CHAPTER 1

INTRODUCTION

This chapter presents background of the study which explains the reason of conducting this research. Research questions come up from some case and the aim of conducting this research will be explained in the objective of the study. Besides, significance of the study explains theoretical and practical benefit. Then, scope and limitation of this research is also presented. The last, variable used in this research will be explained in the definition of key term.

A. Research Background

The traditional way of designing study program from the "teacher centered" has changed to "student centered". Therefore, many studies have been conducted to investigate variables which can affect learnersin learning process.

Recently, the research grew out of a concern about what progress in developing language skills students make and how they evaluate their achievements themselves. Assessment is defined as the process of gathering and integrating information whereas evaluation is the process of making a judgement of a performance based on criteria[1].Assessment becomes a diagnostic vehicle for providing the effectiveness of the teaching methods. Furthermore, it helps students to demonstrate that they are making progress in

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[1] Puhl, A 1997, Develop, not judge, pg. 2-15, ELT Forum Journal, Vol. 51/ 4

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foreign language development, which can encourage their motivation to identify their own strengths and weaknesses, and promote autonomy and independent learning skills.

During the last 30 years there has been a surge of interest in methods for self-assessment of foreign language proficiency. Self assessment is needed to assist teacher in making decision about students' achieved in learning. The main potential for self-assessment, however, is in its use as a tool for motivation and awareness raising: helping learners to appreciate their strengths, recognise their weaknesses and orient their learning more effectively.

According to Black and William, the aim of learning is for students to develop increasing responsibility for their learning. These aims align with researchers' suggestion that student' self-assessment of their works is important contributor to students' learning gains. [2] Hattie found that when students and teachers have a shared understanding not only of when goals are reached but also of which goals to work toward next, learningimproves.[3] However, despite students' self-assessments being expressed as a goal inSwedish education and despite these assessments having been documented as beneficialfor student learning, teachers still express doubts about both their

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[2] Black & William, 1998; Boekaerts, 1991; Gielen et al., 2010,pg181
[3] Hattie, J (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London, UK: Routledge,pg44

accuracy and use.[4] One of the main concerns focuses on how self-assessments correlate toother measures of achievement, such as teacher judgments and tests.

Related to academic research before about the reliability, validity, and utility of self assessment, and the result indicated if self-assessment is very good to other measures of achievement. This study leads the researcher to investigate the correlation between self-assessment and achievement in learning English.

Based on the reason above, the researcher chooses SMP Pawiyatan Surabaya. This is one of private school in Surabaya which has good record in achievement in English. That fact indicates that the students of SMP Pawiyatan have good skill in English. Thus, through this study, the researcher wants to investigate whether there is a significant correlation between students' self-assessment and their achievement in learning English or not. In addition, this research is new research and because of the recommendation from the teacher, the participants of this study are seventh grade.

B. Statement of the Problem

Through this research, the researcher wants to investigate:

a. Is there any significant correlation between students' self assessment and achievement in learning English?

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[4] Ross, JA (2006). The reliability, validity, and utility of self-assessment. Practical Assessment Research &Evaluation, 11(10), 1–13.

To get best result for that investigation above, researcher needs additional data such:

b. What is the level of self-assessment among first grade students of SMP Pawiyatan Surabaya?

C. Objectives of the Study

The objectives of this study are:

a. To find out whether there is correlation between students' self-assessment and achievement in learning English at first grade of SMP Pawiyatan or not.

b. To describe the level of self-assessment among first grade students of SMP Pawiyatan Surabaya.

D. Hypotheses of Research

In hypotheses there are two probability. The first is Ho: $r = 0$ (having null correlation), this means that the researcher will not find correlation. The second is Ha: $r \neq 0$ (having correlation), this means that the researcher will find correlation.

The hypotheses of the study are:

Ho : There is no significant correlation between students' self-assessment and achievement in learning English at seventh grade of SMP Pawiyatan Surabaya.

Ha :There is significant correlation between students' self-assessment and achievement in learning English at seventh grade of SMP Pawiyatan Surabaya.

E. Significance of the Study

The researcher hopes that this study has some benefits:

a. **Theoretical Benefits**

1) The researcher hopes that the result of this study can give description about the level of self-assessment's students in SMP Pawiyatan and its correlation with achievement in learning English.

2) The result of this study can be used as the reference for those who want to conduct a study about another case of self-assessment, or even implementing an approach to enhance students' self-assessment in improving their achievement in learning English.

b. **Practical Benefits**

1) For the students, the result of this study can motivate them to enhance their confidence when doing task, especially learning English.

2) For the teachers, the result of this study is hoped to help students' assessment of their abilities and encourage them to expend greater efforts and time when facing failures rather than to attribute all their failures to their lack of abilities.

3) For curriculum designer, the result of this study can give an input to design a student-centered language curriculum. It may help language learners develop their strength and overcome their weakness in learning.

F. Scope and Limitation of the Study

As the researcher has mentioned above, people with high self-assessment would expect to have higher achievement in doing task. To narrow down the focus of investigation, this study is aimed at exploring the correlation between students' self-assessment and achievement in learning English. Besides, the participants of this study are VII grade of SMP Pawiyatan based on the result of lottery the researcher will choose VII-3 and VII-5.

G. Definition of Key Term

The key terms of this study are self-assessment, achievement in learning English, and correlation. To avoid misunderstanding, the researcher will give the definition of key terms, they are:

a. Self assessment is reviewing how well ourselves doing and what we need to improve. Puhl said, Assessment is defined as the process of gathering and integrating information whereas evaluation is the process of making a judgement of a performance

based on criteria.[5]According to LSC, Self assessment is the ability to self-assess effectively, to identify strengths and weaknesses and to implementidentified improvements is critical to the development of a continuously improving sector.[6] By knowing the strength and weakness, learner able to set goals and to monitor and evaluate their own learning.

b. Learning achievement is the result of an activity that has been done, created both individually and in groups.[7] Meanwhile, according to Abdul Hasan Mas'ud Dahar in Djamarah book stated that the achievement is what has to be created. As a result, learning achievement is the result of an activity that has been done in the learning process. Such as the midterm score of the student is a kind of achievement.

c. Correlation is analysis that measures the strengths of association between two variables. In this research will use Pearson r correlation which is the most relate with this research. In Leonardo journal of science, Sorana and Lorentz said that the definition of Pearson r correlation is a measure the strength and direction of the linear relationship between twovariables, describing the direction and degree to which one variable is linearly related toanother.[8]

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[5] Puhl, A 1997, Develop, not judge, pg. 2-15, ELT Forum Journal, Vol. 51/ 4.
[6] Brooke,R.2006.*Effective Self Assessment of key skill*,pg. 1
[7]Djamarah, Saiful Bahri. *Learning And Achievement.*pg 19
[8] Sorana, Lorentz.*Leonardo Journal of Science.*pg 184