

PERCEPTIONS ABOUT PERFORMANCE ASSESSMENTS

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ABSTRACT

This research was aimed at finding out how Performance Assessments were implemented in English speaking classes and what difficulties were faced by the teachers in doing them. The sample for this research was all the English teachers at SMAN 3 Banda Aceh. The research design for this study included observations of actions in the classroom during the learning process and also interviews with the teachers outside of the classroom. The instruments used to collect data were an interview guide and the observation sheets. The researcher interviewed the teachers about their perceptions towards the implementation of Performance Assessments and what difficulties they faced in doing them. Observations were made in the four English classes of the tenth and eleventh grades and one interview meeting was held with each teacher. In addition, the researcher recorded and took pictures of the teaching-learning processes in the classroom, and also collected the lesson plans to get more detailed information about the learning materials and assessments. Based on the research results, all of the English teachers at SMAN 3 Banda Aceh, as the sample for the study, were not familiar with the term Performance Assessments, but they recognized the characteristics of Project Assessment or Practical Assessment which they already applied occasionally. They also recognized that Performance Assessments could provide them with a more enthusiastic atmosphere for learning. Even so, such assessments were not favoured by the teachers due to their complexity and the many aspects of scoring required for one form of learning.

Keywords: *Curriculum, Performance Assessment, Teachers' Perceptions.*

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INTRODUCTION

Curriculum is one of several factors needed to get effectiveness in teaching-learning English as a foreign language that must be understood by English teachers. Teachers must understand the curriculum before they can apply it in their classes. That is why teachers prefer curriculum in which content is simple and easy to understand. In fact, most of our students still have poor ability in English. For example, students who have graduated from senior high school still have difficulty in practising English orally i.e. speaking English.

Assessment in the learning process is a process or formal effort to get information related to important variables in learning as the basics of decisions that teachers need to take in order to improve their teaching processes and hence improve the achievements of their students (Herman & Zuniga, 2002; Popham, 1995). In other words, assessment is the gathering of information, analysing the data, and then using the information to make an evaluation (Morrow, et al., 2010). In the newest Indonesian curriculum, namely the 2013 Curriculum, based on the Regulations of the National Education Ministry of Indonesia No. 22 of 2006 regarding Content Standard, there are several types of assessments suggested, one of which is Performance Assessment sometimes called Authentic Assessment. This type of assessment can be conducted either during the class or at the conclusion of the class.

Performance assessment is better than other assessments because it is designed to evaluate the individualized growth and development taking place in the classroom, and it is flexible enough to allow teachers to evaluate each student's progress by using information obtained from on-going classroom interactions with the materials and peers (Meisels, 2010). Performance Assessment requires students to actively demonstrate what they know. More importantly, it also increases students' understanding of what they need to know and are able to do (Sweet, 1989). Moreover, Performance Assessment also encourages students to perform their best during the teaching-learning process for they realize that they are being assessed as well.

Based on this, the Indonesian Government Ministry of Education and Culture believes that Performance Assessment will support the educational system by encouraging higher achievements by students' including their attitudes, skills and knowledge. In other words, an appropriate type of assessment can help students to get higher achievements.

Based on the above, the researcher prepared the questions for this study, which were: How have teachers implemented Performance Assessment in English Speaking classes at SMAN 3 Banda Aceh? What difficulties have been faced by English teachers in implementing Performance Assessment at SMAN 3 Banda Aceh? What have been the perceptions of English teachers toward the implementation of Performance Assessments at SMAN 3 Banda Aceh?

LITERATURE REVIEW

Definition of Curriculum

Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. Some educators say that curriculum consists of all the planned experiences that the school offers as part of its educational responsibilities (Ebert, Ebert & Bentley, 2013).

There are four components of curriculum which are interrelated one with the others, namely: (1) curriculum aims, goals and objectives, which can be simplified as 'what needs to be done', (2) curriculum content or subject matter, which means 'what subject matter is to be included', (3) curriculum experience, 'which is learning experiences; what instructional strategies, resources and activities will be employed and what will be the evaluation approach', and (4) curriculum evaluation which is 'what methods and instruments will be used to assess the results of the curriculum'. All four should always be presented in a curriculum in order to make it an effective curriculum.

Dakir (2010) has divided curriculum into three types via: separated subject curriculums, correlated curriculums, and integrated curriculums. The 2013 Curriculum is a correlated as well as an integrated curriculum as can be seen in its characteristics, namely: the learning patterns are based on multi-discipline learning, and students' basic competencies are developed using accumulative principles, reinforcing, and enriching interdisciplinary teaching-learning.

Definition of Assessment

Assessment is the collection of relevant information that may be relied on for making decisions (Fenton, 1996). More explanations have been given by Davies (2000), she has said that assessment for learning is on-going, and requires deep involvement on the part of the learners in clarifying outcomes, monitoring on-going learning, collecting evidence,

and presenting evidence of learning to others. She further pointed out that directly supported learning has five key characteristics, which are: (1) learners are involved, so a shared language and understanding of learning is developed, (2) learners self-assess and receive specific, descriptive feedback about the learning during the learning processes, (3) learners collect, organize, and communicate evidence of their learning with others, (4) instruction is adjusted in response to on-going assessment information, and (5) a safe learning environment invites risk taking, encourages learning from mistakes, enables focused goals setting, and supports thoughtful learning.

According to Allen (2011) assessments can be defined into (1) Direct Assessment; which is the assessments that involve examination of student work or performance, such as embedded test questions, written papers, oral presentations, student projects, competence interviews, performances, or portfolios. And (2) Indirect Assessment; which are assessments that supplement and enrich what faculties can learn from studies such as alumni surveys, employer/employee surveys, satisfaction surveys, and interviews.

Definition of Performance Assessment

Performance Assessment is a technique of assessment which is used to observe the achievement level of students' skills through performance tests or demonstrations (Arifin, 2009). Wren (2009) has added that Performance Assessment is used to evaluate higher-order thinking and the acquisition of knowledge, concepts, and skills required for students to succeed in the 21st century workplace. Similarly, Wiggins (2006) has said that Performance Assessment is about performing with knowledge in a context faithful to more realistic adult performance situations, as opposed to those done out of context, such as school exercises.

Performance Assessments call upon students to demonstrate specific skills and competencies, that is, to apply the skills and knowledge that they have mastered. The demonstrations can take place during the normal course of everyday events in the classroom or in response to specific structured exercises provided by the examiner. Performance Assessment is a valuable tool for measuring communication skills such as reading, writing, speaking, and listening.

Advantages of Performance Assessment

As a type of assessment, Performance Assessment has some advantages, as Lund and Forman (2010) claim. They have said that

performance-based assessments provide several advantages for physical education and evaluation of physical performance systems. Some advantages of Performance Assessment either for teachers or for students can be found in the following: Direct Observations of Student Learning, Good Instructional Alignment, Interesting Assessments, Instructional Feedback, Measurement of Multiple Objectives and Concepts, Active student learning, Higher-Order Thinking Skills, Synthesis and Evaluation, Multiple Chances to Get It Right, and Student Enjoyment.

Disadvantages of Performance Assessment

Besides its advantages, Performance Assessment also has some disadvantages, namely: (a) it is usually the most costly approach to apply; (b) it's time consuming to design and prepare the tasks; (c) it's labour intensive for both students and teachers, (d) it must be carefully designed if used to document achievement of student's learning outcomes, (e) ratings can be more subjective, and (f) it requires careful training of assessors/teachers.

RESEARCH METHODOLOGY

This research study was non-experimental action research: this study obtained information on the implementation of Performance Assessments for speaking classes at SMAN 3 Banda Aceh. The researcher employed qualitative methods that used non-statistical methods of inquiry and analysis of social phenomena. The study was designed to reveal the difficulties teachers have in implementing Performance Assessment and their perceptions toward this issue. The data was collected by means of observations and interviews. The results of this research are descriptive.

All the data was gathered by (1) observing how the teachers managed the classroom during the assessments, and (2) interviewing the teachers to determine the obstacles that the teachers face in teaching English and to elicit the perceptions that teachers have toward the implementation of Performance Assessments.

The data was collected from an English class at SMAN 3 Banda Aceh. The researcher observed the implementation of Performance Assessments by visiting the classroom and sitting at the back as a non-participant observer. Due to its significance, the researcher recorded all the information about the activities during the assessing process. This

was done to avoid any chance of losing important contexts or situations in the observations.

In order to get more detailed information, interviews were also conducted after the observations. The interviews were needed in order to get more specific information about the difficulties and the opinions of teachers concerning the implementation of Performance Assessment which did not emerge during the observations.

In collecting data for the first research question – i.e. how the teachers implemented performance assessment in the classroom, the researcher observed the processes in the classroom making notes and recordings. The writer intended to identify how the teachers implemented Performance Assessment and whether it was implemented proposed in theory.

In obtaining the data for the second research question, concerning the teachers' difficulties in applying performance assessment and their perceptions toward the implementation of Performance Assessment, the writer interviewed the sample teachers directly asking them about their knowledge of Performance Assessment. They were asked about any obstacles they faced as teachers either in the preparation or during the processes in the classroom and what they thought about the implementation of Performance Assessment. After the data was complete, it was analysed using qualitative data analysis to get the answers to the research questions.

The researcher then reduced and organized all the data from interviews, transcripts, field notes, and observations. This reduction was necessary to discard all irrelevant information. In this step, the researcher summarized all the data into notes, made classifications and edited not only the observations but also the answers to the interview questions. The researcher made two separate notations: objective notations (what the researcher saw) and reflective notations (what the researcher thought).

The display of data was in narrative form. The researcher summarised all the data that she obtained from the observations and interviews in a narrative report. She quoted what was said from the samples which was relevant to the research.

Then she made conclusions based on the data collected. To do this, she used triangulation to obtain as complete and unbiased report as possible. In other words, she combined a variety of data gained from the classroom observation and interviews with the English teachers.

Data Analysis

Technically, the data analysis was conducted by systematically organizing the data collected. The researcher prepared the interview transcripts, field notes, and other related materials such as research papers and school documents for this study. The data gained through observations and interviews was grouped and classified based on the research questions.

FINDINGS AND DISCUSSIONS

Observation 1: Teacher A's 11th Grade Class

Observation 1 was conducted in Teacher A's 11th grade class, on April 6th, 2015. When the teacher came into the classroom she went straight to the teacher's desk and replied to greetings from her students' in Indonesian, and then she again greeted them in English and the students answered together. After that she asked the students about the previous lesson of their English class. Some students gave good replies and answered well but some others did not seem enthusiastic. The teacher kept going connecting the last lesson to what they would do that day. She explained about the theme, the task, and the purpose of the lesson. When she noticed that some boys were still busy with their own business, she called the name of one of them and said "Listen and pay attention, please." The boy answered "Yes, Mam. I'm listening to you." and he stopped talking to his friend.

The class was then divided into several groups, each consisting of five students; the members of each group were selected by the teacher. There were a boy and a girl who refused to be in the same group, so the teacher replaced that girl with a girl from another group. After all of the students were sitting in their groups the teacher gave them all more information and instructions about the task.

The groups were given a series of pictures that represented a story; each group received three pictures from which they had to write a short narrative text. Each narrative text would be a part of the story. So, when all of the groups had finished their work, they would get the whole story.

After she had explained the tasks, she allowed the students to ask her about anything that was still unclear about them. Then, there were a lot of questions from the students and some of them were funny and so the class laughed. Then the students discussed and prepared their task in their groups; the teacher walked around answering the students' questions and giving them information they needed. Here, the teacher encouraged and

supported the students by providing well-paced explanations. That is a characteristic of good classroom management as mentioned by Cruickshank, Jenkins and Metcalf (2009). The group work took about 20 minutes, and then the teacher asked each group to give a presentation. This activity took the rest of the time in the lesson that day. When the bell rang, there was another greeting from the students to the teacher, and the class was over.

Observation 2: Teacher B's 11th Grade Class

This observation was held in Teacher B's class, which was also the 11th grade, on April 8th, 2015. Teacher B greeted one of her students informally while entering the classroom by saying "How are you Intan? How is your stomach? Is it OK now?" The girl answered with a big smile "Yes, M'am, it's OK now". Then the teacher went to her desk and was formally greeted by her students.

The teacher asked students to sit in groups that had already been arranged during the last meeting, the previous week. They were divided into groups of five and were all given the task to do. The project was to make a report about the effects of using cellular phones on students.

The students then moved from their desk and formed groups. The class was quite noisy at that time but the teacher let it be, and she kept herself busy doing something which seemed important at her desk. Several minutes later, the teacher's attention went back to the class and she helped the students to organize their groups. After all of the students were sitting in their groups, the teacher gave them the opportunity to ask or tell about their difficulties in doing the project. Then she walked around the classroom, to every group, and helped them with their difficulties.

The teacher also gave advice to help them find solutions. During this activity, the students were very enthusiastic, which could be seen from their questions and their efforts to produce good work. Nevertheless, there were still some boys who did not seem to follow the activity well; they talked and laughed in a low voice. However the teacher did not take any notice of them because she was quite busy helping and answering the other students.

Even so, the writer found that the real-life task given was quite challenging for the students. This was relevant to Lund (2010, p. 33) who has said that one of the advantages of Performance Assessment is that because the assessment is challenging and simulates real-world experiences, students find them interesting and engaging.

Then the teacher asked the class to be ready to give their presentations. The first group came to the front of the classroom and presented their work. After their report was finished, the group was asked some questions by their friends from other groups. Each group had an opportunity to ask one question. During the presentation, the teacher acted as the moderator and assessor. She scored the students based on their performances while they were performing. On several occasions, she interrupted the presentations, especially in the interactive section when some students asked unnecessary or rather impolite questions. Each group was given a 15-minute presentation time. There were seven groups in the class, but only time for three groups to perform that day. When the class time was up, the teacher closed the meeting and told the class that they would continue the discussions in the next meeting.

Observation 3: Teacher C's 10th Grade Class

These observations were made in Teacher C's 10th grade class, on May 18th, 2015. The teacher came into the classroom and greeted the students. She asked the students to sit in groups of four. There were some students who complained about the arrangement, and they did not want to sit in the same group with certain others. The teacher made deals with them and got a solution in about five minutes.

When the groups were fixed, the teacher gave explanations and instructions about the task which they would do. The teacher gave each group a different picture. The task was to describe the situation in the pictures.

The students worked on the task for about 25 minutes. During the process, the teacher walked around the class amongst the groups and helped them when they had difficulties. Some students did not want to wait for their turn to ask for the teacher's help; they got up from their chairs and went to the teacher while she was still with another group and told her about their problems. That made the other group upset because they felt that it was their turn to get the teacher's attention. So, the teacher asked the students who came to her to wait for her in their groups. The students went back to their seats all-be-it grumbling. When the teacher came to the group, she greeted them nicely and said something funny so that they laughed and did not grumble anymore.

The groups then each presented their work in front of the class; the other groups then got the same picture as the one being presented. The audience were allowed to ask questions if they did not understand the explanations. Each group got five questions to be answered by each

member of the group. The presentation of group A was rather formal and calm. But group B had an energetic and funny presentation. The teacher assessed the students when they answered the questions orally, one by one. When the class was over, only two groups had made their presentations, while the other groups had wait for their turn in the next meeting. It was obvious that the assessments took much time to prepare; this, as stated by Lund and Forman (2010, p. 34), is one of the disadvantages of Performance Assessment.

Observation 4: Teacher D's 10th Grade Class

The last observations were made in Teacher D's 10th grade class, on May 19th 2015. This class had been given a project in their last meeting, the previous week. So, after the greetings the students moved to their own pairs and made final preparations of their presentations. The teacher gave them five minutes for their preparations. While the students were doing that, the teacher checked the attendance list.

Then the students presented their work. They each presented a dialogue based on a picture that they had been given by the teacher the previous week. After Group 1 finished their presentation, the second group took their turn, and so on for the remaining groups. During the process, the class was quite noisy because the students practiced their dialogues in their seats while waiting their turn. Over and over, the teacher told the students not to be noisy, but the sound of buzzing would start again after a minute.

The writer believes that this kind of task requires students' knowledge and understanding about a certain situation which they must present in front of the class. They should understand what it was about, why it happened, what the good or bad effects of it were and so on. The teacher made assessments during the presentations. 12 pairs performed that day before the bell rang.

Based on the observation, the researcher got the answer to the first research question viz.: 'How do the teachers implement Performance Assessments in English speaking classes at SMAN 3 Banda Aceh?'

It was found that Performance Assessments were used by the English teachers at SMAN 3 Banda Aceh to assess the speaking ability of students. The assessment were used in a formal way in the classrooms, such as making essays (Observation 1), research paper (Observation 2), and demonstration (Observation 3 & 4). The teachers scored the students by using a rating scale which includes some elements for speaking skills. The elements were pronunciation, fluency, vocabulary, and grammar.

For essays and research papers, the teachers assessed the students' speaking presentations in the class, but the essays and papers were assessed later after the class.

All of the English teachers at SMAN 3 had good interactions with their students. They were patient, greeted their students by name and were always ready to give information asked for or needed. The teachers gave brief explanations or instructions when giving out tasks and they also pushed the students to complete their work. But only one teacher was really friendly with her students. She smiled a lot and frequently made eye-contact with her students, especially with the noisy ones. She even told jokes in some occasions, and she made the class more relaxing.

Based on additional data from the documentation, the lesson plans were arranged relevant to the students' needs. It was found that most students were able to follow the directions and to finish the tasks on time. This situation indicated that the tasks were not too easy or too difficult for them. In other words, the tasks, which were as mentioned in the lesson plan, were appropriate for the students' needs.

An interesting fact that the researcher found out was that all the English teachers at SMAN 3 Banda Aceh used Performance Assessment in their classes, but none of them recognized their assessment approach as Performance Assessment.

Interview Findings

Most of the English teachers at SMAN 3 Banda Aceh were not familiar with the term Performance Assessment. They were not aware that they actually implemented Performance Assessment in their classes. They recognized their assessments as Project Assessments in which the results were assessed in the form of a written report in English. All the assessments were done in the classroom. The teachers used a Rating-Scales Approach to give the students' scores.

The most popular technique used by the teachers was a checklist approach. All of them admitted that they had to find the information about doing assessments by themselves since the trainings they had attended had rarely discussed assessments. As a result, some of the teachers had different standards for assessment.

The teachers who used this type of assessment believed that it was the most appropriate for assessing students' speaking skills. But the teachers also noticed that students with low competence in English would not involve themselves in the interactions, and would even do

their own things which had nothing to do with the learning processes going on.

Other data from the interviews provided the answers for the second and third research questions. The second research question was about the difficulties faced by the English teachers in implementing Performance Assessments. It was obvious that the teachers faced some difficulties in implementing Performance Assessment, via:

- a. The teachers were not capable of implementing Performance Assessments properly because they had never been coached or tutored about that. They were even unfamiliar with the term 'Performance Assessment'.
- b. The number of students in one class was too big to be handled easily; there were about 36 to 40 students in each class. The teachers were exhausted after teaching two classes, while they usually had two or three classes every day.
- c. The students in each class were usually quite different in terms of their English ability. The students whose English was good were very enthusiastic and engaged in the learning processes, but the lower ability students tended to drop out.
- d. The teachers needed much more time to create and arrange appropriate tasks for the mix of different students.
- e. The materials needed for Performance Assessments usually cost more than for other forms of assessments.
- f. Each teacher did Performance Assessments as they thought they should be done. Each teacher certainly had different perceptions about how to do a Performance Assessment.
- g. The teachers had hardly any idea of what was a good type of Performance Assessment and how to implement one appropriately.

Discussions

Based on the data from the study, the researcher found several important facts. Because of the lack of information on Performance Assessment, the teachers had to do assessments according to their own ideas based on assessments that they had already experienced before. Each teacher had her own opinions or ideas about the best way to do assessments. The English teachers at SMAN 3 Banda Aceh used assessments which they believed to be the type of assessments required by the 2013 Curriculum as Performance Assessments.

One interesting fact was that, based on the observations, all the English teachers at SMAN 3 Banda Aceh used Performance Assessment

in their classes, but they did not realize that the assessment approach they used was Performance Assessment. They recognized it as 'Project Assessment for oral tasks, and practical exams' which were mentioned and used in the KTSP curriculum.

In spite of their ignorance of the term Performance Assessment, the teachers actually did such assessments in their classes many times. For example, they assessed the speaking ability of their students doing tasks that required them to perform according to their knowledge and ability, and scored them using a rating scale. As we know, the rating scale approach is a way which can be used for scoring students in Performance Assessments.

Based on the interviews with the teachers, the writer found that the teachers did not comprehend the meaning of Performance Assessment well in order to implement it in their classes. This has happened because there is no brief explanation about any suggested techniques for assessment in the 2013 Curriculum. As mentioned in Permendikbud RI No. 81A of 2013 concerning the Instruments and Techniques for Assessment section, the assessments suggested are Performance Assessments, Written Tests and Project Assessments.

There were too many students in each class. It is difficult to handle 30 to 40 teenagers to be willingly involved in Performance Assessment because there will always be some agitators amongst them. The serious and enthusiastic students were very annoyed by their friends' behaviour, and they would often confront each other. The teachers had to deal with such situations many times in almost every class, and it was certainly really tiring for the teachers. The situation became worse when the teachers had three classes in a day.

Arranging good, appropriate tasks required for such differently abled students is not an easy task to do. The teachers have to know their students very well to understand their needs. The teachers need to be able to prepare tasks which are suitable for all their students, considering their English abilities are very different, one with another.

The teachers had to spend much time in preparing and doing Performance Assessments, while according to the teacher certification requirements they had to have 24 hours of teaching. This meant that a teacher should teach, at least, 12 classes every week in order to fulfil the regulations for teacher certification. As a result, the teachers were tired and would let things go by doing their assessments in any old way which they had mastered and seemed the easiest to do. Furthermore, the

materials used for Performance Assessments usually cost more than for other assessments.

The teachers who often used and were familiar with the Internet got their material for assessments from it. Their tasks were more appropriate, varied and interesting because the Internet can provide many different types of task materials.

The English teachers at SMAN 3 Banda Aceh had much the same perceptions about the implementation of Performance Assessment. They were as follows:

- Performance Assessment was more appropriate to assess students' speaking skills because these skills are best assessed by performing speeches.
- Performance Assessment was a good type of assessment because it encouraged students to be more creative and innovative.
- The English teachers believed that Performance Assessment would best meet its aims if the assessments were applied in a class in which the students had a similar average level of ability in English.
- Most English teachers were not comfortable with Performance Assessments. They thought that they were difficult to apply because they thought that their preparation needed much time and cost much money.

For all of the reasons above, the English teachers felt that they were not ready to implement Performance Assessments because they were still lacking in their understanding of Performance Assessments.

CONCLUSIONS AND SUGGESTIONS

Conclusions

For the first research question, the conclusions were as follows:

- Most of English teachers at SMAN 3 Banda Aceh did not know what was or how to implement Performance Assessments in their English classes.
- The teachers were not aware that actually they were implementing a type of Performance Assessment in the classrooms as they only recognized what they were doing as Project Assessment.
- The most popular technique used by the teachers was a checklist approach.

Based on this result the researcher found that the teachers faced many difficulties implementing Performance Assessment because of the following reasons:

- The number of students in one class (35 to 40) was too large to be handled with ease,
- The range of the students' ability from the lowest to the highest was too varied.
- While the assessments were in progress, the class was usually quite noisy because the students who had already finished their tasks and performed for their assessment got bored while waiting for the others, and the students who were not interested in the lessons got bored.
- It took much time to prepare the lesson materials appropriate for students with such varied abilities.
- Different resources of information for assessments, which the teachers got, provided different interpretations.
- Some of the teachers were not competent at operating or using IT (Information Technology) equipment such as computers, projector, etc.

The English Teachers' Perceptions toward the Implementation of Performance Assessment

The English teachers thought that Performance Assessment was a good type of assessments as it encouraged the students to be more active and creative in problem solving. They believed that even though Performance Assessment could be used for all skills in learning English, it worked best in assessing speaking skills. Performance Assessment should be applied appropriately in a class in which students have a relatively similar level of English proficiency. Performance Assessment is quite difficult to apply and its preparation can take much time and money. These teachers hoped that they could not only get tutoring about better teaching techniques but also how to implement better assessments as well. The teachers also found that the type of assessments in the 2013 Curriculum were very complicated. They said they should be simplified to make it easier for teachers to apply them.

Suggestions

Based on the research findings, the writer has some practical recommendations for educational practitioners such as English teachers, school administrators, the Department of Education, the Department of Religion and other government bodies:

- For the purposes of stimulating professionalism amongst English teachers, it is expected that there will be good training and/or workshops for teaching English at which teachers will not only

discuss theories and/or outlines for curriculum but will also be trained to implement and learn about proper assessment processes.

- Some training such as PLPG should be held for all teachers not only for those teachers who attend to get certification. That kind of training is needed in order to refresh teachers to do their job better. In order to get skilful teachers, other training such as training to use IT should also be held for teachers.
- Teachers should also be aware that they share responsibility for the standard of the education system. Teachers are the main factor that determines whether students are interested or not in learning. Their personality and how they treat and inspire their students will affect the motivation and interest of their students in the subject matter. That is why teachers also need training in personality skills and the capability to handle any unexpected situation in their classroom, for example, how to keep the class in order when some of the students get bored and create chaos in the classroom.
- Teachers should acquire higher competency, and along with that the government must be ready to perform its function as the facilitator of the education system. The government has to be able to supply facilities needed such as projectors and multimedia equipment, and language laboratories in schools.
- It is suggested that the government should decrease the standard number of teaching hours for certification of teachers and the maximum number of children in a classroom by building many more schools and/or classrooms. When teachers do not have to work for such long teaching hours, they will have more time to prepare better teaching-learning material and elements for assessment. When there are fewer students to assess at any one time, the assessments will be more effective.
- Finally, we really need to have good co-operation amongst all elements of the educational system in order to make it work well. Since this research is not the last word on performance assessment, it is hoped that other researchers will conduct further research on similar issues.

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