

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discussed about two parts namely previous studies and underlying theory. There are ten previous studies which have similarities and differences with this study. Underlying theory discussed two parts such as Inquiry-based Learning and teaching components

#### **A. Previous Study**

In this study, the researcher would discuss several previous studies. The first study was from Little (2010) entitled Inquiry-Based Learning in the Social Sciences. The goal of this study was to investigate the application of metacognitive strategy to increase EFL of students' reading comprehension of the English Department at University of Timor in an analytical text exposition. The participants of the study were the students of second semester in English Study Program at University of Timor in the academic year 2012/2013 that was classified into 29 students; 10 males and 19 females. The data were obtained from a test of reading comprehension, observation sheet, field notes and an interview guide during the teaching and learning process. The student's reading comprehension skills in reading analytical expository text were successfully increased. It was concluded that the metacognitive strategy could increase student's reading comprehension skill of analytical expository text in the reading instruction of the second semester students of the English Department at University of Timor.

The second study was conducted by Smith (2013) which is entitled Improving Classroom Discourse in Inquiry-Based Primary Science Education. The goal of this study was to identify how teachers' beliefs and knowledge about organizing of classroom discourse. Their teaching practice was affected by their participation in action-research based on the intervention of professional

learning. Type of this research was qualitative and quantitative research. 40 students of two science classes were the subject of this research. Meanwhile, method of collecting data were pre-test and post-test during 6 weeks study. As a result of their involvement in the professional learning intervention, all of the teacher's case studies were improving their comprehension and developing their practice of using teacher questioning and discourse moves to correct their communicative approach so as to match the instructional focus of the lesson and segment of investigation.

The third study was conducted by Laursen's work (2014). The title of this study was Benefits for Women and Men of Inquiry-Based Learning in College Mathematics: A Multi-Institution Study. The purpose of this study was to teach courses traditionally, as measured by general measures which were applied across types of course. Type of this study was qualitative research. This study was investigated learning of student and affective outcomes of IBL courses, their various among subgroups of student, and teaching, learning activities and processes. This study used a quasi-experimental design because courses assignment, instructors, or students to IBL or non-IBL approaches was out of our control. The result of this study showed significant main effects for IBL status and gender and for the IBL by interaction of gender.

The fourth study was conducted by Sever and Guven (2014) investigated about the Effect of Inquiry-based Learning Approach on Student Resistance in a Science and Technology Course. This study aimed to identify the resistance behaviors of 7th grade students exhibited during their Science and Technology course teaching-learning processes and to remove the identified resistance behaviors through teaching-learning processes that were constructed based on the inquiry-based learning approach. Types of this research were qualitative and quantitative. In the experimental process, courses gave to control the group was taught used the traditional method, whereas those given to the experimental groups used an inquiry-based learning approach. The data were collected in the spring term of the 2010–2011 academic years. There were 25 students were

identified as having resistant behaviors such as not participating in the course, not being interested in the course, not taking care of their friends, seeking attention, not respecting the teacher, and providing suggestions to the teacher. As a result, it was found that students could have variety of resistant behaviors and these behaviors could be affected positively by different teaching methods that were accepted as effective in that discipline.

The fifth study was conducted by three researchers, namely Cooper, Bailey Brad, Briggs (2015). They examined their research entitled Gender Differences in Achievement in an Inquiry Based Learning Precalculus Course. The aims of this study were to find out the students taught with the MMM perform better on a common final exam than the students taught in a traditional format and to find out the effects of the MMM on achievement differ by gender. Types of this study were qualitative and quantitative, and then this study involved six sections of college precalculus at a midsized (approximately 6000 students) state university in the southeastern United States. The student body of the university is approximately 88% Caucasian, 3% African American, 3% Hispanic, and 6% other ethnicities with 59% female and 41% male students. Each Precalculus section in this study had between 30 and 38 students. Table 1 showed the results of two-tailed; independent samples t-tests was compared the final exam scores of the students taught by the MMM and those taught by traditional lectures. The MMM students had higher average scores on the final exam overall and for two of the three instructors, but the difference was only significant for Instructor 2. The results in Table 2 showed that there were no significant differences in the final exam scores for the males, but Table 3 provided evidence that the MMM was beneficial to the female students.

The sixth study was conducted by Duran and Dökme (2016). They examined the study entitled The Effect of The Inquiry-Based Learning Approach on Student's Critical-Thinking Skills. This study aimed to determine the effect of an activity set developed according to the inquiry-based learning (IBL) approach in the unit "Particulate Structure of Matter" on students' critical-thinking skills

in science and technology courses. Qualitative Research was a type of research which was used in this study. Participants of this study were 90 students from the 6th grade attending four, 6th grade secondary school classes. Then the data collections were obtained from pre-test and post-test. The findings of the research were exposed that learning of science and technology supported with the guided activities developed in line with the IBL approach had large effects on critical-thinking skills in science and technology courses of students.

The seventh study was conducted by Nurafani's (2016). She investigated about the Implementation of Inquiry-Based Learning for the Teaching of English at SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year. This study aimed to know learning objective, classroom procedure, classroom technique, roles of instructional materials, roles of teacher, roles of students, media was used, and types of assessments was used by teacher in teaching English. The researcher used descriptive qualitative research. This study used observation, interview, and documentation as a way to collect data. The result of this study was the implementation of inquiry-based learning in SMP Muhammadiyah 4 Surakarta corresponds with the curriculum of KTSP.

The eight study was conducted by Dewi (2017). She investigated "The Implementation of Inquiry-Based Learning for the Teaching of English at SMAN 2 Klaten in 2016/2017 Academic Year. The objectives of the study were to know teacher's role, student's role, classroom procedure, and classroom techniques. Type of the study was descriptive qualitative. The subjects of this research were Mr. S as English teacher in ten and twelve grade, and Mrs. N as English teacher in eleven and twelve grade at SMAN 2 Klaten. The researcher used observation, recording, and interview as a method of collecting data. The results of this study were the implementation of inquiry-based learning for the teaching of English was appropriated with the curriculum 2013.

The ninth study was conducted by Ningsih's (2017) which is entitled "Classroom technique used by English Teacher in Inquiry-Based Learning: Naturalistic Study at SMP Negeri 2 karanganom. The goals of this study were to

know types of classroom techniques used by English teacher, to describe the objectives of classroom techniques used by teachers, to explain teacher's roles in each type of classroom techniques was used by teachers, and to explain the students' roles in each type of classroom techniques was used by teachers. Qualitative research was used in this study. Subject of this research were English teachers and students at SMPN 2 Karanganom. Techniques for collecting data were observation, and interview. The result of this study presented that classroom technique was very important in the implementation of teaching learning process to develop students' English skill.

The tenth study was conducted by Ermawati, Yunus, Pammu (2017) which is entitled "The Implementation of Inquiry-Based Learning to Reading Comprehension of EFL Students." The goal of this study was to know about the use of IBL improved reading comprehension and how IBL in applied in reading class. Quantitative and quasi-Experimental Design was used in this study. The participants of this research were 40 students of third semesters at STKIP Muhammadiyah Sidrap. IELTS reading was an instrument of this study. Then the data were analyzed with SPSS 22. The research presented that the IBL was able to increase reading comprehension of EFL students presented high difference between and experimental group post-test scores of control.

Compared to previous studies above, there were some differences and similarities with current study. The differences were placed on the participant of the study like in Little's work. Cooper, Bailey Brad, Briggs work, Fattahi and Haghverdi work, and Ermawati, Yunus, Pammu work used student university as a participant, while the current study used tenth grade of vocational school.

The method of collecting data was different from Smith's work, Maxwell, Lambert, Duran and Dökme work and Cox work used pre-test and post-test as a method of collecting data. Also there were several previous studies which had similar method in collecting data such as used observation, interview, and document.

In addition the similarity was represented in type of the study. The current study used qualitative research like in Sever and Guven (2014), Cooper, Bailey Brad, Briggs (2015), Smith's (2013) work which used both of qualitative and quantitative, Laursen's (2014) work, Fattahi and Haghverdi (2015), and Duran and Dökme (2016) used qualitative research.

## **B. Underlying Theory**

Underlying theory explains about (1) Inquiry-Based Learning and (2) The Teaching Component.

### **1. Inquiry-Based Learning**

In Inquiry-Based Learning is divided into principle, characteristic, classroom technique and procedure, and the application of Inquiry-Based Learning in Indonesia.

#### **a. The Notion of Inquiry-Based Learning**

Inquiry is a method of teaching. It means that, the students dominated the teaching learning process and the teacher as a facilitator. According to Meriam Webster dictionary, inquiry is an inspection which refers to the facts or principles research, demand information, a systematic examination often of a matter of public interest. Although, Thorndike (1874-1949) defines that learning occurred pass through testing and error method. According to him learning is a sustainable process where students will make much effort to learn. So the students have to give an active role in teaching learning process. While, Fauziati (2014:158) states that "Inquiry is not merely searching for the right answer, but finding appropriate resolution for question and issues." Therefore, students shall find the problem solver to finish it. For educators, inquiry-based learning gives pressing on the improvement of inquiry abilities and nurture inquiring attitudes or routine those possible individuals to continue the mission for knowledge throughout life (Fauziati, 2014). In inquiry-based learning there are several parts that have to do by students. Bruce and Davidson in Fauziati (2014) demonstrate a cycle of inquiry like asking, investigating, creating, discussing, and reflecting

as means to find resolutions. The whole process above are to make students more active in learning process, and through that process they would try to find an idea to solve the problem.

Based on the elaboration above, the researcher concludes that inquiry-based learning is an approach which makes students more active in learning process because students have to pass some stages which make students think to solve the problem. In this approach students dominate the teaching learning process, while the teacher as a facilitator.

In this study the researcher will combine both of aspect with a method named “Inquiry Based Learning”. The researcher uses inquiry based learning in SMK Muhammadiyah 2 Surakarta.

#### **b. The Principle of Inquiry-Based Learning**

Aspects of inquiry-based learning has their begining in constructivism, specifically Jean Piaget (1972), Vygotsky (1978), and Jerome Bruner (1990). They agree that students can increase their knowledge through experiences in their life. Vygotsky gives a pressing in social context of learning. He states that social context, cultural history, and language play has a crucial role in cognitive development. His concept of the area of proximal development states that individual can be increased, with the help of a more qualified peer, mastery concept and ideas that could not known (Vygotsky, 1978). Brooks & Brooks (1993) proposed constructivist as follows:

1. Students deliver an idea and autonomy in teaching learning.
2. Teaching learning process emphasize on solving a problem.
3. The sources of the students’ knowledge were not only textbook but also other sources like main source, teacher, raw of data, and many more.
4. Communication in teaching learning process is signed by discourse.

5. The questions of the teacher aimed to guide and train students. It is guide students to build their early thinking.
6. The experience of students and curved thought a hierarchy of knowledge learn by their mind, produced idea, made an idea, and measured students' learning by metacognitive process.

Bruce and Davidson (1996) illustrate an inquiry cycle like asking, investigating, creating, discussing, and reflecting aimed to find a solution. This one is a thing which urges the students to ask and answer questions on the base of collected information that has to lead to make a new thought.

### c. **The Characteristic of Inquiry-Based Learning**

According to Drayton & Falk (2001) the teacher who teaches using inquiry-based learning has following characters; 1) Inquiry is based on the real life troubles but still under of curriculum; 2) inquiry capitalizes on curiosity of students; 3) The data are used, translated, and discussed; 4) the collaboration shall be done by teacher, studets, and library official; 5) the society and group of people have to relate with inquiry; 6) the teacher models the behaviors of inquiry; 7) the teachers representation used inquiry language on an ongoing origin 8) students take possession of his and her learning; 9) the teacher provides facilities for collecting and delivering a data; 10) Teacher and students use another thing such as technology to make an inquiry advanced; 11) the teacher collaborates an inquiry as substance and pedagogy; 12) teacher and students interact each other more dominant than in traditional teaching learning process; and 13) provide an identifiable time for inquiry-based learning.

Based on the explanation above, it can be concluded that students give a freedom to think and explore their critical thinking to solve a problem with the teacher as facilitator.



#### d. Classroom Technique and Procedures

Fauziati (2014) defines that classroom is an application that occurs in teaching learning process. Classroom technique is a thing aimed in order learning goal achieved. Therefore the best technique that is used is important toward the achieved of teaching learning process.

Bruce and Davidson (1996) design one kind of inquiry that consist of five parts such as asking, investigating, creating discussing, and reflecting. In 1967 Karplus and their first named the inquiry cycle *learning cycle*. This inquiry based learning has three stages of instruction as follows:

1. Exploration helps students to get an experience related phenomenon.
2. Concept introduction accepts the students to make science ideas throughout texts, interaction with peers, and teachers.
3. The students shall implement a concept application in a new tribulations.

In addition, 5-E was proposed by Roger Bybee in (1997) as follows:

1. Engagement.

Engagement is something interesting to build a motivation of students' learning.

2. Exploration.

Students can explore their knowledge with the teacher's guidance.

3. Explanation

Students presented about what they get and understood related process and concepts.

4. Elaboration.

Students implement their skills in a context, and make their comprehension of a knowledge.

5. Evaluation.

Students assess their abilities and knowledge.

**e. The Application of Inquiry-Based Learning in Indonesia**

In Fauziati (2014: 163), Inquiry-based learning also is used in curriculum 2013 based on the scientific approach. It is described in the education Ministry Regulation number 65, the year of 2013 about the Process Standard in education. It is affirmed that the teaching learning process has to be based on the scientific approach and it is implemented in one of method namely inquiry-based learning. Then the teaching learning process has to pass the following process:

1. Observing a phenomenon, in this part, In exploration process, students give opportunities to show their curiosity related the phenomena. Students and teacher discuss each other and tried several ideas.
2. Questioning is one of ways to develop hypothesis about phenomena, While, students are expected could deliver their questions, give explanation, and observation.
3. Gathering information, to investigate their hypothesis, students have to collaborate scheming an experiment to deliver their concepts and also to use an expression or construction a same oral or written text. This process is facilitated by teacher and with their peers.
4. Associating or information processing, Students ask to work together to resume the outcome of observation and investigated the work. After that, the teacher give a feedback to confirm the students' ideas.
5. Communicating, students have to present their result of the work orally, presented with an illustration, written and many more.

Based on the process above, scholars believe that scientific instruction to teaching could encourage learners to be curious about the world around them, to

improve skills and exhibit more positive attitude toward science, and to improve their oral communication and critical thinking.

## **2. Teaching Components**

In this research, the teaching component in teaching English is divided into 7 parts as follows; 1) learning objective, 2) classroom techniques, 3) the role of instructional material, 4) teacher's roles, 5) students' roles, and 7) type of assessment.

### **a. Learning Objectives**

Learning objectives can be defined as a result or something what students' done after learning something. According to Goodwyn & Branson (2001) the learning objectives shall be prepared in all planning documentation. The planning has to share with the students in order they can know about what should be achieved related learning objective. Fauziati (2010) proposes that objective of the lesson is not decided as what students do, but it is an illustration about what students will be capable to do in finishing a lesson. Goal is wider than objective. Objective shall be related and the theme of the teaching learning process. Fauziati (2010) states that objective decides what students and teacher to achieve the class stages. The illustrations of the objective are in the form the answer of the following questions:

1. What are wider objectives of the curriculum?
2. What are the objectives of this unit?
3. What is estimated by the teacher to the students to be able to do by finishing of this unit?

Both of objective and goal represent of the planning and describe the students' attainment of learning.

## **b. Classroom Techniques**

Classroom techniques shall be prepared by the teacher before he or she entered to the classroom. The interesting technique can increase the motivation of students in teaching learning process. In learning English there were several skills which had to learn namely, listening, speaking, reading, and writing.

### **1. Listening**

Fauziati (2010: 10) proposes that they listen not about what is said but what is meant. Therefore in understanding the listening skill, the students have to be able to comprehend the meaning of expression. Then, according to Clark and Clark (1997) in Fauziati (2015) listening comprehension “as a mental processes by which listeners took in the sounds uttered by a speaker and it was used to achieve an understanding of what they think about speaker stated and expressed.

Fauziati (2010- 8-9) states that the classroom activities of listening skill can be done by the students by following actions:

#### **a. Oral Repetition**

Students repeat what they hear such as phrase by phrase and sentence by sentence. It is good to train the students’ listening skill. In another side, students also feel hard to repeat a sentence without comprehend a message.

#### **b. Identify Keyword**

Students are trained to selective in receiving an information and to analyze and repeat the keyword only originally subject-ver-object, and then other aspects.

#### **c. Answering Question**

Students answer a questions is be based on part what they listen.

#### d. Simultaneous Listening and Reading Aloud

This activity provides listening practice by supplying a script for verbalizing along with the listening materials.

Based on the explanations above, it is concluded that there are several activities which can be used. Fauziati (2010) in listening activity, students do several activities such as, repeat words, phrases, or sentences. Then, students prepare to note something in the segment the answer certain question under the passage of listening.

### 2. Speaking

According to Cameroon (2001) speaking skill is a skill to articulate a meaning which aimed to make a sense of them. There are several techniques of speaking classroom, such as role playing, games, problem-solving, and discussion:

#### a. Role Playing

According to New Mark (2001) in Fauziati (2010), he states that role playing made a classroom situation dramatic, or in apart, students having dialogue but unforgot to re-label the substance and people in a classroom to make an imagination.

#### b. Games

Shaheen (2009) states that adding a game in teaching learning process can make students more interested in learning a language. It is concluded that adding game in a teaching English can make improvement of students' motivation.

#### c. Problem-solving

Cameroon (2001) states that speaking skill was a demand, therefore the students need to be careful and many supports of various types are not only for understanding but also for production.

#### d. Discussion

In discussion the students are divided into some groups. It aims to increase the students' fluency and grammar. The last activities, the teacher can give a group assignment and each groups presented their work.

### 3. Reading

According to Fauziati (2015) reading is a skill of language which is required taught in language learning.

Fleming & Stevans (2004) state that reading skill is important to be entirely conscious, treating an entirely social creativity which faces existential condition and evaluate something suitable, the transcendence of some received position.

According to Fauziati (2010) several activities in reading classroom are as follows:

- a. recognizing a meaning of words by the students' hints. It is helped with word and sentences near that unfamiliar word,
- b. recognizing phrases, with the analyzing phrases and unification its element into modification rapid speech,
- c. recognizing sentence structure, students have to practice in order knew about the elements of the sentence in the text, specifically in the context and combination of the sentence, and
- d. comprehension, to make possible to knew and translate a meaning in the reading text.

### 4. Writing

According to Richards & Renandya (2002) in Fauziati (2015) writing is a skill that is difficult to understand for foreign language learners. There are three

models in writing skill such as, the products approach, the process approach, and gender-based approach as explained by Fauziati (2010):

- a. The product approach is a traditional approach in teaching writing where students' characteristically are provided a model and motivated to imitate so that can produce a same result.
- b. In the process, approach persuaded students to try out a concept through writing and share with other students to get reaction from other people to help them know how to say and what to say.
- c. Genre-based approach is related with what learners are done when they write.

**c. Roles of Instructional Material**

Material is an important thing in teaching learning process, mostly material is used as a reference in teaching certain subject, also in teaching English. Many materials which shall teacher's deliver to the students. The teacher elaborates the material so that students are more understood in studying. Used the material, the teacher will know what composition which has to teach from the first meeting to the next meeting. Usually the teacher uses a textbook to teach, in the development of time, recently not only use a textbooks, but also the teacher can use an internet as a source of the teaching as an additional learning source. Dudeley-Evand and SL. John (1998: 170-171) suggests that for teachers of ESP courses, materials are served as following functions: a) source of language; b) as a support of learning; c) formalization and motivation; and d) for reference. Another theory is from Richard (2001: 208) he affirms that Instructional material is provided as a base of language inputs for students' acceptance and presentation a language in the classroom. It can be taken from: a) printed material such as books, worksheet, workbook; b) non-printed material, like an audio, video, and other; c) compound from printed material and non-printed material.

According to Cunningsworth (1995) instructional material in language teaching is showed as follows:

- a. As a source of presentation materials, spoken as well as written. Materials aims to heped teacher and students to held a class presentation in classroom activities.
- b. A facility of students to practice and communicative contact. Materials aim to provide source of students' practice and communicative contact.
- c. As a sources of grammar, vocabulary, pronunciation and many more. Material aims to facilitate the teacher and students learning, it is useful to increase students knowledge specifically on grammar, vocabulary, pronunciation.
- d. A source of encouragement and concepts in teaching learning process. material helps teacher to find out the ideas because it is provided a topic.
- e. A syllabus (where they are reflected). Syllabus aims to provide learning objective which is determined.
- f. As a support of teacher who has less experience. Material which has function to support tecaher to get more confidence.

From some explanation above, it can be concluded that the instructional material is important toward the teaching learning process. The instructional material is important because it is one of tools to achieve the goal and also to increase the English skill of the students.

#### **d. Teacher Roles**

Role of the teacher in implementation of inquiry based learning is a facilitator and guide of the teaching learning process. In addition, teacher shall provide the source of the learning for students to solve a problem. The supervision and guiding of the teacher during learning process is needed but the teacher has to reduce the involvement in a learning process, especially in help students to solve the problem. Richard and Lockhart (1994) state "Mainly, role of the teacher is a working, anticipate about the character of the teaching in a



school. While, teacher deduces their roles in a school they teach through various ways, however, it depends on the school they taught, method they are use, individual personality, and background of them.” While, according to Richards and Rogers (1986) in Richards and Lockhart (1996) defines that roles of the teacher is important and active, and powered a method they are used. In every stages of learning, the teacher has to designed a target of language, control the way and steps of learning process, and saw the learning action. The teacher shall give several exercises and looking for good situation to practice a structure. In addition Richards and Lockhart (1994) declare the teacher chooses the following roles to finish the teaching learning process:

a. Planner

The teacher monitors a teaching learning process in detail as a substance to achieve the teaching learning process, and then made a plan learning process. For example teacher makes a lesson plan before teaching.

b. Manager

The teacher has to control classroom activities to achieve the goal of learning. Students get knowledge from the material and also guiding from the teacher.

c. Inquiry controller

Teacher has a duty to keep the use of language in the classroom better. Correct language use should be reinforced and corrected using discouragement. The teachers control the students activity to make them organized.

d. Group organizer.

The teacher has to make the situation and condition to be good in order that students could work cooperatively to finish the group assignment. To achieve the good interaction among students, the teacher shall be classified them

into several groups. Then, the difficulties they face can be discussed with their friends.

e. Facilitator.

The teacher guides students in discovering learning through their ways to work independently. The teacher as facilitator when the student needs to improve their ability.

f. Motivator.

The teacher attempts the way to increase students' confidence and motivation in learning and made a classroom atmosphere to be good in order students interested. The teacher tries to make students had high confidence and interested in classroom activities.

g. Empower.

The teacher only has a little role in teaching learning process, then teacher gives students more roles and lets them to make decision relate material they learned. Besides, the teacher and students have to build a good interaction each other.

Based on the elaboration above it can be concluded that teacher has an important role in teaching learning process. In addition the teacher also can improve the students' English skill so that the goal can be achieved.

**e. Students' Roles**

According to Johnson and Paulsion (1967) in Richard and Rogers (1985: 22) learners are seen as stimulus-responsive mechanism who is learning. Students' roles according to Richard including five aspects as follows:

- a. The learner is the planner of their program of learning.
- b. The learner is a monitor and evaluator of his or her own progress. Students' can be evaluated their own assignment progress.

- c. The learner is a member a group and learned by interacting with others. Students can discuss each other to find out a resolution of the problem.
- d. The learner is a tutor of others learners. The students can help others students in understanding the material which is difficult.
- e. The learners learn from other teachers, from the other students and other teaching sources. The students get the material from the teacher and they focus to pay attention of teacher is delivered.

In the process to achieve the goal of teaching learning process, the students also have important role toward it. The teacher as a facilitator need the students' role to achieve the learning process. So, the students also can get the advantages, such as students' English skill can be increased.

**f. Assessment Based Curriculum 2013**

Assessment is a tool to evaluate the result of the students' learning. In this section the researcher elaborates the assessment's model of inquiry-based learning. Mostly, the way to assess students 'ability uses a testing. Assessment generally is used to obtain how students achieve the indicator and also to know the improving or decreasing of the students' ability in teaching learning process. Kinds of the assessment is divided into two namely test and non-test. Test is an assessment's form that uses a question which the students' answer true or false. While non-test is one of the assessment types that usually is measured by the students' attitude. In teaching English the teacher assessed the students through micro skills such as speaking, reading, listening, and writing.

**a. Speaking Assessment**

Fleming & Stevens (2004) state that listening and speaking are skills which are hard to assess because it is more than additional elements of English, acted a variety with subject, and situation and motivation. The teacher can measure the speaking ability from some form, in example the students can be assessed by the teacher based on the situation such as in group and self-ability.

In self-ability the teacher could be conducted activities like an interview, speech, and others. Cameroon (2001) states that in oral language assessment, there are difficulties such as hard to observe and focus to more than one evaluation. The resolution is the teacher should record a students' speaking practice in order to be assessed more accurately. According to Maley & Pierce (2004) in Cameroon (2001) teacher assessed the oral skill of second language learners through six level scales; the sub-scales for fluency were shown as follows: 1) words and phrases were repeated; 2) speaking with one word and short patterns; 3) speaking in uncertainty because of said another way and looking for words; 4) speaking with infrequent uncertainty; 5) speaking with near-native fluency; 6) speaking smoothly.

#### **b. Reading Assessment**

Different from speaking, in this reading assessment generally the teacher could be easier to measure because the students assignment is a written form. According to Fleming & Stevans (2004) the way to assess reading skill can be as follows: group and classroom discussion, person's conversation, creative reaction, describing, active approach to text, theatrical presentation, shows a text in diverse shapes of media (e.g. narrative to drama; poem to newspaper article).

In addition Cameroon (2001) adds that to make efficient in assessment of reading, the focus will need to decide the real substance as follows:

1. Comprehend a story and many more text.
2. Strategies of sentences and text level reading.
3. Work out perfect meaning in the grammar.

#### **c. Listening Assessments**

In listening the students listen the interview or monologue that is provided by the teacher, then the students listen carefully and fill the answer sheet, from that process the teacher can assess the students' listening skill. Fleming &

Stevens (2004) state that in curriculum of national, listening can be explained as “understanding”. In listening skill, students is asked to listen about material and hoped could be understood the material in order they know the purpose of the sound.

In addition, according to Goodway & Branson (2005) the elements of listening skill are several of formal and informal perspective included: clarify, illustrate, narrate, explore, analyze, visualize, discuss, argue, and influence.

#### **d. Writing Assessment**

In writing section, the students write an essay or other form. Usually the teacher measures the grammar, neat of the writing, and also punctuation. Fleming & Stevans (2004) explain in writing skill there is one center in word-level precision, while conversation management maybe considered. The national writing project offers useful set of categories for responding to writing which may be feature in formative feedback: surface features (spelling, punctuation, handwriting), style and structure (appropriateness of language to purpose), ideas and content (coherence of and reflection on facts, opinions, and action, and thoughts), writes as writer (comment on process/pupils understanding and reflection on this), writer as person (response to personal content, encouragement, further personal dialogue stemming from the text).

#### **e. Authentic Assessment**

##### **1. Notion of Authentic Assessment**

Assessment divides into two aspects, namely traditional assessment and alternative assessment. Traditional assessment is a way where students use a pencil and a paper as a tool to do assignment such as true-false, fill-in-the-blanks, multiple-choice, matching. Alternative assessment is another assessment which can be done besides the traditional assessment.

O’Malley and Pierce (1996) propose that alternative asesment is divided into several methods in process of gathering information. It relates what

students' know and can be done that is prepared to see about students achievement together with their learning improvement and learning process to notify direction. Authentic assessment is assessed based on students' action in real situation. While, Gulikers, Bastiaens, and Kirschner, (2004) state that authentic assessment as: an evaluation which needs students action to discover their competences, and then implemented in real-situation. Khaira and Yambo (2005) affirm that authentic assessment had to represent about action of real-life. It is reflected by real-life assignment with some resolutions for students.

## 2. Characteristic of Authentic Assessment

Characteristic of authentic assessment can be elaborated based on some experts, as stated by Mueller (1998), Brown and Hudson, (1998: 645-655), Wiggins (1998), Gulikers, Bastiaens, and Kirschner, 2004, 2005; Hildebrand, 2005; Khaira & Yambo, 2005; Poikela, 2004; Smith and Koshy, 2005; and Perkins and Wajrak (2005) were as follows:

- a. The teacher Instructs students to do something like displaying their abilities, creating, producing, or doing an activity, a tasks to do in certain time. It is longer than usual assignment which is given by teacher in daily teaching learning process.
- b. Use a real word.  
  
It means the tasks showed activities in real-life.
- c. Students are asked to espouse daily teaching learning activities; they only deliver the regular classrom activities.
- d. Several skills and subjects are included and integrated in the curriculum, that were opened to assessment.
- e. Students are asked to focus on the process and products covering social, cognitive, and reflective learning process.

- f. Students are asked to elaborate their thoughts and problem solving skills; the students shall finish an assignment, whereas they have to translate the assignment.
- g. The teachers need opinion and improvement; they provide a feedback to improve students' performance.
- h. The teacher give an interested challenge to the students which aims to increase their motivation.
- i. Referring to the correct defined and negotiated standard, the involvement of students can make they understand an assignment and know about the benefit.
- j. The evaluation is made by proper precentage. It has an appropriate balance, neither too complex nor too easy.
- k. The students use participation from the self and peer assessment supporting teacher evaluation; it is makes students to make an expression.
- l. The teacher could involve several skills and give a chance to the students to interact with other students from diverse subject.
- m. The teacher is given a resolution and diverse product which is made by students as an alternative approved one correct reaction which is acquired with pattern rules and satges to do a tasks.

### 3. Types of Authentic Assessment

According to O'Malley and Pierce types of authentic assessment as follows:

#### a. Oral Interviews

The teacher interviews students to know about their abilities to speak, then the benefit provides informal situation which is possible for students to develop their skill, conduct more a relatively much time and, can be recorded and observed.

b. Story or Test Retelling

Students are instructed to read or listen a material, then they asks to re-told the information they get. The advantages are students present the oral production, can be assessed by rubric based on, can be used to know about student' reading comprehension, strategy and language advanced.

c. Experiments / Demonstrations,

Students present their ability using several materials. Students make oral presentation, written, reported, or both based on that activities get some benefits such as, can observe an oral and written products and thinking skills, assessed with rubric.

d. Writing Samples

Students write a composition such as essay, position paper, etc. From those activities is concluded that students writing skill can be scored using rubric or rating scale in terms of process and product.

e. Constructed-Response Items

Students write their response to a problem or questions which explored their higher order of thinking. They are led to explore their knowledge and skills to respond the questions. Then, the positive result is scored using rubrics and rating scale.

f. Teacher Observations,

Teacher monitors the students learning activities, progress and evaluated the students' performance through some checklist, anecdotes, or notes. The advantages are conducted in the classroom and observed through notes, easy to do in short time.