

**APPLYING SELF ASSESSMENT THROUGH THE USE OF
DESCRIPTIVE TEXT TO IMPROVE SPEAKING SKILL OF THE
EIGHTH GRADE STUDENTS OF SMP NEGERI 13 PALEMBANG**

A Thesis by

M. Ridho Saputra

06121001008

English Education Study Program

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Approved by,

Advisor I



**Machdalena Vianty, M.Ed., M.Pd., Ed.D
NIP. 197411242000122001**

Advisor II



**Dra. Zuraida, M. Pd.
NIP. 196205051988032004**

Certified by,

**The Head of Language and Arts
Education Department**



**Dr. Didi Suhendi.,M.Hum
NIP. 196910221994031001**

**The Head of English Education
Study Program**



**Hariswan Putra Jaya, S.Pd., M.Pd
NIP. 197408022002121003**

**Applying Self Assessment through the Use of Descriptive text to Improve Speaking Skill
of the Eighth Grade Sudents of SMP Negeri 13 Palembang**

M. Ridho Saputra
Student Number: 06121001008

**This thesis was defended by the writer in the final program examination and was
approved by the examination committees on:**

Day: Thursday

Date: July 21st, 2016

EXAMINATION COMMITTEES

1. Chairperson : Machdalena Vianty, M.Ed., M.Pd., Ed.D.
2. Secretary : Dra. Zuraida, M.Pd.
3. Member : Prof. Sofendi, MA., Ph.D.
4. Member : Dr. Rita Inderawati, M.Pd.
5. Member : Erlina, M.Pd., M.Ed.



Handwritten signatures of the examination committee members, including Machdalena Vianty, Dra. Zuraida, Prof. Sofendi, Dr. Rita Inderawati, and Erlina.

Indralaya, July 21st, 2016

Certified by,

Head of English Education Study Program



Handwritten signature of Hariswan Putra Jaya.

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP 197408022002121003

DECLARATION

I, the undersigned,

Name: M. Ridho Saputra

Student's Number: 06121001008

Study Program: English Education

Certify that thesis entitled "Applying Self Assessment through the Use of Descriptive text to Improve Speaking Skill of the Eighth Grade Sudents of SMP Negeri 13 Palembang" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010, regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, July 2016



The Undersigned,

M. Ridho Saputra

06121001008

Dedication

This final project is dedicated to:

- ❖ **My beloved parents, my dad Iskandar Firmansyah and my lovely mom Mega Ariyani, thanks for the pray, love, affection, encouragement, support, and everything you gave.**
- ❖ **My beloved brother and sister (Fauzan Marzuki and Salwa Salsabila).**
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Motto:

People who shine from within don't need the spotlight

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The Writer

M. Ridho Saputra

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**APPLYING SELF-ASSESSMENT THROUGH THE USE OF
DESCRIPTIVE TEXT TO IMPROVE STUDENTS' SPEAKING
ACHIEVEMENT**

ABSTRACT

The objectives of this study were to find out: whether or not there was a significant difference in speaking achievement of the students before and after they were taught by applying Self-Assessment, and there was a significant difference in speaking achievement between the students who were taught by applying Self-Assessment and those who were not. The sample of this study was 80 eighth grade students of SMP Negeri 13 Palembang, which were divided into control and experimental groups. In collecting the data, each group was assigned a pretest and a posttest. The data were analyzed statistically by using paired sample t-test and independent sample t-test. The result of this study showed: (1) there was a significant difference in speaking achievement of the students before and after they were taught by applying Self-Assessment; the mean difference between posttest and pretest was 8.450 and p -value=.000, and (2) there was a significant difference between the mean score of posttest of the experimental group and control group (9.800 and p -value=.000). In conclusion, there was a significant difference in speaking achievement between the students who were taught by applying Self-Assessment and those who were not. The result of this study showed that application of Self-Assessment is effective in improving students' speaking achievement.

Keywords: *Improving, Speaking Achievement, Self-Assessment, Descriptive Text*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : M. Ridho Saputra

Student's Number : 06121001008

Advisors : 1. Machdalena Vianty, M.Ed., M.Pd., Ed.D
2. Dra. Zuraida, M.Pd

CHAPTER 1

INTRODUCTION

This chapter presents the background, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background

In Indonesia, English is learned as a foreign language. It means most of people in Indonesia do not use English as a language of their daily communication. English in Indonesia is the first foreign language, which is important to study (Depdiknas, 1994). It is mostly learned in formal education and it is also learned in informal education as an alternative such as English course. English in formal education is taught starting from the first grade of junior high school up to senior high school or vocational school as compulsory subject and it is one of the subjects which is tested in the national examination.

Based on the 2006 Curriculum, English is a subject that is targeted to achieve functional level of literacy for junior high school students. In this level, students are expected to be able to use English for example to read newspaper and read the manual instruction or guidance. The junior high students will read many texts such as procedure, descriptive, recount, narrative, report and other short functional text. Descriptive is one kind of text that students will read in junior high school as the first material based on curriculum 2006.

In line with Curriculum 2006, Curriculum 2013 also has the same goal for students to achieve functional level. In Curriculum 2013, the aspects of the competency of graduates have to be balance along with soft skills and hard skills that include aspects of competence, such as attitudes, skills and knowledge. However, both of Curriculums 2006 and 2013 have the same goal and objectives to improve students' English skill and to help students to achieve functional level.

Hadley (2001, p. 230) asserts that in the twenty-first century, second language speaking skill can be an important benefit for everyone who is looking for a job in education, business, and industry. It means speaking in second or even foreign language is important to support employment. However, students still

have problems in English speaking. For example, a research conducted by Nugraha (2015) that involved the eighth grade students of SMP Negeri 1 Brebes showed that the students face some problems on their English speaking. The students were lack of vocabularies. The teachers have difficulties in developing students' speaking skill. The teachers had taught vocabulary, phrases and sentences, but students still had difficulties in mastering speaking skill. Nugraha (2015) also found out that problem happens because the teachers often used translation in the teaching and learning process which was not effective. Another research conducted by Fajariyah (2009) involving eighth grade students of SMP Negeri 2 Baki Sukoharjo showed that the students' vocabulary, grammar, and pronunciation mastery were still low this made them unable to say something during the speaking class. Related to the competence of the students speaking proficiency, she also found out that there are some indicators which show that they do not speak accurately. First, in language teaching class, they rarely answer the question given by the teacher orally. Second, they also speak with a lot of pauses. Third, they get difficulties to find the appropriate words to create sentence or expression. Fourth, dealing with the vocabulary mastery, for instance when the teacher asks the meaning of seldom, never, several of them cannot answer the meanings. The teacher also has to translate all the sentences first before explaining what kind of expression it is. It makes students never try to be independent students.

Most of problems mentioned above are also faced by the eighth graders of SMP Negeri 13 Palembang. Based on the writer's experience during the P4 (Pengembangan dan Penerapan Perangkat Pembelajaran) program, the eighth graders of SMP Negeri 13 Palembang had difficulty to speak in English. They were lack of vocabularies and lack of motivation. It was hard for them to speak up because they were too afraid making mistakes and afraid to be laughed by their friends. They also cannot pronounce English words correctly. Then, the last problem was the application of teacher centred teaching and learning process. The use of teacher centred requires students to pay attention to the teacher and it rarely involves students to interact in English. This problem makes students rarely speak

English in the class. For Example, when teacher gives a chance for students to ask something, the student do not use English as the language that is learnt and the teacher just allows them to do that. Therefore, the students need some chances to express their ideas that are given by the teacher because it is their only chance to speak English.

According to Attard, Ioio, Geven and Santa (2010, p. 9), “Student centred learning initially focused on changes to the pedagogical methods used and in making learning and educational processes more flexible, in order for students to participate as much as possible”. Compared to teacher centred learning that is focused only on the teacher and lack of opportunities for students to participate more, student centred learning give more opportunities to the students to participate more on the class by making teaching and learning proces more adaptable. That is why student centred learning (SLC) can help students to become active and independent learners.

In conducting this research, the writer found one research that investigated the application of self-assessment. The research was conducted by Shollina (2011) who involved one of senior high school in Pematang and it was found that there was improvement in speaking achievement. It helped students to motivate themselves to improve their speaking skill by knowing their weaknesses through application of self-assessment. Based on Shollina’s research (2011) that applied self-assessment and used descriptive text on her research, the writer wants to do the same thing to improve students speaking skill because the writer want to raise students’ awareness in their learning process.

Andrade and Du (2007 p. 160) define self-assessment 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, identified strengths and weaknesses in their work and revise accordingly. From that definition, students could become independent learners through self-assessment. It encourages students to motivate themselves to achieve the goals and criteria also reflect on the learning process that is expected to improve their learning. Because this kind of self-assessment is recent

breakthrough of teaching and learning strategy, teachers could implements this strategy to help the development of students' ability and raise students' awareness in their learning process.

Based on the description, the writer was interested in conducting a research entitled **“Applying Self Assessment through the Use of Descriptive Text to Improve Speaking Skill of the Eighth Grade Students of SMP Negeri 13 Palembang”**.

1.2 The Problems of the Study

The research problems of this study were formulated in the following questions:

1. Was there any significant improvement in speaking achievement of the eighth grade students of SMP Negeri 13 Palembang before and after they were taught by applying Self-Assessment?
2. Was there any significant improvement in speaking achievement between the eighth grade students of SMP Negeri 13 Palembang who were taught by applying Self-Assessment and those who were taught by using conventional method?

1.3 The Objectives of the Study

Based on the research questions above, the objectives of the study were to find out whether or not:

1. there was a significant improvement in speaking achievement of the eighth grade students of SMP Negeri 13 Palembang before and after they were taught by applying Self-Assessment, and
2. there was a significant improvement in speaking achievement between the eighth grade students of SMP Negeri 13 Palembang who were taught by applying Self-Assessment and those who were taught by using conventional method?.

1.4 The Significances of the Study

It is hoped that the results of this study are useful for both English teachers and students.

For students, the study will help them to develop speaking skill as they are expected to be aware of their own weakness in speaking during the self-assessment process, which in turns will trigger them to improve it. From their weaknesses, they could revise the mistakes and become the strengths for their self. Importantly, it helps students to become independent learners.

For English teachers, this study provides a new method that could be applied to improve their students' ability especially on speaking skill in the form of descriptive text by reflecting their own weaknesses into their strengths. It also helps English teachers to have a new method of assessing students speaking skill. They might be inspired to help their students to achieve their learning.

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