CHAPTER II

LITERATURE REVIEW

This chapter is a literature review which provides some references in order to give knowledge in the field of the study for the next chapter. The theories which are used in this chapter discuss about writing skill, writing assessment, assessment, alternative assessment, the characteristic of alternative assessment, and types of alternative assessment.

2.1 Writing Skill

The learners' comprehension to write writing task given by the teacher can be called as writing ability. Writing skill is one of productive skill in language acquisition. In addition, out of the four essential language skills in the language learning process, writing competent is frequently accepted as the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners (Tuan, 2010). Furthermore, the students usually communicate with others in school by both spokenly and writenly. The students need to be able to convey their thoughts through written format such as composing recount in order to tell experiences. Similarly based on Juved et.al (2013) said that writing is as a tool to communicate through written form in order to interact with others at the school situation.

In sum, writing comprehension is a receptive skill which is need to be learned in order to communicate with others through written form.

2.1.1 Writing Assessment

To get better writing product, the learners need to get judgement of their work. Judgment for the students work is by assessing their work in order to help the students better in writing competence day to day. According to Huot (2002) states there are two assuming of writing assessment, the first is that in literary area, assessment is universal. He said that the assessment is continuous what we read and what we write in any kind of purpose for reading and writing. While the second is that an important component to be able to write is to assess writing.

Additionally, the teacher needs to define the criteria of writing assessment to gain the learning goal. As Nodoushan (2014) told that one element in the writing evaluation is writing mechanics, defined as the point to which the student appropriately uses proper grammar, spelling, and punctuation.

Furthermore, the old assessment strategy which is still used is traditional assessment which is used in assessing writing skill is multiple choice. The other traditional writing assessment is not only multiple choice but also short answer and true false. Similarly, Dikli (2003) stated that the most commonly used traditional assessment implements are multiple-choice tests, short answers, true/false tests, and essays.

In short, multiple choice has been used in writing assessment which is as main part in language education to monitor the students' learning progression in their writing improvement. Additionally, the components in writing assessment are grammar, spelling, and punctuation.

2.2 Assessment

In the teaching learning process, one of element for gaining leaning aim is by assessment which can monitor the students' progress in learning. In addition, assessment also has been defined variously in the literature. Among them, Linn and Miller (2005) define assessment for students learning as a systematic process of collecting information about student progress towards the learning goals. The teaching learning aim is to develop the students' ability. Similarly, Dhindsa et al. (2007) characterizes assessment as a key component of teaching and learning to gather data systematically about students' progress.

Assessment can be applied in some ways such as in traditional paper-pencil test. Additionally, according to Linn & Miller (2005) maintain that students' performance can be measured in various ways, including "traditional paper and pencil tests, extended responses (essays), performance of authentic task, teacher observation, and student self-report". Traditional paper and pencil test/ assessment is a traditional assessment which consist of multiple choice, true false, and essay. In other hand, the researcher focus on alterative assessment which is as an alternative to traditional assessment.

To conclude, various assessment has been applied by collecting the students' progression in learning in order to measure their skill.

2.3 Alternative Assessment

There are different term for alternative assessment which are formative and authentic assessment. As Mussawy (2009) argues that Most of the present

literature uses terms formative, alternative, and authentic assessment synonymously; however, some divergences still exist. This study uses term of alternative assessment for all the descriptions.

Furthermore, alternative assessment defines as the assessment method which is used to be alternative to assess the learners' ability. According to Lopes (2015) defines alternative assessment as any assessment method which is an alternate to the traditional tests. Furthermore, alternative assessment is not only as an alternative to traditional assessment but also it lets the students be independent to understand their learning. Additionally to Nasri (2010) states that alternative assessments let the students to establish their understanding and own meaning of what they have learnt in the class.

To conclude, alternative assessment which as an alternative to traditional assessment can help the students to create their understanding about their learning. The descriptions below explain about characteristics of alternative assessment and types of alternative assessment.

2.3.1 The Characteristics of Alternative Assessment

Alternative assessment has various characteristics which have been determined by some authors. The characteristics make alternative assessment be special and different with other kind of assessment. The followings are the common characteristics by two authors:

According to Hamayan (1995) alternative assessment divided it into five characteristics which are:

1. Proximity to actual language use and performance

2. A holistic view of language

3. An integrative view of learning

4. Developmental appropriateness

5. Multi referencing

Additionally, other characteristics also have been listed by Brown and Hudson (1998) which are combined the characteristics from some papers:

1. require students to perform, create, produce, or do something;

2. use real-world contexts or simulations;

3. are nonintrusive in that they extend the day-to-day classroom activities;

4. allow students to be assessed on what they normally do in class every day;

5. use tasks that represent meaningful instructional activities;

6. focus on processes as well as products;

7. tap into higher level thinking and problem-solving skills;

8. provide information about both the strengths and weaknesses of students;

9. are multicultural sensitive when properly administered;

10. ensure that people, not machines, do the scoring, using human judgment;

11. encourage open disclosure of standards and rating criteria; and

12. Call upon teachers to perform new instructional and assessment roles.

The characteristics of alternative assessment from two authors above have similarity and differences. However this study prefers the characteristics based on Brown and Hudson (1998) which are more detail in listing the characteristics of alternative assessment.

2.3.2   Types of Alternative Assessment

In recent years, variety of alternative assessment have been popular. Some authors also have described types of alternative assessment. As Hamayan (1995) listed some activities which produce alternative assessment information, those are writing sample, learning log and journals, classroom project, interview, think-aloud. In detail, types of alternative assessment also have been described by Ercilia (2016) which appropriate with writing competence. Those are portfolios, writing samples, learning logs or journals, conferencing, s-o-s summary, feedback, peer feedback, self-assessment, and reflective writing. The followings are described below.

2.3.2.1 Portfolio

Portfolio development is not a new concept in the history of education. A collection of students' writing work such as draft, paragraph, text, etc. can be called as portfolio. As Paulson et al (1991) said that portfolio is a collection of students work which show learning effort, learning progress, and achievements. Similarly based on Ercilia (2016) said that portfolio lets the students know their learning progress and achievement. It means that the students can be more responsible in their learning. The learners can increase their self-confidents too since they evaluate themselves.

2.3.2.2 Writing Sample

This type is variety of students' writing works which become sample to their assessment of the learning. Similarly, Hamayan (1995) stated that any kind of writing produced by the students can be used for assessing students' language proficiency progress can be called as writing sample. Additionally, writing work has many kinds such as essays, book report, creative writing, and etc. As stated by Ercilia (2016) that written work may include correspondence, journal entries, essays, book report, dialogue, writing assignment (draft or final copies), reading log entries, and other writing projects. The learners can take advantages from writing sample which may improve their writing quality. The students can reflect their writing ability such as in grammatical, or misspelling so they can know how well their assignment quality which they have done (Ercilia 2016).

2.3.2.3 Learning Logs or Journal

A journal which contain the students' work in writing can be called as logs. The learners can learn improve their writing skill through learning their journal. As Ercilia (2016) stated that other activity which help the learners in developing their writing skill is journal. Additionally, frequent entries by the students in their journal can help the teachers to see the students' language proficiency and the learning process perceptions (Hamayan 1995). Additionally, Chapman (1990) told about the authentic writing example in journal is open-ended entries which construct by the students' knowledge or short answer entries which shows content taught understanding.

2.3.2.4 Conferences

Another alternative assessment which is used to evaluate students' writing is by conferences assessment. This type involve both the teachers and students in discussing the students' learning progress. As Brown and Hudson (1998) described that conferences involve the students to discuss about their learning process or work with the teachers by visiting their office. In addition, the learners can discuss their strangeness and weakness with their teacher by conference (Genesee and Upsure 1996) through conferences, the students can see their learning progress in writing such as composing draft which assisted by the teachers. Additionally some advantages are described by Brown and Hudson (1998) which are develop students' reflection on their learning progress, increase self-image, obtain language performance on task, skill etc., inform; observe; establish; and gather students' information.

2.3.2.5 S-O-S summary

S-O-S stands for statement (S), opinion (O), and support (S) which is one of creative activity might be applied in writing. By this activity, the teacher can see the students' ununderstanable in certain topic. As Ercilia 2016 said that the teacher can use it to check students' comprehension whether they have not understood yet or have understood about the topic at the lesson. Furthermore, this activity can be applied by delivering some opinion which support with some evidences about the certain statement. Similarly based on Dodge (2009) S-O-S Summary consist of three stages which begins with the (S) statement from the

teacher, then the students have to give (O) opinion about the statement whether they agree or disagree, while the last is (S) support with facts which given by the students to support their opinion.

2.3.2.6 Feedback

The teachers can give feedback directly or indirectly. The teacher can provide feedback in order to help the learners to correct their errors making in writing work. As Ercilia (2016) stated that how the teachers stress the observation can support the students to understand what they have done to develop their ability and accurately. But if the teachers do not give feedback, the learners can lose motivation in developing their writing since they do not know where their writing errors are (Brookhart 2008)

2.3.2.7 Peer Feedback

Peer feedback is obtained from one students to other students. The students can see their writing errors from their partner. Other advantages of peer assessment are the students can know their weakness from their friends. In the same line, Tsui and Ng (2000) described that peer feedback help the students discover their strangeness and weakness. Additionally, peer feedback can encourage students' critical reason (Berg 1999)

2.3.2.8 Self-Assessment

Self-assessment is a valuable tool for learning and measurement. For example, when students' are engaged in assessing their own work, they try to learn the criteria for high-quality performance, and they experience a willingness to apply those criteria (Herrera et al., 2007). However, Black and Wiliam (1998) remain concerned about student readiness to self-assess or evaluate peers. Initially, some teachers provide rubrics for student so that they can assess their progress. The rubrics incorporate the criteria that provide the opportunity for students to reflect on the extent to which they have made progress.

2.3.2.9 Reflective writing

Reflective writing is similar with logs and journal writing which can check the students learning progress since it is reflective which means the students can reflect their learning. Similarly, Ercilia (2016) described that a reflective essay is a writing form which examine and monitor the progress of writers' individual experience. The teachers have to assist their students to do this reflective writing. Furthermore, Matsumoto (1996) describe that the teacher is responsible in determining criteria to the students in order to avoid difficulties for writing reflective journal. Additionally, the journal has to describe life learning event and experience, the students have to interpret and analyse from different perception, and lastly the students have to reflect the use of that information.

2.4 Review of Previous Study

The previous study about alternative assessment has been researched for several times. For example the study which was conducted by Jalizadeh and Dastgoshadeh (2011) which was about the role of alternative assessment techniques in improving EFL learners' speaking skill (Iranian EFL setting). The design of this research was quantitative with correlation design which was to know the relationship between the use of alternative assessment with the students' speaking improvement. In order to find the goal of this research, 60 intermediate Iranian students were selected to be participant. The type of alternative assessment which were applied in experimental group included self-assessment combined with peer-assessment and teacher-assessment. Since it was to know the speaking improvement, so pre-test and post-test contained oral interview. Additionally, written test were also given which consist of 80 items based on the students' previous hand book. ANOVA was used to check the difference students' performance in speaking after and before the implementation of alternative assessment. Furthermore, the result of this study revealed that through alternative assessment, students in experimental group perform speaking better that control group without alternative assessment.

Other previous study which still have correlation with this study is done by Nouh et.al (2014). The goal of the study was to investigate female EFL primary school attitudes, knowledge, and skill in alternative assessment. The participants of this study were selected randomly from six educational zone which consisted of 335 EFL primary school teachers. In order to reach the research aim, this research

applied survey design. The questionnaire were shared to 335 teachers to collect the data of the study. In addition, focus group interview was also conducted with principals and head teachers. After collecting data by questioners, data was analysed to see the result of the research which applied descriptive statistic included t-test and one-way ANOVA test. Based on the research, it shows that teachers supposed as knowledgeable and skilful in implementing alternative assessment. Although the teachers were knowledgeable and skilful in alternative assessment, but they preferred applied traditional written test than alternative assessment. The teachers said that alternative assessment is time consuming and neglected students' writing skill. Additionally, teachers' attitude is related with the educational zone and experiences.

Additionally, previous research was done by Wubshet and Menuta (2015). The purpose of this study was to investigate the implementation of alternative assessment in the teaching of English in some selected secondary schools in Hawassa Zuria, SNNPR. The reason of selecting the schools was because the location of the schools are not in the big city and the situation are not well researched. The design of this research was qualitative research. The study discovered whether the participant English teachers comprehend the alternative assessment principles and integrate it in the English classrooms. Additionally, It also supposed to identify the dominant assessment types which used by the teachers. The Participants of the study were ninth grade English teachers of three secondary schools in Hawassa Zuria. The selection of three schools are based on the availability sampling which is a method of choosing subjects who are

available or easy to find. To indicate the objectives, the research use document analysis and key informant interviews. The Data which taken from the participant teachers' assessment package and key informant interview are analysed qualitatively. Both the document teachers' assessment package and key informant interview data were analysed, discussed systematically and then interpreted. The result of the study showed that English language teachers do not give equal level in the processes and products of the teachers' classroom teaching during assessment. Moreover, the study displayed that participant English teachers do not provide room for alternative assessment since it gives a broad spectrum of assessment potentials to address the various learning styles of the students.

The previous study and the present study have similarity and difference between of them. All previous studies discussed about alternative assessment with different purposes. The first study is to know the correlation between alternative assessment with students' speaking improvement, while other study is to know the teachers' attitude, knowledge, and skill about alternative assessment, and the last study is to know the implementation of alternative assessment in teaching English of secondary school. The research design of previous study above are correlation, survey, and descriptive qualitative. Since the aim and design of the research are different, the data collection and data analysis are different too. The first study collected data by written test and oral interview which analysed using ANOVA. The second study used questionnaire and focus group interview and analyse data by t-test and one-way ANOVA. The third study applied observation and interview which analysed qualitatively.