CHAPTER 2

LITERATURE REVIEW

This chapter presents a discussion on theories and previous studies related with this study. They are assessment in language teaching and learning, the concept of authentic assessment, assessing reading, authentic reading assessment, perception and lastly, theoretical framework.

2.1 Assessment in Language Teaching and Learning

Assessment in teaching and learning refers to "*all kinds of procedures used to assess individuals such as informal observations, self-assessments, quizzes, interviews, tests*" (Spolsky & Hult, 2008 as cited in Ketabi & Ketabi, 2014). According to Bachman (2004:7) assessment is "*a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded*". Brown (2004) also defined assessment in language learning as *"a continuum process to observe students' proficiency by seeing students' activities in the class using target language"* (Brown, 2004, p.4). In other words, the term *assessment* describes a range of actions undertaken to collect and use information about a person's knowledge, attitudes or skills (Berry & Adamson, 2011, p.5). Teachers assess for some purposes because they must make many decisions throughout the school day (Airasian & Russel, 2001; Anderson, 2003).

Assessment leads the important role in learning process as it reflects the knowledge transferred from teacher and acquired by students. This view is supported by New Zealand Ministry of Education (2011) that stated *"the primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides"* (Ministry of Education, 2007, p. 39 cited in Earl & Giles, 2011). In addition, assessment links to students' developing understanding of the nature of particular subjects as well as of themselves as learners and how things work in the world around them. Furthermore, the national assessment standard (Permendikbud No. 66 tahun 2013) stated that

*"*Penilaian pendidikan sebagai proses pengumpulan dan pengolahan informasi untuk mengukur pencapaian hasil belajar peserta didik mencakup: penilaian otentik, penilaian diri, penilaian berbasis portofolio, ulangan, ulangan harian, ulangan tengah semester, ulangan akhir semester, ujian tingkat kompetensi, ujian mutu tingkat kompetensi, ujian nasional, dan ujian sekolah/madrasah*"*.

There are various way to conduct assessment in teaching and learning. Earl and Giles (2011) differentiated assessment into three types concerning on the purpose of assessment. The first is assessment *of* learning or known as summative assessment (Earl & Giles, 2011). Earl (2006) defined assessment *of* learning as strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements. It also becomes public and results in

statements or symbols about how well students are learning. The second is assessment *for* learning which also referred to assessment for formative purpose (Black and William, 1998; Earl, 2006; Earl & Giles, 2011). The emphasis shifts from summative to formative assessment in Assessment *for* Learning (Earl, 2006). Assessment *for* learning includes all those activities undertaken by teachers, and by the students in assessing themselves, which provides information to be used as feedback to modify the teaching and learning activities in which they are engaged (Earl & Giles, 2011). The third is assessment *as* learning which focuses on students and emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) and literacy for students (Earl, 2003 cited in Earl & Giles, 2011). Through this process students are able to learn about themselves as learners and become aware of how they learn (Earl & Giles, 2011)

In other words, Brown (2004:5) distinguished assessment based on the procedure and the time of its implementation. Those ways are formal assessment, informal assessment, summative assessment, and formative assessment. According to Brown (2004) formal assessment is the way to assess students systematically, planned and allowed with set of procedures while informal assessment is the way to assess students without conducting test or non- test and usually will be used to know students achievement during the course. The summative and formative assessment are distinguished based

on time of its implementation. Summative assessment is conducted in the end of unit or semester using test while formative assessment is conducted during the learning process using various tools such as portfolio, journal, etc. (OECD, 2006).

In addition, Brown (2004:19) elaborated that assessment in language teaching and learning has five principles, which are practicality, reliability, validity, authenticity, and washback. The first principle is practicality, which requires the assessment to be easy to conduct in the class (Brown, 2004, p.19). The second principle is reliability, which requires an assessment should be consistent and dependable (Anderson, 2003; Brown, 2004, p.21). The third principle is validity, which is as the most important principle. It requires the language assessment should be careful and structurally designed according to the specific skill, which is assessed. It means that assessment should be appropriate, meaningful and useful (Airasian & Russel, 2001; Brown, 2004, p.22). The fourth major principle in language assessment is authenticity. The authenticity refers to language and the tasks used in the assessment should be in the real-world context (Brown, 2004, p.28). The last principle is washback, it known as the effect of testing on teaching and learning. It means that the effects of the tests have on instruction in terms of how students prepare for the tests (Brown, 2004, p.28-29).

In conclusion, assessment in teaching and learning is ongoing process of gathering information about teaching and learning progress, determining the method, and analyzing and reporting the result as a reflection of both teacher and students toward the process, which helps teachers, and students to monitor the progress of acquiring the instruction. Assessment in language teaching and learning is divided into three types concerning to its' purpose, its' procedure, and its' time in the classroom. Assessment in language teaching and learning has five principles, which help teachers, and learners improve the teaching and learning process. The five principles are practicality, reliability, validity, authenticity, and washback.

2.2 Authentic Assessment

In recent years, educators have offered more varied suggestion for improving the assessment of English language learning students (e.g., Fradd, McGee, and Wilen, 1994; Garcia and Ortiz, 1988; Navarette et al., 1990; O'Malley and Valdez Pierce, 1991; Valdez Pierce and O'Malley, 1992; Short, 1993 as cited in O'Malley, 1996). Frey, et al. (2012) assumed that the best classroom assessments are authentic. Assessment is authentic if it assesses tasks that have meaning or more value beyond success in school (Newmann, et al., 1998 cited in Frey, et al., 2012). Gulikers, et al. (2004) stated that

"…authentic assessment requires 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".

It means that authentic assessment captures students' knowledge that are obtained in the classroom and it is applied for students' need. According to Muller (2005), "*Authentic assessment enhances students to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills*". In this case, students require representing real-world task in certain contexts. The phrase 'real-world' refers to students' requisites, which are applied when they encounter work place situation (Gulikers, et al., 2006; Frey, et al, 2012). It is supported by Boud & Falchikov (2007) which stated that authentic assessment is closely aligned with activities that take place in real work settings.

In spite of that, O'Malley & Pierce (1996:4) stated that

"Authentic assessment is multiple forms of assessment that reflects students learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities"

From the above review, authentic assessment allows for directly measuring student achievement on important and appropriate tasks for students' need through classroom activities (Wiggins, 1990).

It can be concluded that authentic assessment is a form of assessment, which involves students to perform a particular task that reflects students' learning, attitude, essential knowledge, and skill to accomplish students' needs when they encounter work place situation.

2.2.1 Authentic Assessment Purposes

According to Frey & Schmitt (2007), the purpose of authentic assessment is to measure learners' ability on task, which represents real-world problems, or tasks. All represented tasks replicate real-world challenges, and student performance, which can be, assessed (Muller, 2005). Authentic assessment also collects evidence from multiple learning activities (Mueller, 2005). It means that authentic assessment gathers students' achievement, which is obtained after they have learned.

In the other hand, authentic assessment requires students to apply thinking skill (Kerka, 1996). Therefore, students have to derive authentic real-life learning experiences to stimulate more higher-order thinking processes and active learning for preparing their world of work (Newmann & Associates, 1996; Wiggins, 1993; Boshuizen *et al*, 2004; Segers et al. 2003 cited in Gulikers, et al., 2006). In addition, Winogard and Perkins (1996) stated that authentic assessment enhances quality of learning and instruction. It implies that authentic assessment helps both teachers and learners to monitor their teaching and learning process.

2.2.2 Authentic Assessment Criteria

Herrington & Herrington (1998:2006) has developed features for determining authentic assessment. First, authentic assessment focuses on connectedness to the real world/real condition. Boud and Falchikov (2007)

also stated that the importance of authentic assessment has consistency in real world situation. Secondly, the task should expect students to utilize the higher order thinking skill. It means that high order thinking is connected to greater student engagement (Australian Council for Educational Research, 2009 as cited in Burton, 2011). Third, Authentic assessment enhances students' engagement and students' teamwork. Herrington & Herrington (2006) also added that collaboration gains students' interest in their learning. In addition, Mueller (2005) explained that the product of task should be multiple and varied. Therefore, authentic task tends to give students more freedom in performing what have been learned.

In conclusion, authentic assessment will reach successfulness, if it meets several criteria including real-world task relevance, high order thinking skill's task, collaboration or team work activities, and multiple and varied product or diverse outcomes.

2.2.3   Authentic Assessment Methods

Authentic assessment method is a various way used for collecting, interpreting, and reporting information about what students' learned. According to Kerka (1996) authentic assessments display both the product and the process of learning. It implies that authentic assessment is conducted during the learning process while it provides a result of learning which is overseen in the end of unit or semester. This view is supported by Wisconsin

Department of Public Instruction, which is explained that authentic assessment tools can be used to collect both formative and summative data.

It can be concluded that authentic assessment method needs both process and product of learning to collect the evidence in the learning process.

2.2.4 Authentic Assessment Techniques

According to Kerka (1996) there are various techniques to address authentic assessment which are checklists, simulations, essays, demonstrations or performances, interviews, oral presentations, observations, peers and self-assessments, and constructed- response questions. Furthermore, some of those techniques are remarked by O'Malley & Pierce (1996:12), Winogard & Perkins (1996), Callison (1998) and Darling (2000) as followed oral interview, retellings, portfolio, observation, checklist, conferences and constructed-response questions.

2.3 Assessing Reading

Reading has been described in a variety of ways to explain the process of what happens when one reads and how one comprehends a text (BAŞ, 2012). Therefore, reading is the primary receptive skill and fundamental part of literacy in EFL classroom (Hurley and Tinajero, 2001 as cited in Jia, 2004). According to Collens and Jenskin (1998)

"…reading is, not simply an instrumental activity, it is also a recreational and imaginative experience which engages a reader at the affective level as well as the cognitive".

Reading has been more considered as a process that readers use all available sources to make sense of text rather than just an outgrowth of the language learning (Valencia and Pearson, 1987 as cited in Jia, 2004). According to O'Malley and Pierce (1996:96) one of the most important of reading is to obtain information in the content areas. In addition, McLoughlin & Lewis, 2005 (as cited in Barrand & Rettig, 2011) assumed that reading is one of the most frequently measured areas in schools. Therefore, reading is important skill to be assessed due the literacy can be gained through the reading.

Assessing reading requires sample of reading performance (Collens and Jenskin, 1998). In assessing reading, students' knowledge, skill and attitude can be observed by the act of reading (Sainsbury, Harrison, and Watts, 2006). According to Winograd, P., Bridge, C., & Paris, S.G. (1991) as cited in Jia (2004) "reading assessment focuses on examining students' decoding skill, vocabulary, and comprehension of isolated sentences or short paragraphs". In other words, reading not only includes encoding the language or the written word, it also goes beyond the information in relation with the world (Freide and Macedo, 1998 as cited in BAŞ, 2012). It implies that reading assessment enhances students to examine their comprehending of what have been read.

2.4 Authentic Reading Assessment

It has been explored before that authentic assessment puts a special emphasize on the realistic value of the task and the context (Gulikers, et al., 2004). Regarding to assessing reading in authentic term, it focuses to any assessment of reading which emphasize on real-world task. In other words, O'Malley and Pierce (1996) asserted that any assessment of reading must be began with the purpose of assessment. In assessing reading, teachers can begin by identifying students' needs regarding to the school's curriculum (O'Malley & Pierce, 1996, p.99). It indicates that teacher should recognize teachers' requisite towards their wants and ability, which is relevant to the course.

It can be concluded that assessing reading in authentic term refers to the any assessment of reading which measure students' understanding towards realistic tasks of reading in the certain context of reading.

2.4.1   Purpose of Authentic Reading Assessment

According to O'Malley & Pierce (1996, p.99) M, any assessment including reading is aimed to monitor students' progress in their learning since it assists the teacher to recognize and oversee students' growth in their reading as well as evaluate the quality of teaching.

According to Jia (2004), classroom based reading assessment has greater ability to measure complex reading task in a contextualized setting. It

shows that reading assessment in certain context helps teacher to assess the student's learning of reading.

To sum up the above explanation, the purpose of reading assessment in a certain context are as follow: 1) monitoring students' growth in their learning of reading, and 2) measuring complex reading task in a contextualized setting.

2.4.2 Method of Authentic Reading Assessment

The method of assessing reading in authentic term refers to the ways of conducting the reading assessment. According to Afflerbach (2007), assessing reading focuses on reading process as known as 'process-oriented' and product of reading or 'product-oriented'. Moreover, O'Malley and Pierce (1996:98) stated that *"...regarding of reading assessment, teachers need to assess both process and product..."*.

Afflerbach (2007) elaborated, *"process-oriented reading assessment is focused on the skills and strategies that students use to construct meaning from text. Such assessment allows teachers to assess in the midst of students' learning"*. The process assessment helps teachers determine what skills and strategies are working as the student attempts to construct meaning. Reading-process assessment can be accomplished with various tools, including reading inventories and miscue analyses. Meanwhile, *"product-oriented reading assessment provides an after-the-fact account of student reading*

achievement". The information provided by product assessments can help teachers determine students' achievement in relation to important reading benchmarks, standards, and goals. Typical reading-product assessments are quizzes, tests, and questions related to students' comprehension of text. When teachers examine test scores, they must make large, backward inferences about what worked as students read. In addition, they must make further inferences about how their instruction contributed to the students' achievement.

In conclusion, assessing reading in the term of authentic employs both process-oriented and product-oriented as the way to obtain information about students' learning of reading.

2.4.3   Technique of Authentic Reading Assessment

According to O'Malley & Pierce (1996:98-100), assessing authentic reading is divided into several activities, which match to the purpose of authentic task. The mostly activities used by teachers to assess students' learning of reading are as follow: (1) retelling, (2) reading review/journal, (3) cloze test/passages, (4) text with comprehension questions, (5) reciprocal teaching, (6) checklist.

Retelling – This technique is required students to retell a text that they have read and/or learned before. Teachers may guide them to draw story map to help them do the retelling. Retelling is considered as authentic reading

activity for reading comprehension. According to Koskinen et al, 1988, p.892 as cited in Rog (2003), retelling has been found to promote story comprehension, sense of story structure, and oral language complexity.

Reading review/Journal – This activity consists of students' writing of what they are reading. Likewise, the dialogue between teacher and students may occur in this tool since this tool is employed to reveal students' personal reaction.

Cloze test/passage – According to O'Malley and Pierce (1996), cloze passage is one of effective activities to construct students' higher order thinking skill. Frey and Fisher (2009) defined a cloze passage as a contextual analysis strategy that helps students learn to predict and verify word meaning of unfamiliar or familiar word that have new or unusual meanings by searching for clues in nearby words, sentences, and paragraphs of a text. It is used before reading a text. In this case, students are assessed by completing blank passages representing words that have been deleted from the original text. The passage is developed through instructional materials that the teacher use currently.

Text with comprehension questions – This activity makes students respond to the text they have read by answering questions related with the text. Once this activity has done some times, it will provide teacher with information which passage is easy to be administered or challenging and it

will help teacher identifying students' level of comprehension. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley, 2011).

Reciprocal teaching – According to O'Malley and Pierce (1996), this technique requires students to sumarize a text in a paragraph, predict the next passage, and pose questions to the group work about difficult part of the readings with critical analysis. Reciprocal teaching can be define as a strategy based on modeling and guided practice which represents reading comprehension strategy (Doolittle, Hicks, Triplett, Nichols, and Young, 2006). There are four techniques to implement reciprocal teaching, they are questioning, summarizing, clarifying and predicting (Palincsar and Brown, 1984 as cited in Doolittle, Hicks, Triplett, Nichols, and Young, 2006).

Checklist – This activity is defined as valuable evaluation form when carefully developed, validated, and applied. Checklist concerns on the criteria in a particular area. Regarding on reading, checklist is employed to assess students learning of reading in certain criteria and guide students' outcome towards reading.

2.5 Perception

Perception is the process by which we organize and interpret our sensory impressions in order to give meaning to the environment (Lewis,

1999 cited in Laurence Elbaum Associates, 2005). Susuwele-Banda, W. J. (2005) also stated, *"perceptions are views or opinions held by an individual resulting from experience and external factors acting on the individual"*. It means that perception is the way to understand particular concepts or ideas that is used to gather information.

According to Hornby (2005) cited in Moloi (2009) *"perception is an idea, belief, or an image that you have as a result of how you see or understanding something, it can be interpreted through individual's experience and others external factors"*. The process of perception is essentially subjective in nature, as it is never an exact recording of the event or the situation (Lewis, 1999).

Therefore, perception in terms of assessment is necessary; as Earl & Giles (2011: 13-14) have noted that teachers need to have both theoretical knowledge and practical knowledge behind their classroom assessment practice. Additionally, Chester and Quilter (1998) cited in Susuwele-Banda (2005) believed that conducting research of teachers' perception is essential since it provides information on how different assessment are used properly or not and what could be done to improve the situation.

2.6 Theoretical Framework

As we already know that in teaching and learning process, authentic assessment is a form of assessment that requires students to perform a task that reflects students' learning, attitude, essential knowledge, and skill to accomplish students' needs when they encounter work place situation.

Authentic assessment for assessing students' learning of reading is aimed to monitor students' progress in their learning. Moreover, classroom based reading assessment has greater ability to measure complex reading task in a contextualized setting.

Previous current studies concur that authentic assessment has several criteria in order to determine authentic task concerning on the real-world task relevance, high order thinking skill's task, collaboration or team work activities, and multiple and varied product or diverse outcome.

To help educators conducting authentic assessment for assessing reading, the way of collecting evidences should be based on process-oriented and product-oriented. In addition, previous literatures agree that authentic reading assessment activities are supposed to match with the purpose of the tasks. The activities include *retelling, literature response/reading review*, *text with comprehension questions*, *checklist, reciprocal teaching, and cloze passages.*

Table 2.6 Theoretical Framework of this study

Criteria of Authentic Assessment	Purposes of Authentic Reading Assessment	Methods of Authentic Reading Assessment	Techniques of Authentic Reading Assessment
Real-World Relevance	Monitoring students' progress	Process-oriented	Checklist
			Reciprocal Teaching
High Order Thinking	Measuring students' comprehension of complex reading tasks	Product-oriented	Retelling
Collaborative			Reading Review
			Text with Comprehension Questions
Diverse Outcomes			Cloze Passages