

CHAPTER II

LITERATURE REVIEW

A. Perception

1. The Nature of Perception

Perception is the experience of the object, incident or the relations which comes from conclusion of information and interpretation of the meaning (Rakhmat, 2001:51). Anyone's perceptual experience will be determined by personal and situation factors. (Rakhmat, 2001:51) illustrates that perception is an experience about object, phenomenon or connections in way to conclude information and interpret message.

Perception is the process of human thinking about certain phenomenon. As cited in (Gulikerset. *al.*, 2006: 382), perception starts from the sense of organ, this is related to the acceptance of message or information by human brain. In this process a person interact with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment by using these five sense, then the stimulant will be registered by brain and send them to nervous system.

Koentjaraningrat (2001) as cited in (Walgito, 2010:7) explained that perception is the realization of human brain process and it appears as a view about phenomenon. In this process many factors such as feeling, needs, motivation, education, preference, experience, and etc. are involved. Then the process is followed by reaction to the object.

Furthermore it can be concluded that perception is process by which a persons' brain arrives at meaningful interpretation of

stimuli (Struyven, Dochy & Janssens, 2005: 330). Moreover, perception consists of certain process. It begins with accepting the simulation from an object through the sense of organ, and then continues with the registers of stimuli to nervous system which is called as sensation. This process is ended by thinking, analyzing and interpreting in order to achieve the meaning of object. In relation with the process of perception, Moskowitz *et al.* (1992) as cited in (Walgito, 2010:54) explained that perception is complex process, those are:

a. Physical Process

It is the process when an object arouses stimuli caught by receptor; this process is called as sensation.

b. Physiological Process

It is the process of sending stimuli to the brain by sense organ.

c. Interpretation Process

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

After defining the term of perception, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ.

2. The Principle of Perception

In relation with the definition of perception, it has some principles. (Murphy, 2003: 11) divided the principles of perception into four, those are:

a. Perception is relative not absolute

In relation with the definition of perception, the first stimulus will give bigger impact than the next one. Based on this fact, a teacher can predict the next lesson because she/he has known the students' previous perceptions from the previous lesson.

b. Perception is selective

A person's ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the thing that the most attractive. Based on this principle, a teacher has to determine to select which materials that should be taught to the students.

c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of the relations/groups. Based on this principle, in the delivering the learning materials a teacher has to arrange it in the good order.

d. Peoples' perception may different although in the same condition

The different perceptions of the students are caused by different attitude and motivation. To get the same perception between the students, a teacher has to use the different teaching method. In other words, teachers are recommended to make use of instructional method, and instructional media (Hammond & Snyder, 2000).

Finally it can be concluded that perception is the process of accepting objects or phenomenon through the sense organ; it will expand to the stimulus process which is called sensation.

B. Curriculum 2013

Curriculum 2013 is a curriculum that is simplified and thematic-integrated. It is expected that learners get a better competency of attitude, skill, and knowledge. Curriculum 2013 must be applied as good as possible if we want to modernize and develop our education. This curriculum applies the scientific approach include of observing which the learning activities student given for seeing, reading, listening, observing, watching multimedia which it can be the opening in learning. Then ask the students to ask the question, give the feed-back and express the idea. The third is experimenting. Next, students will do the associating such as linking with other material, and making a statement. And the last student will do the communicating. It means that students do the presenting, dialoguing, inferring or concluding.

Authentic assessment according to Hart (1994: 20) is a term or terminology created to explain various methods of alternative assessments that allow learners to demonstrate students' abilities in finishing their tasks and problems. It also expresses how the students' knowledge and skills are applied in their real life situation outside the school environment. Assessment is usually connected to the word of evaluation. Gallavan (2009: 121) stated that evaluation refers to the act or process to determining the value of something. Teachers can measure and assess how far the purpose of study, that has been planned, is achieved or applied. It also measures the progress or development of their program.

Physiologically educational evaluation activities in school can be seen from students' and teachers' point of view. For the students, educational

evaluation will give them guideline to know their capacity and status. In the other side from the teachers' point of view, educational evaluation will give them assurance on how far their efforts bring results so that they can decide their future steps that are necessary (Genesee & Upshur, 1996: 31). Administratively educational evaluation has three functions. First, it gives report. Evaluation can be given in a formal written report that explains the development of the students after they pursue educational process in a certain periodic time. Second, it gives information or data. The students' grade in the evaluation process is an important data that is used to make decision of the educational department. Last, it gives description about the result achieved by the learners in the learning process.

Basically authentic assessment has relevancy to scientific approach. It fits the demand of Curriculum 2013 that is able to describe the progress of students' learning outcomes in observing, associating, experimenting, networking, etc. The success of Curriculum 2013 is not only students who understand and master the material taught by the teacher but also lies in the assessment process conducted by the teacher. The development of Curriculum 2013, including the evaluation tools used, becomes a decisive direction of education. Authentic assessment has its own paradigm in implementing Curriculum 2013. This is of course closely related to the condition and situation exists in educational world. To implement proper authentic assessment, it is needed to review the Curriculum 2013 assessment and the teachers' ability to carry out that assessment. Various obstacles need to be solved to obtain alternative solutions appropriately. The most important

findings in the form of data and facts on the reality are the teachers should be given the opportunity to improve their information technology skills so that authentic assessment can be effective and efficient.

C. Authentic Assessment

1. The Definition of Authentic Assessment

Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally relevant activities (Hiebert & Afflerbach, 1994: 11). The examples of authentic assessment techniques include performance assessment, portfolios, and self-assessment. A form of assessment is whenever students are asked to perform real world tasks that demonstrate meaningful application of essential knowledge and skills (Johnson & Johnson, 2002: 22).

Furthermore students have to be active and creative in exploring their skill during learning process. Kaplan and Saccuzo (2005: 69) define authentic assessment as an assessment requiring 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.

2. The Types of Authentic Assessment

Linn and Miller (2005: 37) have categorized common types of authentic assessment and the students' actions that should be observed and documented. Their examples include the following:

- a. *Oral Interviews*: Teacher asks student questions about personal background, activities, readings, and other interests.
- b. *Story or Text Retelling*: Student retells main ideas or selected details of text experienced through listening or reading.
- c. *Writing Samples*: Student generates narrative, expository, persuasive, or reference paper.
- d. *Projects/Exhibitions*: Student works with other students as a team to create a project that often involves multimedia production, oral and written presentations, and a display.
- e. *Experiments/Demonstrations*: Student documents a series of experiments, illustrates a procedure, performs the necessary steps to complete a task, and documents the results of the actions.
- f. *Constructed - Response Items*: Student responds in writing to open-ended questions.
- g. *Teacher Observations*: Teacher observes and documents the students' attention and interaction in class, response to instructional materials, and cooperative work with other students.
- h. *Portfolios*: A focused collection of student work to show progress over time.

3. The Importance of Authentic Assessment

Lanyon and Goodstein (1997: 211) have explained the significance of authentic assessment. The importance of authentic assessment among other is the following:

- a. Increasing concerns among educators and students about the lack of alignment between stated curriculum objectives emphasizing the development of professional capacities and assessments tasks lacking relevance to those purported learning outcomes.
- b. Educational technologies enabling experiential learning and teaching in cost effective ways in professional and vocational fields of study.
- c. Demands of external stakeholders (e.g. industry, the professions) for universities to offer more relevant courses and enhanced graduate employability, including the development of so called generic or transferable practical skills.
- d. Educators' search for ways of making their courses more engaging to better meet the needs, preferences and circumstances of new generations of learners with more
- e. Educational and life choices and greater demands for their studies to be applied and useful.
- f. The need for teaching and learning experiences to develop knowledge and skills on the one hand, and supportive attitudes and values on the other to graduate informed wellrounded and productive workers and citizens.
- g. Educators' need to teach their courses more cost effectively by using appropriately self and peer assessment strategies to share judgment making on the quality of
- h. Student work amongst key parties in the educational process.

- i. Ever increasing and pressing (by this we mean demanding attention) bodies of knowledge (both theory and practice) on the ways adults learn, and ways in which their learning can be best enabled in well-designed contemporary teaching and learning environments in higher education.

4. Authenticity in Language Assessment

Authenticity is regarded as an important feature of language tests, but commonly the notion is related only to the use of authentic material. In the course of this class, however, we found out that the concept of authenticity is actually far more comprehensive. It does indeed include characteristics of the input of test tasks, but it is also concerned with the interaction between input and expected response, the setting and the format of a test (Salvia & Ysseldyke, 2001: 14).

According to Popham(2003: 44) the goal of all reading assessment “is typically to know how well readers read in the real world”. Authenticity is thus an important aspect of testing since it describes the relationship between the test and the real world. The notion of authenticity was developed first within applied linguistics in the 1960s. During the late 1970s and 1980s conceptions of authenticity in language teaching and testing concentrated on the use of genuine texts that had not been simplified and tasks that simulated real-world tasks (Nunan, 2004: 11). The debate mainly focused on the nature of authentic input until 1991, when Bachman suggested that two types of authenticity had to be distinguished: situational and interactional authenticity (Nunan, 2004: 20).

While situational authenticity was concerned with the relationship between the test task and the criterion behavior, interactional authenticity indicated the interaction between test task and test taker.

The listed below is the authenticity in each language skill of assessment:

Table 2.0 The authenticity in each language skill

Language skill	Language sub skill	Assessment Types	Results
Reading	reading comprehension, reading strategies, and language development	Story/ Text Retelling	<ul style="list-style-type: none"> • Students able to find the main ideas • Students able to tell the information on the text one by one • Students retell the text or information in general
Writing	<ul style="list-style-type: none"> • Write report based on charts and graphs • Summarize ideas and view • Argue and give reasons 	<ul style="list-style-type: none"> • Writing samples 	<ul style="list-style-type: none"> • Students able to make a simple sentence well. • Students able to make a good paragraph. • Students able to produce written documents
Speaking	Speech function: <ul style="list-style-type: none"> • Answering question • Seek and provide information • Persuade and negotiate • Express ideas and opinions 	<ul style="list-style-type: none"> • Oral Interview 	<ul style="list-style-type: none"> • Students able to use some expressions appropriately. • Students learn some vocabularies • Students listen the expression by native speaker • Student able to

	<ul style="list-style-type: none"> • Argue and refute • Justify and give reasons • Able to turn take 	<ul style="list-style-type: none"> • Projects/Exhibitions • Teacher Observations 	<p>practice the dialogue</p> <ul style="list-style-type: none"> • An interview between student and teacher- role-playing using role card • Group discussion among 4-5 students-problem solving situation • Student works with other students as a team to create a project that often involves multimedia production, oral and written presentations, and a display. • Teacher observes and documents the students attention and interaction in class, response to instructional materials, and cooperative work with other students
Listening	Comprehending activities in response to live or recorded material	<ul style="list-style-type: none"> • Story or text retelling • Audio and video tapes • Constructed - Response Items 	<ul style="list-style-type: none"> • Students listen the audio or watching the video • Student able to: <ul style="list-style-type: none"> -arrange pictures -number or underline material on a worksheet -answer questions