

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Literature

The literature in this research gives a brief explanation about some theories that will support this research. It deals with the theories related to analysis of English assessment for ADHD student, while the researcher decides that this research covers three main areas, they are assessment, analysis English assessment for learning disability, and the characteristic of ADHD student.

Before stepping further down in an analysis of English assessment, it is better to know definition of assessment, the function of assessment, the characteristic of assessment, definition learning disability, what is ADHD student, ADHD student as English language learning. These aspects are chosen because they have the direct relation to the students' assessment for ADHD.

#### 1. Assessment

Assessment is procedure which is used to get the information about the learning of student and the form of learning progress.<sup>1</sup> In addition, assessment

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<sup>1</sup> Jeanne Ellis Orrod, "*Psikologi Pendidikan*", (University of Northern Colorado and University of new Hampshire Press, 2009) 270

is the process of informal effort in collecting information relating to important variable of learning as the item for teacher to determine process and result of student learning. Assessment is often called as the form of evaluation. The function, kinds, and characteristic of assessment are explained as follow;

**a. The Function of Assessment**

There are five functions of assessment, they are: to improve the learning, to guide the policy of learning, to diagnose the learning problem, to improve the self control, and to determine what students have learnt.<sup>2</sup> For the brief, it will understand be explained below:

1. Improving the learning

Improving the learning means that by the assessment the student can be motivated to study more. In addition, assessment can improve the learning and can be vital component but the teacher has to change the teacher way to use the assessment result.<sup>3</sup> Assessment is the effective motivator when it is suitable to the characteristic, purpose, and target learning. Therefore, the students are going to be motivated to show their best ability. Ryan state that assessment can

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<sup>2</sup> Ibid., 271

<sup>3</sup> Thomas G Guskey, "*How Classroom Assessment Can Improve Learning*", (Educational Leadership, 2003) Vol. 60, No. 5, February ([guskey@uky.edu](mailto:guskey@uky.edu), accessed 23 May, 2014)

also be called as the extrinsic motivator.<sup>4</sup> It means that the Assessment can influence the certain cognitive process of student learning. In this case, the teacher will also know in which point the student's ability should be improved.

## 2. Guiding the strategy of learning

“Formative and summative assessment can help teacher in creating the strategy in teaching”.<sup>5</sup> It is for example that if the student can finish the assessment correctly and fastly, it means that the teacher can determine the higher target for the next learning. However, if the student can not finish the assessment correctly and fastly, it means that the teacher should use different way for the better understanding. Therefore, the effective way can be found to make the student do assessment correctly.

## 3. Diagnosing the Learning Problem

The assessment which is developed by the teacher can also give the diagnostic information, especially the assessment which shows how far student knows the lesson. Therefore, the teacher will

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<sup>4</sup> Grolnick, “*Autonomy in Children's Learning: An Expediently and Individual Difference Investigation*”, (Journal of Personality and Social Psychology, 1987) Vol 52-890-898 (<http://www.ncbi.nlm.nih.gov/pubmed/3585701>, accessed 11 March 2014)

<sup>5</sup> Jeanne Ellis Orrod, “*Psikologi Pendidikan*”, (University of Northern Colorado and University of New Hampshire Press, 2009) 272

know which point that the student has not known, this condition is also called as problem of learning. The next step are knowing why it happens and finding the solution how to overcome this problem. Diagnostic assessment is used to identify a student's needs and abilities.<sup>6</sup> Information from diagnostic assessment helps teachers determine where individual student are in their acquisition of knowledge and skills.

#### 4. Increase the control

Self control is the awareness of student about their performance. The assessment is needed in improving the self control of student. The good assessment is the assessment which can influence the self control to be better, because the function of the assessment is the self monitoring and self evaluating to their self. To reach the goal, teacher is supposed to inform the result of assessment to the student. The unwillingness of teacher to inform the result of assessment is possible, that case should be avoided. Beside informing the result of assessment, the teacher is also hoped great discussion about the whole assignments, in order that the student know what is the best answer.

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<sup>6</sup> Policy Program Memorandum No.155, "*Diagnostic Assessment in Support of Student Learning*", (Ministry of Education, 2013) 1, (<http://www.edu.gov.on.ca/extra/eng/ppm/ppm155.pdf>, accessed 24 May, 2014)

#### 5. The establish what the student find the knowledge

The assessment shows what student has learnt, how far the student knows it, and how effective the way of teaching that is used by teacher. If the student who has not known the lesson is found, it means that the way of teaching should be considered.

#### **b. Kinds of English Assessment**

Assessment consists of two kinds; they are informal and formal assessment. Informal assessment involves the sudden question which is given by the teacher when the class is running. Then, the student tries to answer the question immediately without any real theory and just rely on the analytical thinking. On the contrary, formal assessment is given based on the planning; it means that there is certain time to give that assessment to student. It is used for the certain purpose; it can be to know whether the student answer the question based on the real theory. In this point, it is found whether the student understand the lesson or not. There are four kinds of English assessment; they are assessment of listening, assessments of speaking, assessment of reading, and

assessment of writing.<sup>7</sup> All of the English assessment can cover to study English language in the inclusive school.

### c. **Characteristic of Assessment**

There are four characteristics of assessments, such as:<sup>8</sup>

#### 1. Reliability

The meaning of “reliability is the extent to which an assessment provides consistent information about the knowledge, skill, or characteristic being measured”.<sup>9</sup> The student gets the different score when the student finishes the same assignment in the different time. It shows how the student’s ability cannot be stagnant, when the ability is not practiced, it will be decreased gradually. In the other hand, student who always practices their ability, the understanding of the lesson must be better. Actually, assessing student learning and achievement, we must believe that our assessment result will be the same regardless of whether the teacher gives an assessment on Monday of Wednesday.

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<sup>7</sup> Berue, “*Comprehensive English Language Learning Assessment (CELLA) District Summary Report*”, (The University of California, 2013)

<sup>8</sup> Jeanne Ellis Orrod, “*Psikologi Pendidikan*”, (University of Northern Colorado and University of New Hampshire Press, 2009) 278

<sup>9</sup> *Ibid.*, 279

## 2. Standardization

The second important characteristic is the standardization of a good assessment. Assessment can be the indicator showing who is still under standard. The function of the create standardization, the student should get the same instruction, same time and same assessment”.<sup>10</sup> The student who is still under standard should study harder till they can be categorized as the qualified or standard student, and it can be proven by the result of the next assessment. The exception is that student with special need by using the certain assessment.

## 3. Validities

The validity of the assessment instrument means the extent to which the instrument measures what it claims is measured and allows us to draw appropriate conclusions about the characteristic or abilities in talking. This is the validity of assessment:

“The teacher does not measure things about scoring; the performance of student in the class, when the assessment was a poor measure of the knowledge and abilities of our student has particularly that the validity issues”.<sup>11</sup>

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<sup>10</sup> Jeanne Ellis Orrod, “*Psikologi Pendidikan*”, (University of Northern Colorado and University of New Hampshire Press, 2009) 300

<sup>11</sup> *Ibid.*, 301

One principle is applied validates is valid tool for assessment wants more goals in comparison to some other purposes destination.

#### 4. Practicalities

The characteristic of the latter are the practicalities is the extent to which instrument and assessment procedure relatively easy to use. Practicalities include issues such as the problem: how much the time will be used to develop such instrument. The timing that teacher use to develop such as instrument, the simultaneously to give assessment to student, and the student can evaluate the performance.

These are forms of practicalities that will facilitate students in using it.

## **2. Assessment for Learning Disability**

### a. Learning Disability

Learning disability is the learner that has the less achievement because there are the problems in some skill. The problem in some skills such as, slow learners with their brain less concentration, ADHD symptoms with their less impulsivity, inattentively, and hyperactivity. In addition, learning disability is seen on a functional and behavioral level, in the slow, abnormal learning of new skills. Among school-aged children, difficult may be seen as deficient skill in reading, spelling,



writing, reading comprehension, and attention.<sup>12</sup> Diagnostic learning disability are thought to be developmental disorder or differences (most often based on genetic factors affecting the development of the nervous system already before birth) that are not due to mental disabilities, neurological disorders, or illness, but learning disabilities are not the only cause for difficulties in learning. It is often hard to distinguish a learning disability from a learning difficulty caused by something else or to draw distinct boundaries for when a child has a learning disability and what the cognitive deficit is that predispose the to the disability.

b. Assessment for Learning Disability

Assessment of the causes of learning disabilities such as autism, attention deficit hyperactive disorders, slow learners and the others usually begins when the parents (or the other guardians) or the teachers are worried about the child's learning process. This is usually followed by the special education teacher's assessment.<sup>13</sup> For example the special education teacher can also quite precisely determine how extensive the difficulty is and what kind of the child needs.

The learning disability assessment conducted by a psychologist can be divided into four different procedures, each of which requires gathering

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<sup>12</sup> Tuija Aro -Timo Ahonen, "Assessment of Learning Disabilities: Cooperation between Teachers, Psychologists and Parents" (African Edition, 2009) 23 (<http://www.nmi.fi/kehitysyhteisty/materiaalit/learning-disabilities-book.pdf>, accessed 12 March 2014)

<sup>13</sup> Ibid., 24

information from several parties; the first is assessment of the phenotype. It means that a specific problem could be, for example, dyslexia, difficulties in reading comprehension, or attention problems. Learning disability assessment is usually begun with the procedure of examining the child's functions and behavior. The description of the phenotype helps in choosing the right assessment method and facilitates time management. The second is modifying or intervention factors.<sup>14</sup>

The goal of learning disability assessment is to provide information regarding the nature of the child's learning difficulties, its causes, and above all, what kind of support the child needs.<sup>15</sup> Following the model described above, assessment can be understood as a multilevel process. Each assessment procedure is conducted using different methods, providing different information.

### **3. Attention Deficit Hyperactive Disorders (ADHD)**

#### **a. ADHD student**

Several definition of ADHD student has been provided by the different researcher and authors. Souse cited in Villalobos point out:

An attention deficit hyperactive disorder (ADHD) is the syndrome that interferes with and individuals' ability to focus inattention, regulate activity level (hyperactivity), and inhibit behavior (impulsivity). It is the one of the most

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<sup>14</sup> Tuija Aro -Timo Ahonen, "Assessment of Learning Disabilities: Cooperation between Teachers, Psychologists and Parents" (African edition, 2009) 23 (<http://www.nmi.fi/kehitysyhteisty/materiaalit/learning-disabilities-book.pdf>, accessed 12 March 2014)

<sup>15</sup> Ibid., 24

common learning disorders in children and adolescents. Its affects an estimated 4.1 percent of youth age 9 to 17 for a period of at least six month.<sup>16</sup>

Hanne cited in Villalobos states that, ADHD also defined as being excessively distracted, and this is usually accompanied by impulsivity, and hyperactivity. It is the present by the age of seven years old and it should be parent in more than one setting. For instance, at home and in the classroom. The other hand, in the class can distract include an idea, emotion, action, or relationship.

ADHD is a common behavioral disorder that affects an estimated 8 % until 10 % of school age children.<sup>17</sup> Children with ADHD without thinking, are hyperactivity, and cannot focuses. Turkey state that they understand what expected form is then but have trouble following through because they cannot sit, pay attention, or attend to details.<sup>18</sup> Based on the two researcher give the definition of ADHD student, the researcher can conclude that ADHD is hindrance with concentration and attention can build it even more hard for a student to achieve in educational system.

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<sup>16</sup> Oledo Bula Villalobos, “ *Attention Deficit Hyperactivity Disorders*” (Journal of Psychology 2011.) 2

<sup>17</sup> *Ibid.*, 3

<sup>18</sup> Cindy Glass, Thesis : “*The Characteristic of ADHD Student Access to Health Care and Impact to School and Community Involvement on Rule and Law Breaking Among Adolescent in Rural Areas*” (University of Kentucky 2009) 10 (<http://www.uky.edu/Programs/CREEK/pdf/GlassAdhd.pdf>, accesses 13 March 2014)

b. English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Student' Language Competence.

Unless children with disabilities develop native language competence, they will most likely have problems learning a second language and will experience difficulty with cognitive development as well.<sup>19</sup> The framework of English assessment for learning disability include attention deficit hyperactive disorders (ADHD) student are the first is speaking assessment. The teacher use spontaneous conversation samples to see how well a student understands and speaks the two languages with different people and in different settings and contexts. The second is reading assessment, the English teacher uses English language proficiency assessment (LAS) translated into the first language, so the teacher use unless English dominant in speaking assessment.<sup>20</sup> The teacher have to describe the student knows what the material of speaking assessment. The third is writing assessment; the teacher gives a writing assessment uses the music, the attention deficit hyperactive disorders (ADHD) can concentrate if they do the writing assessment while the listen the music.<sup>21</sup> The fourth is listening assessment, the teacher uses of

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<sup>19</sup> Alfredo J Artilles, "*English Language Learners and Special Education, Before Assessing a Child for Special Education, First Assess the Instructional Program*" (The Center for Applied Linguistics, 2002) 23 (<http://www.misd.net/bilingual/ellsandspedcal.pdf>, accesses 17 August 2014)

<sup>20</sup> Ibid., 25

<sup>21</sup> Victoria Groves Scott, "*Teaching Student with ADHD to Focus: A Learning Strategy*", (Journal of education 2011) 23

learning strategy to make focus to finish the listening assessment.<sup>22</sup> The fifth is vocabulary for the attention deficit hyperactive disorders, the teacher uses English language proficiency assessment and content based on the standard level language of student with learning disability include ADHD student.

#### 4. Review of Related Previous Studies

The researcher will explain the previous studies that have been completed by the previous researcher which have familiar subject in this section.

The researcher with comes from Stern and Ahlgren from Department of education in Washington, under the title “*Analysis of Student Assessment in Middle School Curriculum Material: Aiming Precisely At Benchmarks and Standard*”. The result of this research are : the report point to strengths and limitations of these widely used assessment and identify a range a good assessment and poor assessment task that can shed light on important characteristic of good assessment.<sup>23</sup> The same result of the research from Monday at Joshua, “*Secondary School: Assessment and Evaluation*” From University of Calabar Nigeria is to explore the concept of assessment and evaluation, present the result of a pilot study on the state of our school

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<sup>23</sup> Luli Stren, thesis: “*Analysis of Student Assessment in Middle School Curriculum Materials: Aiming Precisely at Benchmarks and Standard*” (*Benchmark, Journal of Education*,2000) 1. (<http://www.aahsd25.wikispaces.net/file/view/Curriculum+Materials.pdf/194162628/Curriculum%20Materials.pdf>, accessed 1 April 2014)

practices or product, and purposes the reform that are believed to having the potential of improving the delivery from our nations secondary school system.<sup>24</sup>

Again, there are sixth researcher of assessments of learning disability such as, the first from Koerts from Harvard graduate school of education university of California Los Angeles, under the title “*Assessing Student with Disabilities: Issues and Evidence*”. The result from that research is the assessments of student with disabilities also need to become more context-sensitive and comparative.<sup>25</sup> The second from Shakrani and Robber from Michigan State University, under the title is “*Assessment Accommodations for Student with Disabilities and English Language Learners Used by States and NAEP*”. The result of this research is it has been estimated that proximately 85 % of student with disabilities, any of who have been excluded from assessment, are able to participate with or without accommodations.<sup>26</sup> The third from Fisher from University of London, under the title is “*Assessing English Language Learners for a Learning Disability or Language Issues*”. The result of this research is an evaluation checklist for

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<sup>24</sup> Monday t Joshua, “*Secondary School : An Assessment and Evaluation*”, (University of Calabar Nigeria) 1

<sup>25</sup> Daniel M Koretz, Thesis: “*Assessing Student With Disabilities: Issues and Evidence*” (Harvard School of Education, 2003) 1 (<http://www.cse.ucla.edu/products/reports/TR587.pdf>, accessed March 8, 2014).

<sup>26</sup> Shakrani, “*Assessment Accommodations for Student with Disabilities and English Language Learners Used by States and NAEP*” (Michigan State University, 2009) 30 (<http://www.nagb.org/content/nagb/assets/documents/publications/shakrani-roeber-uniform-naep.doc>, accessed 12 March 2014)

teachers who notice that an English Language Learners (ELL) is not learning at the same rate as his or her peers.<sup>27</sup> The fourth from Dunn and Walker, under the title “*Assessment of English Language Learners with Disabilities*”. The result of this research is ELL and special education teachers must collaborate to help differentiate between ELLs with learning disabilities and ELLs who are experiencing acquisition difficulties that are part of the natural process of second language development stages.<sup>28</sup> The fifth from Abedi from University of California 2009, under the title “*English Language Learners Disabilities: Classification, Assessment, and Accommodations Issues*”. The result is assessment that are constructed and field tested for the mainstream student may not be accessible to the three subgroup of student.<sup>29</sup> The last is from Ensmann from J.E.B Stuart High School, under the title “*Identifying Special Education Needs in ESOL Students: Is it a Language Issue or a Disability?*” And the result of this research is student with learning disability difficulty with the crane-making lesson as well. They become lost and confused quickly, a few gave up, and a few relied on classmate to assist

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<sup>27</sup> Sarah Maria Fisher, “Assessing for English Language Learners for Learning Disability or a Language Issues” (*Journal of Psychology*) 23 ([http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/200980TWPfall09/tesolwppsvol7issue2\\_Fall09/7\\_2Fisher.pdf](http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/200980TWPfall09/tesolwppsvol7issue2_Fall09/7_2Fisher.pdf), accessed on accessed on March 8, 2014)

<sup>28</sup> Michael W Dunn, “*Assessment of English Language Learners with Disabilities*” 2009, 114 ([http://www.tesol.org/docs/books/bk\\_helpingells\\_middle-hs\\_462](http://www.tesol.org/docs/books/bk_helpingells_middle-hs_462), accessed 6 April, 2014)

<sup>29</sup> Jamal Abedi, thesis: “*English Language Learners Disabilities : Classification, Assessment, and Accommodations Issues*” (University of California, 2009) 25, (<http://www.testpublishers.org/assets/documents/Special%20issue%20article%202.pdf>, accessed 11 April 2014)

them.<sup>30</sup> The researcher show that all of the researcher always research about student with learning difficulties. The result of theses researches about the way of identifying and teaching students with learning difficulty. There is no specification the types of student with learning difficulties.

There are two researcher talks about ADHD students. The first is from Turketi from SIT Graduate Institute, School of International Training Brattleboro, Vermont USA, under the title “*Teaching English To children with ADHD.*” The result of this research is the brain of learning disabled people is able to recognize and evolve, with it stronger areas supporting the underdeveloped ones. Children with ADHD students are able to experience perhaps not instant but ultimately sustainable success in their study.<sup>31</sup> The second is from Junot, Dupul, Jitendra, Volpe, and Clearly from Lehigh USA, under the title “*Classroom Observations of Student with and Without ADHD: Differences Across Types of Engagement.*” The result of this research is student with ADHD exhibited lower rates of active engaged time than passive academic engagement.<sup>32</sup>

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<sup>30</sup> Anita Ensman, “*Identifying Special Education Needs in ESOL Students : Is It a Language Issue or a Disability*”, ( J.E.B Stuart High School, 2003) 5, (<http://gse.gmu.edu>, accessed 15 April 2014)

<sup>31</sup> Natalia Turketi, “*Teaching English to Children with ADHD*”(MA Tesol collection, 2010) 50, ([http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1489&context=ipp\\_collection](http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1489&context=ipp_collection), accessed 20 March 2014)

<sup>32</sup> Roseary E Junot, “*Classroom Observations of Student with and Without ADHD : Differences Across Types of Engagement*”,(*Lehigh USA : Journal of School Psychology*, 2005)1, ([www.researchgate.edu](http://www.researchgate.edu), accessed 15 April, 2014)



Based on the ten researchers, the seven researchers always talk about the assessment, but there are two researchers show the result of assessment. And, there are six researchers show the result of identifying and teaching student with learning difficulties. And then, there are two researchers show the result of research about the ADHD student but in teaching and classification of ADHD student. But the three researchers cannot show the research of Assessment to ADHD student. By this reason, the researcher takes the one subject of ADHD student. The researcher want take the title *“An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Students at SMPN 5 Surabaya.”*