CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about the theories of the study such as definition of self assessment, speaking presentation, definition of perception, factors affecting perception, person perception, concept of student perception of self assessment on speaking presentation and previous study.

2.1. The Element of Speaking

In speaking, it is very important for students to acquire the ability to express their ideas and opinion. Consequently, this competency should be mastered by the learners of language. Following are the elements of speaking ability according to Harmer (2001) :

1) Language features such as the connected speech

Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning).

2) Expressive devices

An expressive device is the alteration of speed, volume and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning.

3) Lexis and grammar

Lexis and grammar is necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise and so forth. Those make students can produce at various stages of an interaction.

4) Negotiation language

Negotiation language is the benefits to clarify and to show the structure what we are saying. Therefore, those elements are completely significant in increasing speaking ability.

Furthermore, Harmer (2001) stated that the other element of the speaking is mental/ social processing except the language skill for the speaker, but the rapid processing skill is also necessary, such as :

1) Language processing

The language processing is the effective speaker to convey their intention to someone else and they process the words or retrieval of words or phrases from memory to communicate with the people. It helps the students to develop habits of rapid language processing English.

2) Interaction

Interaction is the students'interact with the others and they understand each other.

3) Information processing

Information processing is related to the perception of some else concerning the response to other feeling in using the language.

Consequently, mental has an important role to succeed in communication particularly in speaking ability.

2.2 Speaking Presentation

Speaking presentation is one of activity on speaking in the English class that usually be used by teacher to know the speaking ability the student. According to Badbury (2007) presentation is about technique of communication. Because presentation is technique, it should have good preparation to get good presentation. Prepare a presentation is a process that reflects the art of analyzing the needs of listeners (needs of the audience), good planning and preparing well the process of presentation (attention to delivery).

The presentation is one source beneficial to the development of everyone in the educational environment. In the context of teaching and learning, teachers can use presentation in order to the learners can understand the explanation of a subject. Besides that, the teacher can use it to know and also improve the speaking of students. Before delivering the presentation, the teacher and student that doing presentation should make preparation about that. They have to understand what the subject delivered and what subject will be delivered. Good presentation is presentation which clear focus (C Rosling, 2005).

Presentation also defines as an activity to convey a message, information or description of a material to other people. There are thing that need to be paid attention when doing presentation. The first is the accuracy of presenting the material, message

and content. The presenter here must mastering content of the material that will be delivered. The second is the accuracy of intonation, in presentation intonation is important because it can affect to the content of the material. The next is communicative, the good presentation usually involve the audience in presentation. It means there is communication between audience and presenter. The last is effective, the presenter is not necessary waste their time to say something that not related to the material and have to smart manage the time.

2.3 Definition of assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences, the process culminates when assessment results are used to improve subsequent learning. Assessment is a matter of paramount importance as it affects the whole processof instruction in learning. Regarding significant role of assessment, Paris andParis (2001) argue that we need to know both the product and process oflearning so that we will discover what is learned, what additional effort isrequired, and what skills are effective. Owing to the fact that learning andassessment are intertwined, the growing demand for lifelong learning has ledto a reevaluation of the relationship between learning and assessment. Thisreevaluation has influenced the development of the "new era of assessment" according to Dochy, Segers, and Sluijsmans (1999).

2.3.1 Self Assessment

According to Mistar (2011) self-assessment is one of example from alternative assessment which on authentic tasks that demonstrate student's ability based on purpose of learning, and process which give chance to the student assess their own learning and their friends. Andrade &Valtcheva (2009) state that self-assessment as a process of formative assessment where student doing reflection of their own qualityin work, comparing the quality of the achievement against predetermined criteria, and make improvements to the learning itself. The same thing was also stated by Wilson & Win Jan (1998) that is an act of self-assessment to monitor the level of their own knowledge, learning, ability, thoughts, actions and strategies that be used.

Self-assessment is an assessment technique which has a formative purpose in the USA and Canada (Ruler, 2011). Self-assessment gives a great opportunity to engage students in learning, make them recognize themselves, their competence, their way of thinking; the strategies that they have done, and further define the objectives to improve learning in relation to the result of reflection from the introduction. So that, students can understand that making mistakes is part of the learning process.

Self-assessment techniques need a reflective and met cognitive skill. Reflection is the act of making judgments about what has happened. Whereas, metacognition is sensitivity and knowledge that be owned by someone on the process of thinking and strategies that have been done, and their own ability to

evaluate and regulate the process of thinking itself. Reflection and metacognitive skill applied in the implementation of self-assessment begins with sensitivity the process of thinking which is then evaluated (reflective skills) and finally is transformed into a self-regulating (metacognitive skills) (Wilson & Wing Jan: 1998). Process monitoring, evaluating and identifying strategies improvements are three components that in the process happen as like cycle and continuously.

According to Oscarsson (1989) shows that self-assessment can increasing sensitivity of their own learning, increasing the goal orientation from the students themselves and give long impact on student autonomy. While Holec explained that students who autonomy is held responsible for all matters related to learning that includes the goal that to be achieved, techniques for achieving these goals as well as the monitoring of the achievement of these goals. Pierce also added that the self-assessment guides students to study independently under the assumption that the students themselves who know about their development (Ruler, 2011). Schunk adds that metacognitive skills that constitute the self-assessment skills correlate positively in improving student achievement (Andrade &Valtcheva, 2009).

2.3.2 Types of Self- Assessment

According to Yasin (2002), there are seven types of self assessment that

used in the teaching and learning process, those are:

1. Scoring Guides/Rubric: A scoring scale used to assess student performance

along a task-specific set of criteria. A list of 12 required elements are grouped

together to make the scoring

Guide with point specific designations.

2. A checklist is a focused diagnostic tool listing performance criteria, which

can be used to chart student progress over time.

3. Portfolio/E-Portfolio: A collection of a student's work specifically selected

to highlight achievements or demonstrate improvement over time (e-portfolio

is electronic and usually accessible on the Internet).

4. Oral Interviews: Teacher asks student questions about personal

background, activities, readings, and other interests.

5. journal/log A description, normally in writing but may be oral, by the

student reflecting on how and what they have learned. Often completed at

regular intervals during the learning process thus allowing discussion on

individual progress and how further learning could be supported.

6. Video recording As technology has advanced, more and more tools have

become available to teachers to document student learning and performance.

7. Exemplar is usually samples of past work completed by former students

who have undertaken work of a specified quality.

2.4 Definition perception

Perception is the process of giving a meaning to the environment the individual, the perception also includes knowledge (JalaludinRachmat 2001). It mean perception can be defined as experience of objects, events, and relationships that be gained by concluding information and interpret the message.Leavitt (1986) gives the definition of perception as a view or understanding namely how someone views or mean something. Perception is determined by its relevance to the needs; it means someone will have a positive perception about something if it appropriate to his/her needs. Individuals can feel stimulation or stimulus from within inside and outside his/her own since was born.

In the science of the communication, perception is a cognitive process through sight, hearing, and feeling that experienced by everyone in understanding of information about environment (Wade and Travis, 2007). According to Robbin (2001) Perception is a process which individual organizes and interprets their sensory impression in order to give meaning to their information. So, each individual will interpret information that has been gotten from outside or environment after that they can give meaning toward the information. In Robbins perceptual process, the first step of perception is from something different in our environment that stimulate our sense organs until we show our attention and interest, after through the registration come out interpretation followed by action with opinion, and reason.

From the explanation above can conclude perception is an individual's perspective toward stimulus in the environment through the process of cognition and

affective processes that are influenced by various things such as prior knowledge, needs, moods, education, and other factors that can give different meaning and will affect the behavior and attitudes of individuals.

2.5 Factor affecting perception

The perception that be owned by someone has differences from each other. There are some factors will affect it. Those are internal factor and external factor. In internal factor there are two things that affect perception (Robbin and Langton, 2007). The first is sensory limits and thresholds, our sensory organs have specialized nerves which respond differently to the various form of energy they received. For instance, our eyes receive and convert light waves into electrical which are transmitted to the virtual context of the brain to create the sensation of the vision and subsequently leading to perception, but each sense receptor requires a minimum level of energy to excite it before perception can take place. The minimum level is called the absolute threshold-a point below which we do not perceive energy. The differential threshold is the smallest amount by which two similar stimuli must be different in order to be perceived as different. That thing make capacity of the senses to perceive each person is different. Therefore, the interpretation of the environment can also differ.

Second is psychological factors, psychological factors such as personality, past experiences, learning and motives affect an individual's perceptual process to a considerable extent. The inclination to perceive certain stimuli in a particular way also influences one's perception. These largely determine why people select and

attend to a particular stimulus or situation over another. Things compatible to one's learning, interest, attitude and personality are likely to get more attention than others. Our past learning also affects the perceptual process and lends a typical orientation in what we perceive.

The next is external factors. According to Robbin and Langton (2007) there are two external factors that affect perception. The first external factor is the target, the characteristic of the target that is being observed can affect perception. Based on the process of perception that pre-requisite of perception is attention. It has been found that there is a tendency to give more attention to stimuli which are large in size, moving and intense, loud, bright, contrasted, novelty, and repeated. Second external factor is the situation, the situation or the context in which we see objects or events is important to shape perception. A usual thing in usual condition does not cause any attention, but something unusual in some environment will certainly be the topic today and causing a lot of perceptions (Robbins and Langton, 2007).

Both of external factors above are same can affect the perception but the situation is the dominant factor that affects perception, in this case is mood, Emotional state affect a person's behavior, mood shows how one's feelings at the time that can affect how a person to receive, respond and remember.

2.6 Person perception

According to Macrae and Bodenhousen (2001) person perception is the people output (evaluation, impression, memories) that are shapes and guided by their knowledge and pre-existing beliefs about the social world. It means person will give perception based on what they feel after face something in their life or social world. Perception and judgments a person's action are significantly influenced by assumption we make about the person's internal state. In this research the researcher takes person perception as people outputs, opinion, and assumption about their social world and environment.

Attribution theory refers to the ways, in which we judge differently, depending on what meaning we attribute to a given behavior. Robbins (2001) observed about the behavior of an individual, he attempted to determine whether it was internally or externally caused. Internally caused behaviors are those that believed to be under the personal control of the individual or have been done deliberately by him. Externally caused behavior is seen as resulting from outside causes, that is the person is seen as having been compelled to behave in a particular way by the force or certain of the situation, and not because of this own choice.

There are three main factors that be used to determine internally caused behaviors. They are distinctive, consensus, and consistency. Distinctiveness refers an individual display different behavior in a different situation. If the behavior (say being late in the class on a particular day) is unusual, we tend to give the behavior an external attribution; and if it is usual, so it is the reverse. Consensus refers to the

uniformity of the behavior shown by all the concerned people. If everyone reports late on a particular morning, it is easily assumed that there must be a severe traffic disruption in the city and thus behavior is externally attributed, but if the consensus is low, it is internally attributed. Consistency is the reverse of distinctiveness. The person looks at his past record in judging the behavior of an individual. If the present behavior is consistently found to occur in the past as well (that is, being late at least three times a week), it is attributed as internally caused. In other words, the behavior more consistent, the observer more inclined to attribute it to the external causes.

Besides that, in Robin theory he stated that there are often some errors or biases in person judgment about other people's behavior or things, we tend to underestimate the influence of external factors and overestimate the influence of internal or personal factors. This is called the fundamental attribution error. Another noticeable tendency called self-serving bias refers to the inclination for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors. Self-fulfilling prophecy or Pygmalion effect; an interesting aspect of people perception is the fact that people's expectations are often found to determine the actual performance level.

Attribution is found to greatly affect many functions within an organization, such as employee performance evaluation process, the nature of supervision, or guidance or general attitude towards the organization in general.

There are some mistakes that be made such as Selective perception, halo effect, contrast effect, and stereotyping. Selective perception is people who have a

tendency to selectively interpret what they see on the basis of their interest, background, experience, and attitude. Halo effect, it refers to the tendency of forming a general impression about an individual on the basis of a single characteristic. Contrast effect it refers to the process of rating individuals in the light of other people performance which are close in time frame. Stereotyping is judging someone on the basis of one's perception of the group to which that person belongs

2.7 Concept of student's perception of self-assessment on speaking presentation

Every student has different perception. Students' perception is always used to give their opinion, critic, and suggestion about the teacher's way of teaching, media, technique, strategy, and the method used. Perception is given by the students in order to get better teaching and learning from their teachers such as the technique, strategy, method or media used in teaching and learning process, so that the class environment will be fun and easy to catch the material given by the teacher

In Macrae and Bodenhousen research study in social cognition; categorical person perception (2001) "person perception is the people output (evaluations, impressions, memories) that are shaped and guided by their knowledge and pre-existing beliefs about the social world. Those information output in that study is an active process that is guided and shaped by people generic beliefs about the world or situation; schematic thinking.

Evaluation is value judgment for an object or its meaning (Lee,1998). In outline can be said that evaluation is giving value on the quality of something. Beside

that evaluation can also define an analysis and judgment of the value of an educational input, process and outcome. In evaluation knowledge is importance, because it will connect with action and also influence to valuation process itself. In this research, the students judge or give their opinion about the process of implementation self-assessment on speaking presentation. The student judges what the process runs well or not, there is obstacle or not and so on.

According to Hoven and Eggen (2007) memory is saving information relates to personal experience. Memory is one of the most important way by which our histories animate our current action and experiences. Memory seems to be a source of knowledge. We remember experiences events which are not happening now, so memory differs from perception. Memory label a divers set of cognitive capacities by which we retain information and reconstruct past experiences, usually for present purposes. In this study memory is person experience about English learning that may affect people in present decision. In this study, memory refers to the students' past experience about implementing self-assessment on speaking presentation.

Impression is the overall effect of something that already occurs (Mazarin 2015). Impression refers to the process in which individuals attempt to influence the opinion or perception others hold of them. Impression management is also referred to as self-presentation; it is a goal-directed activity that helps to establish the boundaries of what is considered acceptable behavior, conversely, it also aids in defining what behavior will be met with disapproval. In this research, impression refers to student's

perception about the impression student toward self-assessment on speaking presentation and what the self-assessment can help them in their presentation.

2.8 Previous Studies

The researcher found some previous study in self-aasessmentfirst, by KulawadeeYamkate and Charatdao Intratat (20012) with the title "Using Video Recordings to Facilitate Student Development of Oral Presentation Skills". The design of this research is qualitative. The subjects were nineteen undergraduate students in an Oral Communication course in the first semester of the 2011 academic year at a university in Thailand. The data shows that the students had positive attitudes towards video recording their presentations, especially since this helped them to notice and identify their weaknesses in non-verbal language use.

Second study had been conducted by Ana Munos and Martha E. alvares with the title "Students' objectivity and perception of self-assessment in an EFL classroom". In this research used correlation design which consists of ninety four students. The result of this research told that there are moderate and high correlations between teachers' and students' self evaluation and positive attitudes toward self-assessment.

The similiarities of this research and both of previous research are use self-assesment as main variable. The differences between this research and previous studies are first, the design the previous studies use quantitative and correlation design. The second, in this study uses eleventh grade on senior high school but the

previous studies use undergraduate as their subject. Based on the previous studies the researcher believes that analysis the student's perception of self assessment on speaking presentation at SMA YPI Darussalam will give many benefits. The teacher will know about perception of student. It can be evaluate the teacher in using self assessment on speaking presentation. So here, the researcher will conduct the research use mix method or qualitative survey design to know the student perception of self-assessment on speaking presentation.