

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking

2.1.1 The Nature of Speaking

Speaking is one of aspect which is important to learn for most people to have interaction and communication to each other. Most of students who learn English as foreign language feel difficult to speaking than writing, reading and listening. Students who learn English as foreign language need to practice; through speaking they can express their thought, ideas and information to others. Practice to speak in real communication is needed to ensure their capability in speaking English. The successful of their ability in speaking can be seen by how they communicate well with others.

According to Gert and Hans (2008:207) speaking is the way to express something purposes to someone. So, People speak to deliver some purposes. There are some reasons why people need to speak to each other. They speak because they want to share important information. Speaking makes people easier in telling something important directly. Another reason, people want to speak because they want to break the silence condition which usually happens among them. They can start to speak by discussing new topic or interesting issues for having conversation to omit the awkward situation.

Speaking is defined as interactive processes constructing meaning, including producing, receiving and processing information orally. People ideas would be transferred to another through speaking. It means that the listener should

understand what they are talking about for getting the message. In order to understand well the message, they have to speak naturally (Aminuddin 2016:1-3). Sometimes it will be difficult to speak because they cannot revise what they have said before. Brown and Yule (1999:14) support the statement where they stated that speaking is depend on the complexity of the information to be communicated. So, when people makes mistake when they are speaking it is difficult for them to clarify what they want to say truly.

One important thing that should be considered by the people who is capable in speaking is not always the person who master in manipulating the structure of sentence they speak, but the one who is able to process situation around them. It is like the ability of interaction with social contact and talking about topic which has already shared between them (Littlewood 2002:4).

In conclusion, speaking is the interactive process which constructs meaning including producing, receiving and processing information orally where people can express their thought, ideas and information to other. Talking about speaking means that talking about communication because speaking is a part of communication.

2.1.2 The Importance of Speaking

According to the 2006 English curriculum and its supplement, the importance of curriculum is students are able to communicate using English by mastering the whole skills. Actually it is very difficult for most of the students to master all skills. The most difficult skill for the students to expand is speaking. Because there are many aspects which are include in speaking. When they want to

speaking they have to use appropriate vocabularies, grammar and also the pronunciation so that there is no misunderstanding.

People spend most of their life with communication. They speak as long as their life (Ramelan in Zaini, 2013). It means that speaking is very important in supporting their activity in life environment. It has become part of their daily activity. When a person speaks, it means that they want to share or express their feeling, thought and ideas toward the others. They also can share information through speaking or can be said that they have been making communication.

Zaini (2013) also stated that people as social human always share what they have to each other, involves idea, thought and information. Sometimes we can get information faster from people beside us. By communication, we can know what the newest issues easily. Not only information, but also we can share our thought ideas to others when they have problem. By sharing, we can solve problem in life easily. Through speak we get many benefits which can help us in daily life. From those examples, we can conclude that speaking has become important part in human life.

2.1.3 The Speaking Competence

Speaking skill consists of the use of language in real situation and the ability in producing and understanding the utterances. It is composed by coherency sound produced by muscle and mental aspect and the ability to arrange the meaningful words with correct sounds. There are five competences to measure the students' speaking ability. They are stated as follows:

1. Pronunciation

Pronunciation is the way in which language is spoken and pronounced (Hornby, 1974:669). It means that pronunciation is an important part of language including its aspect such as accent, stress and intonation.

2. Grammar

Grammar is a rule in constructing and changing form of words into good sentences in right structure of language. Grammar should be taught to make students can speak well.

3. Vocabulary

Hornby (1974:979) stated that Vocabulary is range of words that known by people and use to communicate. Many vocabularies known by students will help them to share idea and speak well.

4. Fluently

Hornby (1974:330) defines fluency is the ability in which people can speak smoothly and easily. It means that people can speak without any hesitation even though they makes mistake in pronunciation and grammar.

5. Self-confidence

Self confidence is important factor in learning speaking. Students who master vocabulary and grammar will be easy to share their idea in speaking and it makes them have excellent self confidence.

2.2 Assessment in Speaking

Assesment is important part in teaching and learning in the classroom. For teachers, assessing the students is needed to determine whether the goal of the study has achieved or not. Brown (2004) has defines assessment as an ongoing process of judgment which consist of teachers' comment and response toward

students' performance to measure students' ability. That is, unlike tests, the results of assessment do not need to be reported all the time, and furthermore, they are not necessarily reflected in the final grades. Thus, the term assessment is used to incorporate a wide range of methods for evaluating student performance and attainment, including formal testing. Scanlan (2003) stated that assessment simply means giving students test and assigning them grades.

The assessment method is designed to offer individualized and informative feedback rather than merely numerical scores. On the other hands, if teacher choose assessment strategies that demand critical thinking or creative problem solving, teachers will realize a higher level of students' performance or achievement. In addition, good assessment can help students become more effective self-directed learner. Assessment in this study focus on speaking aspect. Sometimes it difficult to assess the students in speaking. The assessment which usually teachers do in the classroom such as role play, question and answer, describing and interviewing.

2.3 Portfolio for Assessment

2.3.1 The Nature of Portfolio for Assessment

According to Arter and Spandel (1992), portfolio is a purposeful collection of student work that exhibits to the student, or others, their efforts or achievement in one or more areas. Paulson, Paulson and Mayer (1991: 60) have similar definition about portfolio. They define that portfolio is a purposeful collections of student's work that exhibits the student's efforts, progress and achievement in one or more areas. The collection should include student participation in selecting

contents, the criteria for selection, the criteria for judging the quality of the work and evidence of student self-reflection.

Grace (1992, p.1), who stressed the learning process, stated that portfolio is a record of the child's learning process. Record means that what are they have learned and what have they got from the learning process. Portfolio helps the students in thinking, questioning, producing and having social interaction with others. Portfolio for assessment builds the students to be independent and active. They have responsibility to do their work with the schedule which has made before.

De Fina (1992, p.13), who emphasizes the characteristic of portfolios, stated that portfolios are systematic, purposeful, and meaningful collections of students' work in one or more subject areas. On the other hand, Birgin (2003, p.22) defines portfolio as the assessment of some data about students' skills in one or more areas in a certain time period, regular collection of his studies and performances according to predetermined criteria.

Yang (2003) defined portfolio as a compilation of students' work, documenting their effort, progress and achievement in their learning, and their reflection on the materials negotiated for the portfolio. Crosby (1997) indicates that the primary purpose of portfolios in EFL context is to increase the level of students' motivation and to give them a sense autonomous learning. Portfolio assessment is used as an evaluation tool for reviewing the status of student progress and development. The components of the portfolio are decided by the teachers, the students, or through an agreement between teachers and students.

Johnson (1996) defines portfolios as a cumulative collection of work students have done. In other words portfolios show a student's work from beginning of the term to the end. It will give both teacher and students chance to evaluate the progress where the students have made. In conclusion, portfolio is a systematic collection of students' work that exhibits students' effort and achievement in one or more subject over a period of time. Portfolios used for documentation in students' work which can show their improvement especially their development of skill in the subject that they learn.

2.3.2 The Characteristic of Portfolio

Some researcher has delivered some characteristics of portfolio for assessment. According to Adeyemi (2003) the characteristics of portfolio are stated as follows:

1. A portfolio is a form of assessment which the students and teacher have deal and do it with cooperation.
2. A portfolio is not just the collection of students work, but it involves a selection of their works.
3. A portfolio provides samples of students work over the period of time. It shows the students growth about the weaknesses and strengths which can be the improvement goals for the teacher.
4. The criteria for selecting and assessing the portfolio contents should be clear for students and the teacher in order to makes small fault in grading.

In Addition, based on Kemp and Toperoff (1998) there are some criteria's of portfolio for assessment. Thus are:

1. Portfolio should match with the assessment for teaching. The product assessed is class work.
2. Portfolio should have clear goal. Teacher and students have to deal with the task, so what teacher says students should do it.
3. Portfolio gives students profile of their abilities. Including the depth, breadth and growth of their study.
4. Portfolio as a tool of assessing a variety skill such as written or oral form.
5. Portfolio develops the students 'awareness, social skills and independent learners. They can reflect on their progress and the quality of their work. Students can work together whether in pair or group work condition. They can justify their self in assessment.
6. Portfolio is efficient tool to demonstrate learning, which is different kind of product result from the task, will be gathered in one package.

2.3.3 The Types of Portfolio

There are many types of portfolio, it depends on the purpose and collected items in it. Therefore, many researchers have different types of portfolio. Based on Haladyn (1997) there are five types of portfolios that named ideal, showcase, documentation, evaluation and class portfolio. Ideal portfolio contains of students' all work and it is not given to students a grade. Students can assess their own portfolio. The showcase portfolio only contains the students' best works, so the students can select their own work and reflect it. But this type of portfolio is not suitable to be assessed and graded. The documentation portfolio is collection of students work over time which shows the growth and improvement reflecting students' learning of identified outcomes. The evaluation portfolio is including

standardized collection of students' work which has been determined by teacher and students. This type of portfolio is suitable for grading. The last is class portfolio, it contains students' grade, teachers' view and knowledge about students in the classroom.

Other researcher also has different types about portfolio. Slater (1996) describes three types of portfolio as showcase, open-format and checklist portfolio. A showcase portfolio is a limited portfolio where a student is only allowed to present a few pieces of evidence to demonstrate mastery of learning objectives. In an open-format portfolio, students are allowed to submit anything they wish to be considered as evidence for mastery of a given list of learning objectives. A checklist portfolio is composed of a predetermined number of items. Often, a course syllabus will have a predetermined number of assignments for students to complete.

Melograno (2000, p.101), who made more detailed descriptions, defines nine types of portfolios. These types of portfolios are not exhaustive and can be used separately or in combination. These classifications are presents as follow:

1. Personal portfolio: The portfolio contains pictures, awards, videos, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing.
2. Working portfolio: The on-going, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This is collection of daily, weekly, monthly, or unit work products forms.
3. Record-keeping portfolio: This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may

be required (e.g., written exams, proficiency tests). It also include observational information such as anecdotal notes, frequency index scales, narrative descriptors, behavior checklists and progress reports that supplement traditional report cards.

4. Group portfolio: Each member of group contributes individual items such as samples, pictures, and community project to demonstrate the effectiveness of the entire group.
5. Thematic portfolio: This portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks.
6. Integrated portfolio: To view the whole student, works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.
7. Showcase portfolio: A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included.
8. Electronic portfolio: Technological advances have made electronic portfolios. Students can collect the task in the form of pictures, sounds or word. Electronic portfolios offer many advantages such as to collect, and store, and manage the information electronically according to traditional portfolios.
9. Multiyear portfolio: Students would collect items from a cluster of grade levels over 2, 3, or 4 year intervals. The multiyear portfolio would be

stored at the school. For example, this portfolio can be use to follow students' progress periodically during primary and secondary school and university education.

2.3.4 The Steps of Using Portfolio

According to Cagatay (2012) the procedure of sepaking portfolios are as follow :

1. Teacher prepares the topic or material for the students' task
2. Students do their task which has been given by the teacher in pairs or small group.
3. Students perform their task orally and teacher will recorded it.
4. The record will be uploaded by the teacher in CD/DVD
5. The teacher will evaluate the students performance using rubric based on the students' recording are played.
6. Students get feedback from the teacher's evaluation.

Besides, according to Safari and Khoosa (2015) in their study the steps of implementing portfolio for assessment in speaking are:

1. Teacher prepares the material for several meetings from books or other sources, and for every meetings students will assess with an individual, pair or group work
2. Students get the speaking task from the teacher, then do it.
3. Students perform their speaking task in front of the class after preparation
4. Teacher records each of students' performance using video camera
5. Teacher uploads the video record of the students into CD/DVD

6. After several meetings (3 meetings) and all videos are uploaded, teacher plays the video in front of the class.
7. Teacher gives evaluation based on the guidance of a checklist.
8. Teacher give the students grade

Other researcher, Martin Hawkes (2016) from his study stated the steps of portfolio for assessment in speaking as follow:

1. Teacher gives explanation about portfolio system and task recording
2. Teacher prepares some topics include the tasks will give to the student
3. In every meeting, teacher explain the material and give the task
4. Students do the task and performed infront of the class
5. Students records their own performance
6. Teacher collects all students' recording after some meetings
7. The students' recording will be grading by the teacher.

Based on the explanation above, the researcher can conclude that there are some steps in implementing portfolio for assessment in speaking. Those are:

1. Teacher explains how the way to make portfolio and task recording
2. Teacher prepares material for the students' task
3. Students do their assessment and practice the task whether individual, pair or group
4. Students present their task while teacher record it
5. Teacher uploaded all the students performance in CD/DVD
6. Teacher plays the recording and evaluate it by rubric or checklist
7. Teacher gives feedback and grading for the task

2.3.5 The Advantages of Portfolio

Portfolio has some advantages, have been shared by many researchers. According to De Fina (1992, p.32) Portfolio assessment enables to measure the skills in limited time. She said that assessment is not giving for sometimes but it used for continuously which can show the students strength and weaknesses. During the teaching learning process, teacher can see what students do and get. By giving students assessment, teacher provides them place for creating their minds after studying.

Based on Hedge (2000) portfolio gives potential advantage involving students learning process. Using portfolio means invite students to join the process of learning. They can share idea and thought to divide the criteria of tasking with the teacher. Portfolio helps them in developing their skills toward the material that they get from learning.

Meanwhile, according to Nunes (2004) portfolio is useful to promote the students self - reflection. By collecting the portfolio, students will get feedback from teacher, which will comment and give suggestion to students. By those activities, students can reflect themselves to more improve their ability.

In addition, Dornyei (2001) stated that portfolio for assessment will give motivational push to the students. Portfolio assessment relevant to the current discussion is that it allows learner to be evaluated over a period of time in a number of pieces of work. Portfolio in speaking also helps students to be independent and active. They will have chance to make their task better than other, so it will makes and competition which push them to do better in right way.

2.3.6 The Disadvantages of portfolio

Based on some researchers, portfolio also has some disadvantages. The first is about scoring in portfolio has less reliable data than multiple choice test (Cicmanec&Viecknicki, 1994). If the purpose and assessment criterion of portfolio is not clear, portfolio can be just a collection of students' work which cannot use to know students' reflection and improvement. When the specific criteria are given it will be increase the reliability of the portfolio. So, the purpose and assessment criteria should be explained in detail and clearly.

Another disadvantage of using portfolio is very time consuming (Birgin,2006b). Developing portfolio assessment criteria, rubrics and determining the works on portfolio can be difficult at first. Teacher need more time to assess students' performance and work in the crowded classroom. Assessing students using portfolio is not easy because teacher should know the criteria for grading the students' work. It can be difficult for analyzing process.

One of the problems in using portfolio is to store, handle and control portfolio in crowded classroom. Teacher has difficulties in collecting the students' work which the many number of students. To solve this problem teacher can prepare folder which special containing of students' work. There is no consideration for students who collect the work late. It makes the teacher confused and will be annoying for the next assessment. So, it is needed for make a deal with the students' about the schedule for collecting their works.

Consequently, the most important disadvantage of portfolios is that its low reliability of scores. To overcome this problem, rubrics should be used in the assessments of the students' works. Moreover, portfolio assessment place new

demands on teachers such as professional development time to learn portfolio, preparation time to create new materials and lessons, to produce and refine portfolio pieces. Teachers also need additional time for reviewing and commenting on students work. Such kinds of requirements force teachers to develop themselves in their fields.

However, researches show some teachers consider that portfolios as a worthwhile burden with tangible results in instruction and student motivation (Koretz et al., 1994; Stecher, 1998). This fact is very important in terms of the application of portfolio. To cope with the possible limitations or disadvantages of portfolios, teachers tending to use portfolios should be educated before, assisted and supported in the portfolio application process by experts.

2.4 Portfolio for Assessment in Speaking

Portfolio is collections of student's work that shows the student's efforts, progress and achievement in one folder. That collections include student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self reflection (Paulson, Paulson and Mayer, 1991: 60). Based on Brooks (1999) portfolio is suitable for assessing the speaking activity. She says that using video records can improve and assess students' speaking ability.

There are some researchers which proposed some steps in implementing portfolio for assessment in speaking. Based on Safari and Khoosa (2015) the steps of using portfolio in speaking were as follow: Teacher prepares the material for several meetings from books or other sources, For every meetings students will assess with an individual, pair or group work, Students get the speaking task from

the teacher, then do it. Students perform their speaking task in front of the class after preparation, Teacher records each of students' performance using video camera. Teacher uploads the video record of the students into CD/DVD. After several meetings (3 meetings) and all videos are uploaded, teacher plays the video in front of the class. Teacher gives evaluation based on the guidance of a checklist. Students get feedback from each other with the teachers' help. Teacher gives the students grade.

Proposing portfolio for assessment in speaking will motivate and more preferable to measure the students' ability (Chend and Squires, 2010). According to Brook (1996) on her study found that students which is video taped during their speech is performed better than students who teach using traditional method. The students on her study also show the positive comment toward the implementation of portfolio in speaking skill. The benefit of using portfolio for assesment in speaking is students can be evaluated over period of time (Dornyei,2001).

2.5 Review of Previous Study

In conducting this study, the researcher relates the studies of some researchers who have been conducted the similar research about portfolio for assessment.

The first study, Baki, A. & Birgin, O. (2007) entitled "*The use of portfolio to assess students' performance*" has purpose to introduce portfolio assessment method commonly used in educational contexts. Their study also compares the use of portfolio assessment method with the traditional method. This study finds that portfolios are effective to be used for assessing students' performance because it can observe students' strength and weaknesses. It also shows the

students learning progress. The use of portfolio assessment method is appropriate for assessing the students' performance but it is not completely right to leave the traditional assessment method because the use of them will give reliable information about students.

The second study was conducted by Hawkes, M (2016) in his study "*Using task portfolios for assessment in oral communication courses*" he did research in Japanese university students who took English communication class. The aim of his research is to investigate the use of task portfolio in an EFL English communication class. The researcher uses three kinds of data collection; questionnaire, samples of task recordings and a research journal. The result shows that using task portfolio for assessment gives motivation for the students to do their best because of the use of recording in tasking could improve their performance.

The third study was conducted by Sibel Ozdemir Cagatay (2012) entitled "*Speaking portfolios as an alternative way of assessment in an EFL context*" she conducted research with 77 Turkish university students, five instructors and two administrators as the participant of her study. The instrument which used are questionnaire and interview. The research found that the speaking portfolios has enabled instructors, administrators and curriculum developers an alternatives way to improve and assess speaking skill.

The last study is "*The effect of portfolio for assessment on writing EFL students*" conducted by Behzad Nezakatgo (2011). The purpose of his study is to determine the effect of portfolio assessment on final examination scores of EFL students' writing skill. The researcher was designed the study in Quasi

experimental research, with the subject of his study was 40 students of university. The research found that the use of portfolio assessment improved students writing and got higher score in final examination than students taught without portfolio.

Based on these four previous researches above, the difference can be seen from the skill of the study, design of the study and the subject of the study. The skill of the third previous study was in writing, but for this study, speaking is the skill that I will concern about. Although the design of this study is qualitative research design, there is a reason why those references were use the previous study also used quasi experimental research design. The subject of this study is eight grade students in junior high school, while in the previous study, the subject was students of university. So, here, the researcher will conduct a descriptive qualitative study about the use of portfolio for assessment in speaking for the eighth grade at SMP Muhammadiyah 1 Gresik.

2.6 Summary

Speaking is the interactive process constructing meaning, including producing, receiving and processing information orally that people can express their thought, ideas and information to others. Learning speaking in foreign language is the most important skill, should be mastered by students to communicate. The students' ability to interact to people in daily life is necessary. Teachers as a guide in learning process should provide the interesting and fun learning in teaching speaking. An assessment given by the teacher is influenced toward the activity that happens in the class. The role of teacher in teaching and learning process in the classroom is determined by the students' ability.

Portfolio is a purposeful collection of students' work, exhibiting the students' effort and achievement in one or more areas for over period of time. The used of portfolio for assessing students ability is commonly practiced by teacher. Teacher uses portfolio for assessing the students' works. For making the assessment portfolio, teacher should well organize the criteria which will help to grade the students' work. The portfolio makes teacher and students get specific data for students' improvement.

Portfolio, which is used in assessment for speaking skill, is appropriate, because the time to practice in the classroom is limited. Portfolio also helps the students and teacher in collecting students' task. Teacher will get the specific progress and students will be motivated to do the task. So, the use of portfolio for assessment in speaking gives benefit in both students and teacher.