LEARNING STRATEGIES USED BY THE STUDENTS IN PERFORMANCE ASSESSMENT IN EFL CLASSROOM

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ABSTRACT

This research aimed to discuss performance assessment in Indonesia as well as learning strategies used by the students in its implementation. A qualitative case study was applied in this research. The researchers spread questionnaire and conducted an in-depth interview to derive the data. From the discussion, some conclusions are derived. First, performance assessment has advantages in EFL such as promoting high order thinking skill, making students familiar with various contexts of language use, presenting tasks which allow students to apply their knowledge and skills from several learning targets, using clearly defined criteria to evaluate how well the student has achieved this application, and increasing students' motivation. However, there are disadvantages from this kind of assessment such as time-consuming, the assessment tends to be subjective, requiring intensive training for raters, and it may intimidate students. Furthermore, the students apply almost all of the learning strategies as follows meta-cognitive, cognitive, social, and affective strategies. The contribution offered by this research is to give evidence prevailing to Indonesian EFL learning. The teacher can support or provide students' need by knowing their students' strategies in learning. However, the students can adjust their learning strategies when performance assessment is implemented.

Keywords: assessment, performance assessment, integrated performance assessment, learning strategies, EFL

INTRODUCTION

Indonesian EFL students spend at least six years studying English, that is, in junior and senior high school. Most higher level institutions in the country also include English as a primary course in the first semester. However, some argue that English teaching and learning system in Indonesia fails to make the learners master the target language (Djihadi, 2010). English teaching and learning in the country mostly gives rote learning – a term coined by Ausubel, Novak, and Hanesian (1968) which refers to negative washback. There are at least four characteristics of rote learning (Ausubel, Novak, & Hanesian, 1968). First, the learning is arbitrary or unstructured that it cannot serve an adequate link between learners' new knowledge and cognitive structure. Secondly, there is no effort to combine new and existing knowledge. Third, the learning has no connection with students' actual experience so that it is harder for them to get the gist of what they are learning. Additionally, there is no commitment to relate new knowledge to prior learning.

However, Ausubel, Novak, and Hanesian's criteria (1968) only cover cognitive aspect and somewhat deemphasize meta-cognitive one. Djihadi (2010) has stated that nowadays most Indonesian students learn about English, not how to use English. It results in uncompetitive graduates in employment. It may disadvantage Indonesian economic position in the free trade era where people have to compete with global citizens. English as an international language plays an important role in globalization as a means of communication. Without adequate mastery of using English, Indonesian would face difficulty in making their way into a suitable career path.

Government's involvement through curriculum regulation affects much in English teaching and learning which lead to Indonesian students' competency. As cited in Lie (2007), English is included as a part of teaching and learning project in 1975. In this phase up to 1994 curriculum era, cognitivism dominates the style of teaching and learning, even though one of its visions is to integrate cognitive with affective and psychomotor aspects. Then in curriculum 2004, Indonesian government pushes educators to implement the three aspects fully. However, its actual implementation is too simplistic. The strict standard of national examination as the only way to graduate makes teachers refer back to the old-fashioned way of teaching, that is, teaching about English.

The latest curriculum seems to give a shed of light in English teaching and learning. Based on constructivism theory, the 2013 curriculum is plotted to emphasize high-order thinking skill. Students and teachers are expected to be more active and engaged during their classroom interaction. Therefore, performance assessment is proposed. As a part of the alternative assessment, performance assessment has greater washback. Brown (2004) implies that it is usually related to what the students may use in the future. However, its impracticality and low reliability make some teachers reluctant to engage in it fully. As postulated by Brown (2004), performance assessment in language learning ideally requires integration with other subjects.

In Indonesia, performance assessment may not meet the idealized requirement because of several reasons. The first reason is about time allocation. The approximately 90 minutes a week for English cannot maximally contribute to the expected positive washback. The second is that English teachers may not have adequate knowledge to combine English with other subjects, for example, physics, chemistry, history, and so on. Furthermore, the final assessment mostly deals with discrete formats which result in a general aspect of performance assessment, not integrated into certain subjects. Therefore, this research would like to elaborate on performance assessment and the strategies that the students use when it is implemented.

Assessment is, "An ongoing process that encompasses a much wider domain" (Brown, 2004). The test focuses on some particular task; however, assessment is more general; not only a particular task but also teaching including test (Sah, 2012). By doing the assessment, the teacher can assess students and provide feedback during teaching because it affects student learning (Buyukkarci, 2014). Assessment is part of the teaching and learning setting to develop the teachers' skills in teaching and students' skills in learning (Parkes, 2010). Some researchers have declared that in the learning process, assessment is a process of the teacher gather information related to the importance of variables in order to improve their process in teaching hence it can improve the students' achievement (Salandanan, 2012). Teachers should gather different information in different forms at different times to make their decisions about students' learning. A good assessment can help students become more effective self-directed learners. Burhan (2009) states that the assessment does not include in decision making and reporting. He is esteemed that assessment is focusing on data gathering and placing a value on something. Nunan (2004) says that assessment is the subcomponent of evaluation that consists of the techniques and procedures to collect information related to what the students can do and cannot do.

In performance assessment, "The students evaluate and solve complex problems, conduct research, write extensively, and demonstrate their learning projects, papers, and exhibitions that have proven key to motivating students and attaining high levels of learning in redesigned high schools" (Darling-Hammond, 2006). It means that in performance assessment by the teacher gives a chance to students to demonstrate their knowledge. Bass, Magone, and Glaser (2002) give the same consideration about performance assessment. They define that in performance assessment to the students, especially with different language backgrounds, allow engaging in cognitively complex activities such as generating strategies, monitoring work, analyzing information, and applying reasoning skills. According to Arhin (2015), performance assessment is the type of assessment which requires the students to master specific skills by performing their capability.

Linn and Burton (1994) explain that performance assessment is an assessment that reflects good instructional activities that are often thought to be more engaging for students. In performance assessment, the teacher not only gives students a chance to show their knowledge but also discloses more in-depth information on students' academic needs. Parker, Louie, and O'Dwyer (2009) indicate that performance assessment aims to judge the students' competency level in doing reading/language arts, science, and mathematics. This statement clarifies that assessment can monitor students' processing skills while stimulating learning activities. It can help teachers decide where to begin instruction or determine which students need special attention.

Furthermore, Abedi (2010) indicates that performance assessments can be less affected by unnecessary linguistic complexity for two reasons, such as language is often not the only medium of presenting an assessment task and students have access to these physical materials as they formulate assessment responses thereby reducing reliance on language. According to Meisels et al. (2010), performance assessment is better than other assessment because it is designed to evaluate individualized development. Additionally, teachers are allowed to evaluate students' progress by obtaining information from ongoing classroom interactions. Based on these definitions, it can be concluded that performance assessment is the judgments of the teacher about students' level of competency through their knowledge in evaluating and solve the problem that is allowing them to engage in cognitively complex activities such as generating strategies, monitoring work, analyzing information, and applying reasoning skill.

Integrated Performance Assessment (IPA) is, "A classroom-based assessment model that can be used for evaluating students' language use in the three communicative modes (interpersonal, interpretive, and presentational) that correspond to the communication standards that appear in the national standards for foreign language learning" (Tedick & Cammarata, 2006). In this assessment, the teacher provides an opportunity for students to demonstrate their knowledge and receive feedback. The IPA provides a great tool to guide teachers in the difficult process of selecting authentic and appropriate texts. For the interpretive task, it is listening/viewing or reading, the selection of authentic texts must vary depending on what needs to be assessed at where the specific level of the students. IPA is focused on the creation of authentic tasks for students to engage in classroom activities (Tedick & Cammarata, 2006). The IPA model offers an opportunity for language teachers to create open-ended tasks that allow students to be very creative.

Furthermore, Adair-Hauck, Glisan, and Troyan (2014) explain that IPA is a summative assessment currently utilized to effectively assess language learners' progress in meeting the National Standards for Foreign Language learning in the 21st century. The purpose of IPA is to provide a real-world context for assessing real-world competence in the five goal areas (which are much broader than just linguistic proficiency) by asking the learner to complete an authentic task. Based on the definition, it can be concluded that integrated performance assessment is a classroom-based assessment model that can be used for evaluating students' language use in the three communicative modes (interpersonal, interpretive, and presentational) to effectively assess language learners' progress in meeting the National Standards for Foreign Language learning in the 21st century.

Davis-Wiley (2016) explains that based on the modes of communication, integrated performance assessment reflects as the following: (1) interpersonal is active negotiation of meaning among individuals, participants observe and monitor one another to see how their meanings and intentions are being communicated. (2) Interpretive is the interpretation of what the author, speaker, or producer wants the receiver of the message to understand; one-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer. (3) Presentational is the creation of messages to inform, explain, persuade, or narrate. It is one-way communication that intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

Considering the performance assessment in the EFL classroom, the students need to pay attention in order to be successful when the teacher applies it. Thus, they should adjust their learning strategies to achieve their goals. Learning strategies are, "Any sets of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval, and use of information" (Rubin, 1987). According to Scarcella and Oxford (1992), learning strategies are, "Specific actions, behaviors, steps, or techniques (such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task) used by students to enhance their own learning." Additionally, Cohen (1998) states that language learning strategies are the steps taken by the students in order to enhance their language learning through, "The storage, retention, recall, and application of information about that language." Oxford (1990) believes that learning strategies make learning, "Easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations."

Some researchers have classified language learning strategies, such as O'Malley and Chamot (1990), Rubin (1987) and Oxford (1990). O'Malley and Chamot (1990) identify the three categories of language learning strategies, namely; (1) meta-cognitive strategies: a term to express executive function; (2) cognitive strategies: manipulation of the learning material; and (3) social/affective strategies: social-mediating activity and transacting with others. Meta-cognitive strategies consist of planning, thinking, monitoring, and evaluating. The important activities in cognitive strategies are repetition, resourcing, grouping, note taking, imagery, recombination, deduction, and auditory representation. The main activities in social/affective strategies are cooperative, the question for clarification, and self-talk.

Rubin (1987) classifies three types of strategies used by learners, such as learning strategies, communicative strategies, and social strategies. There are two main types of learning strategies; cognitive learning strategies and meta-cognitive learning strategies. The cognitive learning strategy is the steps used in learning that requires direct analysis, transformation, or synthesis of learning materials. It is identified into clarification/verification, guessing/inductive-inference, deductive-reasoning, practice, memorization, and monitoring. However, meta-cognitive learning strategies are used to oversee or self-direct language learning that involves various processes, such as planning, prioritizing, setting goals, and self-management.

Furthermore, Oxford (1990) divides language learning strategies into direct and indirect. There are three categories in the direct strategy; they are a memory that consists of laying things out, making the association, and reviewing; cognitive that consists of transforming or manipulating target language by analyzing, summarizing, and repeating; and compensation that consists of guessing the meaning of the target language. However, the types of indirect strategies, such as meta-cognitive that helps students to organize their learning that consist of planning, self-evaluating, paying attention, and monitoring; affective that helps students to deal with their own motivation, attitudes, and emotion that consist of self-encouragement, self-reward, and so on; and social strategies that help the students learn the language through interactions.

This research uses O'Malley and Chamot (1990) classifications of learning strategy, they are; (1) meta-cognitive strategy: selective attention, planning, monitoring, and evaluating learning activity; (2) cognitive strategy: rehearsal, organization, inference, summarizing, reducing, imagery, transfer, and elaboration; and (3) social/affective strategies: cooperative, questioning for clarification, and self-talk. There are some conditions that make a strategy positive and helpful for the students that the strategy and the task relate well to each other, the strategy fits the students' learning style, and the strategy can be used by the students effectively (Oxford, 1990). There are some factors that contribute to the choice of learning strategies used by the learners. According to Liang (2009), there are four factors in strategy choice; they are learner factor that related to learners' thought, language learning styles, ages, gender, and students' motivation; a situational factor that consists of setting and task type; academic factor; and cultural background. Furthermore, Nambiar (2009) believes that some factors

that influence the choice of learning strategies; learning environment, proficiency, ethnicity, age, gender, learning style, motivation, and beliefs.

According to the previous research conducted by Parkes (2010), performance assessment can promote good communication, developing a willingness to embrace new methodologies, and ultimately testing and refining the effectiveness in the teaching and learning setting. Furthermore, the learning strategies used by the students are needed to be discussed since it can be used as a reference for the students and the teachers to fulfill students' need in the academic field. Furthermore, previous research conducted by Shi (2017) has stated that strategy instructions or learning strategy can enhance learners' self-efficacy and autonomous learning and help learners to take responsibility for their own learning. Based on the discussion above, the researchers believe that this research is important and needs to be explored more.

METHODS

This research is conducted to investigate the advantage and disadvantage of performance assessment and the learning strategies used by the students when it is implemented in Indonesia. A qualitative case study is used in this research. Yin (2014) informs that a case study is an empirical inquiry to investigate a contemporary phenomenon in a real-life context. The goal of qualitative research is to explore a complex phenomenon that cannot be done qualitatively or difficult to measure qualitatively (Curry, Nembhard, & Bradley, 2009). There are three educational case study, namely theory seeking and theory-testing case study, story-telling and picture drawing case studies, and evaluating case studies (Bassey, 1999). The qualitative descriptive method with purposive sampling is used in this research.

The participants of this research are the eleventh-grade students of SMA N 2 Surakarta at class XI IPA 2 in the academic year of 2018/2019. The research is conducted in this school because it is one of the favorite schools in Surakarta, Central Java, Indonesia. The students are involved in this research as the respondents to get some additional information regarding the learning strategies used by them in EFL classroom. The advantages and disadvantages of performance assessment are taken by interviewing the English teacher who applies it to the classroom.

This research aims to investigate the advantages and disadvantages of performance assessment and the learning strategies used by the students when it is applied in EFL classroom. This research uses the qualitative method with a case study as a research design. The researchers spread questionnaires to 29 respondents at class XI IPA 2 in order to know the learning strategies used by them when performance assessment is applied. To support the questionnaire data, three students are interviewed. Moreover, the teacher is interviewed to get information related to the advantages and disadvantages of performance assessment.

The next method is analyzing the data. Ary et al. (2010) have stated that data analysis is the main part of qualitative research. It is absolutely important to find the result of the research in order to make sure whether the research has accurate findings or not. The researchers use Miles and Huberman's (1994) data analysis model to analyze this research; they are data reduction, data display, and conclusion.

RESULTS AND DISCUSSIONS

Performance assessment is seen to enhance skills which are meaningful for students in the scope of practical use, especially in professional communication. After conducting an interview with the teacher, the teacher argues that performance assessment has many advantages in teaching and learning activities. The transcript below represents the teacher's perception related to the advantages of performance assessment.

> "Performance assessment is very useful in teaching and learning activities. It does not only promote students' high order thinking skill but also helps students to know the various contexts of language use. The tasks given to the students can help them to apply their knowledge and skill from several learning targets. Additionally, some criterions of performance assessment can be used to evaluate students' learning. It can motivate students to learn more and support them to face challenging situations. Performance assessment can give information that is needed by the students that helps the students to adjust their learning strategies in order to meet their own need. For example, some students prefer to change their learning strategy or learning behavior because it does not provide their need."
>
> Interview, 27th September 2018

From the data interview, it can be seen that the advantages of performance assessment in EFL are promoting high order thinking skill, making students familiar with various contexts of language use, presenting tasks which allow students to apply their knowledge and skills from several learning targets, using clearly defined criteria to evaluate how well the student has achieved this application, increasing students' motivation and help students to adjust their learning strategies. It means that the teacher believes that performance assessments are a powerful and useful alternative in teaching learning activities because these can engage students in demonstrating their knowledge in the content-based area. These are in line with Nitko and Brookhart's (2007) statement that performance assessment, "Presents a task requiring students to do an activity that requires applying their knowledge and skills from several learning targets and uses clearly defined criteria to evaluate how well the student has achieved this application."

Additionally, the teacher says that the outcomes of performance assessments can increase the level of students' motivation and support their academic to face challenging situations in taking standardized achievement. These assessments also supply more in-depth information on academic needs that help the students to adjust their learning strategies in order to meet their own need. It is in line with Firestone, Mayrowetz, and Fairman's (1998) explanation that, "Performance-based assessment can change specific behaviors and procedures in the classroom more easily than the general paradigm for teaching a subject." It means that performance assessments are potential tools for evaluating teachers and students' competence and supporting their needed changes in education. However, there are some disadvantages of performance assessment that are represented in the transcript.

> "Of course, there are some disadvantages of performance assessment. It spends more time because in implementing performance assessment, each student is asked to collect the information and share their idea by performing it. The assessment tends to be subjective based on the teacher's perception. The students need to train themselves before do the performance assessment, and the consequence is that it may intimidate them. Besides, the lack of facilities makes performance assessment difficult to be conducted. The teacher also needs to understand the current methodology that should be used when implementing performance assessment.

Some students do not want to do the assessment, and it can bother the teaching and learning activities. My suggestions for the other teachers who want to apply performance assessment are that they need to more creative in delivering the materials and involve students to reflect and internalize their works."

<div align="right">Interview, 27th September 2018</div>

The teacher mentions that the disadvantages of performance assessment are time-consuming, the assessment tends to be subjective, requiring intensive training for raters, and it may intimidate students. It is in line with UEP Assessment Handbook (2016) that mentions some disadvantages of performance assessment, such as usually costly approach, time-consuming and labor intensive to design and execute for faculty and students, must be carefully designed if used to document obtainment of student learning outcomes, ratings can be more subjective, requires careful training of raters, inter-rater reliability must be addressed, production costs may be prohibitive for some students and hamper reliability, sample of behavior or performance may not be typical, especially if observers are present.

Moreover, the teacher believes that performance assessment is intimidating for certain students. They can be anxious and feel threatened if their lack of proficiency is exposed to others. It means that it may stress the students who lack the confidence to perform in front of their friends and it will influence their performance. Furthermore, the teacher says that the challenge faced by him, such as little time allocation, students' disruptive behavior, teachers' lack of understanding about the current methodology, and lack of facilities. He argues that if the teachers who are applied performance assessment want to be successful in teaching and learning activities, they especially he himself should become more creative in delivering the materials and involve students to reflect and internalize their works.

According to O'Malley and Chamot (1990), there are some classifications of learning strategy, they are; (1) meta-cognitive strategy: selective attention, planning, monitoring, and evaluating learning activity; (2) cognitive strategy: rehearsal, organization, inference, summarizing, reducing, imagery, transfer, and elaboration; and (3) social/affective strategies: cooperative, questioning for clarification, and self-talk. Based on the questionnaire and interview, the students of senior high school tend to apply more than one strategy. All four strategies are employed at a different level of average use. The learning strategies mostly used by students are meta-cognitive strategies and least strategies used by students are social strategies. The questionnaire data are shown in Table 1.

Table 1 Questionnaire Data of the Learning Strategies Used by the Students

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1	When performance assessment is applied, I often pay attention to the teacher's explanation and other students' performance.	0%	13,8%	62,1%	24,1%
2	When performance assessment is applied, I often arrange and plan my learning by organize it.	6,9%	24,1%	55,2%	13,8%
3	When performance assessment is applied, I have set my English learning goals.	13,8%	27,6%	37,9%	20,7%
4	When performance assessment is applied, I often seek the opportunity to practice.	3,4%	27,6%	51,7%	17,2%
5	When performance assessment is applied, I often practice pronunciation.	10,3%	17,2%	65,5%	6,9%
6	When performance assessment is applied, I often repeat my learning	6,9%	37,9%	37,9%	17,2%
7	When performance assessment is applied, I am often using translation	3,4%	24,1%	55,2%	17,2%

Table 1 Questionnaire Data of the Learning Strategies Used by the Students (Continued)

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
8	When performance assessment is applied, I often ask the teacher or my friends when I do not understand the material	0%	13,8%	62,1%	24,1%
9	I believe that my performance will successful	6,9%	44,8%	37,9%	10,3%
10	When performance assessment is applied, I often exercise together with my friend	3,4%	48,3%	34,5%	13,8%
11	When performance assessment is applied, I often make positive statement related to my performance	3,4%	27,6%	55,2%	13,8%
12	When performance assessment is applied, I notice if I am tense or nervous.	0%	24,1%	58,6%	17,2%
13	When performance assessment is applied, I often talk to someone about how I feel.	24,1%	44,8%	27,6%	3,4%

Based on Table 1, statements 1-4 represent meta-cognitive aspects of students' learning strategies, statements 5-7 represent cognitive aspects, statements 8-10 represent affective aspect, and statements 11-13 represent social aspect. In the meta-cognitive aspect, 24,1% students strongly agree, 62,1% agree, and 13,8% disagree that they are often centering the learning by paying attention to the teacher. It is supported by the students' statement that is represented in the transcript.

> "Usually, I pay attention to the teacher's explanation related to the materials given. When the other students perform in front of the class, I pay attention to them in order to get some information to improve my confidence when I perform in front of the class."
>
> Interview, 27th September 2018

The student says that he usually pays attention to the teacher explanation and other students' performance in order to get some information that can be used to improve his confidence when does a performance. It means that other students' performances motivate him to achieve his goals. Additionally, the questionnaire data show 13,8% students strongly agree, 55,2% agree, 24,1% disagree, and 6,9% strongly disagree that they often arrange and plan their learning by organizing it. Moreover, it shows that 20,7% students strongly agree, 37,9% agree, 27,6% disagree, and 13,8% strongly disagree related the statement that they have set their English learning goals. The transcript of the interview that represents the goals that have set by the student, is as follows.

> "I have set my learning goals when performance assessment is implemented. My goals for learning English are to understand English well, get a job easily, and improve my English ability."
>
> Interview, 27th September 2018

From the data interview, it can be seen that the student has set his English learning goals. He explains that by learning English, he believes that he can understand English well, find a job easily in the future, and improve his English ability. Furthermore, in questionnaire data, it says that 17,2% strongly agree, 51,7% agree, 27,6% disagree, and 3,4% strongly disagree that they often seek the opportunity to practice their performance. It is supported by the student's statement that is shown in the transcript.

> "I usually practice my speaking before performing it in front of the class. Usually, the teacher calls the students one by one. On this opportunity, I often practice to make sure that I am ready to perform in front of others."
>
> Interview, 27th September 2018

The student describes that he often seeks the opportunity to practice his speaking when the teacher implements a performance assessment. He believes that by practicing himself, he would be ready to perform in front of the class. It means that the students prefer to have planned activities rather than unplanned activities in his performance. It can be seen that having unplanned activities make his anxiety comes bigger.

In cognitive strategy, the students often practice pronunciation, making repetition, and using translation. The questionnaire data show that more than half of the students often practice pronunciation (6,9% strongly agree, 65,5% agree, 17,2% disagree, and 10,3% strongly disagree). Furthermore, it shows that 17,2% of the students strongly agree, 37,9% of the students agree, 37,9% of the students disagree, and 6,9% of the students strongly disagree that they often repeat their learning. Additionally, most of the students are often using translation when performance assessment is implemented (17,2% strongly agree, 55,2% agree, 24,1% disagree, and 3,4% strongly disagree). These questionnaire data are supported by the student's statement that is represented in the transcript.

> "Of course, I always practice my pronunciation before performing in front of the class. It will be embarrassed me if I pronounce wrongly. Usually, I practice my pronunciation by listening to music, watching movies, videos, and so on. For the repetition of my learning, I rarely often do it because the materials are always new so I prefer to learn the new material. Additionally, I often translate the English sentences into Indonesia or vice versa to understand the context of the materials."
>
> Interview, 27th September 2018

The student says that he prefers to practice his pronunciation before performing it in front of the class to avoid the mispronunciation. He adds that he practices English pronunciation by listening to English songs, watching movies, watching videos, and so on. Additionally, he rarely often does repetition of his learning because the materials are updated. It can be seen that his statement supports the data questionnaire that almost half of the students rarely often do repetition their learning when performance assessment is applied. Furthermore, the student has stated that he often does translation activity to understand the context of the materials. It supports the questionnaire data that more than half of the students are often using translation.

In social aspect, the questionnaire data show that most of the students often ask the teacher or their friend when they do not understand the material (24,1% strongly agree, 62,1% agree, and 13,8% disagree). However, they are not confident to themselves that their performance will be successful. It is showed that 10,3% strongly agree, 37,9% agree, 44,8% disagree, and 6,9% strongly disagree that the students believe that their performance will be successful. Additionally, more than half of the students do not often exercise together with their friends. The percentages show that 13,8% strongly agree, 34,5% agree, 48,3% disagree, and 3,4% strongly disagree that they often exercise together with their friend. The interview derives from the student that supports the questionnaire data is showed in the transcript.

> "If I do not understand the material, I often ask the teacher or my friends to get clarification in order to make me understand. Even though I practice my speaking and learn English more, I am not sure that my performance will be successful. Because it feels different when I practice in my seat and when I perform in front of the class. Additionally, I often exercise together with my friend because it makes me more confident to perform in front of the class."
>
> Interview, 27th September 2018

Based on the interview data, the students prefer to ask clarification to the teacher or their friends when they do not understand the materials to make sure that their performance will be successful. Unfortunately, the student is not confident to himself. He is not sure that his performance

will be successful even though he has learned English and practiced it. Additionally, he says that he often learns and exercises together with his friends. He believes that this term makes him more confident to perform in front of the class than exercise alone.

In the affective aspect, the questionnaire data show that 13,8% strongly agree, 55,2% agree, 27,6% disagree, and 3,4% strongly disagree that the students often make positive statements related to their performance. Additionally, almost all of the students notice when they feel nervous (17,2% strongly agree, 58,6% agree, and 24,1% disagree). However, most of the students rarely often talk to someone else about how they feel. The percentage shows that 3,4% strongly agree, 27,6% agree, 44,8% disagree, and 24,1% strongly disagree that they often talk to someone about their feeling. Transcript that represents the affective aspect, is as follows.

> "Of course, I always motivate myself by giving positive statements. It makes me feel better when I will perform in front of others. When I perform, I realize that I am nervous, but I try to control myself to hide this feeling to make sure that my performance will be successful. Additionally, I never talk to someone else about my feeling because it embarrasses me when my friends know about my feeling."
>
> Interview, 27th September 2018

The data shows that the students often make a positive statement, recognizing his physical condition, but never discussing with other about his feeling in performance assessment. He believes that by controlling his feeling, his performance will be successful. Unfortunately, the student never talks to someone about his feeling since he is afraid that it will embarrass him. It can be seen that the student has anxiety if the others know his feeling.

Cabaysa and Baetiong (2010) have stated that successful learners use some combinations of learning strategies. It can be concluded that the success of students' performance in academic English occurs not only using one or two strategies but also using all available strategies. Moreover, Huda (1999) mentions that using the greater number of strategies and combines many strategies effectively; the students will be successful in learning the language. The findings show that there are four strategies generally used by the students in performance assessment, namely meta-cognitive, cognitive, social, and affective strategies. The students generally apply more than one strategy when performance assessment is applied. The more strategies being combined, the better result will be achieved because the use of those strategies supports each other.

CONCLUSIONS

Performance assessment has advantages and disadvantages. The advantages in EFL such as promoting high order thinking skill, making students familiar with various contexts of language use, presenting tasks which allow students to apply their knowledge and skills from several learning targets, using clearly defined criteria to evaluate how well the student has achieved this application, and increasing students' motivation. However, there are disadvantages from this kind of assessment such as time-consuming, the assessment tends to be subjective, requiring intensive training for raters, and it may intimidate students. The challenge faced by EFL teaching and learning in Indonesia can be as follows; little time allocation, students' disruptive behavior, teachers' lack of understanding about the current methodology, and lack of facilities. Despite such disadvantages and challenges, performance assessment can be fruitful if the practitioners become more creative in delivering the materials and involve students to reflect and internalize their works.

The students apply almost all of the learning strategies proposed by O'Malley and Chamot (1990), they are meta-cognitive, cognitive, social, and affective strategies. Meta-cognitive strategies consist of centering the learning by paying attention to the teacher, arranging and planning by organizing, setting goals, and seeking practice opportunity. Cognitive strategies are used for understanding and producing the language such as practice pronunciation, making repetition, and using translation. Social strategies are learning with other such as ask for clarification to the teacher or their friends and cooperating with others. The affective strategy is regulating emotions such as making positive statements, recognizing their physical condition, and discussing with other about their feeling in learning the language.

The research is important to understand by the teacher and especially the students in order to get more information regarding the advantages, disadvantages, and the learning strategies used by the students. In the aspect of teaching, performance assessment is interesting to be applied in EFL classroom. The teacher can provide the students' need by understanding their learning strategies. The research of learning strategy is important to be conducted because it makes learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990). In the aspect of learning, learning styles, learning attitude and so on may also be the area of future research for the researchers who are interesting in performance assessment.

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