

## CHAPTER II

### LITERATURE REVIEW

PERPUSTAKAAN  
UNIV. MUHAMMADIYAH  
PURWOKERTO

#### A. Definition of Assessment Methods

Assessing in a classroom has always been a challenge for the teacher. It is crucial to make the students not only focus on the test in the end of the lesson given. A teacher should know well how to make a lesson meaningful yet efficient. The lesson in a classroom may already have been managed by the curriculum from the government, but a teacher can modify how to conduct their own classroom. A good teaching and learning process is determined by how far the goals are achieved. Therefore, assessment is important to be done by the teacher to measure students' knowledge during the lesson.

Ideally, a teacher will assess students' understanding after a material has been taught. For example, a teacher may assess their students after one meeting in a classroom. A teacher also can assess the students after several meeting, or even in the end of the semester. Baranovskaya (2017 : 32) states that assessment is perhaps one of the most important elements of curriculum design and alignment, because this is where it is possible to see if students can demonstrate mastery in terms of the knowledge and skills they need to have learnt. From this statement, we can conclude that students' knowledge can be measured by assessing them.

Assessing students' ability requires current method. Each English skill has its own aspects to be assessed. This is why it is important for the

teacher to have knowledge of assessment method. The main thing teacher should be aware of is the suitability between the method chosen and the goals which should be achieved. Appropriate assessment method holds a vital role in achieving the goal of the education. (Sewagegn, 2019 : 605).

Previous studies have been discussing about the relevant topic. Mimin (2009 : 15) states assessment is a term which encompasses all methods that is usually used to find out students' learning success by assessing students' individual's or group's performance. From this statement we can conclude that assessment needs a method to assess students' knowledge. Assessment cannot stand alone without any method as its tool to support the assessing process. Well-designed assessments can allow students to use the knowledge and skills they have learnt and to indicate their level of mastery (Baranovskaya, 2017 : 30).

The various methods involved in assessment are the tools and instruments to collect the data about how the students can demonstrate expected learning outcomes (Prasanthi, 2019 : 94). Linn and Miller (2005 : 37) states an assessment method refers to any variety of procedures used to collect data about student performance. Assessment method is teaching process which used to assess how well a student has performed during the lesson, based on various measures that has been determined by the teacher or the educational system. (Smimou and Dahl, 2012 : 25).

From several statements by the expert above, we can infer that assessment method is a procedure done by the teacher to find out and to judge how well the students' knowledge and ability. Assessment method

let us know students' mastery level and their understanding by measuring their performance using certain tool to support the assessing process.

## B. Kinds of Assessment Methods

Amongst the various assessment methods used by teachers, Alternative assessment method may be solution to assess students' speaking skill in online class. Sa'diyah (2020 : 811-813) defines that alternative assessment method is an efficient method to create links between teaching and learning, and also to encourage students to be aware and conscious in their own learning experience through self-assessment. It gives an effect to the learning process that enables students to use the language in different situation. It is different with traditional assessment method that was criticized since it is dissimilar to the real-life language usage (Nasab, 2015 : 170). Thus teacher can discover alternative assessment as an efficient method to evaluate the competencies of students' speaking skill in a classroom. (Sa'diyah, 2020 : 811)

Alternative assessment encompasses various assessment methods. Suparman (2016 : 93) has mentioned and explained some of alternative assessment methods in a book entitled "*Penilaian dalam Pembelajaran Bahasa*". The assessment methods are as follows:

### 1. Portfolios

Portfolio is a collection of evidences of students' works and results from time to time according to the length of time each material given. Portfolio consists of students' creation during classroom activity.

Collecting students work is important. It will let us see the process of students' learning. Through portfolio, teacher will know how far the students make any improvement.

In the portfolio of students' works, there is a progress of student learning, in the form of academic, learning, skills, and attitudes progress. Jhonson & Jhonson (2002 : 103) states that portofolio is an organized collection of evidence accumulated over time on a student's or group's academic progress, achievements, skill, and attitudes. It consists of work samples and a written rationale connecting the separate items into a more complete and holistic view of the students (or group's) achievement or progress toward learning goals. Portfolio material can be collected from a year, a semester, it can also be one quarter depending on each's subject's weight matter.

## 2. Student Journal

Student journal consists of students' attitudes, feelings, thoughts, perceptions as well as impressions about a subject matter. It is made by the students their selves. Beside assessing students' perception, student journal can also assess students' learning from their learning activities and the learning environment (James, 2005 : 42). For students' learning process, it is much important to make them know their own progress. The teacher may help students for writing the journal by giving them few aspects or topics to write, but the teacher should let the students do their own journal. It will be a personal and relevant journal. The teacher

should not see a student journal in the terms of good or bad, but as students' ability in explaining and analyzing their own problem.

### 3. Learning Logs

Learning log is similar to student journal. Student journal consists of students' feelings and thoughts during the lesson given, while learning log consists of the change they want to make in a classroom, or the improvement they have made. Stephens, and Winterbottom, (2010 : 72) states that learning logs are started to be used in many higher education to encourage students' reflection of their learning process. By reflecting their learning process, teacher will have benefit to improve learning strategy to be taught to the students. Students also can insert their participation during classroom in learning log. It is like a quick note of the material or subject they have been taught.

### 4. Self Assessment

When the students assess themselves, it is called self assessment. Brooks (2002 : 78) states that we can distinguish self-assessment from other kinds of assessment is from the students who carry out the assessment itself. Students can assess how far they have achieved the learning objectives based on the basic criteria the teacher has prepared. Through self assessment, the teacher will let the students understand themselves. There is an undeniable thing from self assessment, it is students' subjectivity.

There are some important points that should not be missed out by the teacher to avoid students' subjectivity in making self

assessment. Firstly, determining the competencies that are going to be assessed. Secondly, setting the assessment criteria. Thirdly, formulating and compiling the assessment format. The last point, the teacher should not miss following up the self assessment; teacher and student review it together.

#### 5. Concept Maps

Concept map is a representation graphic of a concept and relationship with the sub-aspects in the concept, which reflect an understanding of how a concept relates between one and the other that are incorporated into an existing schema. Ideally, there will be a core concept which put into boxes and linked each other through line or arrow to represent some relationship.

Concept map is one of the common assessment method used by the teacher to break down a material given into some part so it can easily be understood by the students. There are various types of concept map, such as; Spider Map, Hierarchical/Chronological Map, Flow Chart or Linear Map, and System Map. The types are according to Suparman (2016 : 106) in his book entitled "*Penilaian Alternatif*". There might be another type of concept map that also common to be used by the teacher to teach the students.

#### 6. Performance Assessment

Performance assessment is an assessment method which observes the activities of students doing a specific task in the term of material taught. This assessment is obviously assessing a non-test skill.

Assessing performance means finding out whether the students have mastered the skill of material taught. The teacher will see whether the students are able to demonstrate what they understand or not. Herrera, Morales & Murry (2013 : 34) describes this kind of assessment will link students' previous knowledge with the new content information through challenging and meaningful lesson.

#### 7. Student Project

Student project is an assessment method which let the students to have a chance to develop their idea into a great result. Barge (2010) stated that a project is a complex effort that needs an analysis of the goal (problem analysis). The goal or problem analysis must be planned and managed. By using this assessment method, the teacher will have opportunity to give the students an extraordinary task which usually done not only inside the class. Through a project, students can put their effort which is commonly not shown in a regular classroom.

One of the benefits of this assessment method is students are offered a real-world experience. To get the best result, the students have to elaborate their concept with creative idea to solve the problem. Another benefit is students are well motivated to do the project. They might be bored of learning material and memorizing texts inside the classroom. This can be a cause of students' interest in doing the project so they will feel more fired in doing a seen-task. Competition among the students is also undeniable. This can be a healthy competition to push students' learning motivation.

## 8. Poster Sessions

A process of combining some material's points into a good picture with a message inside is called making poster. Poster is used to assess students' understanding through making creativity in the form of a picture. Atirillah (2019 : 2) defines poster session as an active learning strategy in expressing opinions, asking question and answering question. In the process of making poster, students need to do some research due to collecting information which is going to be put in the poster. The topic is relevant with the material taught in the classroom. By collecting the information, students will read more and explore the material well. It will expand students' knowledge. Besides that, students are also competitive with each other to make distinctive poster with their friends. Eventhough making poster may take longer time than a regular class, it can be a fun activity for students do in the classroom.

## 9. Interview

One of the most challenging assessment method is interview. Interview is used to collect information from the other (the source). Here, the teacher will act as the interviewer and the student as the interviewee. Interview is a process of communication or interaction where the interviewee gives the information verbally to the interviewer in a face-to-face situation or one-to-one situation. During the interview process, a teacher will reveal the question and the students will answer it with the knowledge they have known before (Hasriani, 2019 : 134). Through

interview, teacher can gain information from the students about their learning activity in the classroom.

#### 10. Observation

Observation as an assessment method is used for observing students' attitude. For some aspects that cannot be measured by words and number, it needs to be observed to get more attention. For some cases like students' attitude, students' spontaneous utterance, or students' way of thinking, they cannot be assessed in a short time. It takes long time to observe students' behaviour in a daily basis. Volpe (2005 : 454) mentions the use of this assessment method is for screening students who need more attention and evaluation on their behaviour, to have a diagnostic assessment of students' emotional and behaviour problem, and monitoring the academic interventions.

#### 11. Questionnaire

Harlacher (2016 : 2) defines questionnaire as a set of questions which is aimed for students due to collecting useful information. Just as like observation, questionnaire also commonly used to assess students' attitude inside or outside the classroom. What can be distinguished from the previous assessment method is questionnaire involves students directly in the process. In this assessment method, students will be offered some columns within statements about attitude of habit in a daily basis. Besides that, there are also columns for never, rarely, sometimes, often, and always used to validate the statements before.

Questionnaire is a pen and paper-based assessment method since students need to fulfill or cross the empty columns which suit their personality.

#### 12. Anecdotal Record

As its name, anecdotal record is a note of students' behaviour in a classroom. What distinguish anecdotal record from other kind of note is this record is taken when an extraordinary event happen. It can be unusual thing that is done by the students. Hence anecdotal record is an open method for recording students' attitude, it does not require any specific setting of time. It will be taken for an actual and factual events. Anecdotal records are intended to be neutral observations of a child's behaviors and interactions (Bates, Schenck, and Hoover. 2019 : 16)

#### 13. Simulation, Demonstration And Exhibition

Simulation as assessment method is to assess students whether they are capable to overcome a particular situation. In simulation, students are required to solve some problems and make decision over them. This is quite similar to demonstration. When students demonstrate the skill they have mastered, it is called demonstration. By presenting or demonstrating the material or skill, teacher will see how far the students have achieved the learning objectives. The first assessment methods are different with exhibition. In exhibition, students do not do something in a regular classroom, but students display their creativity. Students may also present their creation. It will push students' skill in speaking and explaining things.

#### 14. Classroom Presentation

Presentation is quite popular and common assessment method these recent years. This method is used to assess students' knowledge and speaking skill at the same time. In classroom presentation, the students may have to collect data for presenting the material later. Then, students also have to compile a powerpoint or proposal for the presentation. Next, students have to be able to present the important points of the presentation. They also will be asked by the other students about the material they have presented. Since there is question and answer session, the students as the presenter also have to answer the questions asked. This assessment method can develop their researcher skill in nature. On the other side, classroom presentation is a promising way to promote students' English skill such as vocabulary mastery, phonology, speaking, reading, and also listening (Ogeyik, 2015 : 15)

#### 15. Video/Audio Taping

In this era of digital media, students are no longer strange with video and audio. The presence of video or audio can get more interest from students instead. Video or audio taping in the other word is video or audio recording. By doing this assessment method, students's activity will be recorded. Maxwell (2001 : 5) defines video or audio recording as a direct record which keep a 'trace' of students' activity such as students presentation, speech, practical or group task. This kind of assessment method will represent the condition at the time. Later on, it can recall students' retention by reviewing the audio or video. First of all, the

permission from school, students' parents and the students themselves is really important.

#### 16. Short Plays/Drama

Short Play is the short version of drama. In another word, short play is giving students chance to act in a role play. As a teaching technique, drama has succeeded to immerse students in second language literature and culture. Drama goes beyond learning grammatical structures in the area of L2 learning (Winston, 2012 : 87). By acting as a determined character or theme, students will learn how to use the language for certain purpose. In this case, students will develop their speaking skill. Through short plays, students will be prepared and simulated to behave in some situations. For the audiences, or the students who do not act in the play, it will give them practice of listening, and observing other's behaviour. Short play is one of the fun assessment methods to do for the students and the teacher as well.

#### 17. Student Drawing

Student drawing means a drawing or a picture made by the students. Student drawing is one of an alternative ways to assess students' understanding through drawing a picture. Diem-Wille (2001 : 119) mentions that picture of drawings can represents students' emotional condition better than verbal definition. Moreover when the students are not mastering English well. Drawing student may be a quick solution when the students are not able to express their feeling through writing. By drawing their perspective, students can explore more on the representing shape and

picture. The teacher also can assess students' observation skill. Since drawing can represent students' knowledge, it is much useful to use this assessment method in a classroom.

#### 18. Open Ended Question

Open-ended question is an assessment method which transform a problem into question that encourage students to have multiple correct answer (Suherman et al, 2003 : 123). Open-ended question does not determine students' response become right or wrong, it can be anything comes from students' perception. This assessment method will explore on students' ability of critical thinking or higher order thinking skill. By answering the question, teacher can see the ability of students' explaining things and describing details.

### C. Assessment Methods to Assess Speaking

From the theory of Suparman's, the researcher classified the assessment methods which used to assess students' speaking skill. The teacher assess students' speaking skill through observing the students' and taking score from their performances. The performances form are as follows:

- |  |                           |
|--|---------------------------|
| 1) Student Project                             | 4) Classroom Presentation |
| 2) Interview                                   | 5) Video/Audio Taping     |
| 3) Simulation, Demonstration<br>And Exhibition | 6) Short Plays            |
|  | 7) Open Ended Question    |

The explanation of the assessment methods above can be seen in the previous sub-chapter.

#### **D. Previous Studies**

The researcher has reviewed some previous studies related to this paper. Firstly, a study entitled “Alternative Assessment Practices and Difficulties on EFL Students' Speaking Skill” by Aminatus Sa'diyah. This study examines emerging strategies and problems of alternative assessment for the teacher. The participants of this study were two EFL teachers with classroom teaching experience and alternative assessment practices. This study is qualitative research that used semi-structured interview to evaluate the data and that is the main data from this study. The objectives of this study are: (1) to explain the alternative assessment used by the teachers for evaluating EFL speaking skills, and (2) to describe the challenge faced by English teachers in conducting alternative assessments of EFL speaking skills. The findings showed that English teachers usually use multiple methods, such as peer evaluation and student observation in the class, role-playing, short dialogues, plays, discussions, and. English teachers had difficulties in using alternative assessments of EFL students' speaking abilities like a weak pronunciation and grammar, and a lack of vocabularies among students that makes their students less comfortable and motivated.

Secondly, a study entitled “An Analysis Of Teachers' Strategies In Conducting Speaking Assessments At MTSN Andalan Pekanbaru” which written by Andi Idayani and Rugaiyah. The aim of this research is to describe teachers' strategies in assessing speaking skill. Case study with a qualitative approach was adopted to explore the problems of this research.

The findings showed that teachers apply the strategy of conducting the speaking assessment in the classroom which are started from the way they identify current level of classroom speaking assessment, the purpose of their speaking assessment, types of speaking assessment, then selecting the teachers' strategies of speaking assessment and last, teachers' perceptions of the effectiveness of classroom speaking assessment. We can infer that the teachers implementing some strategies in conducting the speaking assessment.

The researcher's study has similarity with the both previous studies above. It discussed about speaking assessment methods used by the teachers to assess students' speaking skill. The difference this study with the previous studies is this study does not discuss about teachers' difficulties in carrying out assessment methods. In this study, the researcher will find out more kinds of assessment methods used by the English teachers for assessing speaking in online class. The reader may found the same theories in the explanation of assessment methods above due to the same reference used by the researchers.

#### **E. Basic Assumption**

The various methods involved in assessment are the tools and instruments to collect the data about how the students can demonstrate expected learning outcomes (Prasanthi, 2019 : 94). Linn and Miller (2005 : 37) states an assessment method refers to any variety of procedures used to collect data about student performance. Assessment method is teaching

process which used to assess how well a student has performed during the lesson, based on various measures that has been determined by the teacher or the educational system. (Smimou and Dahl, 2012 : 25).

