CHAPTER I
INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objectives of the research, the significance of the research, and the rationale and previous studies.

A. Background

The aim of this study is to investigate of self-assessment on students' reading comprehension skills. According to Chien (2000) cited in Liu et. al., (2010), reading is an essential skill that promotes the acquisition of knowledge and exchange of information. Reading is one of the most important activities in any language teaching and learning classroom (Ghorbani et. al., 2013). According to Nunan (2004) as cited in Ghorbani et. al., (2013) reading is an interactive process involving the utilization of both real-world and linguistic knowledge.

However, Based on the researcher's experience of teaching practicum at one school in West Java, almost 30 of 40 students confirm that students' have lack of motivation on reading text. that determined their success in reading.

Moreover, in order to effectively support reading motivation in the classroom, it is helpful to consider the research on reading motivation and engagement. There are several factors that contributed to the lack of students' improvement in the learning process, especially in their reading. First, the students found themselves uninterested in learning reading. The second is the lack of learning tools. Third, the use of the method is still less varied. The effect is the students' interest to learn decreased and it ensued to the students' reading comprehension skills Simtiyah (2019).

Concerning this problem, one of techniques to motivate students' reading interest is through self-assessment. According to Simtiyah (2019), self-assessment is an evaluation technique where students judge themselves self- associated with status, level of competence achievement that is being studied from the certain subject. According to Suwandi (2010: 114), as cited in Simtiyah (2019), this assessment technique can measure the cognitive aspect, psychomotor, and also

effective. O'Malley and Valdez (1996) emphasize that self-assessment applications not only encourage students' critical thinking towards their performance but also hearten them to look for solutions to the constraints encountered. According to Chen (2008), as cited in Simtiyah (2019), active involvement of the students in assessing their performance will enable them to be gain ownership of their learning.

In addition, the process of assessing students by using self-assessment will give students a chance to get involved to make better 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 (Simtiyah, 2019)

There are a previous studies about Self-Assessment. First, the research by Liu (2018) investigated English: Self-assessment of foreign language reading and writing abilities among young Chinese learners of English. This study aims to explore self-assessment reading and writing abilities among young Chinese learners of English, and the relationship between self-assessment and objective tests of reading and writing. The correlation between scores of self-assessment writing and writing production was also found to be significant. Findings indicate that young learners tend to self-assessment their foreign language reading and writing abilities accurately. Second, the research by Fahimi and Rahimi (2015) aimed at investigating the incorporation of self-assessment in writing and its influence on improving writing skills. The results of the analyses of the repeated measure showed students' writing skills improved gradually in the treatment period. The interviews with some of the learners and the teacher confirmed that learners and the teacher had a positive attitude towards self-assessment. This research is different from the previous research. While the previous research focuses on reading and writing skills using self-assessment in Chinese. This research focuses on reading comprehension skills using self-assessment in Indonesian.

From the previous study, interest to investigate about "**The Implementation of Self- Assessment to Investigate Students' Reading Comprehension Skill in MTs Al-Muhtadin Bantargebang Kota Bekasi**

(A case study at the 2nd grade of junior high school in MTs Al- Muhtadin Bantar Gebang Kota Bekasi)".

B. Research Questions

The problem that are going to be discussed in this papercan be stated as follows:

1. How is the implementation of self-assessment in reading comprehension class in MTs Al- Muhtadin Bantar Gebang?

2. How does self assessment implicity affect on reading comprehension students skill?

C. Objectives of The Study

The objective of the research are as follows :

According to the questions formulated above, the purposes of the study are:

1. To investigate the implementation of self-assessment in reading comprehension class in MTs Al- Muhtadin Bantar Gebang.

2. To reveal the impact of using self-assessment for students reading comprehension skills.

D. The Significances of the research

The result of the study is expected to be used theoritically and empirically:

1. Theoretical Significances

Theoritically, this research is expected to give some contributions of knowledge to know that self assessment is the important thing in developing students' reading comprehension skills.

2. Practical Significances

Empirically, the result of this research is expected to be beneficial for:

a. Teachers

This research is expected to give the teacher a contribution, especially for English teacher of Junior High School, in enriching their knowledge about the importance and the use of self assessment method in learning English process.

b. Students

This research is expected to give the students knowledgeto increase their reading comprehension skills.

c. Future Researcher

This research is expected to give the future researcher a contribution for further study to do scientific researcher students reading comprehension, especially for English Education Department, Tarbiyah Faculty of Sunan GunungDjati Bandung State Islamic University.

E. **Rationale**

Reading is a critical life skill that every citizen in our globalized world should acquire while significant progress has been made concerning the cognitive and neural mechanisms underlying single work reading and processing in a typical adult native speaker, our understanding of even sentence-level reading, much less text-level reading, remains rather limited. Liu& Clariana, (2018).

Reading is a process complicated by text-level variables such as topic familiarity, genre, and text organization, as well as other variables beyond the next level such as linguistic skills, motivation, affect, and learner characteristics. Alderson, (2006); Bernhardt, (2011). Cited by Liu & Clariana, (2018).

Sometimes, students are less motivated in reading, and they lack acknowledging about English ability in reading. Therefore, this would be conducted self-assessment according to reading skill to increase the reading ability of students in junior high school. However, there are many techniques that used learning success. One of them is self-assessment. According to Andrade (1999), as cited in Summers, Cox, McMurry, & Dewey (2019) self-assessment is the process that gives students the opportunity to reflect on and evaluate their

work, learning, and knowledge in a way that helps them identify their strengths and weaknesses, which leads to improvement.

Self-assessment, as an alternative assessment, has been defined as the process by which learners themselves evaluate their language skills and knowledge, It has received a great deal of attention given its multiple benefits. Research has found that self-assessment raises self-awareness of learning. Bailey, Oscarson (1998, 1989) cited by Liu& Clariana (2018).

F. Previous reasearch

Several previous studies have conducted on self assessment. First, the research by McMillan and Hearn (2008) the title is students self assessment: the key to stronger student motivation and higher achievment. This study definestudent self-assessment and its importance in influencing student motivation and learning. We begin with a detailed definition of self-assessment, then reviewpertinent theoretical and research literature that supports the positive impact of student selfassessmentin the classroom. This study show that, based on boththeoretical and applied research and theory, self-assessment works, and that by applying a set of practical steps teachers can facilitate this kind of assessment and reap the benefits (McMillan & Hearn, 2008).

Second, the research by Baniabdelrahman (2010) the title is the effect of the use of self assessment on EFL students performance in reading comprehensionin english. This study investigates the effect of Jordanian Eleventh grade students'self assessment on their performance in reading in English. The sample of the study consisted of an experimental group and a control group; each group consisted of two eleventh grade sections (67 male and 69 female students). A reading test was developed and its validity and reliability were established. The findings of the study revealed that student self-assessment had positive effect on their performance in reading in English. In light of the findings, it is recommended that students be trained on how to use self-assessment, and that instructors become aware of the positive effect of student self-assessment on their performance in reading (Baniabdelrahman,2010).

Third, the reseach by Boston (2003) the title is practical assessment, research and evaluation. This diagnostic use of assessment to provide feedback to teachers and students over the course of instruction is called formative assessment. It stands in contrast to summative assessment, which generally takes place after a period of instruction and requires making a judgment about the learning that has occurred (e.g., by grading or scoring a test or paper). This article addresses the benefits of formative assessment and provides examples and resources to support its implementation (Boston,2003).