

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presented to highlight some theories functioning the basic of the reseach. The first part includes of definition of perception and the factors that affect of perceptions. Second, describe about portfolio assessment in teaching learning. Third, includes about teaching English and also previous studies. The explnation of each literature is explained briefly as follow :

#### **A. Perception**

##### **1. Definition of perception**

Sobur (2003:445) in this book mention that the word perception was derived from Latin word "perceptio", that coming from "percipere", which has meaning receiving or taking. For more details about the perception, it would be cited several definitions proposed by some experts:

According to DeVito (in Sobur, 2003:445) perception is the process of awareness on the existing stimulus that might be affected on our tool of senses. Gulo (in Sobur 2003:446) defined that perception as a process to make someone to be aware of everything in their environment through their own tool of senses. According to Prawira (2012:63) perception is a process that starting by sensing the stimulus that received by receptor then to go through psychological process in the brain that caused someone be aware of the stimulus. Rahman (2004:89) defined that perception as a process of joining and organizing the data from the tool of senses to change it into something to help us be aware of our enviroentment. Depend on Atkinson (in Wardiana, 2004:103); perception is a process of organizing and interpreting the system of stimulus in our environment. Rakhmat (in Sobur 2003:446) said that perception is someone's

experience of certain objects, events, or relationships obtainable by conclude the information and interpret a message. Based on the definitions above, it could be concluded that perception as an interconnection of brain process in understanding the data in form of stimulus that caught by the tool of sense and it affected of certain factor in conclude and interpret the message and information. Perception is our recognition and interpretation of sensory information or how we respond to the information, also includes how we respond the information. According to Jacobs et al (2004:231) refer to perception as one of the most important element understanding effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

However, perception can be defined as our experience stimuli. People's perception is affected by the way in which they view the world around them. Hamacheck (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamschek 1995:199). People's preconceived views also influence the way in which information is processed (Munchinky, 2006:2017). These views assist people to process large amount data. Information is processed instinctively as possible, and value judgement tent to reamin consistent. If information does not fit with people's preconceived views, that is usually eliminated or ignored during information processing. It is only when something extraordinary happens that people might reflect on their preconceived views. In teaching and learning process perception is important to know how as long as understanding of the learner of the students. Jacobs et al (2004:231) refer to perception as one of the most import elements uderpinning effective teaching and learning.

Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different. In this research study my definition of term of perception is based on the following definitions from the literature: Perception describes one's ultimate experience of the world and the process whereby sensory stimulation is translated into organized experienced (Lindsay & Norman, 1997). Perception is the thoughts, personal point of view, understanding knowledge or values that influence behaviors (Edwards,1989)

## **2. Factors that affect perception**

The way individuals view the world around them greatly influence what they focus on and what they ignore (Hamacheck 1995:200). Refers description of these individual internal components as preparatory set refers to a collection, intensity motives and familiarity of stimuli, the stimuli people's select to focus on depend on their internal components as well as the external environment (Viljoen 2003:6). Preparatory set refers to a collection of items that the people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli, which is often based on individual internals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are exposed to a range of different stimuli, they will be attracted to the familiar rather that unfamiliar. The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching of teaching English differently due to factor such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli.

So, in this research perception of the students is an important role, as data collected from teacher tutors in order to determine how their perceived and their experienced classroom and clinical in teaching English using portfolio assessment.

## **B. Definition Portfolio Assessment**

The assessment activities are an integral part of the learning activities as a whole. The assessment can be a quality control and feedback for the teacher. Specially in curriculum 2013, authentic assessment must be applied by teacher at the class and portfolio is one of authentic assessment. In English class, many activities can be assessed by teacher. At this time a writer tells about what portfolio assessment is and how it applied in English lesson. Before clarifies the definition of portfolio assessment we have to know about what is portfolio and assessment using portfolio.

### **1. Portfolio**

Portfolio is purposeful collection of students' work that is to show progress over time. It may include sample of students work. It is beneficial for teacher to have their students develop portfolio to both asses and report students achievement (Arend, 2004:250).

Applebee and Langer (1992:29) believe that portfolio of students' work offer one of the best vehicle for assessment for two reason:1) they make easy to separate evaluation from the process of instruction, 2) they typically contain a variety of different samples of students work.

Portfolio in this study refers to how the collection of students' best work is collected in order to show their progress in learning process and also to record what the students have learned and achieved.

## **2. Portfolio Assessment**

Assessment in this study refers to how assessment is used to evaluate students' progress through specific assessment, which is portfolio. The assessment in this study. Portfolio assessment has been defined by Kemp & Toperoff (1998) as a form of assessment consisting purposeful collection of student's work that exhibits the students' efforts, progress and achievements in one or more areas. Portfolio assessment in this study refers to the type of assessment used by teacher in assessing and evaluating students' progress of learning concerns about students' performance and ability, and the degree of their knowledge or skill.

## **3. Function of Portfolio Assessment**

Portfolio assessment can be used as a formative or summative tool. Portfolio as a formative tool used to monitor student progress from day to day and encourage students to reflect on their own learning. Portfolio like this is focused on the process of student development and is used for the purpose formative and diagnosis. Portfolio assessment is also intended for summative assessment at the end semester or end of the school year. Results of portfolio assessment as a summative tool can be used to fill in student report card numbers, which indicate student achievement in certain subjects. Portfolio Assessment Function can be used as follow-up for work that has already been done conducted by students so that teachers and parents have the opportunity to develop students' abilities. We can see the portfolio assessment function from various aspects, namely:

- a. Portfolios are a source of information for teachers and parents to find out growth and development of students' ability, responsibility in learning, expansion of the learning dimension and learning innovation

- b. Portfolios as learning tools are curriculum components, because Portfolios require students to collect and show results their work.
- c. Portfolios as authentic assessment tools (authentic assessment)
- d. Portfolios as a source of information for students to do self assessment. That is, students have many opportunities to judge yourself from time to time.

#### **4. Purpose of Portfolio Assessment**

In essence the purpose of portfolio appraisal is to provide information to parents about the complete development of students with data support and accurate document. Report cards are a form of student achievement reports in learning certain period of time. Portfolios are attachments of report cards and thus report cards still must be made.

The purpose of the portfolio is determined by what must be done and who will using that assessment. In the portfolio many written tests are used (paper and pencil test), project, product, and record of performance (record of performance) (S. Supranata and M. Hatta: 2004) suggested that portfolio assessment can be used to achieve several objectives, namely to appreciate the development experienced by participants students, documenting the learning process that is taking place, paying attention on the best work performance of students, experimentation, improve the effectiveness of the teaching process, exchanging information with parents / guardians of students and Other teachers foster and accelerate the growth of positive self-concepts in students, improve the ability to do self-reflection, help students in formulate goals.

#### **5. Characteristics of portfolio assessment**

As stated, portfolio assessment is carried out accordingly portfolio-based learning activities (portfolio-based instruction). Teacher using the traditional learning

model, of course the teacher will have difficulty doing portfolio appraisal, especially in developing its valuation instruments. With thus, portfolio learning activities not only occur in the classroom but also outside of the classroom. The implication is that students' work outcomes are assessed through Portfolio assessment is the result of students' work performed well in class and outside the classroom in accordance with the demands of basic competence, not only in process dimensions, but also product dimensions.

In addition, through portfolio assessment students can monitor the development of his ability independently, showing different ways of learning between a student and other students. Shows the quality of the results work, show their strengths, develop abilities socializing and motivating him to be more active in learning activities, provide great opportunities for students to have a dialogue with the teacher and his parents intensively about their strengths and weaknesses.

### **C. Teaching English**

#### **1) Definition of teaching English**

Teaching English is process to teach the learner or transferring knowledge and guiding information about in the classroom. According to Brown (2009, 19), teaching cannot be defined apart from learning, he sated that teaching is guiding and facilitating learning. Enabling the learner to learn, and setting the condition for learning. Furthermore, Brown (2000, 19) also mentioned that the teacher's understanding of how learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom techniques. They are as follow:

### **a. Definition of Teaching Styles and Teaching Technique**

Teaching style is action that define the behavior of the teacher and learner for the purpose of accomplishing objectives in subject matter and behavior. This could refer to teaching method or teaching strategy (Ashworth 1999, 120).

According to Anthony (1963) discussed and defined of term, the language teaching literature widely accepted technique as a superordinate term refer to various activities that either teachers or learners perform in the classroom, in other words, techniques includes all and activities.

To find out process, manner, and actions that make students or beings learn. And according to Gagne, teaching as a system was aimed to assist the student learning process, which was contained a series of events that designed and arranged in such a way to influence and support the students' learning process internally (in Khanifatul,2013:14). To identify them, there were a number ways in which information about needs might be collected by the researcher. The way to collect the information could be done using questionnaires, interviews, observation, and data collection. That teacher should be found to know the target situations were to prepare in teaching such as the important of language in term; for study, for work, for training, for some other purposes, the way to use the language, the content area that be supposed to use the language, the time to use the language.

Based on the information the teacher should to know other that was learning need was deal with the knowledge and abilities that needed by the learner in order to perform the require degree of competence in the target situation. It has meaning that the learning need was a group of consideration that should be considered in determines the material that the student should be mastered according to the level of study. For

example, first grade student and third grade student were needed different material. It was due to the different level.

To understand the meaning of learning need, the teacher should be more closely on the some information. The main information that teacher should be known were:

- a. The students' reason or background in learning English
- b. The student way in learning English
- c. The available resource of material
- d. The background of learner
- e. The situation of teaching and lerning process will take place
- f. The time alocation to learning Englis

Language teaching is not easily categorized into methods and trends. Instead, each teacher is called on to develop a sound overall approach to various language classroom (Brown, 2000, 26). This approach is a principled basic upon which the teacher can choose particular design and techniques for teaching a foreign language in particular context.

As the teacher we have to set overarching of goals, organized content, and develop a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. Here, teacher will make choices about what she/he will have students do in order to learn the course content and practice it reach the goals teaching and learning process, the teacher have to consider about approach, methods, and techniques in the classroom activities.

#### **D. Previous Studies**

This part was presented the previous study, which has relevant finding of this thesis entitled Teacher's perception in using portfolio assessment of second years at MTs

Assyafi'iyah Gondang. Previous studied in the result of research from the research before, it was the others research that in a line with the research entitled Teacher's perception in using portfolio assessment of second years at MTs Assyafi'iyah Gondang.

The first it was a in a form of journal and done by Kusnul Ika Sandra, S.Pd.,M.Psi (2014) the title was “ Teacher's perception and students need using portfolio assessment in learning English” In this research, the subject was the teacher. Kusnul's research was aimed to find out the material of English that college student of second years want to learn in the conversation classes, and find out the way to help them to achieve better result, licences and got the job.

Another jurnal is from (Shohamy, 2001) the title was “ Student's Perception in the of Portfolio assessment in teaching English”. Shohamy's research was aimed to find out collection of evidence was of students' progress or group progress, the achievement evidence, the skills, and students' behavior derived from student's perception. Portfolio can show the previous work and the current work of students that the data of student's work illustrate students' progress in learning.

Both of the previous study above, they have similar aspect in the research. Both of researcher above focus on the result of assessment. However both of the researcher want to investigate teachers' and student's perception also their need based on the student's perception and show the previous work and the current work of students that the data of student's work illustrate students' progress in English learning, that be analyzed. So, it was different with those research, in this case, researcher want to investigate teachers' perception and how do teacher implement portfolio assessment in English class. Portfolio like this is focused on the process of student development and was used for the purpose formative and diagnosis. Portfolio assessment is also intended

for summative assessment at the end semester or end of the school year. Results of portfolio assessment as a summative tool can be used to fill in student report card numbers, which indicate student achievement in certain subjects perceive the students' process in learning English has an important role to help the teacher to identify the student

need related to the skills that has been learn. In this evaluation that help the teacher balance to identifying students work based on subjective and objective also. The first effort of identifying the students need in learning English. In this case, the process of perception was aimed to know the teacher's perception on the use of portfolio assessment also teacher implement in learning English in order to support the skills that they learnt and to know what the teacher should be provided to present it also . As we know, the people in perceive something may different each other. The reason that the perception was influenced by many factors, such as situation, knowledge, familiarity, etc. Even though perception came in abstract form, but it has the important role in determine the people attitude in face something.

The teacher have to know how far the learner understand what they taught in the classroom. What the experienced consciously was not always the same as what was experienced auditory, visually, or tactically. So, perception is important role, as data was collected from teacher tutors in order to determine how they perceived and experienced classroom and clinical evaluation of their teaching skills. This research was an attempt to found out how the teacher's of MTs ASSYAFI'IYAH GONDANG perception in using portfolio assessment and how the teacher's implement that they have experienced at least for second year semester. It would help the teacher finding out how assessment process will provide information useful for planning future

teaching also teachers to implement in class and stages were deciding a purpose or theme, introducing and showing the example of portfolio, specifying portfolio content, developing and appropriate scoring system, assessing and giving feedback to students. Teachers need to dig out deeper about how to use portfolio assessment. Based on the study above, some facts that have been described above, the researcher was interested to conduct the research and wants to investigate how teacher's perceptions and their implement in using portfolio assessment technique in the class.

