment plays a fundamental role in the teaching and learning process, particularly in English as a Foreign Language (EFL) contexts in higher education. It functions not only as a tool to measure students' achievement but also as a means to monitor learning progress and inform instructional decisions (Brown, 2020). In contemporary educational practices, assessment is expected to reflect authentic learning experiences and to evaluate students' ability to apply knowledge in meaningful contexts rather than merely recalling information.

One course that inherently requires authentic and expressive assessment practices is the English Literature for Education (ELFE) class. This course introduces students to various literary genres, including short stories, poetry, and drama, while encouraging them to analyze, interpret, and relate literary works to educational contexts. Literature learning involves not only textual comprehension but also interpretative engagement, critical reflection, and expressive communication (Carter & Long, 1991). Therefore, students are often required to perform activities such as literary presentations, poetry recitation, storytelling, and dramatic performance as part of the instructional process.

Given these characteristics, traditional paper-based examinations may not adequately capture students' interpretative and expressive competencies. Brown (2020) emphasizes that performance-based assessment (PBA) requires students to demonstrate their knowledge and skills through observable and meaningful tasks. Rather than relying solely on selected-response or constructed-response tests, PBA engages learners in authentic performances that reflect real-life applications of language use. In the context of literature learning, performance-based tasks such as dramatization, oral interpretation, and project-based presentations allow lecturers to assess higher-order thinking skills, creativity, and communicative competence.

Furthermore, performance-based assessment aligns with the principles of authentic assessment, which emphasize real-world relevance and meaningful demonstration of learning (O'Malley & Pierce, 1996). In EFL settings, such assessment practices are particularly important because language proficiency is best evaluated through actual language use rather than isolated grammar testing (Brown, 2020). Consequently, the ELFE classroom provides a suitable context for the implementation of performance-based assessment due to its emphasis on interpretation, expression, and communication.

However, although numerous studies have explored the effectiveness of performance-based assessment and students' perceptions toward it, limited research has focused on the lecturer's experience in implementing PBA within a specific course context. The success of performance-based assessment is highly influenced by how lecturers design tasks, construct rubrics, determine

assessment indicators, and reflect on challenges encountered during implementation (Brookhart, 2013). Therefore, understanding the lecturer's perspective is essential in order to gain deeper insight into how performance-based assessment operates in practice.

In light of this gap, the present study aims to explore the implementation of performance-based assessment in the English Literature for Education class through a narrative study of an EFL lecturer. By examining the lecturer's lived experience, this research seeks to provide a comprehensive understanding of how performance tasks are designed, how assessment indicators are applied, and what challenges emerge during the implementation process

1.2 Identification of The Problem

Based on the description of the background of the problem above, research problems can be identified, including the following:

1. The challenges encountered by the teacher in implementing performance-based assessment remain unexplored, particularly within the specific context of English Literature for Education in EFL learners.
2. Limited studies focus on the teacher's perspective in implementing performance-based assessment, as most previous research emphasizes students' outcomes or perceptions.

1.3 Scope of The Study

This research focuses on the implementation of performance based assessment in the English Literature for Education (ELFE) class and explores how the teacher's experiences in organizing performance tasks, conducting

assessment procedures, and reflecting on the challenges encountered during the implementation process.

1.4 Formulation of The Problems

Based on the background and aims of the study, the research questions are formulated as follows:

1. How does the teacher implement performance-based assessment to teach English Literature for Education (ELFE) class for English as a Foreign Language (EFL) students?
2. What are the teacher's challenges during the implementation of performance-based assessment in English Literature for Education (ELFE) class?

1.5 Aims of The Research

According to the formulation of the problems, this research aims to describe how performance-based assessment implemented by the teacher as part of the English Literature for Education class and to explore the teacher's challenges during the implementation. Specifically, this research seeks to describe how the teacher designs, applies, and evaluates performance-based assessment within the context of a literature-based language course. Through a narrative inquiry, this study aims to construct a detailed account of the teacher's practices and reflections in applying assessment that emphasizes students' performance, creativity, and communicative competence.

1.6 Significance of The Research

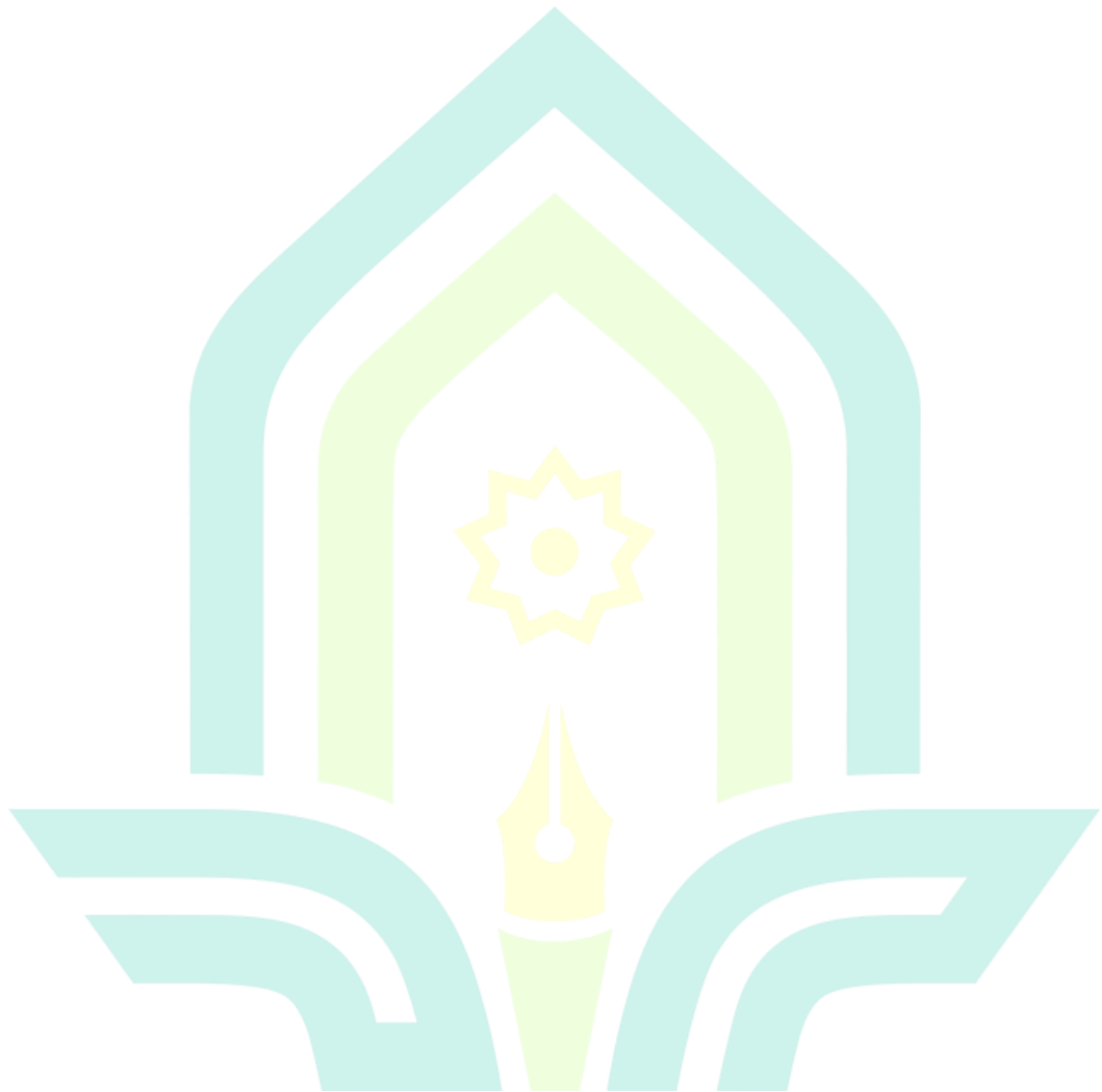
1.6.1 Theoretical

This research contributes to the development of assessment literature by extending Brown's (2020) framework of performance-based assessment into the context of English Literature for Education (ELFE), a course where language, creativity, and literary interpretation intersect. By examining how an EFL teacher designs and evaluates performance tasks, this study offers insights that can enrich current theories of authentic assessment and classroom-based language evaluation. The findings may inform future theoretical frameworks that integrate performance-based assessment with literature instruction in EFL settings.

1.6.2 Practical

This study provided valuable implications for teachers, students, and curriculum designers. For teachers, the findings can serve as a model or reference for designing effective performance-based assessment strategies that encourage meaningful language use. The study also highlights the challenges faced by teachers, enabling educators to better prepare for and address these obstacles in their own practice. For students, the application of PBA supports more engaging and creative learning experiences, helping them develop communicative competence and deeper literary understanding. For curriculum developers and program administrators, this research provides empirical evidence that may inform the refinement of course designs, assessment guidelines, and

teacher training programs in higher education. This study is important because it not only explores how PBA is implemented but also contributes to improving assessment literacy and instructional quality in EFL contexts.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This study investigated the implementation of performance-based assessment in the English Literature for Education class, particularly in relation to interactive speaking activities and the challenges experienced during the assessment process. Based on the interview and observation results, the study showed that performance-based assessment was implemented through several classroom activities, namely roleplay, discussion, and writing ending novel. Among these activities, roleplay and discussion became the main speaking-based assessment activities because students were required to communicate and interact directly with classmates during classroom performances.

The implementation of performance-based assessment reflected the concept of authentic assessment because students demonstrated their understanding through meaningful and contextualized classroom activities rather than conventional written tests. The assessment process also emphasized students' active participation, communication, and collaboration during learning activities. Through roleplay and discussion, students practiced speaking interactively while expressing opinions, responding to others, and maintaining communication during classroom interaction.

The study also found that the speaking activities conducted in the classroom reflected Brown and Abeywickrama's concept of interactive speaking. Students were involved in communicative interaction that required

spontaneous responses, exchange of ideas, and negotiation of meaning during roleplay and discussion activities. In addition, the lecturer used scoring rubrics to assess several speaking aspects such as language use and fluency during students' performances.

However, several challenges were identified during the implementation process. Students' low literacy and limited reading preparation affected their participation during discussion activities. Some students became less active because they lacked understanding of the literary materials discussed in class. Another challenge was related to the lecturer's workload in preparing assessment rubrics and conducting direct classroom assessment. Since each activity required different assessment criteria, the lecturer needed additional time and effort to maintain consistency during the scoring process.

Despite these challenges, performance-based assessment was still considered beneficial and effective for assessing students' speaking performance in the English Literature for Education class. The assessment activities encouraged students to participate more actively and allowed the lecturer to observe students' communicative abilities directly during classroom interaction. Therefore, performance-based assessment can be considered an appropriate assessment approach for supporting interactive speaking activities in EFL literature classrooms.

5.2 Recommendation

Based on the results of this study, several suggestions are proposed. First, lecturers are encouraged to continue implementing performance-based assessment because it provides opportunities for students to participate actively and develop communicative speaking skills through authentic classroom interaction. However, lecturers should also provide clearer preparation and guidance before discussion activities to help students become more confident and active during classroom participation.

Second, students are expected to improve their literacy and reading preparation before participating in literature discussions. Better preparation may help students become more confident in expressing ideas and responding during interactive speaking activities.

Lastly, future researchers are suggested to conduct broader studies regarding performance-based assessment in different classroom contexts or language skills. Further studies may also involve more participants and longer observation periods in order to obtain deeper understanding about the effectiveness and challenges of implementing performance-based assessment in EFL classrooms.

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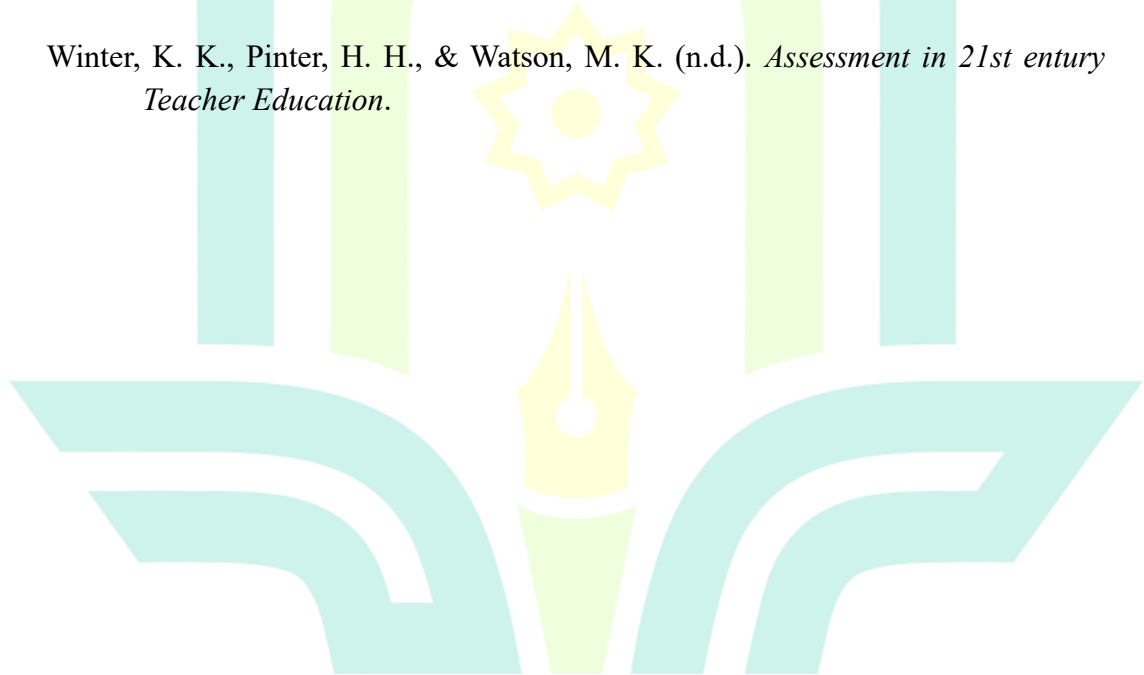
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Appendix 1 Curriculum Vitae

CURRICULUM VITAE

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Sebagai sivitas akademika UIN K.H. Abdurrahman Wahid Pekalongan, yang bertanda tangan dibawah ini, saya:

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NIM : 20522075
Fakultas/Prodi : FTIK/ TADRIS BAHASA INGGRIS

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

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**PERFORMANCE BASED ASSESSMENT IN ENGLISH
LITERATURE FOR EDUCATION CLASS:
A NARRATIVE STUDY OF AN ENGLISH AS A FOREIGN
LANGUAGE TEACHER**

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Dengan demikian ini yang saya buat dengan sebenarnya.

Pekalongan, 10 Juli 2026



NUR HILDA ARIZA ZINTA