

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about introduction of this study. It consists of background of the study, statement of the problem, purpose of the study, significance of the study, scope of the limitation, and definition of the key terms.

#### **1.1 Background of the study**

English is International language which has an important role in doing relation to other nations. According to Ramelan (1994) in Indonesia, English has been taught at every level of education as first foreign language. So, English is taught from elementary school to senior high school. Some schools, especially senior high school gives priority to English as compulsory subject. The goal of giving English subject for senior high school are developing, communicating competence in oral and written form, students have awareness that English is very important to increase the nation rivalry in global society, and develop students 'comprehension about the relevance between language and culture (English curriculum 2006 for SMA). Therefore, students should master all of skills in English, especially in speaking.

In mastering speaking is not easy; the teacher used some activities to support student's ability in speaking. Some activities that are used in speaking such as; discussion, role playing, game, problem solving, song and presentation. From all of the activities that have been mentioned, presentation is an activity that cannot be

separated into learning English, especially in speaking. Teachers often use speaking presentation to know the speaking ability of students. Speaking presentation itself is an oral presentation on learning speaking in English class. Oral presentation is an oral communication skill extension where the presenter shows their knowledge on a particular subject. The student as presenter chooses the title or the teachers give it to them. After that presenter makes a small research to get more information about this topic. The presenter gives the most important information first, leaves the details for the audience. According to Baker (2000) oral presentation is like a formal conversation, speaking to group as a natural activity. So, presentation cannot be mastered directly but need practice more.

Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is designed to inform or persuade. Oral presentation occurs in organizational settings and with limitation in time. Presentation should be structured carefully. In addition, the speakers can support their talk with visual aids. Meloni and Thompson (1980) stated that if oral presentation is guided and organized, it will give students learning of experience and teach them an important skill. It will be beneficial to ESL/EFL to all of their education subjects and their future.

Because speaking presentation has an important role in English learning, especially in speaking, the teacher must assess their speaking presentation. It is done to know their presentation and also measures their speaking ability. If their speaking presentation is good, automatically their speaking ability is good too. So the teacher

should use appropriate assessment that can help to measure and it influences to the next student speaking presentation in order to be better.

Now days there are many techniques which are used in assessing and one of them is self-assessment. According to Harris (1997) self-assessment is a main part of learner autonomy and teacher needs to give opportunity for students to assess their language level so as to help them focus on their learning. It means through self-assessment the students are given gap that can make students more active and free give opinion about their own work in the class. It is because self-assessment can invite student and involve them to assess themselves about their performance, own learning, so they can know what mistake that they done.

Oskarsson (1989) states that self-assessment has six advantages in the language classroom: learning promotion, awareness raised level, improved goal-orientation, expansion of a range of assessment, shared assessment burden, and beneficial post-course effects. So, besides we can know the development of the learning, we can fix and improve our performance. As Boud (2000) argues, Assessment involves identifying appropriate standards and criteria and making judgments about quality. This is as necessary for lifelong learning as formal educational experience. When the teacher asks students to give assessment about their own performance, the student can identify standard assignment and try to find the good feedback and indirectly trigger them to think critically.

Perception represents a process which is integrated in individual itself to accept the stimulus (Moskowitz and Orgel in Walgito (2002)). It means that after our five senses receive the stimulus, we have different attitudes, feeling, and opinion about something. Perception of learning process is very needed to get the best quality in learning outcomes. Students' perception means that the student's attitudes, feeling, and opinion toward learning process in the class. Because perception becomes consideration for the teacher to change and select the technique, strategy, method or media which is appropriate and able to make the students enjoy in learning. It means that perception will give spirit and motivation to the students to be active in the classroom. Students give critics and comments to the teacher technique because they want the teacher provides good technique that can help them in learning.

The researcher found the study that had been conducted by Yuh-Mei chan (2005) with the title "Self-Assessment of Oral Performance in the EFL University classroom". This study was designed qualitative which aim to investigate the effect of self-assessment in the EFL university speaking classroom in terms of its validity and student's perceptions. The result of this study found that students tended to undermark themselves, but their marks became more comparable to peer and teacher marks as they gained experience in the assessment. Students also claimed that they felt comfortable about self-assessment and performs the task honestly and fairly. Self-assessment was overall considered beneficial for learning and feedback critical and valuable for improvement.

Based on the explanation above, the researcher is interested in self-assessment. The researcher conducts this study at eleventh grade of SMA YPI Darussalam. The student usually doesn't realize about their mistake when they do presentation. So, the teacher thinks that uses self-assessment on speaking presentation can fix their presentation and make it better and active in the class. In order to the student good in their presentation and also make class become enjoyable, the perception of the student is needed because the student is main subject in doing presentation. Therefore, the researcher wants to know student's perception of self-assessment on speaking presentation.

### **1.2 Statement of the problem**

Based on the explanation above, the researcher decides the problems of study as follows:

How is students' perception of self-assessment on speaking presentation at eleventh grade of SMA YPI Darussalam?

### **1.3 Purpose of the study**

Based on the problems of the study above, the researcher find out the purpose of the study as follows:

To investigate the students' perception of self-assessment on speaking presentation at eleventh grade of SMA YPI Darussalam

#### **1.4 Significance of the study**

This study is expected to give some benefits on learning English in the classroom. The benefit here decides into two parts. The first is theoretical and the second is practical. In the theoretical of this study can give evidence about the benefit of self-assessment on speaking presentationn, give literature and reference of assessing in learning English through self-assessment.

In the practical, the research will give understanding about perception of student's about self-assessment on speaking presentation and will expect to be significant considerations in enhancing of learning English process.

It will expect the students can develop themselves to get good presentation in the classroom and give motivation in learning English. This research also motivates teachers to involve and make their students active in English learning process.

#### **1.5 Scope and limitation of the study**

The researcher observes the students' perception of self-assessment on speaking presentation. The researcher conducts in the eleventh grade to give perception of self-assessment on speaking presentation. This limitation of the study is focusing on the students' perception.

#### **1.6 Definition of the key terms**

To make clear and avoid misunderstanding about the focus in this study, the researcher gives definition as follows:

1. Students' perception is point of view and judgment by student toward implementation of self-assessment on speaking presentation

2. Self-assessment is one of alternative assessment that use video recording and rubric as tool in self-assessment and the student assess, evaluate and identify their own presentation with some criteria
3. Speaking presentation is one of activities in speaking through tell or present certain topic in front of the class.