

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, research hypotheses, significance of the research, scope and limitation of the research, definition of the key terms, and the organization of the research.

A. Background of The Study

Writing is one of the four basic skills in learning language, according to (Sajeevlal 2016:461) concentrating only on spoken English is not enough , written competency has also become indispensable for an EFL learner. In addition the role of writing skill is the one of the most important to improve student skill in learning language. To facilitate the students in learning language teacher must use method in teaching exactly in writing skill. (Harmer 2007) stated that the instruction in the process of learning English in needed for the students. However, the teachers do not realize the importance of learning method. In school curriculum, English is taught in integrated skill. So the selection of teaching media should be based on the characteristic of students.

According to (Rass 2001:30) writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization. In addition,

Richards and Renandya (2002:303) state that there is no doubt that writing is the most difficult skill for the second learners to master. It means that the most difficult skill learning English language is writing. Students is not only put the word to make a sentence or paragraph but must be carefully to use it because writing starting from grammar, spelling, punctuation, and organization.

To improve the student writing skill the appropriate method is important by teacher. Sajeevlal (2016:461) states that if the teachers change the strategy or implement the new technique in English language teaching, they can enhance the students' English language learning performances. In this case, an active learning strategy is the answer to solve the problem. According to Uno and Nurdin (2013:10), active in learning is to position the teacher as a person who creates conducive learning atmosphere or as a facilitator in learning, while students as the learners who must be active, because to improve the writing skill is not easy. So, to apply the teaching learning process the teacher need more interesting method to get the more attention of students in learning activities.

In this research, writer focus on writing skill exactly narrative text Anderson and Anderson (2003:3) define narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narrative text can be tells about fiction and non-fiction story but the story event is the past time happen. According to Huy (2015:55) narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). And the presenter of narrative text can be

the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story. Some kinds of narrative text are adventure, fairy tale, fantasy, fable, myth, legend, and etc. Based on the theories above writer hopes narrative text can explore the student ideas and put it on their paper and start writing. Perhaps, the writing is not have many sentences or paragraphs only but, simple writing and easy to understand.

Biggest problem of writing might be grammar. To minimize the problem is selection method to improve the writing skill. One of the way method is using self assessment pair assessment to improve writing skill. The previous study “The Effectiveness of Self Assessment on Student’s Achievement In Writing Descriptive Text Among The 8th Graders At MTsN 3 Tulungagung Academic Year 2017/2018” by Haliza Ifvy, Students asked to write an essay in English then they have to do self assessment on their paper with parameters determined by the researcher. The research show that learners who provide high self-assessment scores will get high value also when the results of his essay is assessed by the teacher. It means that this research hypothesis is accepted. That means that the reliability of self assessment when applied in the classroom is still acceptable, so the teacher can train the students to do self-assessment to know their own ability, especially in field of writing proficiency. The findings of this study of the findings of this study could be convince teachers who until now still doubt the reliability of this self assessment method. The results of this study give us the knowledge that the self-assessment and assessment by the teacher has a significant correlation. So, this method can be useful to teacher and students.

Because in other schools it got success, the writer would like to apply this method of teaching and see the effectiveness.

Based on the background above, the researcher wants to do research in order to know and understand self - assessment on learning English. Finally the researcher takes the title “The Effectiveness of Self Assessment on Student’s Achievement In Writing Narrative Text Among ninth Grade Students at MTsN 2 Kediri”

B. Research Problem

Based on the background of the research above, the formulated “Is there any significant difference score of the students’ achievement taught with and without using self assessment?”

C. Objective of The Research

Based on the research problem above, the formulated research objective is as follow: “To know whether there is any significant difference score of the students’ achievement taught with and without using self assessment.”

D. Research Hypotheses

The hypotheses of this research will be stated as follows:

1. Null hypotheses (Ho), the subjects who were taught by using self assessment did not improve students’ achievement in writing narrative text significantly.

2. Alternative hypotheses (H1), the subjects who were taught by using self assessment improved students' achievement in writing narrative text significantly than those who were taught without self assessment.

E. Significance of The Research

The researcher hopes that the results of this study are useful for:

1. For the Teacher

The result of this study can be used by the English teacher as reference and feedback for the effectiveness in teaching writing.

2. For the next Researchers

The study can be used as a reference for developing learning strategy which effective, efficient, fun which involving students actively an English learning process to improve students' writing ability.

F. Scope of The Research

This scope of this study refers to teach writing narrative text by using self assessment at IX Grade MTsN 2 Kediri academic years 2018/2019. This research is only focused on self assessment in teaching writing narrative text.

G. Definition of Key Terms

In order to make it clear base on the statement above, the writer provides some definition of key terms as follows:

1. Self assessment is to assess involving students in the assessment. After students doing the task, every students must correcting their own work by

their self, from this method students will get comprehension from their mistake, and will justified by their self. Self assessment includes two key elements in each assessment of learning outcomes: first, determining the criteria or standards applied to assess the learning outcomes of learner and secondly, assessing the extent to which learning outcomes have been achieved based on predetermined criteria.

2. Writing achievement is the ability of a person to pour ideas, by using series of written language is good and clear. Writing basically consists of two things. First, the contents of writing convey something that the author wants to inform. Second, forms are mechanical elements of essays such as spelling, words, sentences, and paragraph.
3. Narrative Text is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. Communicatively, narrative text aims to amuse or entertain and to inform the reader about the story or event that happened in the past.