CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the essential sub-topics that are consist of background of study, research question, research objective, research significant, scope and limitation, and definition of key terms.

1.1 Research Background

In a few years back, self assessment revealed its expansion in the term of education (Porto, 2001; Kirby and Downs, 2007; Andrade, Du and Mycek, 2010). Alias, Masek and Salleh (2015) stated that in self assessment allows the students reveal their opinion and justification about their own product, while peer assessment, they judge their peer product. Blue (1994) added that self assessment which students do toward their effort can encourage them to better than before, push their self-confidence, and build their self positive image. In addition, when the students receive and give feedback, they will obtain additional knowledge, for instance, how to analyse and solve a complex problem (Kolmos and Holgaard, 2007). To gain the benefit of assessment, they have to know the criteria during the process of assessment, Alias, Masek and Salleh (2015) particularly when they should give feedback to others.

As time go by, Peer Assessment has shown its existence in education field (Tsai, Lin and Yuan, 2002; Vu and Dall’Alba, 2007; Panadero, Romero and Strijbos, 2013). Peer assessment has the advantages such Davies (2002) stated peer assessment will be the beneficial for students, such as, it engages students in
learning process and boost their responsibility in assessment process. Kilic (2016) mentioned that peer assessment has the advantages to students` professional life, it encourages important skill such as autonomy when they are in real life, judgement, and their responsibility. He also added that peer assessment can help students find a chance to deeper thinking through the given feedback.

In the development of study, some researchers combine self and peer assessment to be analyzed. Abolfazli and Sadeghi (2013) compared self and peer assessment and found that peer assessment significantly increase student’s learning, it was compared with self assessment. Further, Topping (2003) cited in Dominguez et al., (2016) added Self Assessment, the validity of Self Assessment incline to be lower and more variable. On the other hand, Peer Assessment and Self Assessment has shown its effect toward learning process (Chen, 2010), through online assessment that enable students actively participate in learning process, such as giving feedback, self reflection, and sharing idea. Another study Kilic (2016) mentioned that the students are accustomed with self assessment, because they have experience to evaluate their task through provided criteria.

In addition, the spreading of study in the term of assessment continues to progress. These studies are different from the previous where here in the researcher add another assessment namely teacher assessment (Esfandiari and Myford, 2013; Alias, Masek and Salleh 2015; Kilic 2016). These studies discussed the level of agreement and the level of the severity that students experience, and it was implemented in abroad university. These studies prove that peer and self assessment and teacher assessment show inconsistency and are not inconclusive (Panadero,
Romero and Strijbos, 2013; Alias, Masek and Salleh, 2015). The result of these studies show that giving score for self and peer assessment differ with teacher assessment where the score from self and peer is much higher rather than teacher assessment.

On the other hand, Kilic (2016) mentioned that there is consistency between self assessment and teacher assessment, though there is a significant different between peer assessment and self-teacher assessment in writing. The result revealed that the means of peer assessment is higher than self and teacher assessment. He also added the reason that summative approach can be peer rating factor. This result is consistent with Magin & Helmore (2001); Rudy, Fejfar, Griffith & Wilson (2001) cited in Kilic (2016) that found peer assessment is higher than teacher assessment.

In this current study, the researcher wants to investigate the level of consistency between self-, peer-, and instructor assessment in university level. The previous study was conducted in Turkey and the students are pre service teacher. The researcher investigated the level of agreement among self-, peer-, and teacher assessment, while in this study the researcher replace teacher with instructor in which the researcher itself.

1.2 Research Problem

The level of consistency between students’ self-, peer-, and instructor assessment in writing course will be discussed in this study. From this problem in the term of assessment, the researcher proposes the hypotesis as follow:

Ho : There is no significant different among self and peer assessment
Ho : There is no significant different among self and instructor assessment
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Ha : There is significant different among peer and instructor assessment

1.3 Research Objective

To know the level of consistency between Self Assessment, Peer Assessment, Teacher in writing course.

1.4 Research Significance

The result of this research is expected to provide the advantage for the teachers and the further researcher:

1. For the teachers

Through the implementation of self and peer assessment, and teacher assessment in language learning, the teachers are encouraged to enrich and improve their knowledge in which it can boost up student motivation during learning process.

2. For further researcher

Through this research, further researcher can enhance the knowledge of assessment. It can be a reference for further researchers who want to conduct a research in the same field.

1.5 Scopes and Limitations

This study investigates the use of three types of assessments (self assessment, peer assessment, and teacher assessment) in Writing skill university
level. This limitation of the study is University of Muhammadiyah Malang, particularly the second semester. This study involves one class of English Department.

1.6 Definitions of key terms

Self-Assessment : self assessment is formative assessment progress that students done toward the quality of their work. Thus, the students in self assessment should give an appraisal to their work itself (Andrade, Du and Mycek, 2010).

Peer-Assessment : peer assessment is a way of evaluation where the students give their peers appraisal both in process and outcomes, and it also used in deciding the value, quality, and classify the product (Topping, 2009; van Gennip, Segers and Tillema, 2009).

Teacher Assessment : Teacher assessment is a method in which to determine students’ level of their skill and knowledge in educational aspect and teacher assessment becomes the tool to determine students’ achievement level and the goals for the students. Teacher assessment becomes an approach that most used in assessment (Chang, Tseng and Lou, 2012).