

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes (1) Perception, (2) Assessment, (3) on-going assessment, (4) vocabulary, (5) young learners, and (6) previous related studies

#### **2.1. Perceptions**

##### **2.1.1 Definition of Perception**

The definition of perception, according to Wagner and Hollenbeck (1995), is information that has been collected through the five senses that can select, manage, store and interpret a person's process. In addition, perception is a process based on sensing which is the process of receiving information or stimuli by the person himself through the senses, Walgito (2004). Furthermore, another opinion put forward by Wang (2007), that perception is important in the subconscious cognitive function that connects, detects, interprets and looks for information in the mind to determine a person's personality. So, it can be concluded that the perceptual process is the process of receiving information through the senses and then carried by the sensory to be processed in the brain to determine a person's or individual personality.

##### **2.1.2 Teachers' Perceptions**

In the implementation of a learning process, it is very necessary to understand something called an equation of perception. According to Lee (1998) the understanding of the teachers of creativity has been a major factor in the success of the failure of educational innovation and the teachers perception in teaching English

is understand and known deeply. Before carrying out the learning process, the teacher should understand what will be taught and how to teach it. Therefore, so that students can receive the right information in accordance with the material being studied.

## **2.2 Assessment**

Assessment is an in-depth process to determine the abilities of students, Ria (2012). However, assessment is the most important thing in learning, as an effort to improve the quality of students in education. According to Carbery (1999 p.10), assessment is an estimate of value or a level in the learning process. In educational situations, this leads to the application and steps to direct and assess student development in relation to goals' Vale, Scarino & Mkey (1991) cited in Carbery (1999). Educational assessment can be divided into 2 parts, namely: summative assessment and formative assessment.

### **a. Summative assessment**

Summative assessment is the final assessment of the development of the tutoring process in students.

### **b. Formative assessment**

Formative assessment consists of formal and informal to help teachers and students give an unclear opinion or opinion about performance development.

Furthermore, according to Brown (2004) assessment is any act of analyzing data on a student's performance obtained through a variety of methods

or practice. Then, according to Wiggins (1998) the aim of assessment is primarily to educate and improve the performance of students, rather than simply to audit it. In addition, the purpose of assessment is student learning, or assessment, is a mechanism for education to track progress, strengths, and areas for improvement, Asefa (2012). Many teachers assess their students using pre-test, mid-term, and posttests to value student learning.

## **2.3 On-going Assessment**

### **2.3.1 Definition of On-going Assessment**

Assessments that provide understanding must be more than the final assessment because it is imperative to inform teachers and students about what students currently understand. According to (Leirhang & MacpPhail, 2015) On-Going Assessment is an assessment not only assesses result but also assess student process in solving problem during learning. This on-going assessment can assist the teacher in providing feedback to students to find out where the error is in each question the teacher gives to the student's answer. This on-going assessment is one type of formative assessment that is carried out not only when learning ends, but during the learning process and will be sustainable, Joslin (2010).

Furthermore, provides some of the more common activities that can be used as ongoing assessment to include assessment items that many teachers may normal incorporate in their classes. Ongoing assessment is most appropriate for each activity. According to Carbery (1999), there are some activities of ongoing assessment such as: journal, feedback, questionnaire, portfolios, conferences,

classroom observation, observed communication activities, group discussion, peer assessment, and self assessment.

In addition, According to Carbery (1999), taking assessments in class on an ongoing basis where formative assessments are also part of the ongoing assessment. And then summative assessment focuses on test result, on-going assessment also focuses on the learning process because on-going assessment is not new to education.

On-going assessment is an assessment that will be ongoing with a process where students must prepare to be able to provide good and clear responses to find out how far students understand the lesson with the aim of helping students improve their abilities for the next meeting, (Blythe., 1998 as cited in Joslin, 2010). On-going assessment is a very important assessment in providing feedback to students using on-going assessment will make learning more active, Abdurrahman et al., (2018); Salihu et al., (2017). So, ongoing assessment is carried out before and during the learning process and on-going assessment to see the development and ability of students in understanding the next lesson.

### **2.3.2 Course Objective and Assessment Criteria**

In the English foreign language classroom the most important objectives, there are three course objectives of ongoing assessment according to Croker (1999) state that language objective, the language skills that students are expected to acquire in the classroom, the second is strategies objective which refer to the development of strategies for communication and learning, and the third is socio-

affective objective can refer to change in the learners attitude to the target language group. In addition, according to Joslin (2010) understanding goals to generate the criteria by which to assess students' performances. Build in the opportunities at the beginning of and throughout a unit for assessing students' developing understanding.

Furthermore, assessment should be tied to these course objectives. Assessment criteria of ongoing assessment refer to the set of standard against which assessment are made. According to Croker (1999) Assessment criteria should be relevant, clear, and practical. They should be relevant to the course objective and expected outcomes on the one hand and to the needs of the learners on the other. They should be clear and easy to understand both from the teachers' point of view and equally from the learners. Learners that fully understand and internalized the assessment criteria have clear learning goals. And lastly, assessment criteria must be practical. They must reflect the classroom context- the number of the students in the class, the size and arrangement of the classroom, time contrast during the class, teacher preparation and evaluation time, student patience, interest, and material constraints. In addition, according to Joslin (2010) assessment of the ongoing assessment process establishing criteria and providing feedback:

- a. Criteria for each performance of understanding need to be:
  - o Clear articulated explicitly at the beginning of each performance of understanding through they may well evolve over the course of the

performance, especially if it is new to the teacher as well as the students.

- Relevant (closely related to the understanding goals for the unit)
- Public (everyone in the classroom knows and understand them.

b. feedback needs to:

- Occur the frequently from the beginning of the unit to its conclusion.
- Provide students with information not only about how well they have carried out performance but also how they might improve them.
- Inform your planning of subsequent classes and activities.
- Come from a variety of perspectives: from students' reflection on their own work. From classmates reflecting on one students' work, and from the teacher.

Therefore, According to Josin (2010) ongoing assessment needs to occur in the context of performance of understanding that in turn and anchored to understanding goals and performance of understanding as well as a description of criteria and feedback for ongoing assessment. Understanding goals it to help students understand the learning process and understanding performance is students learning process which they pick a controversial issue and argue for their personal stance on that issue.

### **2.3.3 The Principle of On-going Assessment**

There are five sets of principle of ongoing assessment its purpose and form. Ongoing assessment is very important to be applied at school as an

authentic form and should be applied properly. So, there are three purpose of on-going assessment according to Croker (1999), focus on learning and teaching process, learning and teaching outcomes, and the learners themselves are follows:

- a. Learning and teaching process focus on instruction-oriented on-going assessment seek answer question such as how effective instruction, learner reaction to different teaching strategies, learner preferences for different classroom activities. The technique includes learners journal, feedback form and questionnaire, and group discussion.
- b. Learning and teaching outcomes focus on assessment-oriented on-going assessment to know what the students are having difficulty and what the students have learnt is to identify learner problems and success.
- c. Learners themselves focus on learner-oriented on-going assessment to know what the learner strategies or student knowledge that they employ, learning styles preferences, and their motivation. Technique of learner-oriented; learner and reflective journals, learner classroom observations, and questionnaire.

Meanwhile, the form of ongoing assessment according to Croker (1999) response-based and observation-based are follows:

- a. Response-based ongoing assessment, the learners are assessed based upon response that they make to certain question or activities, set either by the teachers or learners in collaboration with the teacher. The learners are aware that they are being assessed, within a given framework and

time period. Response-based ongoing assessment includes oral interviews, observed pair conversations, portfolios, and class tests.

- b. Observation-based ongoing assessment, the teacher is observing the class during normal classroom activities, without setting specific task and activities. The learners may not be aware that they are being assessed. Observation-based ongoing assessment includes keeping classroom logs of observation of certain students, teaching logs assessing the efficacy of various teaching strategies, and classroom observation communicative activities.

## **2.4. Vocabulary**

### **2.4.1 Definition of Vocabulary**

Vocabulary is one aspect of language that is learned when people are learning a language. According to Ur (1991) a vocabulary that can be defined, evenly, to cover all cases by speaking in a foreign language. Because vocabulary really needs to be used in language or in the ability to read, listen, speak, and write. A collection of several words that are combined so that they have meaning and meaning the definition of vocabulary, Zalmansyah (2013). Furthermore, it is said by Charles (1998, p. 959) cite in Zalmansyah (2013) that vocabulary is a very important part in learning a foreign language, where students are required to master word for word so as to allow increasing vocabulary for these students. Therefore, vocabulary is highly recommended to be practiced everyday. However, if a student only learns a foreign language only in class, it is likely that the student



is less likely to master a foreign language. The success of a student in mastering vocabulary is not only from the teacher, but from the student himself with his will, motivation, and ability. From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

In addition, vocabulary skills in ongoing assessment are very important because teachers are very easy to judge directly when students learn English. Of course, vocabulary skills are needed to improve language skills. In addition, vocabulary plays an important role in language, both spoken and written. Children must learn one to two thousand words to speak and write English, (Cameron, 2001). Furthermore, according to Hornby (1995) vocabulary is the total number of words in a language, including all terms that a person knows or that are used in a specific book, subject, or other context. a collection of words and their definitions, particularly one that comes with a textbook.

#### **2.4.2 The Aspects of Vocabulary**

There are some aspects in learning of vocabulary. According to Harmer (2001), there are some aspects that have to be discussed in vocabulary as follows:

a. Meaning

Lexical meaning is the meaning that attaches to words as a word. When the teacher delivering the student about the meaning. The teacher should explain that a word may have more than one meaning when it is used in

different context. In order to discovering the meaning, the teacher can use ways such as guide discovery and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. According to Ur (1991) there are some important points that should be when teaching vocabulary, pronunciation and spelling should be taken into account. The learners have to know what a words sound is similar to its pronunciation, and its appearance is similar to its spelling.

c. Pronunciation

According to Hewings (1999) pronunciation of a language is the essential component of speech that come together to form a sentence. Pronunciation is also related to phonetic transcription. The essential elements of pronunciation are sounds, syllables, and sound.

d. Word Use

According to Nations (2001) there are some ways to attract attention to the use of words by quickly demonstrating the words grammatical pattern fits into (countable/uncountable, transitive/intransitive, etc).

e. Word Classes

According to Hatch and Brown (1995) The classification of words is based on their functional categories, often known as parts of speech. There are some part of speech should be practiced fluently to the student such as

noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjections.

### **2.4.3. Teaching English Vocabulary for Young Learners**

Harmer (2007) state that teachers of young learners need to spend time how their students think and operate. They need to be able pick their student current interests so they can use them to motivate the children. English vocabulary learning cannot run successfully without English skills because both of them very important in English learning and teaching process. Cameron (2001) state that building up a useful vocabulary is central to the learning of a foreign language at primary level. It means that in English language teaching and learning vocabulary. Vocabulary is very important because vocabulary is the basic lesson for young learners before they start to study about English language.

According to Philip (1993), there are some points to make the process of teaching English for young learners more stimulating and enjoyable experience for the children as young learners.

- c. The activity should be simple enough for the children to understand what is expected from them.
- d. The task should be within their abilities. It need to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.
- e. The activity of should be largely orally based indeed, with their young learners listening activities will take up a large proportion of class time.

Meanwhile, Wallace (1982) give some principles in teaching vocabulary that the teacher should pay attention. Their follows:

a. The aim of teaching vocabulary

The teacher has to decide the goals that the learners supposed to reach. The aims to be clear for the teacher and how many of things listed does the teacher expect the learner to be able to achieve the vocabulary.

b. The quantity of vocabulary

If there are to many words, the learner may become confused and discourage.

c. The students need

Teacher must select the suitable word according to the topic and students need. The teacher should also create the appropriate environment in which the student could be capable to communicate and internalize the word they need.

f. Frequent exploration and repetition

In learning English vocabulary, young learners need a certain amount practice and repetition to make them understand it.

g. Meaningful presentation

Teacher should have good and clear presentation, so the learners have understanding of the English vocabulary words are taught.

h. Situation presentation

Teacher should focus on the topic when they teach English vocabulary for young learners. in teaching English vocabulary, teacher should be

presented the familiar context to the learners. teachers should be able to identify the young learners characteristic and the young learners need. In addition, teacher should choose kind of materials and suitable techniques to the young learners, teacher should look for a good way to teach them by considering many factor influencing in teaching. So, the goals of teaching and learning English vocabulary can be successful.

## **2.5. Young Learners**

### **2.5.1 Definition of Young Learners**

According to Cameron (2001) Young learners are categorized into elementary students. In this part, young learner like to spend their times to play games, curiously with something new, making friend peers, hyperactive, and etc. According to Cameron (2001), children are often more lively and enthusiastic as learners. However, they have a good capacity in learning if the teacher can organize them. The children are divided into two sections throughout the book, the five to seven old and the eight to ten years old, Scoot and Lisbeth (1990). Therefore, the age play important role to define young learner starting from became young learner to the end phase of young learners. As the result, according to Cameron (2001), young learners are being leaner age between 7-12 years old. So, young learner ages are in elementary school. Most of Indonesian young learners have finished elementary school education at age of twelve years old.

### **2.5.2. The Characteristic of Young Learners**

In learning a foreign language, children and adults have different perceptions because they have different characteristics. Children more enthusiasm than adult. Characteristic of young learners is the children like to study by the games and can make children have motivation to study English lesson (Suyanto, 2010).

Suyanto (2010, p 15-19) purposed characteristics of young learners as follows :

- a. Generally, children age five to seven years old have egocentric attitude, they like to connect what they want to learn and what do it themselves. They like subject matter related to their daily life and surrounding, for examples topic that use words and phrases, such as “ My.. my family, my house” they also pay more attention to sentences or phrases that are related to the objects they own or use even on their everybody.
- b. They difficult to make different between abstract and concrete. The dividing line between the real world and the imaginary world was not clear to them. They do not know whether something is real or not.
- c. They tend to be active and imaginative. They like learning through story, games, and songs so that they will be more motivated to learn English even through indirectly. Playing is part of children everyday life and can be used to carry out the learning process through games.
- d. They easy to be bored they have to a low concentration level. To overcome their bored, learning activities must be varied and need to be changes every 10-15 minutes. Variations can be created in student group learning activities, activity intervals, variations in sound and teaching materials.

- e. They like to do task who have colorful and picture. activities and tasks accompanied by attractive and colorful pictures will make children happier.
- f. They like story and play games. In storytelling activities, children can learn language by listening to or accepting the messages contained therein
- g. Young learner like to do the task by themselves but with close friends. They feel safer doing tasks together, according to their wishes because they can help and correct each other.
- h. In ages 8-10 years old is enough to have readiness and awareness to speak. They will carry out the language readiness they have in the English class. Meanwhile, actually they do not realize what it is for learning foreign languages even through they feel happy and excited.
- i. They like to do interaction with their friends. They should speak and interaction in English language with their friend and with their teacher because they should how to use English language.
- j. At the last, elementary school students is the thinker personal. They happy learn something and learning by doing, for example songs and play games.

In addition, Scott and Lisbeth (1990, p. 1-2) purposed characteristics of young learners or children five to seven years old as follows:

- a. Young learners can talk what children are doing.
- b. Young learners can tell you what children heard or done.
- c. Young learners can argue for something and tell you what and why children think.

- d. Young learners can use logical reasoning.
- e. Young learners can use their vivid imagination.
- f. Young learners can use a wide range of intonation pattern in children mother tongue.
- g. Young learners can understand direct human interaction.

And other characteristics of Scot and Lisbeth (1990, p. 3-4) young learners or children eight to ten years old:

- a. Young learners' basic concepts are formed. Children have very decided view of the world.
- b. Young learners can tell the difference between fact and fiction.
- c. Young learners ask question all the time.
- d. Young learners rely on the spoken word like the physical world to convey and understand meaning.
- e. Young children able to make some decision about their own learning.
- f. Young learners definite view about what they like and don't like doing.
- g. Young learners have a developed sense of fair about what happened in the classroom and begin to question the teacher make decision.
- h. Young learners are able to work with other and learn from others.

### **2.5.3 How Young Learners Learn Foreign Languages**

In learning English, according to Harmer (2007), state that young learner is not necessary better than older learner and it not true older learner more effective. Young learner learn foreign language from Piaget child a sense maker



development stage theory, a very important to idea is a child as a learner and thinker active, Cameron (2001). Hence, young learners need to be motivated to learning. Moon (2003) purposed why young learners learn foreign language are:

- a. If depends on the teacher's styles. They can learn when they are motivated. Giving children motivation can make them learn the best and faster.
- b. They can learn when they listening and repeat with good.
- c. They can learn by imitating teacher to make them learning is very good and who become the model.
- d. They should be engage in the classroom activities because for giving attention more to make their learning fun and interesting that they see the purpose.

Furthermore, here are some characteristics of young learners learn foreign language according to Scott and Lisbeth (1990, p.2-3) are:

- a. Young learners know that the world is governed by rules. Children may not always understand the rules but they know what to be obeyed and rule help nurture a feeling of security.
- b. Young learners understand situation more quickly than they understand the language used.
- c. Young learners used language skill long before children aware of them.
- d. Young learners own understanding comes through hand and eyes and ears and physical world is dominant all the time.
- e. Young learners have very logical-what you say happened first.

- f. Young learners a very short concentration span and attention.
- g. Young learners sometime have difficulty in knowing what is the fact and what is the fiction.
- h. Young learners or children happy playing and working alone but in the company of others.
- i. The children and adult world are not the same its mean, children do not always what adult talking about, and adult do not always what children talking about. So, children either pretend to understand in their own terms and do what they think they want to do.
- j. Young learners will seldom admit that children do not know something either.
- k. Young learners cannot decide for themselves what to learn.
- l. When young learners enjoy themselves by playing, they will learn best. But they also take themselves like and seriously to think what are doing is real work.
- m. Young learners are positive and enthusiastic about language learning.

## **2.6 Previous Related Studies**

In this study, the previous related studies are also described. The first previous study conducted by Kusnita (2013). Entitled “The Implementation On-going Assessment in an for EYL” which aimed to identify the implementation of on-going assessment in an for English young learners. The result this study showed that on-going assessment gave great opportunities for providing support

for students learning especially for young learners. It could be seen on-going assessment also offered a great chance to build students motivation toward learning their learning process. However, implementing on-going assessment students could be benefit from the activity taken during the assessment process to be more independent and responsible toward their learning. In the development for their further learning, students' autonomy and responsibility are important. Furthermore, result generated from each assessment also what can and cannot students yet to do. That result gave useful information concern the steps that should be taken in planning next to teaching and also gave consideration in evaluating the program on-going assessment. While in term of challenges occur during the process of assessment, its revealed that classroom management and time allocation became the obstacle the implementation of on-going assessment. Student in the classroom make the teacher difficulties in controlling the classroom during the assessment process of large number. On the regarding time allocation, it was found that the teacher should be aware appear when the assessment process was administered. Teacher have more time to spend on a certain activity would lose student interest take in part of the assessment process. The similarity of the previous thesis and the present study were to find out the implementation of on-going assessment for young learners, meanwhile the differences are this research going to be conducted at MIN 1 Palembang with sample taken from teachers' perception in implementing on-going assessment of that school.

Secondly, a study conducted by Carbery (1999), entitled "Practicalities of Ongoing Assessment" which identified how important an on-going assessment is

in monitoring the progress of students in achieving lessons. In his research, Carbery (1999), found that journals, feedback, interviews, conferences, classroom observations, activity observations, peer assessment, group discussions, self-assessments, weekly tests, can be used as a turning point for reflecting on student learning activities and teacher performance. In addition, if the recorded data is well documented and known by the teacher or actor, this information can be used as a guide to motivate oneself to know the results that have been achieved and make on-going improvements. Carbery (1999), also found that recording data of student activities such as weekly test scores known to students could encourage and motivate student learning and activeness in the learning process. The similarity of the previous journal article and the present study were to find out the important on-going assessment. However, the differences are this research will relate to teachers' perception on the implementation of on-going assessment on English vocabulary for young learners at MIN 1 Palembang.

The third study was conducted Dowrich (2008), entitled "Teacher Perceptions of the Implementation of the National Continuous Assessment Program in a Primary School in the ST. George East Education District in Trinidad and Tobago" which identified teachers perception of the implementation of the national continuous assessment program in a primary school. In his research teachers have in relation to the innovation includes personal concern, informational concern, and with deal teachers awareness of the innovation and their perceived ability to implementation continuous assessment. and the seven teachers were through purpose sampling, more over teachers said implementation

continuous assessment to self concern, task concern, always need more information on portfolios and project, feel comfortable, had to manage to implementation, error and trial, had to learn the hard way. And revealed that the success of the innovation depend extend of leadership, training, administrative support, collegial relationship, resources and parental involvement. The similarity of the previous thesis and the present study were to find out implementing continuous assessment program in primary school. Hence, the difference this research will conduct teachers' perception in implementing on-going assessment in primary school at MIN 1 Palembang.

The fourth study was conducted by Patrick and Abel (2018), entitled “ Assessment of Teachers Implementation of Continuous in Senior Secondary Schools in Delta Central District” which identify assessment of teacher implementation continuous assessment in senior secondary school showed that educational qualification contribute, age, socio-economic status, gender, location, and school type, teacher qualification do not different in their implementation continuous assessment The similarity of the previous journal article and the present study were to find out assessment of teachers implementation continuous assessment in senior secondary school. The differences this research going to be teachers of primary school level. Meanwhile, Patrick and Abel (2018), conducted their research for the teacher of senior secondary school level.

The last a study was conducted Filskins and Ferrari (2004), entitled “ An Ongoing Assessment of Students' Perceptions of A Private University's Core Mission and Values” which identify an ongoing assessment of students'

perceptions of a private university showed that on-going assessment to assessing student positive attitude toward perceived the value of such activities and their motivation toward missions related goals. From these analysis one conclude that: student who believed in the importance of work toward mission related goals such as mission related activities and perceived the value of such activities, higher scores, student more engaged mission related activities. The similarity of the previous journal article and the present study were to find out students' perception of ongoing assessment of a university. The differences this research is going to be primary school level. Meanwhile, Filkins and Ferrari (2004) conducted their research for the student of university level.