

CHAPTER II

LITERATURE REVIEW

1.1 Theoretical Framework

2.1.1. Definition of Assessment

Assessment is a process carried out in a learning process and includes several key elements to ensure that the evaluation process carried out is an assessment that complies with the standards contained in government regulations. According to Gareis and Grant (2015) states that Classroom assessment is a very important part of teaching and learning, but it has not received enough attention for a long time. Additionally, Plakans and Gebril (2016) states that the teachers often feel unprepared and lack proper training in assessment. Therefore, further training on evaluation development, evaluation and evaluation is required. Before you do assessment as a teacher, you should know about the different types of assessment, then the functions and goals of assessment, the principles of assessment in the learning process, the subject and types of assessment.

According to Rawlusk, (2018) states that the fundamental features that support the running and success of a learning are due to assessment. Assessment is the process by which students demonstrate specific behaviors and skills in completing assignments. This type of assessment gives students the opportunity to demonstrate their skills through activities such as discussions, role-plays, presentations and workgroups. Most of the time students work individually, so this type of activity is beneficial for their emotional functioning. You will be able to collaborate and interact with your peers without having to learn all the languages.

In law number 20 of 2003 concerning the National Education System states that the assessment is the process of collecting data and processing information to measure a student's understanding of the learning process. Furthermore, in the K-13 system, the government, in accordance with the regulations of the Ministry of Education, provides guidance and guidance for educators in planning and implementing meaningful learning

so that students can become more creative, critical and innovative. It establishes policy and assessment learning principles that it is expected to become by the Ministry of Education's Education Standards, Curriculum and Assessment Agency, Culture, Research, and Technology of the Republic of Indonesia (2022)

From the explanation above, it can be concluded that the assessment is an important component in achieving the learning objectives that have set in the lesson plan.

1.1.2. Types of assessment

Based on the 2013 Curriculum Learning and Assessment guidelines by the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (2022) the assessment is divided into 2 assessment, namely: formative assessment and summative assessment.

1. Formative Assessment

Formative assessment or assessment aims to monitor and improve the learning process, as well as evaluate the achievement of learning objectives. This assessment is done to identify the student's learning needs, obstacles and difficulties they face, and to obtain information about the student's development. This information serves as feedback to both students and teachers. Formative assessment can be performed at the beginning of learning and during the learning process. According to Noyce & Hickey (2017), states that the formative assessment is defined as the process of monitoring student knowledge and comprehension of instructions to ensure maximum student development. Furthermore, Brown (2018) states that the formative assessment is the assessment of students who are in the process of 'forming' their competencies and skills with the aim of enabling them to continue this process of development. In summary,

formative assessment helps students identify their weaknesses and strengths.

2. Summative Assessment

Summative assessment, namely an assessment carried out to ensure the overall achievement of learning objectives. This assessment occurs at the end of the learning process for a single learning objective, but can be conducted simultaneously for two or more learning objectives, depending on educator considerations and teaching unit guidelines.

The most important thing in the assessment process is to know the type of assessment so that you can get a better sense of the direction of the assessment process you are going to do. Based on Permendikbud No. 53 of 2015, there are currently three types of assessment in our current curriculum. The first is affective assessment, cognitive assessment, and psychomotor assessment. Additionally, Brown (2018) defines summative assessment as measuring or summarizing what a student has accomplished and typically occurs at the end of a course or unit of instruction. The example of summative assessment is final exams in a course and general proficiency exams (quizzes, periodic review tests, midterm exams, and so forth)..

1.1.3. Assessment Models

a. Work method

1. Goals: skills to use English productively such as: asking and answering, role playing, simulations, conducting monologues, presentations, editing texts, writing texts.
2. Students demonstrate high-order thinking processes independently.
3. Assessment is not only on the product, but also on the process.
4. Depth is more important than breadth.

5. Can be integrated with observation assessment, self-evaluation, and peer evaluation
- b. Portfolio
1. Goals: persistence, interest, progress, and success in learning do a lot of activities in English.
 2. A collection of students' work that supports the learning process, between other progress reports, work schedules, project outlines, journals, and diaries.
 3. A collection of students' work that reflects learning outcomes or achievements, among other texts copied, summarized, self-made, read, photos, videos, clippings, and so on.
 4. Collection of test results, exams, grades and exercises.
 5. Notes or records of self-evaluations and peer evaluations, in the form of comments, checklists, and ratings.
- c. Self-assessment
1. Target: process or learning outcomes.
 2. Aspects of specific skills or general assessment.
 3. Metacognitive assessment to improve learning quality.
 4. Format: diary, journal, special format, in the form of comments, checklists, and evaluation.
 5. Learners are given training before being required to implement it.
- d. Peer Assessment
- Form: special format, comments, or other form of assessment.

1.1.4. Definition of Speaking

a. Speaking

Speaking is generally thought to be the most important of the four skills. Speaking is a way of communicating with other people orally. In other words that, speaking is the productive oral ability to share ideas and feelings with others. Talking more is a

productive skill. It is the use of language to convey different meanings to others. Interaction is effective. According to Kosar and Bedirre (2014), states that "Speaking is an interactive process of meaning construction consisting of the generation and reception of information".

b. Types of Speaking

Before assessing speaking, it is important to recognize five basic speaking styles. According to Brown (2018) states that there are five speaking styles, which are described below.

1) Imitative

This type of speaking requires test takers to copy words, phrases and sentences. Pronunciation is the main aspect of assessment, but grammar also serves as an assessment criterion. It should be emphasized that verbal communicative competence is not necessarily required when speaking by imitation. You will need to collect some information and reproduce it orally without additional explanation. The only information that comes out of them is what they hear.

2) Intensive

In contrast to imitation, neither pronunciation nor phonological aspects come to the fore in focused speaking. Interaction with others is minimal, though you need to understand the meaning to answer certain tasks. Example activities consist of reading aloud, sentence completion, and dialogue.

Some assessment tasks of Intensive Speaking:

- a. Directed Response Task
- b. Read Aloud Tasks
- c. Dialogue Completion Tasks and Oral Questionnaires
Picture-Cued Tasks
- d. Translation

2.

3) Responsive

This encourages speakers to speak in a timely manner. Making quick request comments in response to a short conversation is one of the activities associated with this type of speaking. Some of the Responsive Speaking Assessment Tasks: 1) Q&A 2) Instructions and how to give instructions 3) Paraphrasing

4) Interactive

The main difference between responsive and interactive speaking is the amount and complexity of sentences. The number of speakers is also important, because sometimes he needs more than one person to participate in the conversation.

Some assessment tasks of interactive Speaking:

- a) Interview
- b) Role Play
- c) Discussions and Conversations
- d) Games

5) Extensive

Speaking extensively requires a wide range of speech production. Speakers should also interact with a counter-speaker who will answer questions and facilitate discussion. Extended Speaking is the ultimate speaking skill that requires strong language elements.

Some assessment tasks of Extensive Speaking:

- a) Oral Presentations
- b) Picture-Cued Story-Telling
- c) Retelling a Story, News Event
- d) Translation (of Extended Prose)

1.1.5. Speaking Skill Assessment Rubric

Based on the 2013 curriculum English teacher's book by the Ministry of Education and Culture of the Republic of Indonesia (2017), the aspects assessing in speaking skills are as follows:

No	Assessed aspects	Criterion	Score
1	Pronunciation	Almost perfect	5
		There are some errors but they do not interfere with the meaning	4
		There are some errors and disturbing meanings	3
		Many mistakes and disturbing meanings	2
		Too many mistakes and disturbing meaning	1
2	Intonation	Almost perfect	5
		There are some errors but they do not interfere with the meaning	4
		There are some errors and disturbing meanings	3
		Many mistakes and disturbing meanings	2
		Too many mistakes and disturbing meaning	1
3	Fluency	Very smooth	5
		Fluent	4
		Pretty smooth sailing	3
		Substandard	2
		Not smooth	1
4	Accuracy	Very meticulous	5
		Inspect	4

		Quite thorough	3
		Lack of scrutiny	2
		Not meticulous	1

1. Pronunciation

According to Homboy (2018) states that pronunciation is the way words that have similar pronunciation but different meaning. Additionally, According to Thornbury (2015), pronunciation refers to a student's ability to produce understandable utterances to meet the requirements of an assignment. So, pronunciation is the ability about how to understanding the sound, have and an impact on remark that going to affect the meaning or meaning in context. Pronunciation is about how common pronunciation errors occur and how aspects of pronunciation affect communication. The evaluation criteria are as follows.

2. Intonation

Intonation is the high and low tone on the sentence that gives emphasis on certain words in a sentence. Intonation has a very important role in communication. A word can be pronounced with different intonation patterns and different intonations give different meaning to the word. According to Anggraini (2015) intonation has 3 aspects, namely 1) High low voice, 2) The pressure of syllables, 3) The short or long tone of the tempo.

3. Fluency Fluency

According to Mary Spratt and friends (2019) states that speaking a normal speed without hesitation, repetition and with smooth use of connected speech. Verbal proficiency indicates good speech production of language. Are you confident in your speech and are you able to answer without hesitation in choosing your words on a given topic.

4. Accuracy

According to Mary (2020) states, accucary in speaking is the use of correct form of grammar, vocabulay and pronunciation. Accucary is reciting and pronouncing the words.

Based on the statement above, the researcher conclude is this research the researcher uses the aspect of speaking skill in the rubric scoring in based on the Curriculum 2013 is pronunciation, intonation, fluency and accucary.

1.1.6. Principles of Assessment

In the *Permendikbud* it is states that assessment student learning outcomes at the educational level primary and secondary are based on principles as follows:

- a. Objective, means the assessment is based on standards and not influenced by the subjectivity factor of the assessor.
- b. Integrated, means the assessment by educators is carried out in a planned manner, integrated with activities learning, and continuous.
- c. Economical, means an efficient and effective assessment in planning, implementing, and the reporting.
- d. Transparent, means assessment procedures, criteria assessment, and the basis for decision making can accessed by all parties.
- e. Accountable, means the assessment can accountable to internal parties schools and externally for technical aspects, procedures, and results.
- f. Educative, means educating and motivating participants students and teachers.

2.2. Conceptual Framework

In this research, the researcher choose SMP Negeri 1 Somolomolo, particularly the English teacher and VIII-A as the informant of the research. The research begins by keeping in mind the research focuses of the research. The researcher wants to conduct the research by using Qualitative The researcher uses an interviews guideline with English teacher and students are given question sheet to find out the reasons or factors related to students assessment. The researchers conducted research using the following concepts :

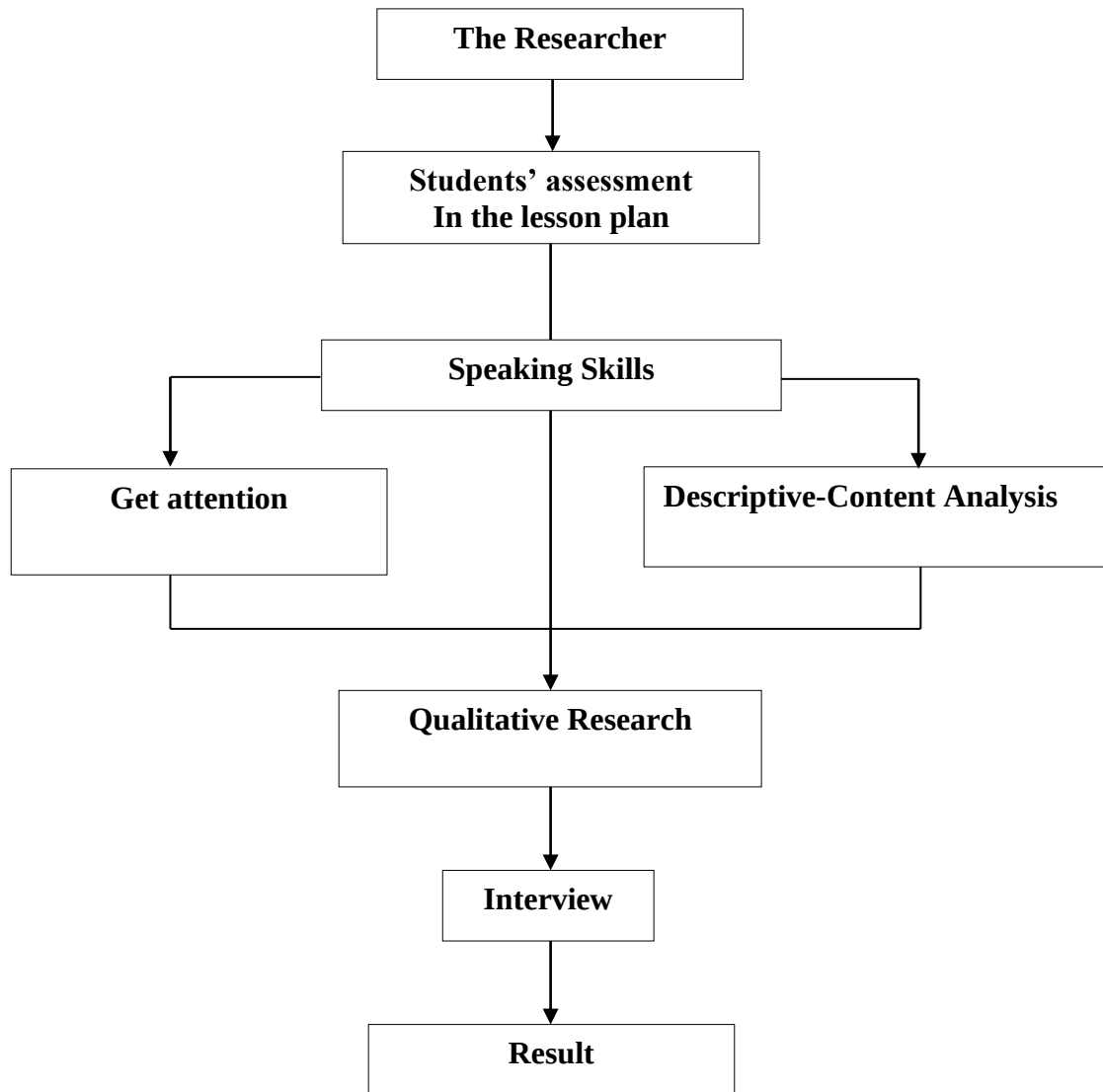


Figure 2.1. : The Conceptual Framework of the Research