CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about Reading ability, the Problem of teaching reading , peer and self assessment and the important of peer and self assessment.

2.1 Reading Ability

Reading is the important skill for students started from elementary school to university. Reading is one skill to enrich information and enriching students' knowledge. According to Grabe and Stoller (2002) they state reading is describe the meaning of the text and interpret information with appropriately. To master reading skill, the readers need good comprehension in reading activity. The comprehension of reading activity the reader not only know about the code of the reading text but also must be understand the all meaning from the text so thinking process include also related to understand the meaning of text. Reading activity like a listening and speaking, there activity is an interactive activity. Because the reader thinking to process the reading material to get the comprehension from text. Beside that to get the comprehension the reader should identify the words, and connect the sentences.

Furthermore, according to Cark and Silberstein (1987) define reading is active cognitive process to establish meaning. because reading give influences in communication. reading as an important activity, many people say that reading is the window of the world. From Reading is people can enrich information and enriching knowledge. The other researcher Davies (1995: 1)say that reading as a private activity. It means that the reader try to respond to a message of text. In addition Grellet (1998) defines reading as an active skill because this activity include guessing, predicting, checking, and asking oneself questions.

So based from explanation Above, the reading ability is ability to comprehension the meaning of the text. Reading also reading is an active and communicative process. From reading, people can increase their knowledge and make reader more critical thinking.

2.2 Techniques of Reading

According to Francoise Grellet (1998), he summarize the techniques in reading skill:

1. Skimming

   The goal of skimming is want to know what is the text about and to get a general idea from the text. The reader usually read the text with quickly without need more detailed attention. To easy the reader comprehending the text, so any keyword in skimming technique. Such as, Clue words that answer who, what, when, why, how, Proper nouns Unusual words, especially if capitalized Enumerations, Qualifying adjectives (best, worst, most, etc.) Typographical (italics, boldface, underlining) Read the final paragraph completely.

2. Scanning

   According to Williams(1996) he state that, the reader can apply this technique when the reader goes through a text very quickly to find a particular point of information. The goal of scanning is to get information without read all text. Scanning is very useful for finding a specific name, date, statistic, or fact from text. In this scanning technique.

3. Extensive Reading

   This technique in reading is involves reading for pleasure, it means that is not possible if the reader will undertake extensive reading of a text they do not like. When the reader find difficulties word or meaning in text and try to meaning in

the dictionary , this is can eliminate the concentration of reading. In Extensive Reading the students' activity is more complex than in Intensive Reading. In extensive reading technique, after reading the text, usually, the reader asked to summary from the text .

4. Intensive Reading

According to Brown (1989) intensive reading is when in reading activity, the reader should attention about the grammatical form, discourse markers, and other surface structure details because the goal of this technique is helps them understand vocabulary by deducing the meaning of words in context.

2.3 The Purpose of reading

The main purpose of reading is understand the meaning of the text. From reading, the student will get from information, because much information is available in textbooks, newspapers, magazines, etc. According to Grabe and Stoller (2002: 11-15), they state the purpose of reading are:

1. Reading to search for simple information

Reading to search for simple information is the ability to search for information without have to think the material deeply, it is part of a general reading skills. In reading activity, the reader usually scans the text or specific word.

2. Reading to learn from the text

Reading to learn from texts usually carried out at a academic and professional contexts which a person needs to learn a considerable amount.

3. Reading to integrate information, write and critique text

In reading skill be required critical evaluation from text that is read, so that the reader can determine   what information to integrate and how to integrate it for the reader's goal.

4. Reading for general understanding

This the most basic purpose for reading, Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words.

According to explanation above, so the researcher conclude that the purpose of reading for students are reading to search for simple information, reading to learn from the text, reading to integrate information and reading for general understanding. So, the students can improve their knowledge by their selves because of their habitually.

2.4 Descriptive text

There are many kinds of text that students have to be studied in Junior High School. One of them is descriptive text. Descriptive text is one of the text use to describing about person, place or things. Descriptive text also give information for reader. According to Linda Gerot and Peter Wignell (1994) they state the social function of this text is designed specifically about person ,place and things. According to james, The Generic Structure of Descriptive Text consists of Identification and Description. Identification usually in the first paragraph, because this section, the reader identify what is the object arise. And the last structure is Description. This section usually describe about of the object in the text.

2.5 Peer and Self Assessment

Alternative assessment in the last decade bring some change in assessment or evaluate. Assessment as key challenges in the field of learning . in the last years just teacher can opportunity to give assessment or evaluate toward students work, this way just make negative influence students' work. According to Gipps (1994) assessment the students` regular work and their achievement, make a students responsibility toward their work, through self assessment and peer assessment. peer and self assessment is not a new

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technique, but one of a way to improving learning students. And it is should apply in teaching learning, because this technique also can developing students' critical thinking. The other researcher (Coombe et al., 2007) through alternative assessment Students will be able to evaluate on what they integrate. Peer and self assessment is the way students to assess each other and themselves. This strategy involvement student in assessment process and make criteria assessment, so encouraging students more responsibility for their learning. And this way students can identify their strengths and weaknesses after their learning and the students can increase their learning process.

Here the students to become more be active during teaching learning process, because students not only listen information from teacher but students tend to beinvolved in the learning process. This is make students to better understand assessment expectations and work towards improving their own performance.

2.6 The important of peer and self assessment

Peer and self assessment involves students in assess their own work and other students work or performance. It is give benefits for improving their learning ability. First, can make students responsibility for their learning. The students must assess their own work or assess their pers. From this way the students can identify their mistake during their learning and knowing the strength and weakness each other. Here the students can give opportunity as assessor so the students more active, because the students in class not only listen, receive information from teachers and doing their task but also students can participate in assessment. Second, to increase student more independence. After students can assess their performance or their work, the students can know their learning progress. So the students can develop or improving their learning without prompting by teachers. Third, Provides more relevant feedback to students. Feedback is an important part of effective learning. Feedback can improve a student's

confidence, self-awareness and enthusiasm for learning. According to Nicol (2008) and citing Lunsford (1997) they stated that feedback can be helpful to students . when it is framed in terms of the impact of the writing on the reader. Here the students can share and learn from each other when the students as a assessor.

From explanation above, So many advantages we will get by implementing peer and self assessment strategy.

2.7 The strategy of peer and self assessment

There are 2 strategy for implementing peer and self assessment:

1. Students should be involved in the assessment.

    The students can make criteria in assessment or identifying standards which their work, and that of their peers.

2. Students in the process of making criteria.

    Involvement students in making judgments about the extent to which their work, and the work of other students, has and has not met the identified standards and criteria.

2.8 Previous of study

There are two researches that have been done by researcher in the effectiveness of peer and self assessment toward reading ability. First, a study 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. 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.

The result of those studies show that peer and self assessment can be applied in all skill of English lesson. Therefore the researcher will conduct the research on reading skill. The researcher choose apply this strategy in reading descriptive text for students in Junior High School. Here the researcher want to investigate the process and the effect the strategy , the students reading ability and the problem faced by the students during implementing this strategy. The researcher use peer and self assessment because the researcher want to try the effectiveness of peer and self assessment toward reading ability. The result for students , it is useful for them and give positive influence and students get opportunity as a assessor.