

THE EFFECTIVENESS OF PEER AND SELF ASSESSMENT TOWARD READING ABILITY

CHAPTER I

INTRODUCTION

This chapter discusses about background of study, research question, the objective of study, significance of the study, scope and limitation, definition of key term.

1.1 Background of Study

Reading has an important role in language learning , because there are many reason the of reading. Nuttal (1996) said that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs comprehension to understand the context and get the new information of the texts. from reading students can get information and increase their knowledge from other source such as: book, magazine, article, and Internet. According to Koda (2004) , reading can also develop critical thinking students. It is because critical thinking including the ability to read with understanding and identifying the materials and solve the problem. Beside that, by reading students can get many vocabularies to apply in speaking and writing skill. in teaching and learning English language, teacher usually find students difficulties in reading English text. It is because students are not only read the text, but also students try to understand the content kind of text , such as find out the topic, theme, main idea, and answer the question that related with the text, so the students in Junior High School have mastered reading skill well. however, if they don't have ability reading skill, they will get difficulties to understand the content from various text.

According to Richard and Renandya (2002: 227), the comprehension is the main goal of reading skill. based on the reality , any several problems in reading class

especially students at Junior High School. First, they do not have the good reading comprehension and understanding English passages from the writer. Second, they have lack of vocabulary, so the students find difficulties in comprehending the various text. It is supported by Paran in Harmer (2005: 203) the readers will have difficulty in understanding the content from text, because they do not know the words in the text. Third, usually teacher do not explain to students how to the correct the learning reading strategy. Fourth, the techniques used in reading class are monotonous so the students feel bored and sometimes students' lack ability of recognizing the grammar or structure, it is became student passive in reading ability. One of the big problem also commonly happens in the teaching and learning process of reading is teacher do not involve students in assessment so the students do not know the progress learning so the students do not know the their result learning. It is supported Harris (1997), students must to know about their own learning progress so the students know what they get after learning.

Based on the problem above, the researcher will apply peer and self assessment to solve one of the problem in reading skill. Other researcher Baniabdelrahman (2010) also agree that peer and self assessment more be effective method to assess than traditional method to give positive effect in reading ability students. Traditional assessment can inhibit their progress students, because not involve discussions students so the only teacher can assess and measure the ability students. whereas students should be involved in the assessment process. Black & Wiliam (1998) are two of the researchers proposed that the students will responsibility to their own learning, when students have opportunity as assessor. So the researcher believe that peer and self assessment can give positive effect in reading ability.

In teaching learning, students are expected to participate in the assessment. Student involvement in assessment can be typically realized in terms of peer assessment

or self- assessment. Peer and self assessment is an alternative of assessment which centered on students. It is can give opportunity students as a assessor to evaluate and assess their own work or their peer, so the students know their ability or their learning progress. It is supported Angelo & Cross, (1993) students more be feel confident to give information about their learning progress and they enjoy to assess their own progress. According to Kavaliauskiene (2004) by self assessment students can find ways to change or improve their learning ability. It means that if the students can evaluate their perform and the students can know their weaknesses and strengths. So it is give students to find ways to improve their learning ability. The focus in the self-assessment is on the active participation of students in the learning and evaluation process, it is can motivate students to responsible for their own learning. It is supported Oscarson (1997, 1989) assessment is not only the responsibility of the teacher, but also assessment is responsibility of both learners and teachers. According to Chen (2008) argued that teacher should involving students to evaluating their own performance in learning. The other researcher, Bailey (1998) he define that self-assessment as procedures by which the learners themselves evaluate their skills and knowledge. The benefit of self assessment is encourages students to become more actively. self-assessment not only has positive effects on the students' English performance but also it has positive influences on their confidence in learning English.

Peer assessment also has been considered an important part of reading process that helps improving reading ability. Peer assessment also give effect positive in teaching learning especially in reading skill. According to Race, Brown & Smith (2005), they stated Peer assessment has been benefit in learning and it is involve students more actively in the assessment process. Peer assessment can provide feedback to their peers. when students work together and learn in pairs their motivation and attention are

greater and their capacity to contribute question and receive feedback is greater and their own learning achievements are more visible to them. The other researcher Saito (2008) say that peer assessment can encourages reflective learning by observing others' performances and becoming aware of performance criteria.

The first previous study related to this research was conducted by, Ghaslani (2015) "The Effect of Self-assessment on Iranian EFL Learners' Reading Comprehension Skill" this research discuss about self assessment give positive effect on EFL learners' reading comprehension ability and reading strategies. And can help student students more be responsibility toward their own learning.

The second is written by Shams (2014) "The Effect of Peer and Self assessment on Iranian EFL Learners' L2 Reading Comprehension" The results of the present study have several implications. This study helps students become peer and self-directed, and enables teachers to be facilitators and collaborators. Students are able to witness their peers and arrive at a better understanding of how their peers learn, They take more responsibility in their own learning, and have more involvement in assessment. With respect to the effect of peer and self assessment on improving EFL learners' reading comprehension, the results of the present study show a significant statistical difference in reading comprehension between the performance of peer-assessment group and traditional assessment group which means that peer assessment results in better reading comprehension for Iranian EFL learners.

From the two previous studies above, the writer found similarities in the form of technique that they used in research. In first study, used the peer assessment on EFL learners in reading and the second study used peer and self assessment on oral production of reading Comprehension. So the researcher focused on the same strategy in reading ability.

In this study, the researcher chooses the seventh grade students of SMP Yimi Fds Gresik to be the research participants. The reason why the researcher chooses the seventh grade students because several problem that faced in seventh grade such as, students feel afraid if their teacher correct their work and teacher in there do not believe their ability student to assess their work, it is just make student become passive. By knowing the problem Therefore the researcher want to implementing peer and self assessment in teaching learning and teacher more be creative through give opportunity students to assess or evaluate their own learning especially in reading skill. in teaching reading text in Junior High School seventh grade, there so many various of text based their on KTSP and syllabus. those are narrative, descriptive, procedure, recount, report, but this study just focus on descriptive text, because descriptive text are learned by the seventh grade students at SMP YIMI Fds Gresik.

Knowing those descriptions above, the researcher believes that the Peer and self assessment is good alternative to assessment. by using this strategy the researcher hopefully that students can improve their learning ability especially in reading skill, and this strategy can give influence positive toward reading skill.

1.2 Research Question

Related to the background knowledge of the study, the statement of the problem do peer and self assessment affect to student's reading ability ?

1.3 Purpose of Study

The purpose of this study wants to know the successful of peer and self assessment toward reading ability.

1.4 Significance of study

The researcher hopes that this study will give some benefits to the English education world. there are two kind of benefits, these are: theoretical significance and practical significance. It will be described below.

1.4.1 Theoretical Significance

- a) It is expected that result of this research will give theoretical information about the important of the effectiveness peer and elf assessment toward reading ability.
- b) It is expected that result of the study can be used as the reference for people want to conduct this research in teaching learning process.

1.4.2 Practical significance

a) Teacher

Teacher can apply this strategy when they assessment for their students work, beside that and it will give solution to solve the students' problem in reading skill by using peer and self assessment strategy.

b) Students

It is be more interesting to improve their lesson especially in reading ability, and will help students feel confident to assessment their learning process, and another that Students can opportunity as the assessor and also students can identify their learning Progress.

c) Other researchers

This study can give reference to develop their research about strategy to Improving student ability.

1.5 Scope and Limitation o the study

In this study, the researcher focuses on observing the effectiveness peer and self assessment toward reading ability in SMP YIMI Gresik at seventh grade. Peer and Self assessment is good alternative assessment such as Rubric and portfolio in learning

English where students will be grouped into small group to assess their reading skill especially in Descriptive text. Students can assess their own work or their peers work with assessment criteria reading skill that have been agree by teacher and students.

1.6 Definition of key Term

In this study, it is important to know the definitions of related terms in order to make this study clearer. the definitions of the related terms in this study are stated as Follow:

a) Reading Ability

The ability of students to get information and analyze the content from kind of text.

b) Self Assessment

Process students to assess their own ability in reading skill especially analyze the content from descriptive text, so the students know their ability in learning progress.

c) Peer Assessment

Process students to assess ability their peers in reading skill analyze the content from descriptive text, it is can provide feedback to their peers.