

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter concern in the related literature of this study and there are four sub chapters that will be discussed. They are reading comprehension, teaching reading, assessment, and portfolio assessment.

A. Reading Comprehension

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension.²

Reading comprehension is the process of understanding and constructing meaning from a piece of text. Reading comprehension is most likely to occur when students are reading what they want to read or at least what they want to see some good reasons to read.³

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is the best viewed as multifaceted process affected by several thinking and language ability.⁴

To sum up, reading comprehension is cognitive process of understanding a written text.

² Pezhman Zare, et. al., "The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners", *International Journal of Humanities and Social Science*, 3 (July, 2013), 13.

³ E.G. Simanjuntak, *Developing Reading Skills for EFL Students* (Jakarta: Departemen Pendidikan Kebudayaan, 1988), 4.

⁴ Arthur W Heilman, et. al., *Principles and Practices of Teaching Reading, Fifth edition*, (Ohio: A Bell & Howell Company Columbus, 1981), 242.

Furthermore, there are some kinds of reading skill that use in reading, they are skimming, scanning, intensive reading and extensive reading.⁵

1. Skimming

Reading rapidly through a text to determine its general content. Skimming enables people to select content that they want to read and discard, which is inconsequential for their purpose. Skimming permits people to gain a general idea about the material rather than to read all the material in detail.

2. Scanning

Reading to locate specific detail of information, e.g. locating telephone number in advertisement. Being able to search through material rapidly with given purpose to mind, in order to find specific fact or answer to particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all the material.

3. Intensive reading

In intensive reading, the reader tries to get all the information given by the author. E.g. the dosage instruction for medicine.

4. Extensive reading

The reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning. E.g. reading newspaper, article, short story, or novel.

⁵ Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, (Oxford: Heinemann, 1982), 3.

B. Teaching Reading

Reading skill is essential for students in order to understanding written texts. The authentic text (reading material) should be also given step by step from the easier one along with students' ability. There are four areas of knowledge in reading skill

1. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
4. Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

In communicative approach, authentic texts are taken from daily texts frequently read by students such as newspaper, schedule, letter so that the teaching activities become more communicative and interesting.

Teaching reading is more advanced than other skills, yet it gives many contributions to learn English. It is clear that by reading we automatically will get vocabularies and grammar knowledge.⁶ Moreover, in teaching reading there are six principles according to Harmer, they are⁷

1. Reading is not passive

⁶ "Teaching Reading", (n.d.). Retrieved from The National Capital Language Resource Center: <http://www.nclrc.org/essentials/reading/reindex.htm>, last access on March 20, 2017.

⁷ Jeremy Harmer, *How To Teach English* (England: Longman, 2007), 102.

2. The students need to be engaged with what they are reading
3. Students should be encouraged to respond the content of reading text
4. Prediction is a major factor in reading
5. The teacher should match the task with the topic
6. Good teacher exploit reading text to the full

C. Assessment

Assessment is generally seen as one of the key challenges in the field of learning. Assessment, in the broad sense, means any methods used to better understand the current knowledge that a student possesses.⁸

Assessment is a process of collecting data for the purpose of making decisions about what students have learned, what and where they should be taught, and the kinds of related services they need. When we assess students, we measure their competence. Specifically, we measure their progress toward attaining those competencies that their schools or parents want them to master.⁹

Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often used interchangeably with test, but not limited to tests. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), a course, an academic program, the institution, or the educational system as a whole (also known as granularity).

⁸ Mahsid Rostami Charvade, et. al., “The Impact of Portfolio Assessment on EFL Learners’ Reading Comprehension Ability”, *English Language Teaching*, 5 (July, 2012), 7.

⁹ John Salvia, et. al., *ASSESSMENT in Special and Inclusive Education*, (United States: Wadsworth, Cengage Learning, 2010), 4.

As a continuous process, assessment establishes measurable and clear student learning outcomes for learning, provisioning a sufficient amount of learning opportunities to achieve these outcomes, implementing a systematic way of gathering, analyzing and interpreting evidence to determine how well student learning matches expectations, and using the collected information to inform improvement in student learning.

The final purpose of assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge, and the process of learning.¹⁰

D. Portfolio Assessment

A portfolio is a collection of students' activities documenting their effort and progress in their process of learning and their reflection on the materials. The expert states that Portfolio Assessment links teaching, learning, and assessment within the discipline. Indeed, a portfolio displays how each individual learner thinks, analyses, creates and interacts with teachers and peers linguistically, socially and emotionally.¹¹

Portfolios have been used in many forms for several years. Often the terms have been considered synonymous with the terms "work folder", but that can be a bit misleading. Portfolios defined as a purposeful collection of student work that tells the story of the students' efforts, progress, or achievement in given

¹⁰ Wikipedia, "Educational Assessment", Retrieved from https://en.wikipedia.org/wiki/Educational_assessment, last access on March 20, 2017.

¹¹ Hosna Hosseini, et. al., "The Effect of Portfolio Assessment on EFL Learners' Reading Comprehension and Motivation", *English Language Teaching*, 7 (April, 2014), 5.

area(s). This collection must include student participation in selection of portfolio content; the guidelines for selections; the criteria for judging merit; and evidence of student reflection.¹²

In program evaluation, as in other areas, a picture can be worth a thousand words. As an evaluation tool for community-based programs, we can think of a portfolio as a kind of scrapbook or photo album that records the progress and activities of the program and its participants, and showcases them to interested parties both within and outside of the program. While portfolio assessment has been predominantly used in educational settings to document the progress and achievements of individual children and adolescents, it has the potential to be a valuable tool for program assessment as well. Many programs do keep such albums, or scrapbooks, and use them informally as a means of conveying their pride in the program, but most do not consider using them in a systematic way as part of their formal program evaluation. However, the concepts and philosophy behind portfolios can apply to community evaluation, where portfolios can provide windows into community practices, procedures, and outcomes, perhaps better than more traditional measures.

Portfolio assessment has become widely used in educational settings as a way to examine and measure progress, by documenting the process of learning or change as it occurs. Portfolios extend beyond test scores to include substantive descriptions or examples of what the student is doing and experiencing. Fundamental to "authentic assessment" or "performance assessment" in

¹² Diane K. Brantley. *Instructional Assessment of English Language Learners in the K-8 Classroom*. (San bernando: California state university, 2007), 36.

educational theory is the principle that children and adolescents should demonstrate, rather than tell about, what they know and can do.

Documenting progress toward higher order goals such as application of skills and synthesis of experience requires obtaining information beyond what can be provided by standardized or norm-based tests. In "authentic assessment", information or data is collected from various sources, through multiple methods, and over multiple points in time. Contents of portfolios (sometimes called "artifacts" or "evidence") can include drawings, photos, video or audio tapes, writing or other work samples, computer disks, and copies of standardized or program-specific tests. Data sources can include parents, staff, and other community members who know the participants or program, as well as the self-reflections of participants themselves. Portfolio assessment provides a practical strategy for systematically collecting and organizing such data.¹³

A student portfolio is a systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal is to help students assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievement.

¹³ Meg Sewell, et. al., "The Use of Portfolio Assessment in Evaluation", Retrieved from <http://methodenpool.unikoeln.de/portfolio/USE%20OF%20PORTFOLIOS%20IN%20EVALUATION.htm>, access on October, 21 2016.

1. Advantages of Portfolio Assessment

- a. Allows the evaluators to see the student, group, or community as individual, each unique with its own characteristics, needs, and strengths. Serves as a cross-section lens, providing a basis for future analysis and planning. By viewing the total pattern of the community or of individual participants, one can identify areas of strengths and weaknesses, and barriers to success.
- b. Serves as a concrete vehicle for communication, providing on going communication or exchanges of information among those involved.
- c. Promotes a shift in ownership; communities and participants can take an active role in examining where they have been and where they want to go.
- d. Portfolio assessment offers the possibility of addressing shortcomings of traditional assessment. It offers the possibility of assessing the more complex and important aspects of an area or topic.
- e. Covers a broad scope of knowledge and information, from many different people who know the program or person in different contexts (e.g. participants, parents, teachers or staff, peers, or community leaders).

2. Disadvantages of Portfolio Assessment

Requiring extra time to plan an assessment system and conduct the assessment. Gathering all of the necessary data and work samples can make portfolios bulky and difficult to manage. Developing a systematic and deliberate management system is difficult, but this step is necessary in order

to make portfolios more than random collection of student work. Scoring portfolios involves the extensive use of subjective evaluation procedures such as rating scales and professional judgment, and this limits reliability. Scheduling individual portfolio conferences is difficult and the length of each conference may interfere with other instructional activities.¹⁴

Portfolios have generated a good deal of interest in recent years, with teachers taking the lead in exploring ways to use them. Teachers have integrated portfolios into instruction and assessment, gained administrative support, and answered their own as well as student, administrator, and parent questions about portfolio assessment. Concerns are often focused on reliability, validity, process, evaluation, and time. These concerns apply equally to other assessment instruments. There is no assessment instrument that meets every teacher's purpose perfectly, is entirely valid and reliable, takes no time to prepare, administer, or grade, and meets each student's learning style. Foreign language educators need to be able to choose and/or design assessments that meet their most important instructional and assessment needs and which they have the resources to implement and evaluate.

Below are some strengths of portfolio assessment, seen in contrast to traditional forms (paper test) of assessment based on the review of The National Capital Language Resource Center

¹⁴ Venn, J. J., "Assessing students with special needs (2nd ed.)", (p.538), 2002, Upper Saddle River, NJ: Merrill. Retrieved from <http://www.unm.edu/~devalenz/handouts/portfolio.html>, access on October 21, 2016.

Table 2.1 Difference Between

Paper Test and Portfolio Assessment

Paper Test	Portfolio
Measures student's ability at one time	Measures student's ability over time
Done by teacher alone; student often unaware of criteria	Done by teacher and student; student aware of criteria
Conducted outside instruction	Embedded in instruction
Assigns student a grade	Involves student in own assessment
Does not capture the range of student's language ability	Captures many facets of language learning performance
Does not include the teacher's knowledge of student as a learner	Allows for expression of teacher's knowledge of student as learner
Does not give student responsibility	Student learns how to take responsibility

Portfolios are a form of alternative/authentic assessment in which a student's progress is measured over a period of time in various language learning contexts. Portfolios can include evidence of specific skills and other items at one particular time and language performance and progress over time, under different conditions, in all four modalities (reading, writing, listening, and speaking) or all three communication modes (interpersonal, interpretive, and presentational). Using a combination of testing instruments lends validity and reliability to the portfolio. Portfolio assessment is closely linked to instruction, which has two educational benefits. First, linking assessment to instruction means that you are sure that you are measuring what you have taught. Second, portfolios reveal any weaknesses in instructional practices. For example, if the purpose of the portfolio is linked to making progress toward all areas of the National Standards, and, at the end of the marking period, there are no works related to oral communication in the portfolio, the teacher may decide to

incorporate more oral communications work into the curriculum. This is a way of providing for systemic validity. Portfolio assessment is by nature incorporated fully into instruction: there is no time lost on assessment. Assessment is a true learning experience, and not external to the learning process. Student assessment portfolios promote positive student involvement. As students create their portfolios, they are actively involved in and reflecting on their own learning. Increased metacognition has a positive impact on a student's self-confidence, facilitates student use of learning strategies, and increases the student's ability to assess and revise work. Student motivation to continue studying and succeeding in language learning tends to grow in such an environment. Portfolios offer the teacher and student an in-depth knowledge of the student as a learner. This means that the teacher can individualize instruction for the student. Weak areas can be strengthened and areas of mastery built upon. Learners are involved in this process of tracking their learning and can take control of their learning. Using portfolios introduces students to an evaluation format with which they may need to become familiar as more schools and districts adopt portfolio assessment. Using assessment portfolios gives the teacher opportunities to involve parents in their children's language learning. Parental involvement is an important factor in educational success.¹⁵

¹⁵ The National Capital Language Resource Center (NCLRC). "Portfolio Assessment in the Foreign Language Classroom", Retrieved from <http://www.nclrc.org/portfolio/2-1.html>, access on October 21, 2016.

3. Design of Portfolio Assessment

Three main factors guide the design and development of a portfolio, they are purpose, assessment criteria and evidence based on Barton & Collins, 1997.

a) Purpose

The primary concern in getting started knows the purpose that the portfolio will serve. This decision defines the operational guidelines for collecting materials. For example, is the goal to use the portfolio as data to inform program development? To report progress? To identify special needs? For program accountability? For all of these?

b) Assessment Criteria

Once the purpose or goal of the portfolio is clear, decisions are made about what will be considered success (criteria or standards), and what strategies are necessary to meet the goals. Items are then selected to include in the portfolio because they provide evidence of meeting criteria, or making progress toward goals.

c) Evidence

In collecting data, many things need to be considered. What sources of evidence should be used? How much evidence do we need to make good decisions and determinations? How often should we collect evidence? How congruent should the sources of evidence be? How can we make sense of the evidence that is collected? How should evidence be used to modify program and evaluation? Evidence can include artifacts (items produced in the normal course of classroom or program

activities), reproductions (documentation of interviews or projects done outside of the classroom or program), attestations (statements and observations by staff or others about the participant), and productions (items prepared especially for the portfolio, such as participant reflections on their learning or choices). Each item is selected because it adds some new information related to attainment of the goals.

4. Steps of Portfolio Assessment

Although many variations of portfolio assessment are in use, most fall into two basic types: process portfolios and product portfolios. These are not the only kinds of portfolios in use, nor are they pure types clearly distinct from each other. It may be more helpful to think of these as two steps in the portfolio assessment process, as the participant(s) and staff reflectively select items from their process portfolios for inclusion in the product portfolio.

Step 1 : The first step is to develop a process portfolio, which documents growth over time toward a goal. Documentation includes statements of the end goals, criteria, and plans for the future. This should include baseline information, or items describing the participant's performance or mastery level at the beginning of the program. Other items are "works in progress", selected at many interim points to demonstrate steps toward mastery. At this stage, the portfolio is a formative evaluation tool, probably most

useful for the internal information of the participant(s) and staff as they plan for the future.

Step 2 : The next step is to develop a product portfolio (also known as a "best pieces' portfolio"), which includes examples of the best efforts of a participant, community, or program. These also include "final evidence", or items which demonstrate attainment of the end goals. Product or "best pieces" portfolios encourage reflection about change or learning. The program participants, either individually or in groups, are involved in selecting the content, the criteria for selection, and the criteria for judging merits, and "evidence" that the criteria have been met. For individuals and communities alike, this provides opportunities for a sense of ownership and strength. It helps to show-case or communicate the accomplishments of the person or program. At this stage, the portfolio is an example of summative evaluation, and may be particularly useful as a public relations tool.¹⁶

¹⁶ Meg Sewell, et. al., "The Use of Portfolio Assessment in Evaluation", Retrieved from <http://methodenpool.unikoeln.de/portfolio/USE%20OF%20PORTFOLIOS%20IN%20EVALUATION.htm>, access on March 20, 2017.