

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Review

1. Teaching teenagers

Teenager is defined as a person who is between 13 and 19 years old.¹ Teenager is age of transition between child and adult, confusion, self consciousness, growing, and changing bodies and minds.²

Teaching teenager is different from teaching young learners. Some people believe that teenagers are unmotivated, surly, and uncooperative it is the reason they make poor language learners. There are some characteristics of teenagers:³

- a. Teenagers' intellectual capacity are abstractly adds. There are possible of increasing sophisticated intellectual.
- b. Teenagers can solve complex problems with logical thinking. It is the impact of linguistic metalanguage.
- c. They need more attention spans is a result of intellectual maturation.
- d. Varieties of sensory input are still important, but again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
- e. Factor surrounding ego, self-image, and self-esteem are taking a crucial role.
- f. Secondary school students are of course becoming increasingly adult in their ability to thinking. But as teaching adults, care must be taken not to insult them with stilted language or to bore them with overanalyzes.

Teens are so sensitive to how others perceive their changing physical and emotional selves along their mental capability. One of the

¹ Oxford Advanced Learner's Dictionary, *op. cit.*, p.1335

² H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Ed*, (New York: Addison Wesley Longman Inc.,2001), p.92

³ *Ibid*

most important concerns of secondary school teacher is to keep self-esteem high by:

- a. Avoiding embarrassment of students
- b. Affirming each person's talents and strengths
- c. Allowing mistakes and other errors to be accepted
- d. De-emphasizing competition between the writer and classmates
- e. Encouraging small-group work where risks can be taken more easily by teen

Teenagers' if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. The teachers' job is must be provoke student engagement which is relevant and involving. As Jeremy Harmer from Herbert Puchta and Michael Schratz states that problem with teenagers as resulting, in part from the teachers' failure to build bridges between what they want and they have got and their students' worlds of thought and experience.⁴

Teens are capable learning issues directly in why those young learners might not. The writer is able to discuss abstract issues with them. Indeed the teacher job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve or themselves with our guidance.

2. Teaching Speaking

Speaking is productive skill consist of verbal utterance production which derives attention both in first and second language, the purpose is to share idea or meaning, speaking also requires some skills like pronunciation, word order, intonation, stress and structure. In order to understand speaker's meaning.

⁴ Jeremy Harmer., *the Practice of English Language Teaching*, (England: Longman, 2001),. 3rd Ed., p39

Speaking requires both knowledge and skill.⁵ It means that not only knowing how to assemble phrases or sentences with particular formula, but also how to produce and adapt them in here and now situation. This means to make decision rapidly, implementing them smoothly and adjusting speech as unexpected problems might appear.

Speaking means the art or of person who speaks which is spoken. There are two aspects of speaking:⁶

- a. Making a practice of speaking or conversation.

It means that speaking is talk with the others about anything to take and give information or knowledge by one to others.

- b. Having relationship on conversation as in greeting

It means that greeting as opening conversation and bringing a conversation to end to get a communication relationship. Speaking skill could be a talent, whereas a good skill needs practice and knowledge, people often performs the way and shape of their cloth. Nonetheless they forgot to main their utterances to be well performed.

Speaking has meanings, Bygate says that speaking is a skill deserves attention every bit as much as literary skills, in both first and second language. There two basic ways in which speaking can be seen as a skill, they are:⁷

- a. Motor perceptive skills, including articulating, perceiving, recalling in the correct order sounds and structure of the language.
- b. Interaction skill, which cover making decision about communication, such as what to say, how to say it and whether to develop it, in accordance with one's intentions, while maintaining the desired relation with other.

⁵ Sumardiyani and Zulfa Sakhiyyah, *Speaking for Instructional Purpose a Handbook* (Semarang: IKIP PGRI Press, 2007), P.10.

⁶ Noah Webster, *Webster's New Twentieth Century Dictionary of English Language*, (America: William, Inc. 1980), P. 1741.

⁷ Martin Bygate, *Speaking*, (New York: Oxford University Press, 2004), p.5.

Based on the meaning above, the writer concludes that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word order, and to use them properly in communication.

3. Essential of Speaking

Speaking is a part of integral from overall of person of personality, expressing the speaker environment, strata of social and their additional background. Speaking is the ability to speak to express articulator sound or words to expressing also submit minds, ideals and feeling. According to Tarigan, speaking has three common intentions. They are:⁸

a. To inform

Speaking is used to convey ideas, minds or to inform anything to the listener.

b. To entertain

Speaking is used to make the listener happy.

c. To persuade

Speaking is used to persuade the listener in order to follow speaker's ideas or minds.

4. Elements of speaking

The ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language.

a. Language features

1) Connected speech

Effective speaker of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech, in connected speech sounds are modified, omitted, added or weakened.

⁸ Sulistio, *the Speaking Ability of the Eleventh Grade Students of SMA N 1 Kersana Brebe*; Semarang, Language and Arts Education Faculty, (Semarang: IKIP PGRI, 2008), P. 19-20.

2) Expressive devices

Native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non- verbal means how they are feeling the use of these devices contributes to ability to convey meaning

3) Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

4) Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

5) Social processing

a) Language processing

Effective speaker needs to be able to process language in their own heads and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

b) Interacting with others

Most speaking involves interaction with one more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c) Information processing

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.⁹

⁹ Jeremy Harmer, *the Practice of English Language Teaching*, (England: Longman, 2001),. 3rd Ed, p. 269-271.

From some elements above, they are important to spoken production and not only to ability fluently process but also to ability involve the knowledge of language skill.

5. Method in Teaching Speaking

There are some methods that are in used today. Some of these methods have been around for a long time. There are eight methods or way to teach but in teaching speaking not all of the method can be used. The method in teaching speaking are, Direct method, the audio-lingual method, the silent way, suggestopedia, community language learning (CLL), the total physical response (TPR), and communicative approach. The grammar translation method is not used in speaking, because it is more concern with translation and not use the target language in the process, so it is not appropriate with speaking.

a. Direct method

This method developed as a revolution against the Grammar-Translation Method at the end of nineteenth century. It was based some extent on the new sciences of the nineteenth century, especially linguistics and psychology.

The direct method receives it is name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.¹⁰

Languages are seen as system of communication, primarily oral, in which word are used together in sentences, a sentences are used discourse. Languages are believed to be learned best in a natural way, by hearing words and sentences in context and imitating what you hear. The learners should be avoided at all costs and meaning should be conveyed through

¹⁰ Diane Larsen and Freeman, *Techniques and Principles In Language Teaching*, (New York: Oxford University Press, 2000), p. 23.

showing, drawing, miming or demonstrating things. Asking and answering question is considered one of the best forms of practice, with the learners speaking as much as possible. The teachers need to be active, demonstrating the language, organizing practice, and correcting the learners. The learner roles are to listen carefully, imitate, and participate as much as possible in the oral practice of the language.

In practice it stood for the following principles and procedures:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening were taught.
8. Correct pronunciation and grammar were emphasized.¹¹

From explanation above, we can conclude that teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.

b. The Audio-lingual Method

This approach is also referred to as "The Army Methods," because it was developed through a U.S Army called ASTP , standing for " Army Specialized Training Program. In this method , oral interaction was emphasized in pattern drills , and conversation practices .it derives from the intensive training language which resulted in a high degree of listening

¹¹ *Ibid* ,. p. 12.

and speaking skills with an emphasis on every day conversation and particular attention being paid to natural pronunciation and patterns of dialogue and every day situation .The audio –lingual method is based on the following principles :

1. Speaking and listening competence preceded reading and writing competence
2. The development of language skills is a matter of habit formulation
3. Students practice particular patterns of language through structured dialogue and drill until response is automatic.
4. Only every day vocabulary and sentence are taught . Concrete vocabulary is taught through demonstration objects and pictures and abstract vocabulary is taught through associated ideas.
5. Language skills are learned more affectively if they are presented orally first.

c. The Silent Way

In silent way, the teacher uses gestures, charts and manipulative in order to elicit and shape student responses and so must be both facile and creative as a pantomimist and puppeteers. A silent way lesson typically follows a standard format. The first part of the lesson focuses on pronunciation. At the beginning stage, the teachers will the appropriate sound after pointing to a symbol on the chart. Later, the teacher will silently point to individual symbols and combinations of symbols and monitor student utterance. After practice with the sound of the language, sentence patterns, structure and vocabulary are practiced. The teacher models an utterance while creating realization of it with the colored rods. After a structure is introduced and understood, the teacher will create situation in which the student can practiced the structure through the manipulation of the rods.

d. Suggestopedia

Suggestopedia is a specific set of learning recommendations derive from Suggestology. The most conspicuous characteristics of suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and authoritative behavior of the teacher. Suggestopedia aim to deliver advanced conversational proficiency quickly. The main aim of teaching is nor memorization but the understanding and creative solution of problems. Materials consist of direct support materials, primary text and tape, and indirect support materials, including classroom fixtures and music.

e. Community Language Learning (CLL)

Communicative Language Learning (CLL) is the name of a method developed by Charles A. Curran which was given to a set of belief which included not only a re-examination of what aspects of language to teach , but also a shift in emphasis in how to teach.¹²

In Communicative Language Learning, a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. Communicative Language Learning learners are encouraged to attend to the overhears they experience between other learners and their knowledge. The result of the overhear is that every member of the group can understand what any given learner is trying to communicate.

From the explanation above, we can conclude that Communicative Language Learning places unusual demand on language teachers. They must be highly proficient and sensitive to nuance in both L1 and L2. The teacher must operate without conventional material, depending on student topics to shape and motivate the class. Special training on Communicative Language Learning techniques is usually required

f. The communicative approach

¹² Jeremy Harmer, *The Practice of English Language Teaching*, (England: Person Educational Ltd, 2001), 3rd Ed. p. 84.

Growing dissatisfaction with both Grammar Translation and Audio Lingual methods and growing distaste for the language laboratory , coupled with an ever growing demand for foreign language learning , both in schools and permanent education lead , during the 70s and 80s , to rethinking of how to teach language and consequently the foundation of Communicative Method which considers the language is a tool of communication and employs the class activities to communicate by the target language out the class . So in this method the writer should pay attention to:

1. Focuses on language as a medium of communication. Recognizes that all communication has a social purpose-learner has something to say or to find out.
2. Communication embraces a whole spectrum of function (e.g. seeking information /apologizing /expressing likes and dislikes, etc) and notions (e.g. apologizing for being late /asking where the nearest post office is).
3. New syllabuses based on communicative method offered some communicative ability from early stage.
4. Classroom activities maximize opportunities for learners to use target language in communicative way for meaningful activities. Emphasis on meaning rather than form as in first language acquisition.
5. Accent is on functional/ usable language. learners should be able to go to foreign country , prepared for reality they encounter there . Need to be able to cope /survive in a variety of every day situation.
6. Class should provide opportunities for rehearsal of real – life situations and provide opportunity for real communication. Emphasis on creative role-plays/simulations / surveys / projects /play lets – all produce spontaneity and improvisation – not just repetition and drills.
7. Communicative approach seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.

8. Grammar can still be taught, but less systematically, the communicative approach, then doesn't reject grammar, but sees it as being only one element amongst others in social use of language.

Communicative method is considered as the most developed method till these days, but no one can consider it as the last one because in every next day the writer may find that this method doesn't satisfy the process of teaching, and then the writer will find another approaches to achieve that.

g. The Total physical Response (TPR)

Total Physical Response method was developed by James Asher. Total Physical Response consists basically of obeying commands given by the instructor that involve an overt physical response.¹³

This method is suitable for beginners' course only, and later needs to be supplemented by activities and techniques from other methods. It aims to develop listening comprehension before production, to associate language with action, and to reduce stress in language learning. In these ways, it tries to replicate typical features of L1 acquisition. Most other methods demands instant speaking from the learner rather than providing them with extensive listening practice first. Most other methods also connect language with language (for example, model and repetition, question and answer) rather than with action, and often create a lot of tension in the learners. TPR connect language with action by getting the learners to do what the teacher tells them to.

6. Activity in Teaching Speaking

Speaking activity that can be implemented in the classroom are¹⁴

a. Drilling and chants

Drilling is imitating and repeating words, phrases, and even whole utterances in fact be a useful noticing technique, since it draws attention to material that learners might not otherwise have registered. Thus, after

¹³ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (New York: Prentice Hall International (UK) Ltd. 1987), p. 140.

¹⁴ . Scott Thornbury, *How to Teach Speaking* (New York: longman:2001), p. 63

learners have listened to a taped dialogue, and studied the transcript, the teacher can isolate specific phrases or utterances and ask learners to repeat them. The effect of repeating them is bound to make them more salient. However, if all the dialogue were drilled, this benefit would be lost.

Drilling can be done by playing a recording of an interaction, in which are embedded a number of useful chunk-type items, such as formulaic ways of expressing specific speech acts. After working on their understanding of the dialogue, they are given the transcript. The recording is played again, but the teacher pauses it at strategic points, and the learners repeat the immediately preceding utterance in unison, and then individually. Only key phrases are repeated, not the whole dialogue.

Chant is a more playful form of practice that replicates the repeating and chunking nature of drilling is the use of chants. And, because they are contextualized, the chunks in chants may in fact be more memorable than in standard drills. After all, many learners are familiar with catchphrases and idiomatic one-liners from having picked them up listening to pop songs or playing computer games. To work best, the chants should incorporate repeated examples of short, multi-word sequences, and should have a consistent rhythm. It helps if the chants have been prerecorded. Here, for example, is a chant that embeds a number of narrating expressions:

b. Writing tasks¹⁵

It may seem strange to have a section on writing in a book that is about speaking. But writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. It can act as the way of easing the transition from learning to using. Inevitably, because of the constraints placed on mental processing by the demands of real time speaking learners tend to rely on a very narrow repertoire of memorized expression in face to face interaction. So, an important function of classroom speaking activities is to help learners extend their range of such

¹⁵ Scott Thornbury, *How to Teach Speaking*, p. 106

features. To do this sometimes help to reduce the processing demands placed on them in order to give them time to consciously access alternatives to their habitual repertoire. One way of slowing down' processing is to turn the speaking task into a writing one.

c. Reading aloud

Reading is just as writing acts as a useful tool for the appropriation of spoken language, so too does reading aloud. In fact, reading aloud is the natural 'next step' between writing and speaking. It is analogous to the way actors read their lines before committing the text of a play to memory. It also has the advantage of providing a secure framework within which learners can focus on lower level features of talk, such as pronunciation, without the added pressure of always having to plan the next utterance. In this way, reading aloud is a form of scaffolding, but like all scaffolding, it should gradually be dismantled so that learners are finally having to cope on their own without the security of the written text.

d. Assisted Performance and scaffolding

A more formalized way of assisting performance is by means of a technique that derives from a teaching method called Community Language Learning (CLL). Instead of addressing the teacher directly, the learners sit in a circle and address each other, building up a conversation which, utterance by utterance, is recorded on tape. The teacher's role is to act as a kind of language consultant, providing the language the learners need to express their intended meanings. At beginners' level, this will involve the teacher translating the learners' meanings. At higher levels, it may simply be a question of reformulating what the learner wants to say. Once each utterance has been 'tidied up' in this way, it is committed to tape.

e. Dialogues ¹⁶

¹⁶ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language 3rd Ed*, American: Heinle and Heinle, 2001, p.103

Practising dialogues has a long history in language teaching not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Even in large classes with fixed furniture, setting up pairwork is not an insurmountable management challenge.

Dialogue can be done by student pairwork. Student pairwork can take two forms: open or closed. Open pairwork is when two students perform a dialogue while the rest of the class observes. This is a useful transition phase from the teacher and student stage to the next stage, the closed pairs stage. Closed pairwork is when adjacent students perform the dialogue, all pairs working at the same time. The teacher's role at this stage is to move around the class, checking to see that students are 'on task', and offering any guidance or correction, as appropriate. When pairs finish their dialogue, they can be asked to switch roles and do it again, or to change key elements in the dialogue, or to attempt to do the dialogue from memory.

f. Communicative tasks

One way to distract attention from a dependence on declarative knowledge is to increase the processing demands of the task, such as reducing the time available, as we will see on page 84 in the discussion on task repetition. Another way is to set a task that requires attention to be directed at achieving some extra linguistic goal, such as buying a bus ticket or winning an argument. We saw this at work in the milling activities, described earlier.

Communicative activities are characterized by the following features¹⁷;

- 1) the motivation of the activity is to achieve some outcome, using language;

¹⁷ Ibid, p. 79

- 2) the activity takes place in real time;
- 3) achieving the outcome requires the participants to interact, i.e. to listen as well as speak;
- 4) because of the spontaneous and jointly constructed nature of the interaction, the outcome is not 100% predictable;
- 5) there is no restriction on the language used.

A classic communicative task type is the information gap activity. More elaborate information gap activities, involving several participants, are sometimes called jigsaw activities.

g. Task repetition

The characteristic of task repetition is bellow:

- 1) giving learners unlimited time when performing a task inerrua9 tboir accuracy, but at the expense of their fluency;
- 2) allowing time for pre-task planning enhances fluency, and thin is manifested in a faster speech rate and fewer silent pauses;
- 3) likewise, pre-task planning has a positive effect on the complexity of the language that is produced, as manifested by more complex syntax and lexis - about ten minutes' planning time seems to be optimal;
- 4) however, the effects on accuracy of pre-task planning are less convincing - it seems to depend on the grammar area in question, as well as the kind of task, and the disposition of the learner;
- 5) moreover, planning time does not seem to increase the amount of formulaic (chunk) language learners use; individual planning shows better outcomes than teacher-led planning, or group planning;
- 6) interactive tasks produce more accuracy and complexity, but monologic tasks produce greater fluency;
- 7) if the task outcome requires learners to make justifications, more complex language will result;
- 8) repeating a task shows gains in accuracy (including pronunciation), fluency, and complexity, but these gains don't necessarily transfer to

other, similar tasks.

In teaching speaking, the teachers must help students in learning process. They must be able to choose an appropriate speaking ability and methods. They should have solution, how to get the good students' activity to practice on topic the material. The teachers should have a good knowledge in delivering material to the students and the teacher also should know the most appropriate way to assess their students..

7. Language Assessments

Usually we got some confusion when distinguish between assessment, testing and evaluation. Evaluation means, refer to a broader notion than assessment. Evaluation concern a whole range of issues in and beyond language education: lessons, programs, and skills can be evaluated. Assessment is concerned with pupil's learning or performance, and thus provides one type of information that might be use in evaluation. Testing is a particular form of assessment that is concerned with measuring learning through performance.¹⁸

In another word, assessment is defined as, the gathering and synthesizing of information concerning students' learning, while, evaluation is defined as, making judgments about students' learning. The process of assessment and evaluation can be viewed as progressive: first, assessment, then, evaluation.¹⁹ Assessment, on the other hand, is an on going process that encompasses a much wider domain. Whenever a student responds to question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. And, tests, are a subset of assessment, they are certainly not the only form of assessment that the teacher can make. Tests are only one

¹⁸ Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: University Press:2000), p. 222.

¹⁹ Echevarria, Marry E.V, Deborah J. Short, *Making Content Comprehensible for English Language Learners*, (A Pearson Education Company:2000), p. 154

among many procedure and task that the teachers can ultimately use to assess students.²⁰

But, before we assess, we should know the concepts of assessment as follows:

- a. An assessment is not only purposed to the real objective of education, but also the hiding educational objective, including the effect of assessment.
- b. An assessment is not only to measure the student's attitude, but also the educational components.
- c. An assessment is not only to know the successful of the objective, but also, to know, is the objective important to the students and how to reach it.
- d. Considering the wider of the objectives of an assessment, the instrument that may be used is divers, not only definite on the test, but also non test.²¹

Those concepts require when the teacher assesses their students, to pay attention, to the hiding object, such as, the student's psychology after the assessment process, does it make them afraid or more enjoyable to continue their learning process.

a. Technique of Assessments

1) Traditional Assessment

Traditional assessment is known as Formal assessment, and usually is called summative evaluation. And test is an instrument or procedure designed to elicit students' language performance with the purpose to measure the students' ability or knowledge.²² Summative or formal assessment is aimed to assess learning at the end of unit,

²⁰ H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 4.

²¹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2009), p. 1.

²² Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, *loc cit*, p. 401.

term, year, or course, and doesn't feedback into the next round of teaching.²³ The key feature of this assessment is that assessment is outside of or after instruction.

The advantage of this model, it is cost efficient in term of the time allocated to implement assessment. The disadvantages are, it lead to fragmented views of a discipline and surface approaches to learning. Specifically, surface approaches rely primarily on efforts to memorize course materials as though the various topics and facts are unrelated. The last is this assessment provides little opportunity for reteaching.²⁴ This is a kind of traditional assessment, but this assessment is still popular that the teacher usually use. This assessment is paper base assessment although this assessment model is less from direct feedback to the student's progress but this assessment can't be separated from the assessment technique's which is usually used in our educational program. This assessment could be implemented on assessing young learners for every skill's, and the implementation is on every last meeting or semester with clear questions and instructions.

2) Alternative assessment

Alternative assessment has been described as an alternative to standardized testing and all of the problems found with such testing.²⁵ Alternative assessment is also known under various other terms, including: Authentic Assessment, Holistic Assessment, Assessment For Learning, and Formative Assessment.²⁶ The most important are, that alternative assessment provides alternatives to

²³ Lynne Cameron, *op cit*, p. 222.

²⁴ Margaret E. Gredler, *Classroom Assessment and Learning*, (New York: Addison Wesley Longman. Inc, 1999), p. 60.

²⁵ Jack. C. Richard, Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (Cambridge University Press),p. 339.

²⁶ See at Tom, http://en.wikipedia.org/wiki/Alternative_assessment, 06, Feb, 2010

traditional testing in that, it does not intrude on regular classroom activities, reflects the curriculum that is actually being implemented in the classroom, provides information on the strength and weaknesses of each individual student.²⁷ The writer can conclude that alternative assessment is an alternative which can be used by the teacher to assess their students' beside the traditional assessment that commonly used. To use all of the alternative assessment the teacher should aware on the skill focus that the teacher's teach and the advantages and the disadvantages of each assessment implementation. Although all the assessments techniques are good but the teacher also should pay attention on the deepest factors of each assessment. Before we define the various item of alternative assessment, all alternative assessment should meet the four basic requirements. They are:

Requirement for Alternative Assessments

Requirement	Rational
Measure complex abilities	Multiple choice items are proxies or surrogates for important capabilities
Focus on teachable process	Tasks are not items of content nor do they depend on insight for their solution
Inform teachers about student's Strength and weaknesses	An important function of instruction of assessment is to inform instruction
Require products or behaviors that are valued in their own right	Tasks do not focus on trivial or trite performances, a hands on task is not necessarily a performance assessment. ²⁸

²⁷ Jack. C. Richard, *op cit*, p. 339.

²⁸ Margaret E. Gredler, *op cit*, p. 136.

Here, the writer will define one by one the kinds of alternative assessment:

a) **Authentic Assessment**

Authentic assessment is to describe the multiple forms of assessments that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities.²⁹ Authentic assessment is characterized by its application to real life, where students are engaged in meaningful tasks that take in real life context.³⁰ The example of authentic assessment include, performance assessment, portfolios, and student self - assessment.³¹ This assessment has some advantages, by this assessment the students are enable to construct information rather than simply choose response alternatives, and challenge students to use their language to communicate their understandings and application of knowledge.³² This assessment mean's that authentic tasks from the students that will be assessed. This assessment is a meaningful task of assessment so it will be useful to assess young learners competencies in language learning, because they were involve in the assessment process and young learners are active learners that will be enthusiastic in learning by doing. The example of authentic assessment will be defined one by one as follow:

1. Performance Assessment

Performance assessment is an assessment that including a focus on children's abilities in real-world tasks.³³ Performance

²⁹ J. Michael O'Malley, Lorraine VP, *Authentic Assessment for English Language Learners Practical Approaches for Teacher*, (United States: World Language Division, 1996), p. 4.

³⁰ Echevarria, Marry E.V, Deborah J. Short, *op cit.*, p. 155

³¹ J. Michael O'Malley, Lorraine VP. *op. cit.*, p. 4.

³² *Ibid*, p. 31.

³³ Veronica Listyani, et. al. E book, *Becoming a Creative English Teacher. A Manual for Teavhing English to Indonesia Elementary Students*, (UI Jakarta), p. 111.

assessment may be described as a type of testing that calls for demonstration of understanding and skill in applied and sometimes referred to as direct measures of cognitive abilities.³⁴ This assessment consists of any form of assessment in which the student construct a response orally or in writing. The example are, oral reports, writing samples, individual and group projects, exhibitions, and demonstration.³⁵ The characteristic of this assessment, are, First, students make a constructed response, Second, they engage in higher – order thinking, with open minded task, Third, tasks are meaningful, engaging, and authentic, Next, tasks call for integration of language skills, and then, both process and product are assessed, Finally, depth of student’s mastery is emphasized over breadth.³⁶

This assessment also have some advantages and the disadvantages, the advantages are, engages students in active learning and can promote student creativity. And the disadvantages are, rating can be more subjective, and must be carefully designed if used to document obtained of student learning outcomes.³⁷ Here the students are have to develop their confidence to perform their ability. This assessment is strongly recommended for young learners because they were perform their abilities and the teacher will get the information of student’s progress directly. The example of this assessment is like TPR (Total Physical Response), the students are asked to request or command. The request can be simple, or more complex, depends on the grade what is going be assessed.

2. Portfolios

³⁴ Margaret. E. Gredler, *op. cit.*, p. 135

³⁵ Michael. O’Malley, *op. cit.*, p. 4

³⁶ H. Douglas Brown, *op. cit.*, p. 255.

³⁷ See at Paul, www.uta.edu/irp/unit_effectiveness_plans/assets/AssessMethods.pdf. 05 April 2010

Portfolio assessment, is, a purposeful collection of students' work that demonstrates to students and others their efforts, progress, and achievement in given areas. The example are, essays, compositions, poetry, book reports, art work, video, or audiotape recording of students oral production, journal, etc.³⁸

The purposes of portfolio itself are:

- a. Appreciate the students' performance
- b. Pay attention to the best student's performance
- c. Documenting student's teaching learning process directly
- d. Reflect a risk and do an experiment
- e. Build and accelerate self student's concept
- f. An open and objective view of the students compared with a traditional test, because the students are involved to assess their own works.³⁹

Like some assessments, this assessment also has the advantages and the disadvantages, the advantages are the identification of a wide range of student's strengths and weaknesses and enabling teachers to see students as individuals. The disadvantages are time consuming and challenging to evaluate students may fail to remember to collect items.⁴⁰ By this assessment the student's responsible in their task could be encourage. This assessment, again need students perform in real tasks, but this assessment can't be done in very young learners or children of first till forth grade, because it was a collection of samples of student's work collected over a period of time. If the tasks didn't manage carefully the work collection may lost.

3. Student Self- assessment and Peer Assessment

³⁸ H. Douglas Brown, *op. cit.*, P. 418.

³⁹ Martinis Yamin, *Profesionalisasi Guru dan Implementasi KTSP*. (Jakarta: Gaung Persada Press, 2008), p. 189

⁴⁰ Margaret. E. Gredler, *op. cit.*, p. 164.

Self assessment is a process through which students must be led. Self assessment is not forms or checklist.⁴¹ The teacher must pay attention in using this assessment, because this assessment is concerns on the reliability of self assessment for certification purposes, fearing that students will, inevitably, be too lenient on themselves. But this assessment involves students engaging in critical self reflection, focusing on obtaining a clearer idea of the features of effective learning and thereby increasing their understanding of the subject matter being studied.⁴² The teacher feedback is needed here, without the teacher's help they will lost their ways for example the student asked to read some sentences or maybe describe some pictures then they asked to check did on their reading or describing any mistakes or less or even no mistake, with the advantages of self critical this assessment can't be done for very young learners and young learners of first till forth, because their information of any language are less and they will too confident with their answer. And Peer assessment is, where the pupils become involved in monitoring others progress. It can be useful type of formative assessment for older children, ten years old and over. This may depend on how many years they have been studying English and what their usual experience is of assessment in other part of curriculum. The teacher will have to explain to the class that the point of doing this kind of activity is to support their peers and not humiliate and bully them.⁴³ So the teacher should aware on the assessment that they involve, see the advantages and the disadvantages of each kind of assessment.

⁴¹ J. Michael O'Malley, Lorraine VP. *op. cit.*, p. 39.

⁴²See at "Students self Assessment, Maria" in, <http://www.ukcle.ac.uk/resources/assessment/group.html>, 05 november 2010

⁴³ Veronica Lystiyani, Et al, *op. cit.*, p. 115.

The implementation of this assessment is like a kind of group works where the students are asked to interact and use language to a complete task. Oral information gap tasks assess students' abilities to give explicit and complete information to their partners, to monitor information they hear, and to use questions to clarify or gain further information. Students can work with the teacher or with a peer. The implementation of this assessment is so much but its all depends on the skill which is taught.

b) Holistic Assessment

Is score based on an over-all impression as opposed to conventional test scoring which counts up performance on parts to make a total score.⁴⁴ This assessment will be useful if the assessment is a minor one, such as a brief homework assignment, it may be sufficient to apply a holistic judgment (e.g., check, or no-check) to quickly review student work. But holistic rubrics can also be employed for more substantial assignments. This assessment may not be useful on some tasks; it is not easy to evaluate performance on one criterion independently of performance on a different criterion.⁴⁵ This assessment is like a teacher's rubric about their student's improvement in teaching learning process. It will be meaningful for young learners, because with their characteristics as active learners and only could pay attention on certain time and activities their progress is will be turn and down in every teaching learning process. All depends on the methods and the instruction that the teacher use.

c) Assessment for Learning

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea

⁴⁴ See at Aurbach, http://www.aurbach.com/alt_assess.html, 13 Jan 2010

⁴⁵ See at Jonathan Mueller, <http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm>, 05 April 2010

that pupils will improve most if they understand the aim of their learning.⁴⁶ Example of this assessment are, oral reports, writing samples, individual and group projects, exhibitions, and demonstration.⁴⁷ This assessment are providing feedback that helps pupils to identify how to improve and both the teacher and pupils reviewing, and reflecting on pupils' performance and progress.⁴⁸ But, when use this assessment, Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give.⁴⁹

This is direct assessment during teaching learning process, did they get the teacher explanation or they get nothing on it. It is classroom based assessment where the students are assessed and gave feedback directly. The example of the implementation of this assessment is when the students asks to naming things on the classroom or picture then the teacher will give feedback directly, does it wrong or right. This assessment could be done on very young learners or young learners in every grade, but the teacher should aware on their feedback, because English is first experience for them so the feedback is not a kind of student's judgment.

d) Formative or Informal Assessment

Informal assessment is assessment which is incidental and unplanned. It is involved evaluative coaching and feedback on task designed which shows students' language performance. It is not for recording result and making judgment about students'

⁴⁶ See at Eric, <http://www.qcda.gov.uk/4334.aspx>, 13 Jan 2010

⁴⁷ J. Michael O'Malley, Lorraine VP. *op. cit.*, p. 4.

⁴⁸ Eric, *op. cit.*, 13 Jan 2010

⁴⁹ See at Eric, <http://www.qcda.gov.uk/4336.aspx>, 14 Jan 2010

language competence.⁵⁰ Informal assessment usually is called formative evaluation; For example, when the students' respond to the teacher's question, offers comment, tries out new words or structure, the teacher can make assessment by giving feedback or correction.⁵¹

The advantages and the disadvantages of this assessment are, the disadvantages, it requires extensive investment in test development. And, the delay in beginning instruction on a new unit while the nonmastery students are retaught missed concepts. The last, this model tends to narrow the focus of instruction to minimal competencies. The advantages are, reduced the anxiety associated with one shot- testing, expand the role of assessment to include assisting students to learn. Encouraging understanding and the application of key concepts and principles fosters deep learning as opposed to surface memorization.⁵²

8. Speaking assessment

The activities designed to test speaking are generally the same as the kinds of activities designed to practise speaking, there need be no disruption to classroom practice. The challenge is more in deciding and applying satisfactory assessment criteria.

These are the most commonly used spoken test types are these:

a. Interviews

Interview is relatively easy to set up, especially if there is a room apart from the classroom where learner can be interviewed. The class can be set some writing or reading task while individuals are called out, one by one, for their interview. Such interviews are not without their problem, though. The rather formal nature of interview means that the

⁵⁰ Douglas Brown, op. cit., p. 402.

⁵¹ *Ibid.*,

⁵² Margaret E. Gredler, op. cit., p. 62.

situation is hardly conducive to testing more informal, conversational speaking styles.

b. Live monologues

The Student prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question-and-answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously.

c. Recorded monologues

Recorded monologues perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or pastime, for example, in a room side by side to the classroom, with minimal disruption to the lesson.

d. Role-plays

Most students will be used to doing at least simple roleplays in class, so the same format can be used for testing. The other role can be played either by the tester or another student, but again, the influence from other student is hard to control. The role-play should not require experienced performance skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance. For example, students could use the information in a traveling plan to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

e. Collaborative tasks and discussions

Collaborative tasks and discussions are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CVs. Or the learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learners interactive skills can be observed in circumstances that closely approximate real-life language use.

Assessments in speaking mostly use alternative assessment. Teacher more improves student speaking skill in this assessment. The teacher will be easy to give variety in assessment in alternative assessment. This is more enjoyable to student than use traditional assessment that is more monotony.

B. Previous Research

Some researches those have been done until now related with this topic are: A research is written by Nafiatul Ulfa (2006) student number 063411021 from Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang. She whose study entitled “Language Assessment for Young Learners (A Descriptive Study Of Language Assessment At Third Grade Of An-Nissa Bilingual Elementary School Semarang In The Academic Year 2009-2010).

From her observation, she described kind of assesment in English classroom. She also explained about What difficulties does the English teachers’ of An Nissa Bilingual elementary school have in assessment process. In the writer research describe what kind of speaking assessment only.⁵³

⁵³ Nafiatul Ulfa *Language Assessment for Young Learners (A Descriptive Study Of Language Assessment At Third Grade Of An-Nissa Bilingual Elementary School Semarang In The Academic Year 2009-2010)*, Thesis of IAIN (Semarang, Library of Tarbiyah Faculty, 2010), unpublished.

A research is written by Chaida Nursanti (2008) student number 2201404315 from English Department Language and Art, Semarang State University. The title is “A Descriptive Study of English Teaching and Learning Methods in the Classroom Eighth Year of SMP N 7 Brebes in the Academic Year of 2008/ 2009”⁵⁴. In her observation she described about what method that is used in teaching learning process in the classroom. She also matched the teaching process with the lesson plan.

The similarities between the previous research and the writer's are on the participant that she observed teaching learning method in the teaching and learning process. The differences are on the research question, the previous researcher wanted to know is the activity consistent with the lesson plan and the writer observes only in method in teaching of speaking.

⁵⁴ Chaida Nursanti, *A Descriptive Study of English Teaching and Learning Methods in the Classroom Eighth Year of SMP N 7 Brebes in the Academic Year of 2008/ 2009*, Thesis of UNNES, (Semarang: Library of UNNES, 2008), unpublished