

CHAPTER 2

LITERATURE REVIEW

2.1 Assessment in Language Learning

Teacher is continuously challenged to gather and analyze student information and evidence in teaching and learning process. Assessment is used by teacher to collect students' achievement. Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work-from a jotted-down phrase to a formal essay-is performance that ultimately is assessed by self, teacher, and possibly other students (Brown, 2004). Assessment also evaluates teacher performance when they are teaching. The term assessment describes a range of actions undertaken to collect and use information about a person's knowledge, attitudes or skills (Berry. R, 2011).

Moreover, (Permendiknas No. 66, 2013) states that "Educational assessment is as collecting and processing information to measure students achievement in teaching and learning process related to: authentic assessment, self-assessment, portfolio assessment, daily tests, middle term tests, final tests, tests of competencies, tests of quality competencies, final examination, and school examination."

Assessment has four purposes based on the theory of Assessment and Evaluation. First is monitoring student progress in teaching and learning process.

Monitoring student progress will focus on students' understanding on what teacher has already taught. Assessment provides teacher and student with continuously feedback about student progress that can aim to the learning objectives. Next purpose is making instructional improves. Teacher needs to enhance the instruction to provide better learning process after gather the information and evidence from student progress. Third purpose of assessment is evaluating student achievement. Teacher evaluates how well student could reach the learning objectives and goals. Evaluation means process of analyzing assessment to judge students' performance. Every student has different understanding and comprehension, so teacher's evaluation should not be used as a tool to compare one student with others student. The last purpose is evaluating program. In this situation, teacher considers about how effective the program work to achieve learning objectives. Assessment is used to measure the effectiveness of the teacher program.

Besides the purposes above, assessment also has several types. Informal and formal assessments are included as assessment types. Informal assessment takes with unplanned and incidental comments or responses and impromptu feedback from teachers. However, formal assessment is systematical and planned exercises which are used to provide into skills and knowledge. Formative and summative assessments are the next types of assessment. Although some might recall that formative assessment takes place during an instructional teaching and learning process while summative assessment takes place at the end of the teaching and learning process.

The last types of assessment are traditional and alternative assessment. Traditional assessment is unauthentic and indirect exercises which are measure what student can do in a particular time while alternative assessment measure students' high order thinking and problem solving skills which is give students chance to show what they have learned. Alternative assessment is used to refer performance assessment. Performance assessment has two major concepts: "1. Performance: A student's active generation of a response that is observable either directly or indirectly via a permanent product, 2. Authentic: The nature of the task and context in which the assessment occurs is relevant and represents "real world" problems or issues".

2.2 The Concept of Authentic Assessment

Authentic assessment is also known as performance assessment and alternative assessment. Authentic assessment is an assessment requiring students to use the same competencies, or combinations of knowledge, skills and attitudes that they need to apply in the criterion situation in professional life (Gulikers, Bastiaens, & Kirschner, 2004). Assessment is authentic when it measure products or performances that have meaning and value beyond success in school (Frey, B. B., Schmitt, V. L., & Allen, J. P., 2012). There are some types of authentic assessment bellow.

2.2.1 Types of Authentic Assessment

Authentic assessments include a variety of measures that can be adapted for different situations. These are some examples of authentic assessments:

Assessment	Description
Oral interviews	Teacher asks students questions about personal background, activities, readings, and interests.
Story or test retelling	Students retell main ideas or selected details of text experienced through listening or reading.
Writing Samples	Students generate narrative, expository, persuasive, or reference paper.
Projects / exhibitions	Students complete project in content area, working individually or in pairs.
Experiment / demonstration	Students complete experiment or demonstrate use of materials.
Constructed-Response Items	Students respond in writing to open-ended questions
Teacher observation	Teacher observes student attention, response to instructional materials, or interactions with other students.
Portfolio	Focused collection of student work to show progress over time

Table 2.1. Types of Authentic Assessment- (O'Malley, J. Michael and Pierce, L. Valdez, 1996)

2.3 Authentic Writing Assessment

Writing is one of productive skills. Writing is primarily a convention for recording speech and for reinforcing language features (Brown, 2004). Assessing students in writing skill is no simple. Teachers have to consider or clear about the objectives and criterions, such as handwriting ability, correct spelling, grammatical error, paragraph construction, logical development of main idea, and more possible objectives and criterion.

2.3.1 The Concept of Authentic Writing Assessment

Teacher-centered is implemented in traditional assessment where teachers provide topics when they measure students in writing assessment. Besides provide topics, teachers design the criteria for evaluate students writing and grade students result. Nevertheless, in authentic assessment, teachers have to bring the real-world task to students.

2.3.2 The Purposes of Authentic Writing Assessment

After synthesizing from three main sources which discuss about the purposes of authentic writing assessment, four purposes are presented below. There are monitor students' progress, improve the effective of teaching and learning process, assessing students' achievement and grading each individual students

2.3.3 The Types of Authentic Writing Assessment

There are four types of writing: imitative, intensive, responsive and extensive writing.

2.3.3.1 Imitative

Imitative is a level when students are trying to master the mechanic of writing such as basic task for writing letter, words, punctuation and very brief sentence. Teachers concern on students' words and mechanics while assessing students' writing.

2.3.3.2 Intensive

Then intensive writing focuses on meaning and context in determining the correctness and appropriateness. Students are provided with task that measure students' knowledge related to vocabulary, diction, and grammar. When assess students' writing, teacher focus on the appropriateness of vocabulary and grammar.

2.3.3.3 Responsive

The next type is responsive. Here, teacher provides assessment task that require students to perform at discourse level such as connecting sentences into appropriate paragraph, connecting logical connecting each paragraph in

whole text. Teachers focus about how students organizing their sentences and paragraphs coherently.

2.3.3.4 Extensive

The last is extensive writing. Students are expected to focus on achieving a purpose, organizing and developing logical ideas. Here, students are not focus on grammatical error. Teachers concern about how students develop their ideas logically.

2.3.4. The Techniques of Authentic Writing Assessment

Ministerial Regulations NO.66 of 2013 on Educational Assessment Standards has techniques and instruments to assessing students' progress in teaching and learning process. There are written test that divided into multiple choices, fill in the blank, short- answer, true- false, essay, project, portfolio, observation, self-assessment, and peer- assessment.

2.3.4.1 Written test

Teachers can use written test to assess students' knowledge and understanding related to writing skill. In this case, written test divided by five parts. There are multiple choices, fill in the blank, short- answer, true- false and essay. Ministerial Regulations NO. 66 of 2013 on Educational Assessment Standards states that *"Instrumen tes tulis berupa soal pilihan ganda, isian, jawaban*

singkat, benar-salah, menjodohkan, dan uraian. Instrumen uraian dilengkapi pedoman penskoran.”

2.3.4.2 Project

Project can be done individually or in groups by students. Individual project is important to see students' interest and talent in learning. Meanwhile, group project can help students to build communication between their peers because they need to work in group. Ministerial Regulations NO. 66 of 2013 on Educational Assessment Standards states that *“Projek adalah tugas-tugas belajar (learning tasks) yang meliputi kegiatan perancangan, pelaksanaan, dan pelaporan secara tertulis maupun lisan dalam waktu tertentu.”*

2.3.4.3 Portfolio

Portfolio can help teachers while assessing students' progress. In students' portfolios, they can include a variety of work, such as writing essays, a summary of a movie, report or project outlines, poetry, notes on lectures, newspaper magazine clippings, written homework exercises, and creating posters. As stated in Ministerial Regulations NO. 66 of 2013 on Educational Assessment Standards, *“Penilaian portofolio adalah penilaian yang dilakukan dengan cara menilai kumpulan seluruh karya peserta didik dalam bidang tertentu yang bersifat reflektif-integratif untuk mengetahui minat, perkembangan, prestasi, dan/atau kreativitas peserta didik dalam kurun waktu tertentu.”* This technique, require teachers collect samples of students'

work from the beginning periodically for the year. If they see changes in every work that means that there is progress in students' learning.

2.3.4.4 Observation

Teachers can use observation as technique for assessing students. In this case, observation is related to the school major, such as students have to observe field regarding with marketing program. *“Observasi merupakan teknik penilaian yang dilakukan secara berkesinambungan dengan menggunakan indera, baik secara langsung maupun tidak langsung dengan menggunakan pedoman observasi yang berisi sejumlah indikator perilaku yang diamati.”* (Ministerial Regulations NO. 66 of 2013 on Educational Assessment Standards, 2013).

2.3.4.5 Self- assessment

As O'Malley & Pierce, (1996) suggests, “Self-assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning.” Teachers and students have to work together to achieve the learning objectives. Teachers' role is being facilitator in teaching process. So, it is important as students to be able evaluate themselves by identifying their strengths and weaknesses. *“Penilaian diri merupakan teknik penilaian dengan cara meminta peserta didik untuk*

mengemukakan kelebihan dan kekurangan dirinya dalam konteks pencapaian kompetensi. Instrumen yang digunakan berupa lembar penilaian diri.” (Ministerial Regulations NO. 66 of 2013 on Educational Assessment Standards, 2013).

2.3.4.6 Peer- assessment

Peer-assessment is a process in which students assess the work of other students, understand and share learning targets, and become instructional resources for one another to close the gaps in their own learning (Black & William, 2009). Student is stipulated to be able evaluate other students by practicing peer- assessment. Each student have to work together to improve their weaknesses and enhance their strengths.

2.4 Educational Assessment Standards

The government has regulation on educational assessment standards to enhance teaching and learning process. Ministerial regulation states educational assessment standards mean criteria which are related to mechanism, procedure and instrument of assessment about students' learning result. Ministerial Regulations NO. 66 of 2013 on Educational Assessment Standards states that one kinds of assessment is authentic assessment. Teachers can be provided authentic assessment as one of their assessment methods in classroom.

2.5 Conceptual Framework

In educational, assessment is an integral part in teaching and learning process. Teachers use assessment in teaching and learning process to measure their students' knowledge by using test. Assessment has purposes and types to support teachers when conduct assessment. Four purposes of assessment become the important aspects for teachers when improve and develop teaching and learning process. Assessment also comes up with several types. In this case, traditional and alternative assessments are related to the researcher's topic about teachers' practice of authentic assessment on writing skill. Authentic assessment is kind of alternative assessment.

Authentic assessment is assessment when teachers provide students with tasks which related to the real-world as natural as possible. Students demonstrate and perform their knowledge directly. Teachers consider assessing students' process and result of learning. However in this study the writer concern with assessing students start from input, process and output.

Authentic writing assessment has four purposes. They are (1) monitoring students' progress, (2) improve teaching and learning process, (3) assessing students' achievement and (4) grading individual student. There are four types of authentic writing assessment: imitative, intensive, responsive, and extensive.

Ministerial Regulations NO.66 of 2013 on Educational Assessment Standards has techniques and instruments to assessing students' progress in teaching and

learning process. They are Observation, Self-assessment, Peer assessment, Written test, Essay, Project and Portfolio.

The Concept of Authentic Writing Assessment		
Purposes	Types	Techniques
<ul style="list-style-type: none"> • Monitoring students' progress • Improve the effective of teaching and learning process • Assessing students' achievement • Grading each individual students 	<ul style="list-style-type: none"> • Imitative • Intensive • Responsive • Extensive 	<ul style="list-style-type: none"> • Observation • Self-assessment • Peer assessment • Written test • Essay • Project • Portfolio.

Table 2.2. The concept of Authentic Writing Assessment