CHAPTER I

INTRODUCTION

This chapter presents a general description of the research. This chapter includes background of the research, identification of problem, limitation of problems, research problems, research objectives, and research significances.

1.1 Background of the Research

In language learning, there are four major of language skills namely listening, speaking, reading, and writing, are all interconnected. Proficiency in each skill is necessary to be an excellent communicator. From four of language skills, reading is one of important skill. Reading is an important language skill whose main purpose is comprehension. In the reading process, visible symbols must be perceived and interpreted in the brain. Once the reading skill has been acquired, it can become a tool for having access to information, analyzing and interpreting it. All of these depend on the reading comprehension skill. Thus, reading is one of the subjects to which great importance is attached.

Reading is a process which starts with seeing, continues with the reception of information on the basis of attention and perception and results in comprehension in the brain. Reading is a complex language skill that requires many skills to be used at the same time. When the definitions of reading are examined, it is understood that very different aspects of reading are emphasized. The process of perception in reading refers to vocabulary recognition and argues that conception means assigning meaning to printed information, which relies on the process of disintegration into elements (Schunk, 2014). Reading skill entails processing information for

word recognition, finding the main idea, understanding the details, recognizing the structure of the text and predicting the idea of the author, grasping the importance of the ideas in the text and evaluating and remembering all of these. These sets of knowledge and experience are well-known schemes and they can help readers to read. Such readers first understand the meaning of the content and then associate new knowledge with previously learned materials (Susanti, Buan & Suhartono, 2013). For reading comprehension to occur, cognitive skills must have already been acquired. It is also important to determine the extent to which reading skill has been acquired as a skill activating higher order skills.

Reading is one of skills that we have to master in learning English. The standard competency of reading for Junior High School students is to understand meaning of short simple essay or text and to interact with the environment, while the basic competency is to respond the meaning and the rhetorical development of texts accurately, fluently, and contextually. Besides that, reading an English text is an important skill to have for Junior High School students. There are many advantages to get if students become an effective English text reader. First, students are able to get general, specific and detailed information. Second, students are able to enjoy any literacy texts like poetry or poem to enrich their life through extensive reading. To read, they may apply skimming or scanning technique or they can read intensively in other to be able to write an essay or to continue their study. To skim refers to reading quickly to get the general idea of the text while scanning refers to reading quickly to get specific idea.

According to Ahmadi (2013) reading comprehension plays an important role in the process of learning a foreign or second language and it must be accentuated in different parts of the process. Generally, the debility of the EFL learners to efficaciously read the written texts may be ascribes to an assortment of reasons. Factors like the students still use their mother

tongue in daily communication, so it is difficult for them when they learn English. They just use English at school in teaching learning process and they have limited vocabulary.

In Indonesia, every school has their curriculum. Curriculum refers to the lessons and academic content taught in a school or in specific courses or program. As an effort and commitment by the government, curriculum applied has been changed for several times. In 2004, the government applied curriculum based competencies (CBC) which is different from the other curriculum. In 2006, the government published the new curriculum as the completion of competency based curriculum 2004 (CBC), which is called KTSP (Kurikulum Tingkat Satuan Pendidikan). In KTSP curriculum, schools are given authority to design and develop their own curriculum which is appropriate and suitable with the schools. Nowadays, the government published new curriculum which is called curriculum 2013. In curriculum 2013, teachers have to give more opportunities to the students to get involved in assessing themselves. As stated by Karami and Rezaei (2015), it is not only the teacher to do assessment of learning, but also the students to use assessment for learning. Thus, they can learn to reflect on their own learning and to achieve the target they want.

Teaching reading especially in schools will develop from time to time. Reading is introduced started from elementary school until college with printed materials as the sources. The reading material becomes much more complex and ideas and vocabulary are often beyond the students' daily background and language experiences. Comprehension and vocabulary become the major point for normally achieving readers. Students are expected to apply these comprehension strategies to increasingly varied and sophisticated texts. In addition, in the process of learning, the students have to achieve the basic competency that be consisted of some reading indicators, namely: the students are able to identify main idea, word meaning, identify

the textual references from the text and identify specific information as a minimum competency that must be achieved by the students.

As we know, teaching English as foreign language especially in reading is not easy. As a teacher, we are demanded to be creative and has a good strategy to stimulate students in the class. To stimulate students in the class, teachers can use authentic assessment in teaching learning process. The authentic assessment is the assessment of to what degree the students can transfer their learning to real life (Slavin, 2017). Authentic assessment is an alternative (to objective type tests) assessment which has the capacity of providing students with the opportunity to explore life-like situations by having problem solving tasks (Marhaeni and Dantes, 2014). According to Marhaeni (2010) put forward several characteristics of authentic assessment, they are; competency based, individual, student-centered, unstructured and open-ended, contextual, integrated in learning process, and on-going and continuous process. Those characteristics of authentic assessment ensure that this kind of assessment is very appropriate to be implemented nowadays. By looking on those criteria, teaching and learning activity in the classroom can be designed well and meaningful.

There are some differences between a conventional assessment and an authentic assessment. The former emphasizes the elicitation of knowledge the students have acquired through objectives tests, while the latter emphasizes the tasks that make the students practice meaningfully learning outcome in real life, reflecting the mastery of knowledge and skills in a particular subject (Subakthiasih, 2015). There are some kinds of authentic assessment namely portfolio assessment, performance assessment, project assessment, and self-assessment. In this research, the researcher is only focus on self-assessment, peer assessment and conventional assessment.

Conventional assessment evaluated students in terms of what they remembered rather than what they could perform (Ansarian, Adlipour, Saber, & Shafei, 2016). Conventional assessment forces students to demonstrate knowledge and content mastery a test which can be jeopardizing to their learning because they only have minimal control (Teemant, 2010). This is because what they produce will not be what they know about the language, rather it will be what they memorize. Conventional assessments such as large-scale formal assessments, or traditional tests (Priyanvada, 2011), it used for the assessment of learning are very different from self-assessment and peer assessment. This difference is more than merely the way the assessment occurs or the purpose for the assessments.

Self-assessment is one of authentic assessments. Self-assessment gains growing attention because of the trend in education which manages to give more autonomy for the students to pursue their own progress in learning. Self-assessment helps teachers understand that every student has his/her own strengths and weaknesses, has typical strategy to problem solving and learning from the past, (Marhaeni and Dantes, 2014). While peer assessment in the educational field has been achieved at an increasing rate in recent decades, using it as an assessment tool (Gielen et al., 2011). It represents a system for learning built the basis of that learning directed around the learner with the other in depending on effective learning, which focuses on the full integration of the student in the process of collaborative learning with peers under the supervision of the teacher (Thomas et al., 2011). By assessing their friend, students will need to at least understand what they have to assess. That will make students to learn by themselves firstly so that they can assess their friend properly. After that, they are expected to be honest and objective in rating or giving feedback to their friend. Honest and objective feedbacks can help their friends to improve their works or performance.

In self-assessment, students make judgment about their own work, while in peer assessment they make judgment about other students' work (Ratminingsih, et al., 2017). Self-assessment and peer assessment can positively affect student learning by helping them develop their reflective and critical thinking skills, as well as their self-confidence as learners. Self and peer assessment teach students how to learn, "should be a key element of higher education courses". Combining or considering self and peer-assessment in common provide some possible advantages. By combining of them, it can give student good feedback to enhance their performance by realizing their own gaps and by reducing their mistakes. Students find the opportunity to deepen their understanding on learned topics with the help of feedback. By providing feedback in a forward looking way students improve their future performance, since feed forward approach enable to offer appropriate suggestions and guidance for helping students to remediate their learning process (Osado, et al,. 2013). It also helps students to achieve their goals by providing chance to make positive changes. Self-assessment and peer-assessment promote students' learning by developing their critical thinking skills. Peer assessment is a part of self-assessment. Both of the assessment usually performs together. When teachers use of them especially in reading, it will make students more interesting and active in teaching learning process. By conducting an authentic assessment, teachers are able to provide meaningful and contextual learning to students.

Referring to the previous statement, reading is very important skill because by reading we can have knowledge and by knowledge we can survive in life. In teaching, the teachers have to choose appropriate techniques or strategies especially in reading. So, it can stimulate the students more active. Before used appropriate teaching strategy the reading comprehension of students' motivation is less. This was cause by students dominantly find difficult to comprehend the

reading. Reading comprehension has been considered difficult for them. The students are not ready for analyzing the reading comprehension precisely. Beside the teacher is used conventional assessment in teaching and learning process. The conventional assessment only focuses on the final score and examination. The appropriate technique or strategies is very important aspect to improve the reading comprehension by using self-assessment and peer assessment.

In addition, after reading some articles, there has been so many researches related to self-assessment and peer assessment (Marhaeni and Dantes, 2014; Utami, 2012; Adhiyanti, et al, 2018; Joana and Pilar, 2014; Abdou, 2017; Dyutami, et al, 2013; Devianti, 2014; Suparna, et al, 2013; Marwan, 2018; Ratminingsih, 2017, 2018; Ahmad, 2017; Zamira and Naser, 2018; Kathy, 2015; Yunus, 2014; and Hazairin 2017). However, there has been little attention paid to reading, there are some researches related to reading but there has not been any clear review related to cooperation between self-assessment and peer assessment in relation to improving reading and the implementation of self-assessment and peer assessment in reading comprehension. In addition, the researcher have conducted interviews in several schools, but teachers in SMP N 2 Mendoyo only used conventional assessments in the teaching learning process. So the researcher wants to investigate between self-assessment and peer assessment on students' reading comprehension. In this research, the researcher makes use of a mixed method research design because it will combine between qualitative and quantitative data.

Based on the explanation above, this research chooses SMP N 2 Mendoyo because this school implemented of authentic assessment. For teachers of English as a foreign language, authentic assessment is not a new thing but in teaching learning process, the teacher rarely used authentic assessment. Thus, this research is focused on the effects of self-assessment and peer

assessment on students' reading comprehension of the eighth grade students of SMP N 2 Mendoyo.

1.2 Identification of Problem

Based on the research background above, some problem can be identified as follows:

1. Reading comprehension has been considered difficult for students because students are not ready for analyzing the reading comprehension text so the teachers need appropriate teaching strategy to improve students' reading comprehension.

2. English teachers of Junior High School only used conventional assessment to measure how much the students' have learned. This teaching strategy makes the students' improve their ability to learn is less. In addition, the researcher have conducted interviews in several schools, but teachers in SMP N 2 Mendoyo only used conventional assessments in the teaching learning process.

3. There are so many researches related to reading especially for self-assessment and peer assessment, but there has not been any clear review related to comparison between self-assessment and peer assessment in relation to improve reading and comparison of the implementation of self-assessment and peer assessment in reading comprehension.

1.3 Delimitation of the Problems

The limitation is very important to make discussion about something more specific and to avoid a board discussion. As we know reading is one of important skill. Reading can helps us in all things. Therefore, the researcher limits the research on concerning on the effect of self-assessment on students' reading comprehension. Here the researcher limits the research on self-

assessment and peer assessment on students' reading comprehension. Eight grade students are chosen to be research target. As we know, junior high school students are young learners so the teacher can implement the authentic assessment in their class.

1.4 Research Problems

The statements of the research problems in this research can be formulated as follows;

1. Is there any significant difference between the effects of self-assessment and peer assessment on students' reading comprehension?

2. How is self-assessment implemented in reading comprehension lesson?

3. How is peer assessment implemented in reading comprehension lesson?

1.5 Research Objectives

Referring to the statements of the research problem mentioned previously, the objectives of the research could be formulated as follows;

1. To find out whether there is any difference between the effects of self-assessment and peer assessment on students' reading comprehension.

2. To find out how self-assessment in reading comprehension lesson is implemented.

3. To find out how peer assessment in reading comprehension lesson is implemented.

1.6 Research Significances

The result of this study is hoped to give both theoretical and practical significances.

1. **Theoretical significance**

   The research is expected to give scientific contribution to the other researcher in increasing the students' achievement in learning English which focuses on self-assessment and peer assessment instrument. By finding out the effect of self-assessment and peer assessment and the implementation in reading comprehension, it hopes that this research can enrich the kinds of learning assessment that can affect the students' achievement in English in better way.

2. **Practical significance**

   This research is expected to be beneficial for the students, the teachers and others researchers.

   1. For the students, this research is expected to be able to help them in learning English, especially improving their ability in reading comprehension by using self-assessment and peer assessment because of both this assessment can stimulate students to be more active in the class.

   2. For the teachers, this result is expected to be able to enrich their knowledge about the effectiveness of self-assessment and peer assessment in teaching reading, especially in reading comprehension.

   3. For other researchers, it is expected that the result of this study can become valuable reference for further research on authentic assessment in general or self-assessment and peer assessment especially in reading.