

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this paper. It covers background of the research, statement of the problems, aims of the study, significance of the research, clarification of terms and organization of the paper.

1. 1. Background of The Research

Teachers have recognized for a long time that motivation is the main problem they face in teaching (Gambell et al., 1996). A study conducted by Veenman (1984, cited in Gambell et al., 1996) proves that motivating students is the primary concern of a teacher. Moreover, Gambell et al. (1996) mentions that some researches find that creating interest in reading seems to be an important area to be examined.

Many of the research on reading only focused on cognitive aspects of reading itself, such as how to use reading strategy, word recognition, and reading comprehension. Yet, many students can choose to do reading activity or not, whether they are interested in the reading material or not. Reading is simply defined as an effortful activity that students can choose to do or not to do oftenly (Baker & Wigfield, 1999) which is also requires behavior and motivation.

A highly motivated reader is self-determining and generates his own reading opportunities (Gambell et al., 1996 p.518; Baker & Wigfield, 1999). 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 behavior, some researchers have conducted research in this field. However, the main focus of this research is how an assessment can affect students' reading behavior. It focuses on the effect of using self-assessment towards students' reading behavior since self-assessment can help students with their own 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 (McMillan, 2007). In line with the statement above, Harris (1997) states that self-assessment is a key learning strategy for students to achieve the present education demand as an autonomous learner. *“One of the fundamental elements of self-directed language learning is the opportunity for learners to assess their own progress and thus help them to focus on their own learning.”*(1997 p.1). Thus, when students are engaged with the process of their own learning, they will reflect on their accomplishment, evaluate their works, plan revision, set goals, and develop positive perception of their competence by themselves (Paris & Ayres, 1994 p.7).

In addition, the process of assessing students by using self-assessment will give students chance to get involved in the learning process. Students are involved deeply in the evaluation of work. Also, the teacher can give some immediate feedback which can be used to improve learning. Moreover the emphasis of self-assessment is on the progress and mastery of knowledge to increase students' confidence and motivation in learning (McMillan, 2007; Genesee & Upshur, 1996) especially in reading.

Chamot & O'Malley (1994, cited in Harris, 1997) say that, self-assessment will make the students realize the huge responsibility of the process of their learning. Also, self-assessment has a big role to help learners locate their own strengths and weaknesses. Then after they know about that, self-assessment can help them to think about what they need to do. Harris (1997) also mentions that self-assessment helps to direct students to summarize and decide what the best strategy for their learning is. Consequently, self-assessment can increase the awareness of the communication strategies they use.

In line with those statements, Genesee and Upshur (1996) mention some kinds of self-assessment which can be used by the teachers and learners. They are utilizing journal, conferences, portfolios, rating scale, questionnaires and many more.

Thus this research focuses on self-assessment in the form of self-assessment journal developed by Ogle (1986) which is called as KWL (Know-Want-Learnt)

Framework. 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 learnt

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

1. 2. Statement of The Problems

This research is designed to answer these following questions:

1. How can self-assessment be used towards students' reading behavior?
2. How are students' responses about the use of self-assessment on students' reading behavior?

1. 3. Aims 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. Investigating the impact of using self-assessment on students' reading behavior.
2. Discovering students' responses about the use of self-assessment on students' reading behavior.

1. 4. 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.

1. 5. Clarification of Terms

Some variables are used in this research as seen in the title and imply on this research. Those terms are the most important keywords of this research. Hence, to avoid some misunderstanding, the following are the clarification of four important terms of this research.

1. 5. 1 Self-Assessment

Self-assessment is defined as the tool to assess students' comprehension by involving them in the process of evaluation. It has been popular since 1990s since it was considered as a tool for assisting learners (Kato, 2009). In line with that, self-assessment provides a real role to be played by learners themselves to assess their own language learning and also it has a great role in helping learners focus on their learning process (Genesee & Upshur, 1996; Harris, 1997). Moreover, by using self-assessment in their learning process, language learners will have some responsibility in locating their own strengths and weaknesses (Harris, 1997).

1. 5. 2 KWL Framework

This framework has been developed by Ogle since 1996. This framework is widely used by some language educators all over the world as a kind of assessment for learning. K stands for know, W stands for want, while L stands for learnt. This

framework is designed to help students construct their nature of reading and learning (Shelley, Anne Croutet al., 1997).

1. 5. 3 Reading Behavior

Reading behavior comes from individual's self-concepts and the value the individual places in reading (Gambrell et al., 1996). Thus, student who perceives reading as valuable and important and who has personally relevant reasons for reading will engage reading in more planned and effort full manner. Those kinds of students are called highly motivated readers.

1. 6. 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, statement of the problems, aims of the study, research methods, significance of the research, 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.