Chapter Two

Literature Review

This chapter discusses the literatures related to the topic of the research. The literatures consist of perception, speaking skills, assessment: individual assessment, and group assessment, advantages of group assessment, disadvantages of group assessment, related studies, and conceptual framework. This chapter is explained the meaning of each topics in general.

Perception

Perception is an argument that comes from someone experience. Lindsay and Norman (as cited in Pickens, 2005) mentioned that "perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world" (p. 50). Pickens explained that perception is a situation that people ever faced and produce the stimuli into a prior experience. In other words, perception is a prior experience that builds an argument based on the person's understanding by the past. However, perception can be different with the real situation, because perception is the one person understands from his experience (Pickens, 2005). In one situation people can have different perception because they have different opinion and feel. That makes people can have different opinion for one thing.

Speaking Skill

Speaking skill is one of productive skill besides writing (Kuśnierek, 2015). Speaking is a product or result in language learning. Speaking ability achievement is not only knowledge, but also how to process information and language itself

immediately (Harmer, 2003). Therefore, students should be able to speak fluently and understand the information, students can also communicate with other people fluently.

In learning language, speaking is important. According to Kuśnierek (2015), "the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication." (p. 75). When people communicate with each other, they should understand the meaning of the speaker and reply the answer. In interaction, people talks and makes a conversation to one and other. Sanna (2013) mentioned that speaking skill is the most important skill in second language learning. Sanna (2013) explained that people can share their ideas and interact with others if they have good speaking skill. Torky (2006) has similar argument that speaking is the goal of language learning because speaking is useful in communication to show people's opinion and communicate with others.

Assessment

Assessment is a tool to find out about the students' performance. Assessment is the way that teacher used to check the students' understanding about the material that has been taught. Brown (2004) stated "assessment is an ongoing process that encompasses a much wider domain" (p. 4). For example, teachers assess the students' speaking skill by asking the students to do the presentation or storytelling (Cohen, 2011). Assessing the students is not only includes students' understanding, but also includes students' abilities. Brown (2004) stated that assessment can be conducted anytime in the teaching process and in all occasions for the students as long as the students respond the questions, try to share their opinions, or when the

students participate in the classroom activity. In conclusion, assessment is the way that teachers use to check the students' understanding and abilities in many conditions. Teachers can assess the students in formal or informal situation depends on the kind of assessments that teachers choose to apply.

There are two types of assessing the students which are individual and group assessment (Atkins-Burnet et al., 2001). In individual assessment students need to do the assessment individually. Individual assessment has some advantages and disadvantages that have been found from other researchers (Harmer, 2003). The advantages of individual assessment are building the students' confident (Brantmeier et al., 2012) and building the students' motivation (Alibakhshi & Sharakipur, 2014). Students become more confident and motivated when they can do the assessment using their own effort. Besides the advantages of individual assessment, there are also some disadvantages of individual assessment such as the students have to share their idea to others and individual assessment will take a long time (Bentley & Warwick, 2013).

Individual assessment. The differences of students are very important for teachers to observe. Therefore, teachers can choose a type of assessment for the differences of individual students in the class (Harmer, 2003). Individual assessment is a type of assessment that teachers can use to assess the students individually. This method may give benefits for the students in learning process. In individual assessment, the students should do the assessment by themselves. Individual assessment makes the students feel confident for what they already have (Brantmeier, Vanderplank & Strube, 2012).

Some students may feel comfortable to do something by themselves. For those who are preferred to do the assessment by themselves may feel that using group will hamper their work (Bentley & Warwick, 2013). Using individual assessment will increase the students' confident and motivate them who are prefer to use individual work. Harmer (2003) found that one of learners' categories called "convergers" which is the learners who prefer to independently in working. Convergers students feel confident about their own ability and they have analytical thinking to solve the problem (Harmer, 2003).

Group assessment. Group assessment is a type of assessment that is used for assessing the students in group (Victoria University of Wellington, 2004). Group assessment aims to achieve the learning process, related to the process and product (Victoria University of Wellington, 2004). Teachers can assess the students using group assessment to achieve the goals of learning. Teachers can use some kinds of group assessment to assess the learning process. There are several kinds of that teachers can use, group discussion, group presentation, group debate, and role play. The kind of group assessment that teachers usually use are group discussion and group presentation.

Group discussion. Larson (2000) stated that discussion is an activity to practice of critical thinking and communication. In group discussion students can practice their communication by telling the opinion to other students. Group discussion can improve students' critical thinking when the students try to solve a problem with other members of the group. The students can be more active in communicating and practice their speaking skill. In group discussion, the students

cannot share everything that they think is right, they need to make a claim which supported by the facts to share their idea (Larson, 2000).

Group presentation. Apple (as cited in Farabi et al., 2017) stated that using oral presentation can give the opportunity to the students to practice their speaking skill. Students can share their idea in group presentation and practice their speaking skill in target language. The students can practice how to deliver a material in front of people and how to be confident. In using group presentation, students can work together to prepare the material. Students can also support each other and teach each other how to be good presenter and how to deliver the material (Speaking, Arguing and Writing Program, 2007).

The purpose of group assessment is to improve students' ability in learning process. In this research, the researcher focuses on students' speaking skill. Using group assessment help the students to practice their speaking skill by discussing, sharing and communicating ideas with other members. The teachers assess the students using group discussion and group presentation because both of group discussion and assessment give the students an opportunity to practice their speaking skill together with their group members.

Advantages of Group Assessment

Group assessment has some advantages on its implementation. The researcher found some advantages of group assessment from several researchers. The advantages of group assessment can be used to improve the students' abilities.

Improving students' communication skill. By the implementation of group assessment, students can develop their communication skill because they have to interact and speak up to others (Bently & Warwick, 2013). In this activity students have a chance to increase their speaking ability individually by communicate each other (Harmer, 2003). Another researcher, Martine (2001) mentioned that small group working increase the student speaking skill because they have time to talk in group. Martine adds that this way will help the students to exercise their speaking ability in conversation and pronunciation like a native speaker of English.

Improving students' knowledge. Hamzah and Ting (2010) found that in the implementation of group assessment, students should interact with other members. Interact with other members will help students share their opinions or knowledge each other, so they can get additional knowledge by sharing each other and help another member.

Building students' confidence. Harmer (2003) mentioned that using group assessment makes the students comfortable to talk in group which is more private than speak in front of the class. Harmer (2003) stated that it can build students autonomy with the students' permit to make their own decision. Students can develop their own thought if they have a chance to create one and in this chance they can build confident of what they have found.

Building students' tolerance and patience. Bently and Warwick (2013) found that when students share opinion to other students. The students actually learn how to act to other people since they have different thinking and they have to solve

the problem together. They finally understand how to be more patient and tolerant when they have different opinion. Harmer (2003) suggested that group work have less problematic of personal relationship with the amount of group members. Therefore, students can agree the different opinion and other members' contribution in group.

Getting more active in group. Harmer (2003) commented that students can be more active in group work. Teachers choose the group member based on their level and character, so the students who are passive can be more active in group. Hamzah and Ting (2010) stated that students realize that their contribution vitally helpful for group achievement. Students will give their contribution and be more active to do the assessment using their responsibility.

Making students enjoy learning process. Martine (2001) explained that using group assessment will create a good atmosphere in classroom and make teaching and learning process more fun. Using group assessment makes the students more enjoyed the learning process. Students can share their opinion with others and it helps students start to speak. Students can express their opinion with their classmate who have in the same level. Some students may afraid to make mistake when they have to speak in front of class, hence group assessment might help students to speak more comfortable.

Disadvantages of Using Group Assessment

In the use of group assessment there are some disadvantages based on the students' perceptions. Disadvantages of group assessment can be from inside and outside factor of the students.

Teacher loses control of the class. Harmer (2003) stated that implementing the group work must be noisy. Students may too comfortable with the discussion and become lose control and noisy. Students may lose control to talk about something that "out of the topic" and use their first language (L1). Martine (2001) explained that using group work makes teacher lose control of the class with some group in the classroom. This situation can make noise situation. During group activity, if the teacher cannot handle the class, teachers will lose control and lose their students activity in group, e.g. students' language and the students' activity in group. Students may use their L1 in group discussion or students get wrong pronunciation or wrong meaning about several vocabularies they heard from their friends.

Students may not like working in their group. Harmer (2003) mentioned that some students may not like working in group. Individual or some students may like teachers' explanation than work in group. In some cases, there are always students who dislike their group with thinking that their group is not funny or they have a lazy member and wish in another group.

Unfair for students who contribute more. Bently and Warwick (2013) stated that some students may give less contribution. As a consequence other member should make more effort to be responsible of those who contribute less. Based on the Bentley and Warwick's (2013) finding, students felt that there are students who give less contribution and make other members did all the assignment. They added that it is not fair for other students to take a limit rest than the less contribution students. It is also not fair when their group get low score because the students who give less contribution. Sometimes other students feel unfair with their friends get same score.

Harmer (2003) explained that individualism can be fossilized and it can influence student's contribution in group.

        Time consuming. Harmer (2003) mentioned that using group work will take a long time. Teachers divide students into smaller group, students gather with other members of the group, students conduct the discussion. This situation is not conducive and it makes the classroom crowded. Beebe and Masterson (as cited in Burke, 2011) stated that using group assessment take longer time than individual assessment because the students need to accomplish the assignment together even the result will better.

Related studies

        There are two studies related to this research. The first study is written by Martine (2001). This research examined the pros and cons of using small group and pair work in Asian classroom. The participants of this research were the international students that use English as a foreign language and participate in a workshop. The data was collected from participants' feedback who participated on workshop. The result of the study showed some advantages of using group assessment. Small group work increases students time to practice students' speaking skill; helps students with practice the language in conversation and pronunciation; creates positive atmosphere and help students to be more comfortable and confident to speak with their classmates in group; the classroom activity to be more fun and it makes students were not afraid to speak in group than in front of class. In other side the result of the study also showed the disadvantages of using small group work such as lose control and become

noisy, students speak out on their L1 in group when teachers not around them, students may get the wrong form of English since out of teachers' monitoring.

The second related study is Hamzah and Ting (2010) who discussed students' perceptions on using oral group assessment. The data was collected using 33 questionnaire forms which involve two classes at SMK Damai Jaya. The researcher interviewed three language teachers and did the observations when group activity was applied during the class. The researchers found that students showed positive attitude during group work activity with give their contribution in group. In addition the students' could increase their contribution, motivation and speaking skill individually by using group activities. Students felt unimpeded to communicate and interact in a small group. Using group assessment helps the students to avoid speaking in front of the class. The result of this study found that students help other member in that group for the successful of the group, and the students are more comfort to interact and communicate in small scale than speak in front of class.

Similar to both Martine (2001) and Hamzah and Ting (2010) studies which discuss about advantages and disadvantages of using group work, this research also discuss about advantages and disadvantages on using group assessment. The first study created by Martine (2001) was done in Tokyo, Japan. The data was collected by using group discussion. The second study by Hamzah and Ting (2010) was applied in SMK Damai Jaya, Malaysia. The data was collected by using questionnaire, interview, and observation. This research has different participants and setting to apply. This research only needs three participants of students at ELED on private university in Yogyakarta, which means this research was held in Yogyakarta on this

year. This research is also use different method to collect the data. The researcher of this research used interview to collect information. Basically, this research used convenient method to help the researcher do the research easier because of the limited time of this research.

Conceptual Framework

In the previous discussion, some experts explain that group assessment is usually used to assess students' speaking skill. Improving speaking skill need an interaction with other people because speaking skill is a skill that people use to communicate one another. Nunan and Burkart and Sheppard (as cited in Torky, 2006) mentioned that the people assumed that the successful in learning language is based on how they do the conversation by using that language as a target language. Students need to improve their speaking skill because speaking skill is important in language achievement. Kuśnierek (2015) mentioned that speaking skill is a key of language to communicate to others, knowing the language, and communication well, it is similar to mastery the language.

Assessing speaking skill is necessary for the teacher and students. Teacher need to know students ability and achievement in learning, so teachers can find an alternative way to improve students' ability. The students are also need to know about their own ability which are their strong and weaknesses. Many ways to assess students' speaking skill, Harmer (2003) found that teachers can assess students' speaking skill use acting from a script, role-play, discussion, and presentation.

Group assessment is one of assessment that popular and teachers usually use to assess students. Several reasons of using group assessment are to establish students' motivation, cooperation, and confidence (Hamzah & Ting, 2010). Wood (2007) added that using group assessment can help students to improve their communication skill, critical thinking, and teamwork. In group assessment, it is possible that students increase their communication skill by discussion and share their opinion (Martine, 2001). Students are able to establish their attitude to be more patient and tolerant when they have different opinion (Bentley & Warwick, 2013).

Applying group assessment has some advantages and disadvantages. Many researchers said that group assessment helps the students to improve their speaking skill to communicate with other students. Hamzah and Ting (2010) found that advantages of using group assessment are to build students' confidence, enthusiasm, tolerance, teamwork, motivation, and patients. Disadvantages of using group assessment are that it makes the classroom become, teachers can lose control of the class, and it takes a long time (Harmer, 2003). As a result, using group assessment can improve students' speaking skill especially in communication skill.

Figure 2.1. Conceptual framework of the study

```
┌─────────────────────────────────────┐
│   The Use of Group Assessment for    │
│  Speaking Skill at English Language  │
│        Education Department           │
└─────────────────────────────────────┘
           │
     ┌─────┴──────┐
┌──────────────┐  ┌──────────────┐
│  Individual  │  │    Group     │
│  Assessment  │  │  Assessment  │
└──────────────┘  └──────────────┘
                        │
              ┌─────────┴─────────┐
    ┌──────────────────┐  ┌──────────────────┐
    │  Advantages of   │  │ Disadvantages of │
    │ using group      │  │ using group      │
    │ assessment       │  │ assessment       │
    └──────────────────┘  └──────────────────┘
```