CHAPTER I

INTRODUCTION

A. Background of the Study

English is the first international language, and it is used as a medium of communication in some aspects such as education, technology, commerce, entertainment, politics, tourism, and many more.[1] Therefore, English, which is learnt from early ages to university level, has been introduced to educational institution as a compulsory subject.

There are four skills in English, namely listening, speaking, reading, and writing. For many students, reading is the important of the four skills in second language.[2] Reading is a process to get the information and increase our knowledge.[3] Therefore, reading is important for the students because the success of their study depends on their ability to read. If their reading skill is poor, they likely fail in their study or at least they will be difficulty to understand their entire lesson.

However, many research on reading only focused on cognitive aspects of reading itself, such as how to use reading strategy, word

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[1] Nurmala Hendrawaty and Nurhayati, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya", *Loquen: English Studies Journal,* Vol. 12 No. 1 (July, 2019), 56.

[2] Imam Fauzi and Dian Hanifah, "Designing Reading Materials For ESP Students Vocational High School of Medical Science", *Loquen: English Studies Journal*, Vol. 12, No. 1, (July, 2019), 32.

[3] Farah Yunita, Abdul Muin, Fitri Hilmiyati, "The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Technique in Teaching Reading on Narrative Text", *Loquen: English Studies Journal***,** Vol. 11, No. 01, (June 2017), 43.

recognition, and reading comprehension.[4] Yet, many students can choose to do reading activity or not, whether they are interested in the reading material or not.

A highly motivated reader is self-determining and generates his own reading opportunities.[5] This kind of reader knows that they want to read and choose to read with personal reasons. He already had his self-concept of reading. To find out the level of students' reading behaviors, some researchers have conducted research in this field. However, the main focus of this reseacrh is how an assessment can affect students' reading behaviors. It focuses on the effect of using self-assessment for investigating students' reading behaviors since self-assessment can help students with their own learning.

Based on the information that was gotten from the teacher, it was showed that most students of SMP Muhammadiyah Serang have the condition of students is not good enough in reading, even though the teacher has used a self-assessment method, but sometimes students feel bored and do not understand what is conveyed by the teacher. This is because the teacher has not mastered in theories about self-assessment.

Therefor, the main focus of this reseacrh is how an assessment can affect students' reading behavior. It focuses on the effect of using self-

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[4] Linda Baker and Allan Wigfield, "Dimensions of Children's Motivation for Reading and Their Relations to Reading Activity and Reading Achievement", *Reading Research Quarterly,* Vol. 3, No. 35, (October, 1999), 1.

[5] Linda B. Gambrell, Barbara M. Palmer, Rose M. Codling, Susan A. Mazzoni, "Assessing Motivation to Read", *The Reading Teacher,* Vol. 49, No. 7 (April, 1996), 518.

assessment towards students' reading behavior since self-assessment can help students with their own learning.

Assessment is as an important part of teaching and learning which is conducted for the purpose of considering the extent of student learning based on educational expectations.[6] Assessing learners on their learning performances is essential as it informs both teachers and students as regards the progress in learning.

One of the most effective ways to assess students' understanding and integrate the assessment with the formative way of instruction continually is using self-assessment as an instrument. In line with the statement above, Harris states that self-assessment is a key learning strategy for students to achieve the present education demand as an autonomous learner.[7] Thus, this research focuses on self-assessment in the form of KWL (Know-Want-Learned) developed by Ogle in self-assessment journal. Students are expected to answer three statements related to the framework also to sum up their own understanding. Those statements are :

1. What I already **know**
2. What I **want** to know
3. What I have **learned**[8]

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[6] Ayşegül Takkaç Tulgar, "Assessment as an Alternative Form of Self-Assessment at Undergraduate", *Journal of Language and Linguistic Studies,* Vol. 13, No. 1, (February-March, 2017), 321.

[7] M. Harris, "Self-Assessment of Language Learning in Formal Setting. *ELT Journal*, Vol. 51, No. 1, (January, 1997), 12.

[8] Anne C. Shelly, Becky Bridwell, Linda Hyder, Nina Ledford, *et al.,* "Revisiting the K-W-L: What we Knew; What we Wanted to Know; What we Learned". *Reading Horizons*, Vol. 37, No. 3, (January, 1997), 236.

Furthermore, the data gathered from this self-assessment will be used to monitor the impact of using self-assessment on students' reading behavior.

B. Identification of the Problem

1. Students do not enjoy in learning English language
2. Students are often lazy in reading because they don't understand
3. Teacher methods that tend not to fit in teaching
4. Students who are sometimes not confident in learning English

C. Statement of the Problem

This research is designed to answer these following questions:

1. How is the implementation of self-assessment on students' reading behaviors?
2. How is the impact of self-assessment for students' reading behaviors?
3. How are students' responses about self-assessment on reading behaviors?

D. Objective of the Study

Based on the problem of the research, this research focuses on finding out the effect of using self-assessment towards students' reading behavior. Specifically, this study is aimed at :

1. Observing the implementation of using self-assessment on students' reading behaviors.

2. Investigating the impact of using self-assessment for students' reading behaviors.
3. Discovering students' responses about the use of self-assessment on students' reading behaviors.

E. Significance of The Research

This research has three significances for theoretical, practical, and professional benefits.

Theoretically, this research's findings can be used as one of the theories concerning the research on the self-assessment applied in reading skill. Especially, this research is designed for the twelfth grader in Indonesia.

Practically, the research findings will be useful for students, teacher, and even for the reader who are interested in the English Education field, specifically in the area of assessment and reading behavior. For students, this research will inspire them to be an autonomous learner who is able to make all decisions concerning their own learning. For teachers, this research will encourage them to involve their students in the learning process. Moreover for those who are interested in English Education, the findings will present the alternative technique in assessing reading skill or another skill which can be used in the classroom.

While professionally, the findings can help teachers to create a good atmosphere between teachers and students.

F. Previous of the Study

1. The first previous was written by Siti Nur Rohmah in her thesis ***"The Students' Perception On Self-Assessment In English Language Subject At The Eighth Grade of Junior High School 01 Tawangmangu".***

   The type of this research is qualitative. The data are the information about students' perception about whether or not it is important to apply self-assessment in English language subject or not. The result of the study shows that almost all of the students' said that it is important to apply self-assessment in English language subject, because self-assessment helps them to realize which part of subject matter they understand, the difficulty they faced, and the efforts they should make to improve their understanding.

   From the research above, the researcher found similarity with the form of this research that was used self-assessment. The difference is she focused on students' perception. While, the researcher was focused on students' reading behaviors.

2. The second previous was written by Lianisya, in her thesis **"*The Use of Self-Assessment Towards Students' Reading Behavior (A case study in A Private Senior High School in Bandung)*".**

   This study intends to investigate the use of self-assessment towards students' reading behavior using KWL (Know-Want-Learnt)

framework. Besides, this study also intends to discover the students' responses towards the use of self-assessment in students' reading behavior of twelfth grader students of a private high school in Bandung.

From the research above, the reseacher found similarity with the form of this research that was used KWL (Know, What, Learn) and all research focused in reading behaviors. The difference is number of participants and the reseacher took junior high school but those research above senior high school.

3. The third previous was written by Eko Yuniarti in her thesis ***"Improving The Students' Reading Comprehension Through know-Want-Learn Technique At The Eleventh Grade Of Sma Negeri 1 Sanden"***

This study was action research in two research cycles. The researcher collaborated with the English teachers and the students. The data of this study were qualitative in nature supported by quantitative data. The results of the two cycles show that the use of Know-Want-Learn technique is effective to improve the students' reading comprehension.

From the research above, the reseacher found similarity with the form of this research that was used KWL (Know, What, Learn) and all research focused in reading skill. The difference is number of participants, research method and the reseacher took junior high school but those research above took senior high school.

G. Organization of The Paper

This paper will be presented in five chapters, as follows:

CHAPTER I : INTRODUCTION

This chapter provides the background of the research, identification of the problems, statement of the problems, significance of the research, previous of the study and organization of paper.

CHAPTER II : THEORETICAL FOUNDATION

This chapter provides the related theories of this research. It covers some theories about self-assessment and reading behavior. Some of theories used in this research are based on the related previous research in this field.

CHAPTER III : RESEARCH METHODOLOGY

This chapter gives clear discussion about how the study will be conducted and analyzed. It clarifies design of the research, data collection, and data analysis.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter consists of findings and discussion which portrays the result of the research.

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter will present the conclusion and suggestions of the study based on the analysis in chapter four for further research.