

ABSTRACT

Silviana, Elisia Eva.N. 2018. *The Comparison Between Performance Based Assessment and Multiple Option Assessment of English at The Eleventh Grade of Muhammadiyah 8 Senior High School of Cerme*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisers: (I) Dr. Khoirul Anwar, M. Pd., (II) Rohmy Husniah, M.Pd.

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English in educational aspect is very important to be mastered, therefore, the teachers are required to have a learning strategy and ability to measure learners' achievements in English so they can understand well how far the ability of their students is. Thus, the assessment would be one of the important foundations in English learning. There are two forms on assessing students in English which were divided into two parts, namely the multiple option assessment (traditional assessment) and performance based assessment (modern assessment) of English. At Muhammadiyah 8 Senior High School of Cerme, the two assessment formats are taught from the first semester at the second grade.

Student learning styles and learning outcomes are also influenced by the assessment and the format of what students achieved. This is preceded by the learning felt by the students on what kind of book format is preferred. In this study, researchers look for differences between performance based assessment and multiple option assessment of English at the eleventh grade of Muhammadiyah 8 Senior High School of Cerme. The sample of this study is 50 students consisting of 25 students of A science class and 25 students of B science class. Sample is taken by purposive sampling technique to facilitate the researcher to find the right subject with criterion according to this research. Data collection used in this study using standardized test.

Test were conducted to find out the score of students' assessment from two kinds of assessment formats. The researcher used Independent t - Test because the sample was small and the groups were independent. It was carried out to decide whether there was significant comparison differences between performance based assessment and multiple option assessment. The results of this study indicate that there is significant differences between performance based assessment and multiple option assessment of English at the eleventh grade of Muhammadiyah 8 Senior High School of Cerme.

