

TABLE OF CONTENTS

Declaration page	i
Approval page	ii
Abstract	iii
Preface.....	iv
Acknowledgement	v
Table of contents	ix
List of tables	xiv
List of figures	xx
I. Introduction	1
1.1 Research Question	6
1.2 Purpose Statement	6
1.3 Objective of the study	6
1.4 Scope of the study	7
1.5 Significance of the study	7
1.6 Assumption	7
1.7 Hypotheses	8
1.8 Definition of key terms	8
II. Literature Review	10
2.1 Performance based assessment	10
2.1.1 The nature of performance based assessment	11
2.1.1.1 The definition of performance assessment	11
2.1.1.2 Why performance assessment is needed	14
2.1.1.3 Previous study on performance based assessment	16
2.1.1.4 Advantages of performance based assessment	18
2.1.1.5 The benefit of performance assessment for teachers	21
2.1.1.6 Creating performance based assessment task	22
2.1.1.7 Performance based assessment criteria	23

2.1.1.8 Validity and performance based assessment learning recommendations	26
2.1.2 Performance based assessment and speaking skill	28
2.1.2.1 Performance based assessment's possible contribution to English learning	28
2.1.2.2 Performance based assessment's possible contribution to speaking skill	31
2.1.3 Performance based assessment to Young Learners	34
2.1.3.1 Performance based assessment's possible contribution to YL's learning	34
2.1.3.2 Performance based assessment's possible contribution to YL's speaking ability	36
2.2 Speaking ability for Young Learners	38
2.2.1 The definition of speaking	38
2.2.2 The necessary to be able to speak for young learners	39
2.2.3 Criteria in assessing student's speaking skill	40
2.2.4 Practical consideration for young learners in speaking class	43
2.3 Factors to consider in assessing young learners	45
2.3.1 Issues in assessing children's language learning	45
2.3.2 Principles in assessing young learners' language	47
2.4 Teacher's perception	48
2.4.1 The definition of perception	49
2.4.2 Process of perception	54
2.4.3 Factors influencing the perception	55
2.4.3.1 The doer of perception	55
2.4.3.2 Target/object of perception	56
2.4.3.3 Situations	57
III. Research Methodology	58
3.1 Design of the research	58
3.2 Site and participant	61
3.3 Technique of collecting data	62
3.3.1 Test	62
3.3.1.1 Pretest	63
3.3.1.2 Progress test	63
3.3.1.3 Posttest.....	63
3.3.1.4 Scoring	64
3.3.2 Questionnaire	67
3.3.2.1 Questionnaire scoring criteria	69

3.4	Procedure	70
3.5	Research instruments	71
3.5.1	Validity	71
3.5.1.1	The validity of Pretest	74
3.5.1.2	The validity of Progress test 1	75
3.5.1.3	The validity of Progress test 2	76
3.5.1.4	The validity of Posttest	76
3.5.2	Reliability	77
3.5.2.1	The difficulty index of pretest	77
3.5.2.2	The difficulty index of progress test 1	79
3.5.2.3	The difficulty index of progress test 2	79
3.5.2.4	The difficulty index of posttest	80
3.5.2.5	The discrimination index of pretest	81
3.5.2.6	The discrimination index of progress test 1	83
3.5.2.7	The discrimination index of progress test 2	83
3.5.2.8	The discrimination index of posttest	83
IV.	Findings and Discussion	85
4.1	Findings	85
4.1.1	The effect of performance based assessment on YL's speaking skill	85
4.1.2	Teacher's perception on YL's speaking skill after using the PBA	97
4.2	Discussion	99
V.	Conclusion and Suggestion	103
5.1	Conclusions	103
5.2	Suggestions	104
	References	105
	Appendices	112

