

CHAPTER II

THEORETICAL REVIEW

A. Students' Perception

1. Perception

Perception is a brain activity which happens when an individual get stimulus from the outside with other organ assistance, then it goes to brain. There is a thinking process inside the brain, and finally becomes a kind of understanding. This kind of understanding can be called as perception. The similar definition also stated by Sugihartono, et al (2007: 8) who suggested that perception is the ability of the brain to translate stimuli or processes for translating the incoming stimulus into the human sense apparatus.

Walgito (2004: 70) stated that perception is a process of organizing, interpreting the stimulus accepted by organisms or individuals so that it becomes something meaningful, and is an integrated activity within the individual. Everyone has a tendency to see the same thing in different ways. These differences can be influenced by many factors, including knowledge, experience and point of view. Perception also can be influenced by the way a person looking a particular object by using the sense device they have, then trying to interpret it. Perception is the work of the brain in understanding or assessing something that happens around it (Waidi, 2006: 118).

According to Solso, et al in Fatkhan (2017), there are two kinds of perception, they are; positive perception and negative perception. Positive perception is a good perception of an individual on something or object which correspondent with the expectation based on a criterion. While the negative perception is a bad perception of an individual on something or an object which is not per the expectation or the criterion.

2. The principles of perception

Slameto (2010:103) defines some principles of perception which should be known by an English teacher in order to know the students' perception.

They are:

a. Perception is relative not absolute

Human is not a scientific instrument which can absorb anything as the first condition exactly.

b. Perception is selective

Someone just pays attention only some stimulus from many stimuli in their environment at the certain moment. It means that the stimulus that received will be based on what he had learnt.

c. Perception has arrangement

People do not receive stimulus randomly. They will receive it in the form of relations between groups. If the stimulus is not complete, he will complete it until the relations of the group can be clear.

- d. Perception is influenced by hope and readiness

Hope and readiness message of receiver will establish where the message will be chosen to receive and how the message will be arranged and how the message will be interpreted.

- e. Perception of someone or group can be different from the others perception although at the same time

This different perception can be explored in different individual behavior, attitude and motivation.

3. Factor that affect people's perception

Walgito (1989:75) as cited in Rina (2010) divides factors that affect one's perception into two. Those are as follows:

- a. Internal factors

Internal factor is a factor which comes from an individual, especially depend on psychological factor such as: thoughts, feeling, willingness, needs, sex, motivation, attention etc. Every human being has different characteristics and temperament which influence the individual behaviors. The different characteristic and temperament are also shaped by individuals' family and individuals' environment.

- b. External factors

This factor comes from the outside of the individual, the external factors are also affected by someone's perception, and stimulus is an internal factor in monitoring process. The process of stimulus will

through the sense organ or receptor such as; sight, sounds, hearing etc. It can be concluded that individual's sense organ is a connector between individual and the object in the world.

4. Student's perception

Noeng Muhadjir in Arif Rohman (2009: 105) stated that educational activities always run by involving the parties as important actors in educational activities, these important actors are subjects; the giver is called an educator, while the recipient subject is called students.

Students are subjects who receive what is taught by the teacher. Students are generally children who need help from others to grow and develop toward maturity. Thus students are members of the community who try to develop their own potential through education.

Student perception is the process of treating students about information of an object, in this case, is a summative assessment which is conducted by the teacher, through observation with their senses, so that students can give meaning and interpret the object being observed.

B. Summative Assessment

1. Definition of assessment

According to Heritage (2009), assessment is a systematic collection, review and uses the information about the educational program undertaken for the purpose of improving student learning and development. He also stated that there are two main purposes of the assessment; to provide

information on students' current levels of achievement and to inform the teacher about what he needs to do in the classroom to ensure the students make progress in their learning.

2. Definition of summative assessment

Summative assessment is an assessment which is carried out after a set of learning programs is completed. In other words, the assessment is done after all units have been taught. The main purpose of this summative assessment is to determine the value that symbolizes the success of students after they take the teaching program within a certain period. (Sudijono, 2007: 23)

3. Functions of summative assessment

There are several functions of summative assessment, they are as follow;

- a. To determine the final achievement of students in a certain period. For example, the end of the semester, the end of the year, or the end of a school. Thus, the teacher will know the position of a student compared to other students in terms of learning achievement.
- b. To provide information about students' skills in a certain period.
- c. To predict the success or failure of students in the next higher lesson.
- d. To evaluate and improve the teaching method which is used in the classroom.
- e. To provides an essential benchmark to check the progress of students, institutions and the educational program of the country as a whole.

- f. To give information about learning progress to those who not directly involved in daily learning and teaching activity (school administration, parents, etc).
- g. To give a comparison between students' learning either with other students' (norm-referenced, making learning highly competitive) or the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

4. Types of summative assessment

There are two types of summative assessment, they are as follows;

- a. Teacher-constructed assessment (informal)

Teacher-constructed assessment is the most common type of summative assessment used by the teacher, it is derived from teacher's daily interaction and observations of how students behave and perform in the classroom.

- b. Standardized assessment (systematic)

Standardized assessment is the second major category of summative assessment commonly used by the teacher. This type of assessment requires teacher to conduct standardized exam or tests to assess the students' understanding and to find out whether the learning objectives have been achieved or not.

5. Characteristics of Summative Assessment

There are several characteristics of summative assessment, according to Gillespie (2014), there are 7 characteristics of quality summative assessment, and they are as follow:

- a. Quality summative assessments should be pre-defined by a group of teachers and involve the students.
- b. Assessments must provide students with opportunities to demonstrate what they know.
- c. Challenge students to transfer what they have learned to specific and real-life tasks.
- d. All assessments should correspond with important learning targets and essential questions so it yields true information about student progress.
- e. Summative assessments must provide meaningful feedback to both the student and teacher.
- f. Incorporate 21st century skills and content into assessments.
- g. Summative assessments should not be limited to high-stakes tests.

C. Basic Assumption

Assessment is an important part of teaching and learning activity. It is conducted to collect information about students' achievement, students' progress, or any information that can be used by the teacher to improve the quality of the teaching and learning process. Therefore, the teacher needs to use the assessment which is suitable with the students in order to collect an accurate result of assessment as sources of information in improving the teaching-learning process.