CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses about review of related literature that is related to the research. It includes evaluation, test, assessment, authentic assessment and authentic assessment in curriculum 2013. Further explanation is presented below.

2.1 Evaluation

(Nunan, 2004, p. 138) evaluation is a broad, general set of procedures involving the collection and interpretation of information for curricular decision-making one. It indicates that evaluation can take place at any time, and aspect of the curriculum can be evaluated.

Suskie (2010) explains that evaluation is using assessment information to make an informed judgment on such things as; whether the students have achieved the learning goal, the strengths and weaknesses of teaching and learning strategies, what change in goals and teaching learning strategy might be appropriate.

Based on the definitions above, it can be understood that evaluation is a process to make a judgment which is done one moment in time using assessment information. It is used to know judgment such as whether the students have achieved the goal of learning.
2.2 Test

Westwood (2008) explains that in mainstream schools the most obvious method of assessment is through regular classroom testing and observation. It indicates that test is a form of assessment activity. There are three kinds of test, namely teacher-made tests, norm-referenced tests and diagnostic tests. The following is the explanation about them.

Teacher-made test is to provide a quick indication of what a student can and cannot do within a course of study, and when they identify misconceptions or difficulties. This kind of test can be linked closely to the objectives and content of the curriculum the students are following. The results will reveal concepts or skills needing to be revised or taught again.

Norm-referenced test is the test which provides an indication of a student’s performance relative to the national average for his or her age group. They most commonly cover skills such as reading, spelling and mathematics. The results from such test are expressed as attainment ages, standardized scores, percentile ranks, or quotients.

Diagnostic test is the test designed to allow teachers or psychologists to explore a student’s existing knowledge and skills in detail, and to detect any gaps or weaknesses in prior learning. Diagnostic tests are usually only used with students who have learning difficulties, or appear to have reached a plateau in their development.
2.3 Assessment

There is broad definition about “assessment” term. Suskie (2009) defines, assessment is the ongoing process of:

- Establishing clear, measurable expected outcome of student learning;
- Ensuring that students have sufficient opportunities to achieve those outcomes;
- Systematically gathering, analyzing and interpreting evidence to determine how well student learning matches teacher’s expectations;
- Using the resulting information to understand and improve students learning;

Based on the above definitions, it can be concluded that assessment is a process of monitoring student learning to analyze whether they match with the teacher expectation. This process is done to improve the students. Thus, an assessment is ongoing activity during the learning.

Assessment encompasses a much wider domain than test (Brown, 2001). Brown defines assessment and test differently. Test is an instrument or procedure design to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Assessment is to measure learners’ learning such as how they respond to a question, offer a comment, or try out a new word and structure.
Westwood (2008) list that assessment has the main functions as follows:

- To enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources;
- To identify any students who are having difficulties mastering the course content, and thus need additional help;
- To provide information if a student is to be transferred to another school or referred for special education;
- To be accountable to parents by providing them with evidence of their child’s learning;
- To be accountable to government education authorities by providing hard evidence of achievement levels in a school.

From the definition about evaluation, test, and assessment, thus, Nunan (2004) concludes that assessment subsumes testing and is, in turn, subsumed by evaluation. Accordingly, the three terms cannot be separated on education field.

However, it can be concluded that there is little bit difference between assessment and evaluation. Assessment is a process used to improve a performance or outcome. Since it is the systematic collection, analysis and interpretation of information related to a particular outcome, assessment needs long time because it is a long-term process. While, evaluation is process used to determine the quality of a performance or outcome and to make decisions based on the quality, and it occurs at one moment in time and involves both quantitative and qualitative analysis of information.
2.3.1 Types Assessment

Related to assessment, (Browne, 2007, p. 151) there are two types of assessment, namely: summative and formative. The followings are the explanation of both types of assessment.

1. Summative assessment

Summative assessment is also known as assessment of learning because it is. To assess what has been learned. It is usually completed at the end of a period of learning. It tends to measure skills. Summative assessment does not usually tell about how the learners learn, their attitudes to learning or their understanding, nor how to improve the quality of the learning experiences (Browne, 2007).

(Brown, 2001, p. 403) says that summative assessment assesses the product and usually formally done. It shows that this type of assessment is to know whether the learners can make the product or not.

2. Formative assessment

Formative assessment is the assessment which assess not just about the products of learning, but also about the processes of learning. It is sometimes called assessment for learning and it is ongoing. It helps practitioners to recognize what learners can do or any particular difficulties that individuals might be having. It can give information about what learners know, how they learn and their attitudes towards learning. This enables practitioners to plan the next steps for learning that will help learners progress in their learning in the short or medium term Browne (2007).
Information from formative assessment is used to provide relevant feedback to learners, adjust teaching to take account of what has been discovered through assessment, provide meaningful learning opportunities, and meet individual learning needs Browne (2007). It indicates that formative assessment is more appropriate used to assess not only the learners but also the teacher. It is because this assessment is to know what is mastered by the learners, how the learners condition related to the materials and learning experience, what and how the teacher should do.

(Brown, 2001, p. 403) says that formative assessment assesses the process and usually informally done. Thus, it can includes the whole process of learning is always assessed to know the weaknesses of both teacher and student in order to be better.

The most common ways of conducting formative assessment are by a) observation of students at work; b) appraising work samples, homework and portfolios; c) interviewing students; d) quizzes and informal testing (Westwood, 2008). Below is the explanation about each.

a. Observation of Student at Work

Observation is a means to evaluate qualitative aspect of learning and students’ development. As stated by Linn & Gronlund (200, in Westwood, 2008), direct observation is the only means we have for evaluating some qualitative aspects of learning and development. In particular, observation is important for assessing physical and social skills, work habits, attitudes, interests, and self-management. Observation is authentic when it is done during the lesson
time. It is in line with Burke (2005, in Westwood, 2008) that observation of students at work allows teachers to carry out what has become known as ‘authentic’ assessment.

A few examples of situations where planned observations can be useful include:

- listening to a student read aloud
- observing the strategies a student uses when attempting to plan and write a story
- noting how a student attempts to spell difficult words
- observing the way a student applies particular skills to a calculation, or how he or she tries to solve a mathematical problem
- observing the strategies a student uses when he or she encounters difficulty in completing any task.

(Westwood, 2008)

b. Appraising Work Samples, Homework and Portfolios

A single sample of work might indicate whether the student had achieved the particular objectives for the lesson, while several different samples over a period of time can be used to determine the presence or absence of improvement (Westwood, 2008). Therefore, it needs to encourage the students to collect their works which is commonly called as portfolios.

c. Interviewing Students

Westwood (2008) explains that assessment interview involves discussion between a student and teacher, usually focusing upon work the student has
been doing in the classroom and on test result. The interview allows for assessment of affective factors relating to the students (attitude, worries, beliefs, etc.) as well as cognitive and academic factors relating to the subject matter.

Interviewing student may be an effective way to know more about a student because by individually interview, the student can express what the difficulties freely to the teacher. It is in line with Reys et al. (1998, cited by Westwood, 2008) describe an individual interview with a student as a powerful way to learn about a student’s thinking and to give him or her some special attention and guidance. In a one-to-one interview it is possible for teachers to uncover concerns and misconceptions a student may have.

d. Quizzes and Informal Testing

The teacher often gives quiz or informal testing either in pre or post activities of learning. It is purposed to review the lesson. Westwood (2008) explains that students learn from a quiz or test as they listen to the answers being checked. That is why, quizzes and informal testing are preferred to do.

2.4 Authentic Assessment

The term *authentic* is usually defined as having something to do with the real world. In this research, authentic is closed to real world assessment. It is supported by Newman & Wiggins (1998, in Frey et al, 2012) that the use of the term ‘authentic’ to describe assessment with real world application and assessment is to be authentic when it includes question and process problems that have “real world” meaning to students meet intellectual work.
Marhaeni (2015) explains that the use of authentic assessment has been a must, given the education pillar proposed by UNESCO includes learning to know, learning to do, learning to be, and learning to live together. The four pillars then become the base for developing curriculum in formal education or schools all over the world. Thus, it learning should be designed in learning experience in accordance with intended curriculum. Consequently, there must be a development of authentic assessment instrument which are ready to measure either learning process or learning outcome (Popham, 1995).

Through authentic assessment, the students are guided to recognize their weakness and strength in learning through either self assessment or peer assessment. The students develop to be curious their self ability and are motivated to improve their ability. It is in line with O’Malley and Pierce (1996: 11-14) further explain that authentic assessment is the multiple forms of assessment that reflects student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities.

Since test, evaluation, and assessment are the process which is purposed for improvement, these three elements should be authentic. That is because test, evaluation, assessment are expected to be the instruments which are ready to measure learning process and learning outcome whether it is applicable to the real world. It means, the learning process can take the students to get learning outcome which can really meet the pillars of education, namely: learning to know, learning to do, learning to be, and learning to live together.
2.4.1 Authentic Assessment Steps

There are three steps of applying the authentic assessment. Those are composed of identifying the standard, selecting the authentic task and identifying criteria for the task. (Majid, 2014). Accordingly, they are elaborated in the following parts:

a) Identifying the Standard

The aim of setting standard is as a statement about have to know and do for learners. Even more, the standard is a statement of what students should know and be able to do (Mueller, 2013). The standard is a particular objective which motivates teachers to make decisions about what they emphasize in the classroom (Musial et al, 2009). As a matter of fact, the stages of setting the standard are setting competence standard, basic competence, and indicators which become the reference in the learning phrase such as “students will be able to…..”. For example, students will be able to write a narrative text.

In identifying the standard, the researcher focuses on the written form of English teacher in writing the standard. Additionally, there are five guidelines that can be used by the English teacher in writing the standard. Firstly, for standard to be amenable to assessment, it must be observable and measurable. Secondly, the standard is typically more narrow than a goal and broader than an objective. Thirdly, the standard should not mention the specific task by which students will demonstrate what they know or are able to do. Fourthly, the standard should be written clearly.
Fifth, the standard should be written in language that students and parents can understand.

b) Selecting the Authentic Task

Selecting the authentic task should be related to the real life context. The authentic task is an assignment which is given to students designed to assess their ability to apply standard in knowledge and skill to real world context (Mueller, 2013). According to (Musial, 2009), the authentic task is any task which aiming to activities in daily living that demonstrate the real life context. In other words, the task that we ask students to perform is considered authentic when students are asked to construct their own responses rather than select from ones presented, and the task replicates challenges in the real life context. Consequently, the selection of authentic tasks must be standardized or relevant to real life context.

c) Identifying Criteria for the Task

Criteria are required by the English teacher in determining the task. Criteria are characteristics of good performance on a particular task (Mueller, 2013). Additionally, (O’Malley and Pierce, 1996) argue that criteria are guidelines, rules or principles by which student’s responses, products, or performances are judged. For instance, criteria for a persuasive essay may include well organized, clearly stated, and sufficient support for arguments. Ultimately, the English teacher uses those criteria
to evaluate how well students complete the task, and how well they achieve the standard.

Assessment criteria of learning outcome achievement must be appropriate with the competence which is taught and meaningful or relevant to the real life context. Furthermore, in making criteria should refer to good provisions which are effective for proposes of the learning outcome assessment. Those criteria should be clearly defined, concise, and measurable, so it must use operational verbs. Regarding learning outcome, the English teachers in applying the assessment activities.

2.5 Authentic Assessment in Curriculum 2013

In curriculum 2013, learning target is not only emphasized on competence, but also on students character (Marhaeni, 2015). It indicates that the implementation of authentic assessment which takes students to reach the learning target and build their character.

Rolheiser & Ross (2005, cited in Marhaeni, 2015), state that there five kinds of authentic assessment which are popularly used in language class, especially English class. The five assessment comprise: self assessment, product assessment, project assessment, performance assessment and portfolio assessment.

1) Self-assessment

Self assessment is the assessment which provides the individual to assess self ability (reflective) in order to know false and weakness in their language proficiency and discourse organization and language style. The students can
manage their learning strategy to improve their learning. For example, in speaking skill, the evaluation is done by giving the students a simple column after they have accomplished speaking task. The column demands the students to assess their pronunciation, fluency, grammatical aspect, diction, and self-confidence (Marheni, 2015).

It is line with Salvia and Ysseldike (1996, cited by Marhaeni, 2015) state that through self assessment, the students can know their weaknesses for improvement goal. Thus, the students will be more responsible for the process and the target achievement in learning which then enhance ownership of permanent knowledge. Not only the learning process, but also authentic assessment can improve learners competence and academic achievement. Authentic assessment can lead the learners found of lifelong lerning.

Bound and Falchikov (2007, in Mc Carthy2013) argue that self-assessment is a vital first step in students identifying the gap between their current knowledge and skill and their goal. The major purpose of self-assessment is to provide the opportunity for learners to develop an understanding of their own level of skill, knowledge or personal readiness for a task in relation to their goals. This level will often be compared with a previously determined level and incorporated either into a summative report of gains made during a course or into a cumulative record of learner achievement (Cram 1995, in Nunan 2004).
2) Product Assessment

Product assessment is the assessment implemented to assess the students learning product. The assessment can represent how far the students are able to gain learning. For instance, in writing skill, the students assess their own writing which have been accomplished. The assessment which leads the students assess their product can make them understand the weaknesses of their writing and then improve it (Marhaeni, 2015).

Thus, product can be an essential component in autonomous learning. Through the product which the students made, they can know the weaknesses of their product. Of course, after their product has been checked by the teacher.

3) Project Assessment

Project Assessment is the assessment of the work result which is a project based learning in which the students implement various concepts they have learned that become a product. Project is a work with broader theme than product. Project includes language skills, topic/themes, done in groups base on reference. For example, in post activities of making descriptive text, students are asked to do the project about ‘a new beautiful and unpolluted’. In groups, students plan the project by discussing the specific characteristics of the city and its facilities. Then, they draw the scheme of the city in a paper, then it is presented in front of the class (Marheni, 2015).

The teacher can ask the students to create a project in group related to subject matter that they have learn. The emphasis is that the students perform their knowledge and skills to accomplish the project that the teacher gives. Therefore,
the assessment on the students’ project is authentic because the teacher will know the students’ learning result which is manifested in their project.

4) Performance assessment

According to Beckman & Klinghammer (2006), performance assessment is assessment of performance on an oral or written task. It shows that the assessment includes oral and written performance of the students which should be assessed and evaluated to know the progress of their learning.

Performance assessment is assessment for the students’ performance of assignment given by the teacher as the proof to show achievement in learning. For instance, the students are asked to play role based on short scenario of theatre which has been improved in groups. Then, each group performs role play in front of the class (Marhaeni, 2015).

In addition, Skehan and Foster (1999, in Nunan, 2004) proposed three key variables for assessing learner performance. They are accuracy, complexity and fluency. It indicates that there are certain to apply in doing this kind of assessment.

5) Portfolio Assessment

Beckman & Klinghammer (2006: 155) define portfolio assessment as a systematic collection of a learner’s work over a period of time. It demonstrates learner progress and is evaluated according to pre-set criteria. Accordingly, this kind of assessment can be used to know the progress of students.

Portfolio assessment is the assessment which the students arrange and manage their works that both the teacher and the students can assess the
portofolio objectively by using assessment column. For instance, portofolio is made by each student by making folder to collect all works. Each material is collected per theme completed with self assessment or peer assessment. The students and the teacher can assess the work quality, achievement level, and development of learning achievement (Marhaeni, 2015).

According to Kemp and Toperoff (1998 in Nunan, 2004), student assessment through portfolio should contain the following characteristics:

- The assessment should be a joint endeavor between students and teachers
- The portfolio should not consist of a random collection of samples. Rather, items should be carefully selected and justified.
- Samples of work should show growth and development over time.
- The criteria for selecting and assessing content must be clear to students from the outset.

(Westwood, 2008) says that the portfolio approach is particularly recommended in subject areas such as language arts, the expressive arts, and social studies where samples of written work may be used by students and teachers together as a focus when looking back, reflecting upon, and discussing previous efforts.