

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Self-Assessment**

##### **1. Definition of self-assessment**

Self-assessment is a method how to help students monitor their own learning and deliver their feedback. Andrade and Du (2007) also clearly defined the definition of 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 weaknesses in their work, and revise accordingly. The formative assessment above is designed to support the learning process by providing feedback to the learner, so that strengths and weaknesses can be identified to improve future performance. Another expert was define Self-assessment is a valuable approach to supporting student learning, particularly when used formatively (Taras, 2010). Also, Richard and Schmidt define self-assessment as checking one's own performance on a language learning task after it has been completed (Cauley & McMillan, 2010) looked closely at the self-assessment as a way to develop learners' critical thinking and evaluation.

In brief, it can be concluded that self-assessment is a process of self-evaluation. which aims to identify strengths, weaknesses, and the development of a learning process. And this has a great impact on the learning process, because when we know our weakness, and it will make us more focused to improve our ability. In addition, we can also assess ourselves to take the next step. Students self-assessment has long been encouraged as an educational and learning strategy in the classroom, and is both popular and positively regarded by the general education community (Andrade, 2010: Leahy, Lyon, Thompson, William, 2005).

The benefits of self-assessment are well documented in research, and include: development of metacognitive skills – students become more

skilled at adjusting what they are doing in order to improve the quality of their work (Cooper, 2006); increased responsibility for students' own learning as a result of more opportunities for self-reflection (Cyboran, 2006); positive effects for low achievers – reducing achievement gaps (Black et al, 2004); development and refinement of students' capacity for critical thinking (Cooper, 2006). This is the causes self-assessment to have an important role in student self-development.

At the very basic level, self assessment is simple: students need to think:

A. What was I supposed to learn?

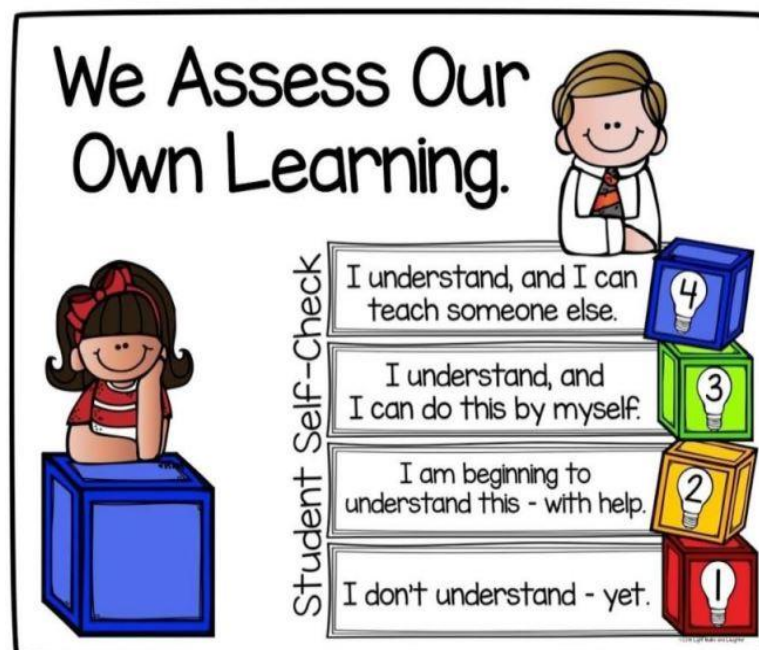
Provide a reflection seen from the material presented what we should get or new material we want to know. An overview of the material that we see at a glance.

B. Did I learn it?

After being given the material, we compile or create a concept map that we learn

C. What questions do I still have?

After reviewing the material, we think and a question arises that we don't understand in the explanation.



Source pict from google

For applying self assessment in the class, J. A. Ross et al (1998) explains how self-assessment contributes to learning. She gives suggest a cycle that comprises the following steps:

- 1) Discuss term the goal for the learner.
  - a) Encourage effort to learn.
  - b) A combination of effort and goal with the learner feeling of achievement.
  - c) Self-evaluate.
  - d) Self- judge of how to do the student stand when meeting the goal.
  - e) Self-react with enable the learner to give an opinion about their work.
  - f) Establish self-confidence.

## **2. Example of self-assessment**

a. Types of self-assessment according to Brown (2004):

### 1) Performance-oriented / direct assessment of performance

The assessment may result in a product, such as a painting, portfolio, paper, or exhibition, or it may consist of a performance, such as a speech, athletic skill, and musical recital. Russel and Airasian said that performance assessment is an umbrella term used to defined assessment that requires students to show their skill and knowledge by constructing a formal product or performance.

### 2) Development oriented / indirect assessment of competence

Students reflect on learning rather than demonstrating it. The indirect method seeks to obtain information about students' feelings or perceptions (even if they are feelings about what and how much they learned,) rather than "testing" what they learn Indirect actions that give feelings, likes, and Important Perception in Student Services. According to Palomba, C.A., & Banta, T.W., 1999 indirect assessment learning is not concluded supported by direct evidence (i.e., usage data, satisfaction survey).

### 3) Socioaffective assessment

Socio-Affective Assessment is assessment of the affective or emotional elements. For example, students can be asked to make writings that contain the outpouring of their feelings towards a certain object.

### 4) Student-generated assessments

Student-Generated assessment help students assess how well they know the material and faculty feedback can refocus their studying. Besides that, learners contributing somehow to the means of assessment, for example selecting work for a portfolio, writing test questions for other students, or using assessment criteria to give feedback on particular pieces of work.

### 5) Metacognitive assessment

Metacognitive is the ability to be aware of what students know about themselves as students so that they can explain the problem optimally (Suherman, 2001). According to metacognitive theory that learning students have certain skills to organize and control what they learn. In fact, several types of metacognitive used are by (Perkins, 1992) :

#### a) Pre-assessment (Self Assessment)

The teacher ask the students some questions related to the previous material, asking them to write on a piece of paper. The questions are related to the topic. for activated their prior knowledge.,

#### b) Reflection Journal

At the end of each lesson, students are asked to write a short reflection with guiding questions such as what has been learned, what has not been understood, why has not been understood, for discuss thir problem.

c) Organizing Tool

The organizing tool here was be checklist, Students are asked to fill in reflections in the form of checklists related to learning reflections.

d) Thinking Aloud

In between lessons, teachers ask students about what they know or have learned.

e) KWL Model

A framework that has been developed by Ogle since 1996. KWL stands for (know, Want to learn, Learned). The steps are at the beginning of learning students are asked to make a table containing 3 columns containing What is known (Know), What wants to learn (Want), What has been learned (Learned). At the beginning of the lesson, students fill in the Know and Want columns. Next, at the end of the lesson, ask students to reflect on what they have learned in the Learned column.

f) Explicit Learning Model

Explicit learning models can be steps or teaching and learning cycles that are explicitly taught to students. With this explicit model, students can easily utilize the learning cycle guide if they encounter obstacles in learning or it becomes a roadmap in their learning: What, Why and How

### 3. Advantages of self assessment

Self-assessment is an essential element for effective learning, self assessment have some advantages as follow by Marwan Saeed Saif Moqbel (2018) :

- a. Promote the students' learning, raise their level of awareness of course content and assessment principles, enhance students' knowledge, and engage students in the process of assessment, which means sharing assessment

- b. Help the students improve their English language skills include writing, reading, speaking, and listening.
- c. Create opportunities for interaction between the teacher and students, which is often lost in today's language classrooms
- d. Integrating self-assessment into EFL courses will enhance students' involvement in the learning process. As each student has a chance to evaluates his performance periodically, teachers will have the opportunity to comment constructively on students' performance or work and to provide them with formative feedback in a timely manner.

Disadvantages of self-assessment according to Brown and Thom Hudson

- a. Difficult to produce and organize
- b. Scoring is subjective

## **B. Reading Behavior**

Reading behavior is an action that is directly involved in reading activities including choosing the type of reading that is read, the number of books read, the frequency of reading.

Literally, reading behaviour derived from two words, reading and behaviour. Reading is a process of decode words to understand the meaning of a text. It means that reading is an interaction between the readers and text in order to build meaning through decoding words. It implies that vocabulary mastery is an important aspect to reach good ability in reading skill. This can influence their reading behaviour.

Then, the word "behaviour" according to Ida Bagus Kerthyayana Manuaba (2017) can be defined as the way in which students acts in response to a particular situation or stimulus, in this case reading activity . It can help students to develop their minds. Increase your creativity and imagination. And discover new things. Therefore, behaviour is one of the aspects that determines the success of a student in doing something. Good behaviour affects the efficiency of the student.

Motivation is assumed to increase individuals' competence by facilitating the persistence and intensity of performing activities being conducive to gains in competence (Schunk et al., 2003). Accordingly, reading motivation should be related to particular aspects of reading behaviour (e.g., time spent on reading) that contribute to the development of reading and comprehension skills. Following students' cues as they express their thoughts and feelings, through their reading behaviour can bring teachers closer to their students and alert teachers to students' needs as they develop as literate individuals.

From the definition above, we can say that reading behaviour is. In the deciphering process, students act to construct the meaning of a particular text, and they respond to it that can affect their minds. Develop creativity and imagination, discover new things.

### **1. Types of Reading Behavior**

In learning reading, there are two types of behaviour that determine the students' success, namely: passive and active. They can be described as the following explanation Ida Bagus (2004):

#### **1. Active**

Active behaviour is the activity of students who are ready to engage in the classroom. Active behaviour can encourage students to do a learning process that can make learners remember up to 90% of their learning because students are involved in these learning activities.

#### **2. Passive**

Meanwhile, passive behaviour is the activity of students who tend to accept or allow what happens or what teachers and classmates do without response or resistance. Students only listen and are not involved.

According to the findings, students can be active and enthusiastic while studying in the classroom. It's crucial for teacher to ensure that students understand the material. The process of changing behaviour from Passive to Active, Especially with Regard to Reading Activities, Will Provide Interesting Results.

## 2. Eight types Reading Behaviour

How to interaction about reading behaviour and self-assessment develop by Stephanie Vaughan :

a) Activating prior knowledge

A useful starter activity that determines what your learners know already

b) Questioning

Asking questions to help understand what is being read

c) Visualization

Encourages learners to develop imagination and creativity

d) Analyze and connect \

Encouraging learners to develop a better understanding through deeper exploration of a topic

e) Analyses and evaluate

1) Making judgements about a text or character

2) Developing independents conclusions

3) Evaluating whole text effectiveness

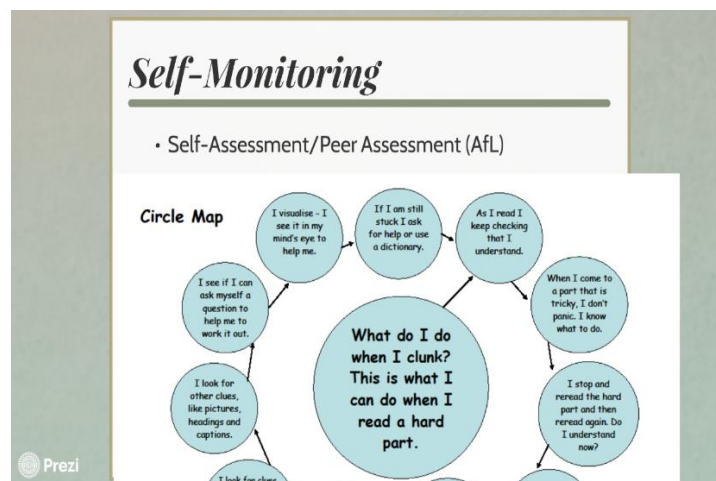
f) Analyze and infer

1) Reading between lines

2) Looking for clues

3) Formulating own ideas

g) Self monitoring





- 1) Keeping track of what you can do in order to inform questions and progress
- 2) Useful to track pupil understanding and progress within lessons
- h) Summarizing
  - 1) Useful plenary tasks
  - 2) Allows learner to put text into their own words
  - 3) Encourages them to collect and store information
  - 4) Encourages them to remember key facts
  - 5) Allows you to gauge how much they have understood
 (Shorter than the text, use your own words, main ideas only)

### **3. Learning and Motivation in Reading**

Learning is a potential change in behavior resulting from experience in processing information (Walker, 1996). In addition, Learning is the way that human beings acquire new skills, knowledge, attitudes and values. The outcomes of learning are the new capabilities possessed by the learner (Gridler, 2001). In brief, learning and behavior cannot be separated, where a good learning process results from reading behavior. Students make its own the character of reading behavior to be more developed and critical in thinking.

Schunk (2000) defines motivation as ‘the process of instigating and sustaining goal-directed behaviour’. Two main categories of motivation are recognized: extrinsic motivation and intrinsic motivation. Intrinsic motivation occurs when learners actively participate in activities solely for their personal satisfaction. It is a type of motivation that preschoolers and students of all ages show when studying for learning pleasure and satisfaction. On the other hand, extrinsic motivation is found in the workplace when one tries learn to get rewards or to avoid the negative consequences of not learning.

### **4. Previous Study**

There is some research on the use of self-assessment toward reading behaviour. The first, relevant research was conducted with the title “The

Effect of the Use of Self Assessment on Efl Students' Performance in Reading Comprehension in English” researcher collected the data from 67 male and 69 female students. The research finding shows there was self-assessment helped students in the English learning process, especially in reading. Self-assessment methods are also successful in promoting student knowledge and can motivate students in the process of reading.

The second study was conducted by Lianisya 2014. The title of the research is “The Use of Self-Assessment Toward Students' Reading Behaviour”. This study was conducted of twelfth grader students of a private high school in Bandung. To achieve this objective, this study was used qualitative. Data are obtained from interviews and observations in class. The result of this study is the use of self-assessment in the classroom can motivate them to participate in the learning process. Also, from the interview, it seems the students are giving a positive answer personal feedback, because this can help them to continue their reading behavior.