CHAPTER II

REVIEW OF RELATED LITERATURE

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and studies concerning with teaching and learning process and performance assessment. The researcher will explain about portfolio assessment, include as follows: Assessment, Performance Assessment, Speaking, and Teaching and Learning Process.

2.1 Assessment

The assessment of students' language ability is something on which teachers spend a fair amount of class time in one way or another, such assessment is valuable for both the teachers and the learners.

Assessment is the processes where the teacher can discover how far students have achieved the objective of the lesson. It is useful tool for the students to motivate in teaching and learning process.

According to the Academic Exchange Quarterly: "Studies of a theoretical or empirical nature (including case studies, portfolio studies, exploratory, or experimental work) addressing the assessment of learner aptitude and preparation, motivation and learning styles, learning outcomes in achievement and satisfaction in different educational contexts are all welcome, as are studies addressing issues of measurable standards and benchmarks.

According to the Merriam-Webster online dictionary the word assessment comes from the root word assess which is defined as: to determine the rate or

amount of (as a tax), to impose (as a tax) according to an established rate b: to subject to a tax, charge, or levy, to make an official valuation of (property) for the purposes of taxation, to determine the importance, size, or 10 value of (assess a problem), to charge (a player or team) with a foul or penalty. It means that assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

2.1.1 Purpose of Assessment

Students need to know how well they are meeting the curricular objectives. Teachers need to know how well the students are doing, to monitor the effectiveness of their teaching, and to identify individual learning problems. Parents want to know how well their children are doing on a regular basis. Legislators need to know how well students collectively are mastering the Provincial curriculum.

2.1.2 Type of Assessment

2.1.2.1 Formative and Summative Assessment

Formative assessment is evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process. Summative assessment is measure or summarizes what students have grasped and typically occurs at the end of a course or unit of instruction (Brown 2004:6).

2.1.2.2 Formal and Informal Assessment

Formal assessment is exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. Informal assessment takes a number of forms, starting with incidental unplanned comments and responses along with coaching and other impromptu feedback to the students (Brown 2004:5).

2.1.2.3 Authentic Assessment

Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities. Examples of authentic assessment techniques include performance assessment, portfolios, and self-assessment. Simply testing an isolated skill or a retained fact does not effectively measure a student's capabilities. To accurately evaluate what a person has learned, an assessment method must examine his or her collective abilities. This is what is meant by authentic assessment. Authentic assessment presents students with real-world challenges that require them to apply their relevant skills and knowledge.

2.1.2.3.1 Type of Authentic Assessment

According to Yasin (2002), there are eleven types of authentic 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. 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).

3. Authentic Task: An assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges.

4. Self-Assessment: Evaluating one's own performance to determine strength and weaknesses and reflecting on what improvements can be made to enhance product.

5. Oral Interviews: Teacher asks student questions about personal background, activities, readings, and other interests.

6. Story or Text Retelling: Student retells main ideas or selected details of text experienced through listening or reading.

7. Writing Samples: Student generates narrative, expository, persuasive, or reference paper.

8. Projects/Exhibitions: Student works with other students as a team to create a project that often involves multimedia production, oral and written presentations, and a display.

9. Experiments/Demonstrations: Student documents a series of experiments, illustrates a procedure, performs the necessary steps to complete a task, and documents the results of the actions.

10. Constructed-Response Items: Student responds in writing to open-ended questions.

11. Teacher Observations: Teacher observes and documents the students' attention and interaction in class, response to instructional materials, and cooperative work with other students.

2.2 Performance Assessment

Performance assessment is a type of alternative assessment, is an exercise in which agreed upon standards of proficiency or excellence; and reflects student performance on instructional tasks and relies on professional rater judgment in its design and interpretation. Performance assessments typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project, for example: Educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Performance assessments may also be called "authentic assessments," since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests. For more detailed discussions, see authentic learning,

demonstration of learning, and exhibition.

Evaluating student achievement through performance assessments is not a new strategy. Good teachers have always judged and monitored their students' progress through observations, experiments, written assignments, and research projects. What is new in the current reform effort is the systematic shift toward schoolwide performance assessments and away from multiple-choice tests for measuring instruction and accountability.

Proponents of performance assessments argue that assessment and instruction must form a seamless web that promotes teacher/student collaboration, active learning, critical thinking skills, and multidisciplinary understanding. Performance assessments, they reason, have a positive influence in the classroom. Performance assessments:

- provide pedagogical templates that help teachers to develop effective instructional techniques; and
- Provide comprehensive information about student progress, including students' strengths and weaknesses.

Performance assessment can use in speech, presentation, and performance. In this paper the writer use performance assessment in speaking skill.

The theory related to the implementation of performance assessment possed by McTighe & Ferrara (1994). They classified the steps of performance assessment into selected respon items, constructed response, products, performances, and process-focused. The framework of performanced-assessment model is as follows:

SELECTED RESPONSE ITEMS	PERFORMANCE-BASED ASSESSMENTS			
	CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS-FOCUSED
❑ multiple-choice ❑ true-false ❑ matching	❑ fill in the blank • word(s) • phrase(s) ❑ short answer • sentence(s) • paragraphs ❑ label a diagram ❑ "show your work" ❑ visual representation • web • concept map • flow chart • graph/table • matrix • illustration	❑ essay ❑ research paper ❑ log/journal ❑ lab report ❑ story/play ❑ poem ❑ portfolio ❑ art exhibit ❑ science project ❑ model ❑ video/audiotape ❑ spreadsheet	❑ oral presentation ❑ dance/movement ❑ science lab demonstration ❑ athletic competition ❑ dramatic reading ❑ enactment ❑ debate ❑ musical recital	❑ oral questioning ❑ observation ("kid watching") ❑ interview ❑ conference ❑ process description ❑ "think aloud" ❑ learning log

Figure 4.1 Framework of Performance Assessment
Approaches and Methods by McTighe & Ferrara (1994)

The theory related to the implementation of performance assessment posed by to Adele Fiderer (1999). First, the teacher has incorporated performance assessment into her teaching practice. The teacher starts by choosing a textbook that the students have not read, for example, a book discussing a story with a significant theme appropriate for her students that has a clear identity problem and resolution, well-developed characters, and high interest. The teacher then creates a writing task that promotes students to think about the story. Before they write their final draft, she gives them prewriting organizers such as webs, maps, and Venn diagrams, allowing her students to make notes about their thoughts and giving them enough time to complete the performance assessment. Such a writing prompt for primary students would involve asking them to think about how to retell a story they have read with a friend. Students prewrite using a story map to outline all the significant parts of the story and then write about the story on lined paper in final draft form. The teacher developed a rubric with ratings on a scale of 0–3 to evaluate the student's writings about a story problem. Within the rubric, the teacher provides detailed information of the performance level descriptions for

all four levels (0–3). For example, to obtain a perfect score of 3, a student's written response must be complete, indicating good understanding of the story and its problem, and must give accurate and relevant details, information, and supportive reasoning.

A theory about the implementation of performance assessment is also posed by Brualdi (1998). Brualdi (1998) mentioned that the step of the implementation of performance assessment are as follows: (1) *Defining the Purpose of the Performance-Based Assessment,* In order to administer a good assessment, the teacher must have a clearly defined purpose hence the stdents can decide what type of activity best suits the assessment needs; (2) *Choosing the Activity*, After defining the purpose of the assessment, the teacher should make decisions concerning the activity. The two types of performance-based assessment activities that teacher can implement in their classroom: informal and formal; (3) *Defining the Criteria*, After determining the activity as well as what tasks will be included in the activity, the teacher need to define which elements of the project/task you shall to determine the success of the student's performance. Having a clearly defined criteria will make it easier for teacher to remain objective during the assessment. The reason for this is the fact that the teacher will know exactly which skills and/or concepts that you are supposed to be assessing; (4) *Creating Performance Rubrics*, The teacher need to evaluate the performance in a way that will allow you take those varying degrees into consideration. This can be accomplished by creating rubrics. A rubric is a rating system by which teachers can determine at what level of proficiency a student is able to perform a task or display knowledge of a concept. With rubrics, you can define the different levels

of proficiency for each criterion; (5) *Assessing the Performance,* Using this information, the teacher can give feedback on a student's performance either in the form of a narrative report or a grade. There are several different ways to record the results of performance-based assessments such as checklist approach, narrative/anecdotal approach, rating scale approach, and memory approach.

As mentioned above, the assessment criteria needed to assess how well students perform certain tasks given to them. Scoot (2005) declared that assessment criteria describe the characteristics of what is acceptable, good, excellent etc. A rubric is a scoring tool outlining required criteria for a piece of work, or what is important to assess. It also indicates the weighting that has been determined for each criterion, based on its relative importance to the overall task, and describes what the performance would look like at different quality levels. Fulcher & Davidson (2007) also stated that the scoring rubric used in the context of a speaking test, each test taker was rated on five constructs such as accent, grammar, vocabulary, fluency, and comprehension.

2.3 Speaking

Speaking is one important element of the four skills in English in addition to writing, reading and listening. In short, speaking is an activity at least two person between the speaker and listener to sharing information. In a speaking there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency.

Speaking in English is also a measure of the extent to which a person he mastered the English language by listening to his speaking and how he speaks

well. That is why the teacher is also having an important role in teaching speaking.

According to Lindsay and Knight (2006), speaking is an activity that produces sound, combines phrases and contracts the grammatical structure correctly. Speaking is also an interaction with other person in which there is communication and delivering a message together in speaking. So speaking is the way to express opinion, the statement about what we will explain, it can be interactive communication between two persons to share information, ask and give information, etc. Someone cannot be called a master in a foreign language if he cannot speak well.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2001:269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking isused to give instructions or to get

things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. As stated by Richards and Renandya (2002:201), speaking isused for many different purposes and each purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task.

Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students' speaking skill is still low. According to Brown (2001:270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Lindsay and Knight (2006) also say that speaking has many reasons including socialize with others because we want something, ask someone to do something, find the information and interact with others or to express opinions. It is agreed by Brown and Yule (1983) who states that speaking is very important it supports us to express our feeling such as need, service, etc. the speakers say words to the listeners not only to express what in their mind but also to express what they need whether information or service. Most people might spend their everyday life to communicate with other. In learning speaking the student needs some points to develop their speaking in English, they are by producing connected speech, having ability to interact, discussing the gaps around in their knowledge, speaking in a range context, balancing accuracy and fluency.

According to Riestha (2014), speaking is one of language arts that are most frequently used by people all over the world, the art of speaking is very complex. Generally, there are at least four components of speaking skill include comprehension, grammar, vocabulary, pronunciation and fluency.

a. Comprehension

Comprehension is an important component in speaking because in conversation with others we must make them understand our conversation.

b. Grammar

It is necessary to compose a sentence well and appropriate structure.

c. Vocabulary

A person cannot express their ideas due to lack of vocabulary. So for learning English especially to be mastered in speaking he should have enough vocabulary.

d. Pronunciation

Pronunciation is the way for students to produce clear language when they speak.

e. Fluency

Fluency is the last component in learning speaking. Fluency is the aim of many language learners.

That is why studying speaking has more attention in learning English, as said by Thornbury (2005). He expresses the importance of speaking is by

practicing speaking regularly, he also suggests to keep learning if you want to master a language. Thornbury also says that learn to speak in English must be practiced every day because speaking is part of daily life. Various words or vocabularies that are practiced regularly can increase the ability of speaking skill.

2.4 Teaching Speaking Strategy

There are so many strategy to teach speaking skill. If the last at learning Speaking, still rely on memorizing the model of dialog and then come forward to exercise them. This activity is carried out usually because teachers want teaching and learning activities rapidly completed without any bother, or do not know what to doin teaching Speaking.

The presumption temporary, speaking of learning is complicated, and it takes courage students to produce speech. This is often feared teachers. Speaking thought it took a long time and it is difficult for students to adapt. Because of that eliminated there are so many strategy to teach speaking. According to Kayi (2006), stated that there are some kinds of activities to promote speaking in classroom, as follows:

a. Discussion

Discussion is a great activity to start a conversation. If students are not able to talk with the teacher directly, the students can start a talk with other friends through discussion. Teacher can create the some groups and define the topic for discussion in each group. Students can improve their speaking skills, share about their idea of event or talk about anything through discussion with the other friends before with the teacher.

b. Role Play

Role play as well as some of the activity is very good in classroom to improve students' speaking. In this case, the students are given the opportunity to practice their speaking ability. According to Kayi (2006) stated that one other way of getting students to speak is role play. In role activities, the teacher gives information to the learners such as who they think or feel.

c. Simulation

In simulation, students can bring items to the class to create a realistic environment. For instance, the students can bring real items to the class to make the real situation. According to Kayi (2006) stated that simulation is very similar to role play but what makes simulation different than role paly is that they are more elaborate.

d. Information gap

Information gap is the activity between two students will be asking each other question to which they don't know the answer, involves transferring information assigned from one student to the other students. It has many purposes such as solving problem or collecting information. The goal of the activity is for students to discover certain information, whether about the other person or related to a specific activity. These activities are effective because everybody has the opportunity to talk extensive in the target language.

e. Brainstorming

The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing their ideas or opinion.

Students can describe what they think about a topic given by the teacher in a short time and explain to friends.

f. Story Telling

Story telling is a good way to gain the students' speaking skill and to combine the instruction. It makes them fun, because there are a lot of story who told by the students. Storytelling to encourage students to think creatively, can explore and develop their ideas about a story that they knew.

g. Interview

Interview with other people gives students a chance to practice their speaking ability not only in the class but also outside and helps them becoming socialized. After interview, each students can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class. In this interview activities students can develop questions that will be asked of informant depend or what they want.

h. Story Completion.

It is well known as a chain story. In this activity, the teacher tells a story. After a few sentences he stops and let the students continue the story. Usually, every students is supposed to add one sentence to the story. This activity trains the students to express their ideas in a short period of time. So, the students enjoy with this class.

i. Reporting

This activity must be informed beforehand to the students. The students have to find the new in newspaper, magazine, internet and so on. They report to their friends in front of the class about summarize of the news who get from the information.

j. Playing Card

In this activity, the students make a group and ask open ended questions to each other so that they reply in complete sentence. This activity similar to information gap, it is mean that the students collecting information with open ended question to friends.

k. Picture Narrating

At least, a set of sequences-picture is needed for this activity. The teacher asks the students to create a story based on what they see in the pictures and share their stories with classmates.

l. Picture Describing

In this activity, the students are given the pictures by the teacher. The teacher here, asked the students to describe their creatively for the picture. In this case, the teacher can practice their speaking skills to develop their imagination through the telling picture that.

m. Find the Differences

In this activity, the students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another pictures. The students discuss about the similarities and the differences in the pictures.

n. Communication games

Communication games is already covers some activities above as find the differences, story completion and information gap. This activity is a game that is designed specifically to improve students' speaking class, which requires students to participate therein talk that the game is going well.

In speaking class activity, the teacher has prepared everything necessary for this activity includes any media that is required for the smooth running of these activities. From some of these activities, the teachers can improve and develop speaking class accordingto the material needed will be teach to students. The main purpose of the various activities above is to create speaking class to be more fun and enjoyable.

2.5 Teaching and Learning

Winkel (1989: 36) defines that learning as a psychological activity that holds in active interaction with the environment, which produces many changes of knowledge, skills, and attitude. While, according to Slamet (1995: 2), psychologically, learning is a changing process as a result of the interaction with the environment to fulfill the needs in life. The changing is not only in increasing

knowledge, but also skill, attitudes, the way of thinking, interest, adaptation, and the others. Learning is an activity done by everyone that can be hold anywhere and anytime.

From those definitions, apparently, learning is an activity done by human being as an effort to get knowledge (cognitive), to create attitudes (affective), and to raise concept and skills (psychomotor) as a result of the interaction with the environment. In learning process, the dominant activity is the interaction between teacher and the students (Sardiman, 1986:170).

According to Sudjana (1995: 45), the same as learning, teaching is a process. There are processes of controlling, organizing, motivating, guiding, facilitating, and giving feedback to the students in process teaching and learning.

Teaching process is not only putting premium on product, but also on learning process. So, teacher needs instruments of evaluation that can be used to assess all of students' learning process step by step.

2.6 Previous study

The previous study made by Novita(2004:4) described how the teacher of the first grade of Junior High School implements of techniques in the teaching speaking. Here Novita used design descriptive qualitative research and used observation, questionnaire, and interview to be their instruments. In Novita explainabout techniques in teaching speaking. The similarities with this research are the subject same in Junior High School, the design same use descriptive qualitative research and used observation, questionnaire, and interview to be their

instruments. The differences is Novita explain the techniques in teaching speaking and in this research explain about the assessment.

Second is previous study made by Afifanti(2011:4) describe analysis of students' portofolio assessment of Elementary School. The design was descriptive qualitative. The subject of the study is students of Elementary School. The similarities with this research are the design same use descriptive qualitative research, and explain about assessment. The differences are the subject, Afifa in Elementary school but this research in Junior High school. Afifa explain about portfolio assessment, this research explain performance assessment.