CHAPTER I
INTRODUCTION

A. Research Background

Reading is one of the skills in English Language. According to (Nunan, 2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that reading activities is understand what you read. This requires some work to interpret the content of the message. It is like communicating between the reader and the text also communicating the meaning of the content to the mind.

This activity can give effects of other English skills. Therefore, reading is important for student, as the success of their study depends on their reading ability. Poor reading skill can lead to failure to study or at least make it difficult to understand the entire lesson. According to Harmer (2007: 99) reading is useful for language acquisition. If students understand more or less what they read, the more they read, the better they will get at it.

Highly motivated readers determine for themselves and generate their own reading opportunities (Gambrell 1996) A reader with great motivation makes his own reading opportunities. This type of reader makes the decision to read for personal reasons. He already had his self-concept of reading. Some researchers have done research in this field, to find out the level of student's reading behaviours. This research focus is how an assessment influence students' reading behaviours.

However, the main focus of this study is how self-assessment affects students' reading behaviour. The same is the case with Twelfth Grade of Senior High School in Taraji Toba, where students at this school are still weak in understanding how to use self-assessment toward reading behaviour. This happens because students rarely use self-assessment toward reading behaviour in reading.

Assessment is an important part of teaching and learning because of this, the teacher should be aware assessment is important for the learning

process. According to (Black et al., 2004) states that assessment for learning is an assessment that helps students identify their performance strengths and weaknesses so that they can improve their achievements through proper assessment. In brief, students will be knowing their achievements.

The focus of this research is investigating the impact using self-assessment toward students reading behaviour, because self-assessment is useful, can help students with their own learning. This is what causes self-assessment to have an effect on reading behaviour. Students who learned by themselves, the motivated and strategic efforts of students to accomplish self-assessment where it is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and assessment above is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence. Moreover, the emphasis of self-assessment is on the progress and mastery of confidence and motivation in learning (Cauley & McMillan, 2010) especially in reading.

Many studies have discussed the The Use of Self-Assessment Toward Students' Reading Behaviour which showed with the title "The Effect of the Use of Self-Assessment on Efl Students's Performance in Reading Comprehension in English" by Abdallah Ahmad Baniabdelrahman. The result is self-assessment helped students in learning English, especially in reading. Self-assessment methods are also successful in stimulate student knowledge and can motivate students in the process reading behaviour. Although some students want more detailed understanding of the self-assessment process. In other studies, is by Lianisya (2014) with the title "The Use of Self-Assessment in Students Reading Behaviour" with the result self-assessment can motivates and encourages students to participate actively in their own learning, it can help students in maintaining their reading habits. Additionally, student feedback and attitudes toward the use of self-assessment were acceptable.

Students are deeply involved in the evaluation of work. In addition, teachers can provide some immediate feedback that can be used to improve learning. Furthermore, the emphasis of self-assessment is on the advancement and mastery of knowledge to increase students' confidence and learning motivation (Genesee & Upshur 1996) especially in reading. Self-assessment can identify their performance strengths and weaknesses in reading, and they can improve their achievements. Reading Behaviour can improve students' thinking to be more critical. Moreover, researcher is interested in conducting research related to the title of "The Use of Self-Assessment Toward Students' Reading Behaviour". With the aim of to investigate the use of self-assessment towards students' reading behaviour.

B. Research Question

Based on the research background the researcher formulates a research problem are

1. What are the types of self assesment be used for students' ?
2. How are students' responses about the use of self-assessment on students' reading behavior?

C. Research Purpose

Based on the research question that the researcher formulated, the researcher purpose in this research are:

1. To find out the types of self assesment be used for students's
2. To find out students` responses about the use of self-assessment on students` reading behaviour.

D. Scope of the Research

1. Research Variable

According to (Abiodun-Oyebanj, 2017) research variable is the name given to the variance that we wanted to describe and is very important in the context of research because of the way this researcher uses or handles it in

the research process and can determine the nature and direction of the research. It can be concluded that research variable has a great impact on research. In this study research variable are investigating the impact of using self-assessment on students` reading behaviour and discovering students` responses about the use of self-assessment on students` reading behaviour.

2. **Research Terminology**

a. **Self-assessment**

In self-assessment, students need to review their work and assess how well they have done in relation to the criteria. Self-assessment requires students to review their work and rate how well they have performed the criteria. The focus of self-assessment is the active participation of students in the learning and evaluation process, which can motivate students to study independently. It is supported (Janulevičienė & Kavaliauskienė, 2011) by self-assessment students can find ways to change or improve their learning ability.

b. **Reading behavior**

Reading behavior is formed from the individual's self-concept in reading. Therefore, students who state that reading is a valuable and important activity or have a personal reason for reading will have more planning and effort. This type of student is known as a motivated reader.

E. Significance of Study

The research present would be useful in the following aspects:

1. **Theoretical Benefits**

In this study is expected to be useful for teachers and students about the use of self-assessment toward students' reading behavior. And also, the useful of this study for other researchers, that the research can be useful as a reference for researchers who will conduct the research studies on self-assessment toward students reading behavior for XI grade of Senior High School.

2. Practical Benefits

  a. Benefits for Students

    1) To introduced the students what self-assessment and its learning materials.

    2) To show the student the way how to investigating the impact of using self-assessment on students` reading behavior

    3) To give information that self-assessment can help the learning process and can improve reading achievement. Therefore, reading fun learning materials are useful for students.

    4) Give an alternative for students who want to start to read.

  b. Benefits for School

    In this study, it's hoped that it will be useful for schools is the teacher and school will know about students` responses the use of self-assessment on students` reading behaviour and know about how to apply the self-assessment. Through this, students are asked to be more active and think.

  c. Benefits for Future Researcher

    The results of this study will be useful as a reference for future researchers to solve the same problem by using other research designs and models:

    1) Give information for the next researcher that of self-assessment on students` reading behavior are a challenge topic for doing research.

    2) It is hoped that the next researcher can do research in the field of self-assessment on students` reading behavior in a border scope and focus.

F. Research Methodology

1. Research Design

In conducting the research, we need research design. According Creswell (2009:3) research design is plans and the procedures for research to detailed methods of data collection and analysis. The function of research design is to enable answer the question as clearly as possible with the evidence. In this research used qualitative approach. Qualitative approach is

applied when a researcher wants to get a more holistic depiction of what actually goes on in a particular setting or situation (Fraenkel et al., 2012)

In this study used qualitative case study . (Ary et al., 2010) argues that a qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description. Where this design discusses in depth and more thoroughly.

2. Subject of Research

This study was conduct at a Senior High School in Toba Taraji, West Kalimantan, Indonesia. Participants are 20 students of 11th Grade Science. The participants chosen because they had to deal with some reading texts needed to investigating self-assessment toward their reading behavior. Therefore, was used purposive sampling. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information rich cases for the most effective use of limited resources (Patton 2002).

3. Technique and Tool of Data Collection

a. Technique of Data Collection

Data collection techniques are the most strategic step in research, because the main purpose of this research is to obtain data. According to Raimundo (2014: 266) states that data collection techniques are an important job in researching without knowing the data collection techniques, the researcher cannot get data that meets the data standards set. The data used by the author in this study are:

1) Direct communication

Direct communication According to Joyce (2012), "Direct communication is to say what they think face to face". It is means that derect communication is a way of conveying clear messages or instructions by face to face or a conversation between two or more people. This includes sharing how you feel or think there is no way to confuse the recipient. In the workplace, direct communication can help clarify who has the authority to give instructions and what the

instructions are. Situations that require direct communication are those that do not involve compromise or participation in a conflict that can be easily resolved. Based on the description, the author uses direct communication as a research technique that makes it easier for researchers to collect data related to the use of self-assessment toward student's behaviour.

b. Tools of Data Collection

To obtain good research results, tools are needed that are the basis or support in conducting research. The data collection tools used by the researcher in this study included.

1) Interview Guidance

The interview guide is a guide in conducting interviews and in the guidecontains statement instruments. The interview guide is a collection of statements to obtain information submitted to informants. This interview guide is structured, namely preparing several things before conducting an interview that will reveal information related to research data.

In this study, interviews will be conducted in the data collection process. An interview is a conversation between two or more people and takes place between the source and the interviewer Interview is used to collect some opinions, beliefs, and emotions related to the use of self-assessment toward to student reading behaviour. According to Sugiyono (2016:317) interviews are used as a data collection technique to find problems that must be investigated and also if researchers want to know things from respondents more deeply

The step of this interview is, first there are two different sets of questions, each question is related to a topic. Then, The English teacher asked some questions about the reason and the process of using self-assessment. During that time, students were asked about reading behaviour and feelings about the evaluation tool used by the

teacher. An audio recorder was used to help the researcher understand the results of the interviews and transcribe the dialogue. Indonesian and English were used during the interviews. Interviews will be held once for each participant. As already mentioned, the interviews were divided into two groups question for get a depth information. The first group of questions was given to the English teacher and the second group was given to the English teacher questions given to students.

2) Classroom observation

This technique is used to gain the exact data with complete description of behavior in a specific site (Ary et al.,2010) . Therefore, the main reason for using observation on the statement is to discover the self-assessment system utilized by students directly. Then, to get a very good comprehension of the statement, the researcher using video as a tool. The data from observation were also documented in observation sheet.

4. Technique of Data Analysis

The data collected from the classroom observation and interview analyse by using qualitative data. According, Sugiyono (2012) comments that a qualitative data analysis is a process of searching and arranging systematically the obtained data from interview, field notes, and documentation by organizing data into categories, explaining into units, synthesizing, arranging into patterns, sorting the important ones, and drawing conclusion. Besides that, the data using frameworks of self-assessment (Brown, 2006; Gardner, 2000; Harris, 1997).

In this study, the researcher used thematic analysis to analyse the data obtained from discussion sheets and interviews. Thematic analysis refers to appropriate qualitative methods that can be used when working in research groups and analysing a large number of different qualitative data sets (Nowell et , 2017). In brief, data from videos watched and transcribed. Next, make segmentation and labelling of data into several categories. Data from

interviews and class observations are displayed in the form of table. It aims to display the analysed data in quotes form and to make it easier to analyse and compare with the framework used.

Miles and Huberman (Sugiyono, 2018:134) states that activities in analysis qualitative data are carried out interactively and continuously at each stage of the research so that It is complete. The analysis steps are as follows:
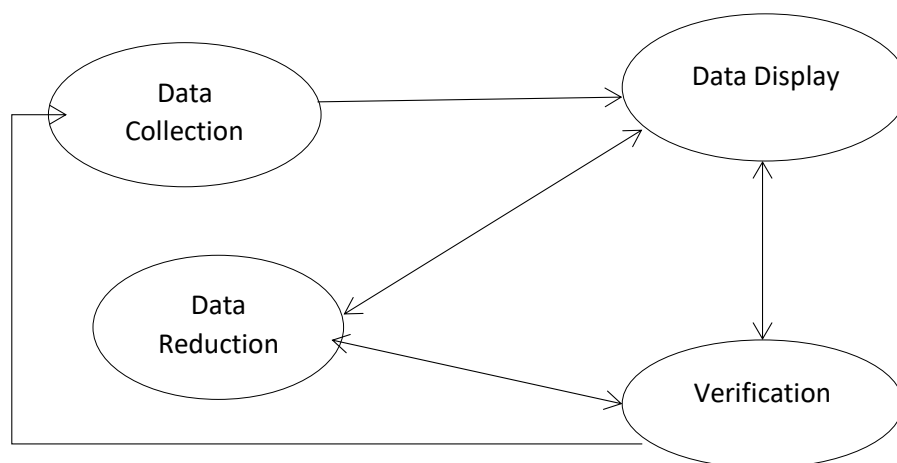
Source**:** Components In Data Analysis (Interactive Data) Miles And Huberman (Sugiyono, 2016:338)

a. Data Reduction

Data reduction is part of the analysis. With data reduction researchers can get rid of unnecessary parts and organize data to get the final conclusions that can be drawn and verified. According to Miles & Huberman (1994) Data reduction refer to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making cluster, making partitions, writing memos). Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. (Miles et al., 2014). They believe that better data display are the primary means for valid qualitative

analysis, which consist of: various types of matrices, graphics, networks and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus an analyst can see what is happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

b. Verification

Conclusion are also verified as the analyst proceed. When in the midst of data collection, researchers had a brief conclusion. To draw conclusions, of course, cannot be done haphazardly, it must go back to see the data to be verified. The final 20 conclusions do not only occur at the time of the data collection process, but need to be verified so that they are truly accountableAccording to Miles & Huberman (1994), conclusion is only half of a Gemini configuration.