

## **CHAPTER II**

### **LITERATURE REVIEW**

To provide the basic theory of the study, this chapter discusses about perception, definition of assessment, types of assessment (times of assessment, methods of assessment, and purposes of assessment), previous study, and theoretical framework.

#### **2.1 Perception**

According to Santrock, perception is the process of brain in organizing and interpreting sensory information to give meaning. Perception is the process of interpreting the information and organizing or forming the images from the out world (Lahey, 2009, p. 124; Santrock, 2005, p. 123; Passer & Smith, 2004, p. 110). Another definition of perception by Goldstein (2010) said that perception is conscious sensory experience. Susuwele- Banda, W.J. (2015: 13) added that perceptions are judgment of someone which is the result from their experience and external factors. Perception usually occurs in human sense that generate signal from the environment through sight, hearing, touch, smell and taste. Perception is based on a complex continuous process of detecting, receiving, and translating sensory messages. Adeyemo (2011: 75) argued that “perception refers to the way of one think of something and an idea of how it is and what it is like, it is an ability to understand the true nature of a subject especially as it affects our environment.” As cited in Moloji (2009:

12) Hornby (2005) stated that perception is an idea, belief, or an image that you have as a result of how you see or understanding something.

Although sensation and perception is quiet similar, these two processes are definitely different/ sensation and perception define as one continuous processing system information (Santrock, 2005, p. 124). Sensation happens before brain interprets the received information from the sensory organs. All creatures have sensory organs, for instance, human. They have eyes, ears, skin, nose, and tongue to receive stimuli to feel the sensation. If one the sensory organs has limited function or even worse, cannot work at all, the other sensory organs' ability will increase (Santrock, 2005, p. 125). The sensory organs which have the sensory receptor cells use to detect the sensory message which often called as stimulus based on its function. A stimulus refers to any aspects that can detect by the sensory organs. For example, light can be detected by eyes, smell can be detected by nose, sound can be detected by ears, taste can be detected by tongue and heat can be detected by skin (Lahey, 2009, p.127; Passer and Smith, 2001, p.135). After the sensory organ detected the stimuli, the transduction process happens from the sensory organ to the brain. Brain will interpret, organize, and from the received stimuli to be the complete information actively and creatively (Passer & Smith, 2001, p. 127). This process is known as perception.

The purpose of perception has shifted meaning. As cited in Santrock (2005), David Marr (1982) beliefs that the purpose of perception to define information from outside world (Santrock, 2005, p. 123). Shifted propose of

perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival (Santrock, 2005, p. 123). A creature has to be able to feel and react spontaneously and accurately. In fact, the way of creatures respond to the stimuli is different and will interpret the stimuli into something meaningful to each creature based on their experiences. They will detect and give response if the stimuli are “positive” and “negative”.

Griffin & Moorhead (1986) said that one theory of perception that is selective perception means that selective perception takes place when people selectively interpret what they perceived based on their own interests, background, experience and attitudes. According to Tubbs & Moss (1999) “Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumption about human behavior, knowledge of the others circumstances, presents moods/ wants/ desire and expectations.” Based on those explanations, one’s perception can be affected by many factors. Some of them are cognitive or knowledge, behavior or affective, and curative or desire. Those can affect the perception of someone, whether it is positive or negative. If they are good in cognitive and affective then they will have a good desire/curative to act positively. As Warr & Knapper said that the behavior of individuals is determined by the way they perceive each other and this behavior get affected by the general perceptions which may be direct or which may be indirect. It is clear that perception can be affected by many factors.

To sum up, the definition of perception is the process of brain consciously to interpret sensory information that makes the judgment which is from the experience and also the environment. It can be concluded that everyone has different way to give their perception. It depends on the way they thinking and the influence of their experience and also their environment. Even in the students' perception, they can interpret differently something that they have done before which is influenced by those factors. Also the fairness becomes important in the result of perception rather than cheating. As Sambel, McDowell, and Brown (1997) stated that from the students' perception of the issue of fairness is important, and included more than only the possibility of cheating. The perception in this study means students' understanding about assessment task in term of the types of assessments, and also the perception about the assessment itself which is implemented in their English language classroom.

## **2.2 Definition of Assessment**

According to Taraz M. (2005), assessment is an integral part of all aspects of daily life. From different opinion, Brown stated that assessment is an ongoing process that encompasses a much wider domain. Hanna & Dettemer (2004) stated that assessment is the ways instructors gather data about their teaching and students learning. Airasian, P.W., & Russel, M.K. (2012) said that assessment is a process of collection synthesizing, and interpreting information to make decision. They added that there are three major domain of assessment, they are cognitive domain, and it is used to

encompass intellectual activities such as interpreting, applying knowledge, solving problems, and critical thinking. The second one is affective domain; it involves feeling, attitudes, value, interests, and emotion. The third is the psychomotor domain; it includes physical activities and action in which students must manipulate objects. Crooks (2002) argues that the purpose of school-based assessment is to improve students' learning and to give feedback to parents and students. It is used to provide teacher with information about the learning needs of the students so it will show the students' capabilities, attitudes and progress.

In assessment, there is assessment task that is used to assess students' learning. Anderson, Lorin W. (2013) stated that assessment task is to simplify matters; we refer to all of the items included on these instruments, regardless of their structure, format, or number. There are some kinds of assessment tasks in learning that are provided to support and improve students' learning.

## **2.3 Types of Assessment**

In assessing students, there are three types of assessment. They are by its times, its methods, and its purposes.

### **2.3.1 Times of Assessment (Formative Assessment and Summative Assessment)**

During learning and teaching activity, teacher could assess the students. It is used to know how far students understand with what they have already taught to them. Airasian, P.W., & Russel, M.K. (2012) stated that formative assessment is an observation and feedback

intended to alter and improve students' learning. In doing formative assessment, it gives feedback and information during the activity. It can help teacher to rethink and redeliver material to ensure students are on the right track. There are many kinds of formative assessments, such as observation, giving questions to students randomly spontaneously and homework. Spiller argued that formative assessment is used primarily for developmental purposes; the students have a chance to learn from the assessment and improve on their performance. Mhairi McAlphine (2002) stated that formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and hence improve future performance. He gives the example, self and diagnostic.

When the material has been completed, teacher could assess students. It is usually used per 3 months or semesters. According to Airasian, P.W., & Russel, M.K. (2012), summative assessment is the task or grading or making final decisions about students learning at the end of instruction. Spiller stated that summative assessment involves a final grading of students learning, students do not have the opportunity to improve on their performance. Mhairi McAlphine (2012) stated that summative purpose is for progression and or external purposes, given at the end of a course and designed to judge the students' overall performance.

### **2.3.2 Methods of Assessment (Formal Assessment and Informal Assessment)**

According to Brown (2004), assessments are differentiated by the procedure and time of the implementation. There are two methods of assessments; they are formal assessments and informal assessments.

Brown (2004) stated that formal assessments are exercise or procedures specifically designed to tap into storehouse of skills and knowledge. In formal assessment, it is designed by systematic and planned sampling techniques. There are two types of formal techniques; they are quizzes and course learning modules. Quizzes, it is used to measure how students' prior knowledge, progress midway through a unit, and create friendly in class competition, and review before the test. Online learning modules, it provides teacher with analytics on students' responses and class performance, so teacher could know what students' necessities in their learning. Brown (2004) argued that informal assessment is a tool that assesses students with unplanned comments and responses, and the teacher give feedback to the students impromptu. Chappius (2009, p. 5) argued that in informal way, teachers assess students trough questioning and dialogue, observing, and anecdotal note taking.

### 2.3.3 Purposes of Assessment

Assessment is created and used for measuring how far students understand the material. According to Airasian, P.W., & Russel, M.K. (2012), there are six purposes of assessments. The first is for establishing a classroom that supports learning, the second is for planning a conducting instruction, the third is for placing students, the fourth is for providing feedback, next is for diagnosing students problems and disabilities, and the last is for summarizing and grading academic learning and progress.

According to Earl & Katz (2006), there are three purposes of assessments, they are assessment *for* learning, assessment *as* learning, and assessment *of* learning. Assessment *for* learning is designed to inform teachers to modify and differentiate teaching and learning activities because every student has the different ways in learning. It is used in giving feedback so students could improve their learning be better. Assessment *as* learning is designed for showing a process of developing and supporting the students' metacognitions. In this purpose, students are the critical connector between assessment and learning. They monitor their own learning and use the feedback to make adjustments, adaptations, and even major changes in their understanding. Assessment *of* learning, it is designed to show how far students know and able to do. It is used to ensure whether teachers use the assessment to provide accurate the recipients of the information could use the



information and make the information be reasonable and defensible decisions.

## **2.4 Previous Study**

Studies about students' perception have been conducted by some researchers. Waldrip, Fisher, & Dorman (2008) conducted a research about students' perception of assessment process. The objective of their study is to develop and validate an instrument to assess students' perception of assessment tasks for use with middle school students.

Cheng, Wu, & Liu (2015) conducted a research about Chinese university students' perceptions of assessment tasks and classroom. The aim of this study is to address the research gap resulting from the lack of empirical research on students' perception of the task and environment by means it relates to learning of students within the context of Chinese EFL tertiary education. By using data collection and data analysis, the result showed the participants' assessment task as being highly related to what they are learning in English classes and demonstrated a match between assessment and learning from the students' viewpoint. Students were seldom to involve in developing the criteria for assessment which has been empirically supported by previous studies (Cheng et al. 2004; Wang et al. 2013).

## **2.5 Theoretical Framework**

This study is done to describe how the students' perception toward assessment practices implemented in English Language Classroom in SMKN

47 Jakarta. The researcher would like to get the authentic data about students' sight and judgment of the assessment task given when they were learning this subject.

This study used descriptive qualitative study as the method. Descriptive qualitative study provides a complete description of a phenomenon within its context (Yin, 1993; 5 cited in Bassey, M., 2000: 25). By using this method, first, the researcher studies about the assessment task implemented in their learning. Next is the researcher does the observation and interview to the students to get the information deeply which is followed by analysis. Data is processed by making description; the researcher interprets data, and concludes of the data.

Based on the explanation above, a conceptual framework is built to serve the purposes of this study, investigating how the students' perception toward assessment practices implemented in English Language Classroom in SMKN 47 Jakarta.