CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, research hypothesis, 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

Language is the principle means for human to communicatee, to transit information or to share idea. English language is important language to develop culture, science and as means of communication with other nations in the world. Language is can said an instrument to send or exchange information and to interact with the others. Language is used by all people in the world as means of communication. Anyone cannot interact with others without language, thus it is very important to learn language.

There are many kinds of subject in teaching and learning English, one of the basic language skill is writing. Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals, definitions of writing system is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly

without the intervention of the utterer by Daniels, Peter T. & Bright, William, _The world's writing systems_, P.3 (Oxford, Oxford University Press, 1996)

Writing ids different from other language skills. In listening and reading, the student receive a message that is formulated by another. Whereas in speaking , the student communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the writing word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing, from informal to formal.

There are some problem in writing. One of the problems is grammar, Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like

a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. For improving writing skill there many methods, one of the ways to improving writing skill is using self assessment and pair assessment. Self assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good (or poor!) piece of work. Some degree of student involvement in the development and comprehension of assessment criteria is therefore an important component of self assessment. Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. They can therefore be engaged in providing feedback to their peers (sometimes referred to as peer review), summative grades (moderated by you or your colleagues), or a combination of the two. It's a powerful way for your students to act as the 'assessor' and to gain an opportunity to better understand assessment criteria It can also transfer some ownership of the assessment process to them, thereby potentially increasing their motivation and engagement. In doing so, your students might be encouraged to learn more deeply, building up their understanding, rather than just their knowledge of the facts, as well as gaining an insight into their own approach to an assessment task in comparison to their peers.

There is result from research about self-assessment methods as alternative methods in doing student learning evaluation is self-assessment and assessment the teacher has a significant correlation. To maximize the usefulness of this research in the field of education of the researcher gives some suggestions to further research to continue to prove that this method of self-assessment is an alternative method that can actually be applied in a class with no exist doubt its validity and reliability. And there is result from research about Using peer assessment to improve 11th graders' ability in writing hortatory exposition text at SMAN 4 Malang / Rizky Nadia Insani is peer assessment as a tool to help students provide input to improve students' skills in developing and organizing their ideas in activities write hortatory exposition text.

In the other research of "Self-Assessment Method As An Alternative Method In Doing Student Learning Evaluation" by Trisno Tunggal Rahayu Wilujeng Faculty of Languages and Letters Universitas Kanjuruhan Malang, This research takes the writing subject at Faculty of Teacher Training and Education University of Kanjuruhan Malang. Students asked to write an essay in English then they have to do self assessment on their paper with parameters determined by the researcher. in this 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 its mean 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.

The results of this study give us the knowledge that the self-assessment and assessment by the teacher has a significant correlation. To maximize the usefulness of this research in the field of educational researchers provides some suggestions to further research to continue to prove that this method of self-assessment is an alternative method that can really be applied in the classroom with no doubt the validity and reliability. While to the teachers, especially English teachers to believe that this method is indeed a method that is really acceptable in our education. so in addition to explore the advantages of teachers can also know the shortcomings that exist in the teacher as well as on learners. Because in other schools it got success, this research 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 Using Self – Assessment on Student Writing Achievement at Students VIII Grade MtsN 3 Tulungagung".**

B. Research Problem

The research problems can be described as follows:

1. How is the students' writing achievement before they are taught by using Self Assessment?

2. How is the students' writing achievement after they are taught by using Self Assessment?

3. Is there any significant difference scores in writing of the students before and after taught Self Assessment at the eight grade of MTsN 3 Tulungagung in the academic year 2017/2018?

C. Objective of the Research

The objective of the research can be described as follows:

a. To know the students' writing achievement before they are taught by using Self Assessment

b. To know the students' writing achievement after they are taught by using Self Assessment

c. To know the significant differences scores in writing of the students before and after taught using Self Assessment at the eight grade students of MTs 3 Tulungagung in the academic year 2017/2018

D. Research Hypotheses

The research hypotheses of this research can be described as follows:

a. $H_1 : \mu_{1 >} \mu_2$ or the mean of the students after being given treatment is bigger than the mean of the students before being given treatment.

Alternative hypothesis that there is significant difference score in student's writing achievement by using self – assessment.

b. $H_0 : \mu_{1 \leq} \mu_2$ or the mean of the students after being given treatment is smaller than or equal to the mean of the students before being given treatment.

Null hypothesis that there is no significant difference score in student's writing achievement by using self – assessment.

E. Significance of the Research

According to scope and limitation of this study, the advantages of this research can be contributed for: Institution, Teacher, Student and Future Researcher.

1. Institution

    This study can be used to increase the student's writing ability in comprehend writing test by using new strategy which is expected to be good method in learning writing.

2. Teacher

    This study expected to give contribution to the researcher for developing the learning strategy to be creative, innovative, and efficient in order to make the students more active in their process learning especially in writing to improve or increase the process and result of process learning in the classroom. In addition, it can help to increase the professionally of teacher as educator.

3. Student

    From this study tey will get motivation to learn more about english. Thus, they will able to write English clearly with confidence. And the students will more confidence to write during follows their lesson.

4. Future Researcher

    This study is very important for researcher because it may give some experiences to the researcher. This research is one of the requirements that must be fulfilled by the writer to complete Strata 1 (S-1) program. In addition, the study of teaching writing using self-assessment will teach the researcher to become a good and successful of English teacher.

F. Scope of the Research

The scope of this study refers to teach writing by using self-assessment at VIII Grade MtsN 3 Tulungagung in the academic year 2017/2018. For the details of the studies are as follows:

1. The researcher focuses on teaching writing by using self-assessment method

2. The researcher focuses on teaching writing by improving writing skill

G. Definition of Key Term

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

1. Writing achievement is the ability of a person to pour ideas, by using a series of written language is good and clear. A writing basically consists of two things. First, the contents of a writing convey something that the author wants to inform. Second, forms that are mechanical elements of essays such as spelling, words, sentences, and paragraph.

2. Self assessment is to assess by 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 learners and

secondly, assessing the extent to which learning outcomes have been achieved based on predetermined criteria.