

# CHAPTER I

## INTRODUCTION

### **Background of the Study**

English is quite challenging to learn in Indonesia. In this context, English has been considered as one of crucial aspects of communication both in oral and written ways. The regulation of the Minister of Education No. 22 year 2006 about Standards of Competence and Basic Competencies of English defines that a communication skill is a discourse competence which refers to the ability to understand and produce oral and written texts which are implemented in the four language skills, namely listening, speaking, reading and writing. In short, by studying and mastering the English language, students will be able to access lot of information, to foster interpersonal relationships with other nations, to exchange information, and to enjoy the aesthetics of language in English.

In fact research on reading skills in Indonesia has revealed that students' skills particularly in reading are still among the lowest compared to their peers in other countries. Indonesia is in 51<sup>st</sup> position among 57 countries on five continents. Sixty nine percent (69%) of 15-year old Indonesian students have bad reading performance (Media Indonesia, 2003). Referring to similar discussion, it is reported in *Kompas*, a daily newspaper, (2003) that around 37.6% of 15-year-old students are merely able to read the text without understanding the meaning carried by the text. Only 24 % out of them are able to correlate the texts with their prior knowledge. It means that many students still have insufficient abilities to comprehend the texts. Some research results (Hamra, 1993 & 1996; Kweldju, 2001 & Syatriana, 1998) indicated that the ability of Indonesian students to read English texts was very low. It is because Indonesian students still face difficulties to learn the text requires which abilities to find the main ideas as well as a number of details that elaborate the main and supporting ideas in the text, to recognize and build rhetorical frames that organize the information in the text, and to link the text to the reader's knowledge base. Moreover, according to Horwitz (2008), reading is the route to academic

success for second language learners. To reach the academic success, the students need to do more and more reading activities, i.e., transferring and getting the meaning in the form of both printed and written materials.

Traditionally, many teachers have evaluated their student reading comprehension by giving examinations and papers, often only in the middle and the end of the class. As a result, teachers might not recognize until final examinations are finished. To overcome this, in the process of learning, teachers need to develop reflective skill of their students. Student's self-assessment is a perceived instrument used by the teachers to solve the problem. It requires students to reflect on their own work and judge how well they have performed in relation to assessment criteria.

Self-assessment provides students with the ability to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement in reading comprehension. In the theories of learning autonomy, self-assessment has an important role in language teaching. Hunt, Gow and Barnes (1989, p.107) argue that without self-assessment "there can be no real autonomy". It means that self-assessment fosters autonomy and responsibility for learning. Therefore, self assessment can help students to construct knowledge through active involvement in their own learning activities (Chen, 2008).

Some previous studies have described how important self-assessment is. Phillips (2000) reported that his questionnaires through which his students evaluated themselves on their class participation had identified the weakness and strengths of students. And Javaherbakhsh's (2010) research also showed that utilizing self-assessment technique could improve their students' ability. While Baniabdelrahman's (2010) reports indicated that low achievers could benefit more from implementation of the technique of student-self-assessment in reading comprehension.

Along with these theories of learning, the implementation of self assessment also reflects new thinking about students' assessment. Therefore, this study attempts to determine the effect of self assessment on EFL students' performance in reading comprehension in English.

## **Research Problems**

The study is an attempt to find out the effect of the use of self assessment on EFL students' performance in reading comprehension in English. The central questions formulated are:

1. Is there a significant difference on the gain scores between the students in the group taught using self-assessment and students in the control group taught without using self-assessment?
2. Is there a significant difference on the scores between the pretest and posttest of the students in the group taught using self-assessment?

## **Objectives of the Study**

Derived directly from the above mentioned problem, the objective of the study is to find out the effect of the use of self assessment on EFL students' performance on English reading comprehension. Specially, the objective is to find out whether self-assessment significantly enhances Indonesian EFL students' performance in reading comprehension in English.

## **Theoretical Framework**

The theoretical framework used in this study is metacognitive theory. O'Malley and Chamot(1990) stated that metacognition is able to cope thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed. This concept involves thinking about one's own thinking process such as study skills, memory capabilities, and the ability to monitor or evaluate learning activities. When learner use their metacognition, they are directed to do better at paying attention, use learning strategies more effectively and have awareness in comprehending something.

Furthermore, the theory states that evaluation is not just viewing past performance or competence but of setting goal and maintaining an eye on the process of learning. It also refers to teach students to think about or monitor their knowledge and comprehension (Douglas Brown, 2004). Then, metacognitive assessment has been widely investigated and reported in both educational and

psychological literature, involves the capacity to monitor, evaluate, and know what to do to improve performance. This includes conscious control of specific cognitive skills such as checking understanding, predicting outcomes, planning activities, managing times and switching to different learning activities. It is a set of skills that relate positively to increased achievement, and such skills can be taught to students (Schunk, 2004).

## **Hypotheses**

The objective of the study is to determine the effect of the use of students' self assessment on their performance in English reading comprehension, the temporary answers to the problem statements are formulated as follows:

### **Alternative Hypothesis (Ha):**

1. There is a significant difference on the gain scores between the students in the group taught using self-assessment and the students in the control group taught without using self-assessment.
2. There is a significant difference between the scores of pretest and posttest of the students in the group taught using self-assessment.

### **Null Hypothesis (Ho):**

1. There is no significant difference on the gain scores between the students in the group taught using self-assessment and the students in the control group taught without using self-assessment.
2. There is no significant difference between the scores of pretest and posttest of the students in the group taught using self-assessment.

## **The Assumptions**

This study is based on the following assumptions:

1. Comprehension occurs when students read what they want to read.
2. Deliberate strategies for setting reading purposes can be taught.
3. The subjects of the study have mastered basic competence of English since they have got an intensive English class in the first semester covering LOOK A HEAD 2 book published by Erlangga.

4. The students in the experimental and control group have the same level competence.

### **Scope and Limitation of the Study**

According to Brown (2004, 189) types of reading performance can be classified as: (1) perceptive; (2) selective; (3) interactive; (4) extensive. Based on the current Indonesian curriculum of senior high school, the study is limited to use interactive reading type.

It is a quasi-experimental study within a limited scope of sample using two-third of students of SMA Averos Kota Sorong in academic year 2016-2017. Twenty five students are in the experimental group and 25 students are in the control group.

The study itself will be limited to finding out the effect of the use of self assessment on the students' performance in reading comprehension in English.

### **Significance of the Study**

Practically, the data and information obtained from this study are able to give a somewhat clear picture of the effect of the use self assessment on EFL students' performance in reading comprehension in English.

Theoretically, the findings of the study are expected to probe into possible and workable metacognition for EFL students.

### **Definition of Key-terms**

To avoid misunderstanding, key-terms used in this thesis are defined as follows:

- a. **Effect** is something that is produced by an agency or cause (Dictionary.com, 2016).
- b. **Performance** is a linguistic behavior of an individual (Dictionary.com, 2016).
- c. **Self assessment** is an assessment which involves students' thinking about reflecting student learning, achievement, motivation and attitudes (Miller, 1995).

- d. **Reading Comprehension** means the ability to read text, process it, and understand its meaning (Barnett, 1989).
- e. **One Minute Paper** contains questions which are completed at the end of the class to help students reflect the reading lesson (Angelo & Cross, 1993)
- f. **Check List Sheet** is a lists of items which is as an obligation for students to do things while doing “pre reading phase”, “during reading phase” and “post reading phase as self-assessment activities (Miller, 1995)