

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Review of the Related Theories

##### 1. Nature of Assessment

Doherty (2009:5) defines that the word assessment has taken on a variety of meanings within higher education. The term can refer to the process faculty use to grade student course assignments, to standardized testing imposed on institutions as part of increased pressure for external accountability, or to any activity designed to collect information on the success of a program, course, or curriculum. These varied uses have unfortunately, moved us away from a focus on the central role that assessment should play in educational institutions of the gathering of information to improve institutional practices. It means that assessment is as a tool to know the condition from the side of positivity and negativity to be considered as the step to do for the future. Doherty also provides some benefits of assessment:

- a. Assessment can provide the information about the knowledge and the skill students have as they enter the course.
- b. Assessment can provide reliable data on the students' learning and the information from the students' evaluation.
- c. Assessment can make available data about the effect of the curriculum or teaching method.
- d. Assessment can yield more reliable data about instruction.

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- e. Assessment can provide evidence that school staff make a difference in a students' learning.
- f. Assessment can offer larger data of students' need and accomplishment.
- g. Assessment rests largely in the hand of shool or faculty members.

The next, Fiala (2000:2) states that assessment is ussed to:

- a. Purpose, e.g., selection, placement, promotion, career counseling, or training.
- b. What they are designed to measure, e.g., abilities, skills, work styles, work values, or vocational interests.
- c. What they are designed to predict, e.g., job performance, managerial potential, career success, job satisfaction, or tenure.
- d. Format, e.g., paper-and-pencil, work-sample, or computer simulation.
- e. Level of standardization, objectivity, and quantifiability of Assessment tools and procedures vary greatly on these factors. For example, there are subjective evaluations of resumes, highly structured achievement tests, interviews having varying degrees of structure, and personality inventories with no specific right or wrong answers.

According to Ali (2011:10-11) Assessment is a process of identifying and gathering information about learners, in order to seek ways of addressing needs and means of overcoming barriers to learning. Teachers need to have a clear understanding of different language tools including the strengths, weaknesses and appropriate use of each of the tools and processes, so that they can make informed

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- judgments about how to use these tools with English language learners. Analyzing assessment information provides valuable feedback about the teaching and learning process. Teachers can respond to this information by adjusting their teaching and by planning further learning to meet their students' identified needs. They can also use information to involve the students in goal setting and self-assessment based on the feedback.

Fiala (2000:4.1-2) also states the importance of achievement test in the classroom learning. Achievement tests, also known as proficiency tests, are frequently used to measure an individual's current knowledge or skills that are important to a particular job. These tests generally fall into one of the following formats: First, knowledge tests typically involve specific questions to determine how much the individual knows about particular job tasks and responsibilities. Traditionally they have been administered in a paper-and-pencil format, but computer administration is becoming more common. Licensing exams for accountants and psychologists are examples of knowledge tests. Knowledge tests tend to have relatively high validity. Second, Work-sample or performance tests require the individual to actually demonstrate or perform one or more job tasks. These tests, by their makeup, generally show a high degree of job relatedness. For example, an applicant for an office-machine repairman position may be asked to diagnose the problem with a malfunctioning machine. Test takers generally view these tests as fairer than other types of tests. Use of these tests often results in less adverse impact than mental ability.

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Sergers (2005:1) states that this respect assessment of student achievement is changing as today's students face a world that demands new knowledge, skills and behaviors that have not yet been defined. Students, in this fast and ever changing context, need not only develop deep understandings of disciplines but also develop the ability to analyze, synthesize and make inferences as well as think critically and problem solve. Assisting students to develop these knowledge, skills and behaviors and become life-long learners requires changes in the assessment processes at the school and classroom level. It means that this assessment is more likely to be formative assessment practices which are geared to promote learning. In fact, a worldwide review of research on assessment and more recently points to substantial gains in student achievement that can be affected through the use of formative assessment in the classroom. Achievement gains associated with the use of formative assessment in the classroom have been characterized as among the largest ever reported for educational interventions. The gains can be more substantial for lower achieving students. Studies also indicate that formative assessment is one of the most effective strategies in developing students' learning to learn skills.

Hammond (2010:9) states that structured teacher performance assessments address these needs. They evaluate directly what teachers do in the classroom, and they often incorporate contextualized evidence of student learning that is linked to evidence of the associated teaching efforts. Such assessments have been found to be stronger predictors of teachers' contributions to student learning gains than traditional teacher tests. They are also more reliably scored than most on-the-job



classroom observations, and can be used for new teachers about to enter the profession, as well as long-time veterans. With recent advances, a continuum of such assessments can be constructed from initial entry to recognition of advanced expertise.

## 2. Kinds of Assessment

Crook in Ali (2011) argues that the purpose of school- based assessment is to improve students' learning and to give feedback to parents and students. Assessment provides teachers with information regarding the learning needs of the students so as to provide a clear and up-to date picture of students' current capabilities, attitudes' and progress. Students are frequently assessed in schools for the purpose of making them accountable. Assessment is then an act of interpreting students' performance, and evidence can be collected through any multitude of means. The purpose of assessment is to improve teaching and learning. These authors assist us in understanding teachers' and students' conceptions about assessment and how they are linked to academic outcomes. Then he also asserts two kinds of assessment such as formative and summative assessment: Assessment of learning (often described as summative assessment) aims to provide a well founded, clear and up-to-date picture of a student's current capabilities or attitudes, progress over time or further growth needs and potential. Assessment for learning (often described as formative assessment) is focused on enhancing student development, and often involves relatively unstructured interactions between student and student or teacher and student rather than a

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planned formal assessment event. Below are the several issues of formative assessment:

#### a. Impact of formative assessment

Formative assessment is often considered to be one of the most effective strategies for promoting high student performance. It is also important for improving the equity of student outcomes and developing students' 'learning to learn' skills. It is a way of identifying the present position of learners and teachers about learning and teaching, to decide where the learners are in their learning, where they need to go and how best to go there. Studies show that formative assessment is vital component of classroom practice and its use can raise standards of achievement. Formative assessment in current learning theory. Knowledge is derived from conscious observation and our understanding of the world is based on social processes and interactions. In the process, people constantly share with each other to develop knowledge and that knowledge comes from looking at the world from some perspective or other. Constructivism is an epistemology, or a theory, used to explain how people know and what they know. The basic idea is that problem solving is the heart of learning, thinking and development. As people solve problems and discover the consequences of their actions-through reflecting on past and immediate experience they construct their own understanding. Learning is thus an active process that requires a change in the

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learners. The teacher's role in a constructivist classroom is to provide opportunities for formative assessment such as self-testing, articulating understanding, asking probing questions and reflection rather than merely transferring knowledge. Teachers need to organize information around big ideas and engage the students' interest, in order to assist students developing new insights and to link them with previous learning. The activities should be student-centered where students will carry out their own activities, make their own analogies and come to their own conclusion.

#### b. Summative assessment

Summative assessment to be a powerful institutional discourse, as it contributes to text marks, academic reports and qualifications. On the other hand, formative assessment creates space for competence constructing narratives of students and it informs current teaching. Assessment is an on -going dynamic process. It has chosen the term summative evaluation to indicate the type of evaluation used at the end of a term, course, or program for purposes of grading, certification, evaluation of progress, or research on the effectiveness of a curriculum, course of study, or educational plan. Perhaps the essential characteristic of summative evaluation is that a judgment is made about the student, teacher, or curriculum with regard to the

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effectiveness of learning or instruction, after the learning or instruction has taken place.

In doing assessment, the teacher has to decide what will be used to get the information of students' ability in learning English. According to Brooks (1999) there are some forms of assessment to get it.

#### a. Test

Test is one of forms of assessment to get the information in term of spoken and written test. Commonly, spoken test is used to test students' speaking and listening ability. Then, written test is used to know students ability in reading and writing ability. Tests of this nature typicality include multiple-choice or fill in the blank formats. Perhaps the most defining feature of tests of this sort is that although students could be said to be performing in a sense in that they have to write something on the test paper, they are not interacting with the assessment instrument- Such a testing situation involves an on-demand, at the moment response to test questions within the time constants of the class or the testing. This definition was adopted in the present study, perhaps unfairly, so that a process versus product continuum between performance-based assessment and tests could be delineated.

#### b. Portfolio

Portfolio is taken by the students in form of projects. The project is in form of observation or analysis. Portfolios entail the students'



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producing, revising, and editing their wanting over the course of a program and then possibly discussing the contents of the portfolio collaboratively with their teachers and their peers.

#### c. Presentation

Presentation is done to show the students' ability in speaking and their understanding of some issues. It can be in form of individual or group presentation. In doing presentations, students prepare, rehearse, and finally present their work to their classmates and teachers. The presentations themselves can allow for multiple opportunities for students to interact and communicate with others. Here presentation which is used consisted of three kinds; individual presentation, pair work presentation, and group discussion.

#### d. Participation

Participation is noted by the teacher through observing the students' daily learning both class participation and group participation. Participation, because it involves the in-class performance of students over an extended period of time, gives students many opportunities to perform, whether it is through class discussions, asking questions in class. Cooperating in group work or even just attending class.

Pertaining to the English teacher of SMP N 1 Tualang, there are some assessment commonly used such as test, presentation and participation. Test is usually in form of multiple choice test, essay and oral test. Then, presentation is commonly students present about the certain topics and make a discussion during

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presentation. The last, participation is when the students are having the class the teacher assesses their contribution by looking at the ideas given by them.

Teacher has to notice the effective assessment. It is aimed to have the relevant result from the assessment. Hutching (2008:4) state some characteristics to investigate the best assessment that program assessment is effective when:

- a. The assessment of student learning begins with educational values. Educational value means the subject and the topic they learn in the classroom.
- b. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. It means that assessment is the combination of topic learnt and relevant to their life. It is not only how they understand the lesson but also about how they use their understanding in their daily life.
- c. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. So, assessment is not about how the students understand the lesson but it is also about how the students can be better than now.
- d. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. It means that assessment also focus on the difficulty of learning the students experience.
- e. Assessment works best when it is ongoing, not episodic. It means that when the teacher want to assess the students, he/she should assess when the teacher is teaching or engage with the students.

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- f. Assessment fosters wider improvement when representatives from across the educational community are involved. It means that the assessment should compare to another community to know their own condition and another community condition.
- g. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. It means that assessment should be better in the future after having experience about how to assess and work with another staff to assess.
- h. Assessment is more likely to lead to improvement when it is part of a larger set of conditions that promote change. It means that assessment is as a tool of measurement whether the program or process is thought as ineffective activity.
- i. Through assessment, educators meet responsibilities to students and to the public. Assessment result should be reasonable when public ask about the weakness and positive result.

### 3. Nature of Students' Perception

Theory of Students' perception offer insights into a complex cluster of problems. What is initially decisive is the realization that human sensory activities are fundamentally linked with cognitive, emotional, cultural, social, political and economic factors. Sommer (2015) states that in order to describe processes of perception it is therefore necessary to consider a wide-ranging set of instances and forces, which become concentrated into sensory structures and phenomena. Given

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this connection it is quite obvious that undertaking a productive theory of perception should not by any means be restricted to specific aspects such as visual reception practices, but must essentially adopt an interdisciplinary approach. Alongside philosophical theories, psychological, sociological, cultural-theory and media-theory approaches also play a key role. Perception does not constitute an activity of the subject that remains identical over time, but is first of all modeled, shaped and altered in a process of historical and cultural evolution.

According to Sarah (2015), an observation of the processes of perception relies firstly on the fact that apart from man's abilities to see and hear, which tend to be favored, he also has a body, which develops its own forms of sensation and perception. The theory of students' perception absolutely requires a theory of corporeality, because only on the basis of such a theory can the question about the inner connection between the various sensory channels be adequately answered in so-called synesthetic processes.

The range of instruction available to students of Theory of Perception should help them develop competent and critical behavior with regard to processes of perception both in everyday life and in art and design. The interdisciplinary approach does justice to the fact that various emotional, cultural and social forces always infiltrate human perceptual activities. An ability to reflect, which picks out and reveals these structures as a central theme, is not least of all interesting for production practices in art and design.

This refers to key questions of aesthetics, which are to be examined in the theory of perception itself. It must be evident that aesthetic experience cannot



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## B. Review of Related Findings

Banda (2005): The data suggest that teachers perceive classroom assessment as tests that teachers give to their students at specified time intervals. What teachers said about their teaching was not reflected during their teaching. Since teachers perceived classroom assessment as tests, they showed limited ability to use different methods and tools to assess their students while teaching. The teachers' perceptions of classroom assessment have influence on their classroom assessment practices. Five of the six teachers perceived assessment as testing, and classroom assessment practices were not clearly embedded in their

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teaching. Teacher experience and teacher education program did not seem to contribute much to teachers' perceptions of classroom assessment; however, teacher's academic qualification seemed to influence teachers' flexibility to accept new ideas.

Stock (2003) This study investigates teachers' assessment practices across teaching levels and content areas, as well as teachers' self-perceived assessment skills as a function of teaching experience and measurement training. Data from 297 teachers on the Assessment Practices Inventory were analyzed in a MANOVA design. As grade level increases, teachers rely more on objective tests in classroom assessment and show an increased concern for assessment quality ( $p < .001$ ). Across content areas, teachers' involvement in assessment activities reflects the nature and importance of the subjects they teach ( $p < .001$ ). Regardless of teaching experience, teachers with measurement training report a higher level of self-perceived assessment skills in using performance measures; in standardized testing, test revision, and instructional improvement; as well as in communicating assessment results ( $p < .05$ ) than those without measurement training. The implications of the results for measurement training are also discussed.

Ali (2011) These findings reveal that the present English assessment system in the secondary level in Bangladesh does not reflect a balanced development of all the language skills of the learners and there are inconsistencies between the stated objectives of teaching English and the actual teaching methods in the language teaching in the secondary schools in Bangladesh. Though

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- summative assessment is still dominating, the practice of formative assessment is slowly developing. The study indicates that there has been a gradual shift in the assessment process and the teachers were trying to use individual assessment strategies to motivate the students' learning. Both the teachers and the students in the study emphasized that current assessment is mainly based on reading and writing. However, for overall development of language skills, the secondary English language curriculum may need to be redesigned so that all the four skills are able to be included in the assessment system. Better opportunities for training to develop teachers' effectiveness and their knowledge of learners should be considered also.

Andrade (2005) Students' comments regarding rubric of assessment use were consistently positive. They liked the fact that rubrics let them know "what's expected," and contrasted it with the "guessing game" they felt they had to play when teachers did not provide a rubric or some sort of guidelines for an assignment. In fact, the most commonly cited purpose of rubrics was to communicate the teacher's expectations and thereby provide "direction." Students also noted that rubrics help identify strengths and weaknesses in their work when used to give feedback, and that knowing "what counts" made grades seem fair. Both the male and female students talked at length about how they used rubrics and about the results of rubric use. We found no evidence of gender differences in the data. This study suggests that students use rubrics to support their own learning and academic performance. In focus groups, fourteen undergraduate students discussed the ways in which they used rubrics to plan an approach to an

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assignment, check their work, and guide or reflect on feedback from others. The students said that using rubrics helped them focus their efforts, produce work of higher quality, earn a better grade, and feel less anxious about an assignment. Their comments also revealed that most of the students tend not to read a rubric in its entirety, and that some may perceive of a rubric as a tool for satisfying a particular teacher's demands rather than as a representation of the criteria and standards of a discipline.

Herman (1997) Reported at the issue is whether students find alternative assessments to be more motivating and interesting than traditional types of tests, and whether they appreciate the difference between traditional and alternative tasks. Data were collected in 13 schools across the state of California, involving more than 800 students. Instrumentation used in data collection included student surveys and in depth student retrospective interviews. Findings suggest that students do indeed understand the differences in approaches necessitated by novel open-ended tasks versus more familiar multiple-choice tasks. In addition, student attitudes toward these two types of tasks are discussed in detail.

### C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make easily to measure. The operational concept is the concept used to clarify the theories used in the research. There is one variable used in this research, there is variable X. It could be said as Independent variabel. Independent



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variable was students' perception on English teacher's assessment. There are some concepts on these research:

- a. Assessment is viewed as a comprehensive, systematic and continuous process. It means that assessment need the consideration as the structured activity and has the effect for the future activity.
- b. Assessment is viewed as a means for self-improvement. It means that assessment is aimed to improve by knowing the weakness from the assessment result. The weakness then, it is improved by deciding the best solution.
- c. Assessment measures are meaningful. It means that the way how the teacher measures is important. Therefore, the measures should be valid and reliable.
- d. Assessment utilizes multiple measures and multiple sources. It means that the measure and source should be variative to get the bet result such as giving multiple choice and essay in once.
- e. Assessment is used as a management tool. Management tool can be described as the thing that can be used to control the quality.
- f. Assessment results are valued and are genuinely used to improve programs and processes. Ecxactly, after doing assessment, the teacher will know the weakness of process and program by measuring.
- g. Assessment is coordinated by one person and reviewed by a committee. It means that assessment needs another idea about what will be measured and how to measured to have a good result.

- h. Assessment involves the participation and input of all staff.
- i. Assessment includes students. Mostly, students become object of assessment because they are as the main object of education.

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