CHAPTER I
INTRODUCTION

1.1 The Background of the Study

One of the crucial components in the process of teaching learning is assessment. That is a process to gather and discuss information to develop a deep understanding of students' knowledge. Assessment is used by the teacher as a way to monitor students' abilities in English and to know how students' learning in classroom, assessment be obligation for it.

In addition, Arends (2004) states assessment can be used not only to measure students' ability in receiving knowledge and teachers' ability in transferring knowledge, but also to make instructional decisions by the process of collecting information about students and classroom.

There is an assessment technique carried out by a student, one of them is peer assessment. Peer Assessment is an assessment which allows students to assess each other's performance. It can be extremely valuable in helping students to learn from each other by listening, analyzing and problem solving. It gives students the opportunity to encounter diversity in different ways, critique and judge and ultimately, students learn how to be responsible for their own learning. It develops the ability of students to make independent assessment by involving them in commenting on and judging other students' work. It is commonly a part of group work in which a variety of assessment methods are undertaken as a group assignment to develop students' teamwork

skills and/or enable students to undertaken larger tasks than could be done by an individual.

There are four main skills in English. Those are reading, listening, speaking, and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language when they do it. While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language (Harmer, 1998). Each skills contributes to English proficiency cooperatively. The focus on this paper is reading achievement as one of four skills mentioned.

Reading is a necessary skill that any learner needs. It is the activity to get meaning (the message) from the text. In other words, it means grasping the meaning out from the text, but for language learning, language components (pronunciation, structure, spelling and vocabulary) are involved. If the focus is on reading comprehension, then to get the message from the text that the writer intends is the main point. To do this the reader and the writer should share certain assumptions about the world and the way it works. In order to make the text readily understood by anyone, a basic understanding of whatever the text presented is a necessity. If the reader's vocabulary is far smaller than the writer's, the text will be hard to understand (Nuttall, 1996).

Reading related to comprehension, both of them cannot be separated each other. That is why there are a lot of problems dealing with reading comprehension. Many students or English learners find the difficulties to

understand the English text. They often find the problems in text, such as their inability in understanding the context, unfamiliar words, and so forth.

In relation to implementation of peer assessment in reading skill, this research carried out to deal using task based learning is a way to know the ability of students. Task Based Learning is a method that seeking to provide the students with natural context for language use. Task Based Learning (TBL) is a presentation method of learning English in the classroom. This method is used to convey a new language with the main thing in it. The features language is such as vocabulary, grammar and pronunciation.

The task based learning is supposed to be appropriate to develop students' reading comprehension. This strategy can assist teachers in giving the students an active role in participation and creation and hence increase their learning motivation. It involves the students in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task based learning can provide some opportunities to the students to externalize their thinking through their actions. This can help them to reflect on their thinking. The teacher can also be responsive to the needs of the students.

Learning activities Task Based Learning is almost entirely centered on the students. From beginning to end of the lesson, students get the task to be completed either in groups or individually. In this learning process, teachers act as instructors. The teacher only gave instructions on what to do student. In

addition to instruction, teachers also monitor the activities of the learning process.

The task based learning is more student-centered teaching learning process. The researcher of this study uses the task based learning to implement peer assessment in reading skill at grade tenth in SMA Negeri 1 Labuhan Deli, because it can develop the students' skill in reading. The researcher has assumptions that all indicators of reading can be developed by implementing peer assessment in reading skill through task based learning.

In Task-Based-Learning (TBL) Method, there are three Stages. They are Pre-task, Task cycle, and language focus. The first is Pre-task, teacher introduces the topic and gives the students clear instruction on what they have to do at the task stage. The second is task-cycle, teacher asks the students to make a small group to compare the result. The third is language focus, teachers give explanation about language structure according to the material.

The reason this study is conducted based on Task Based Learning is because in order to ensure that every students must to master the lesson in the process of learn English well, teachers should apply peer assessment in reading skill through Task Based Learning to know whether they can demonstrate their reading skill on the task and to ensure that the teachers consider the tasks when implementing peer assessment to the students.

The preliminary data was gained by doing interview with the teacher and by observing the process of teaching and learning in the classroom as non-participant observer to know the interaction between teacher and students

and to identify the feedback between both teacher and students. Researcher interviewed some English teachers to get preliminary data about the implementation of peer assessment in reading skill through task based learning. From the preliminary observation of grade tenth students of SMA Negeri 1 Labuhan Deli, the researcher found about how the teacher implement peer assessment. Many schools didn't apply peer assessment in the classroom. The assessment just conducted by the teachers. Here are the interviews:

I (Interviewer) : *Apakah mam mengaplikasikan peer assessment di dalam kelas?*
(Do you (mam) apply peer assessment in the classroom?)

T 1(Teacher 1) : *ya, saya mengaplikasikan itu di dalam kelas. Peer assessment bisa membantu saya dalam menilai siswa.*
(Yes, I apply it in the class. It can help me in assess the student.)

T 2 : *Tidak, saya tidak terlalu berminat mengaplikasikan peer assessment.*
(no, I'm not I don't like to apply peer assessment)

T 3 : *Saya kadang mengaplikasikannya, tapi lebih seringnya saya menilai siswa hanya dengan mengingat siswa yang mana yang memiliki kompetensi yang tinggi dan yang mana yang memiliki kompetensi yang rendah.*
(I apply it rarely, mostly I just assess all students by remembering who students have high competences and low competences in learning process.)

I :*Apa pendapat mam tentang peer assessment?*
What do you think (mam) about peer assessment?

T 1 : *Menurut saya peer assessment sangat cocok di kurikulum 2013, karena di kurikulum 2013, ada peera assessment yang harus di aplikasikan. Peer assessment bisa membuat siswa lebih aktif di dalam kelas. Mereka akan focus melihat teman mereka di depan kelas dan mereka tidak mempunyai waktu untuk melakukan hal yang lain, hanya focus terhadap penampilan teman mereka.*
(I think that peer assessment is so appropriate in curriculum 2013, because in this curriculum, there is peer assessment that must be applied. Peer assessment can make the students be active in the class. They will focus to their

	friend is standing in front, and they don't have time to see others, just focus on their friends' performance.)
T 2	:Menurut saya, peer assessment tidak efektif, karena siswa bisa memberikan nilai yang bagus kepada teman yang dekat dengan mereka. Dan kami sebagai guru hurus memeriksa ulang. Itu membuat, kami bekerja dua kali. (Peer assessment is not effective, because the students can give a good score if they are their close friends. If they are not their close friends, they will give a bad score. And we as the teacher must do check and re-check again. It makes, we work two time.)
T 3	:Peer assessment bagus, tapi kami harus melakukan pemeriksaan ulang lagi, untuk membuat penilaian tersesbut menjadi valid. (Peer assessment is good, but we must do check and re-check again, to make it become valid assessment.)
I	:Dapatkah peer assessment meningkatkan kemampuan siswa? (Can peer assessment improve students' skill?)
T 1	:ya, peer assessment bisa meningkatkan kemampuan siswa karena mereka akan mendapat dua feedback, pertama dari teman mereka, dan kedua dari guru mereka. mereka bisa membandingkan keduanya, setelah itu mereka bisa menilai diri mereka, dan kami sebagai guru akan memanggilnya kedepan lagi untuk menampilkan sesuai dengan penilaian yang di dapatkan. (yeah, it can improve the students' skill, because they will get two feedback, first from their friend, and the second from their teacher. They can compare both of assessment, and after they get that assessment, we as the teacher will ask the students for come in front again to perform based on the feedback that they get.)
T 2	: Saya tidak Tahu, karena saya tidak pernah mengaplikasikan penilaian ini. Tapi saya tidak yakin kalau penilaian ini bisa meningkatkan kemampuan siswa, karena saya piker penilaian ini tidak efektif. (I don't know, because I never apply this assessment. But I don't think so if this assessment can improve the students' skill, because I think this assessment is not effective.)
T 3	:Tidak, peer assessment gak bisa meningkatkan kemampuan mereka.. Ketika saya mengaplikasikan ini, kemampuan siswa tidak meningkatkan, mereka berangkapan bahwa penilaian dari teman itu gak akurat, mereka hanya melihat penilaian guru saja. Itu alasannya saya jarang pakek penilaian ini.

(No, it can't, when I apply this assessment the students' skill don't improve, they assume that the assessment from their friend is not accurate, they just see the teachers' assessment. That reason I use this assessment rarely.)

Based on the interviews above from three English teachers at SMA Negeri 1 Labuhan Deli, the researcher found that from the first teacher, she used peer assessment in the classroom, because she thinks that it can help her in assess her student. While the second teacher said, she didn't apply peer assessment, because she thinks that it is not effective to use. The third teacher said, she would love to apply that assessment but sometimes seem that peer assessment is not valid. Some of the teachers don't want to apply peer assessment in the classroom. First reason, teachers thought that peer assessment is not accurate or valid assessment. But from the second and the third teachers were still difficult to apply peer assessment in the classroom, because they assumed that it is not accurate assessment. Moreover, from the first teacher, the researcher tends to analyze how the first teacher tries to apply peer assessment in the classroom.

The investigation of the implementation of peer assessment have been conducted by many researchers. The dominant research findings show the implementation of peer assessment has not been implemented optimally. Prihatini (2015) conducted a research the conformity of peer assessment implementation by teachers is in sufficient category and the obstacles experienced by teachers in giving scores, students potentially affected by students caused by relationship between assessor and students being assessed. Another research was conducted by Faudi (2016) concluded the

implementation of peer assessment technique in teaching writing has been implemented but the obstacles in implementation of peer assessment is the students' respond of the assessment from their friends. Musfirah (2019) concluded that peer assessment was successfully implemented in SMA Methodist Banda Aceh because of the teacher gave a clear explanation about the definition of peer assessment, its procedures and its benefits to the students. The teacher also established trust among students in order to build trust while doing the assessment. A clear purpose about doing this assessment made the peer assessment successful.

Based on the researches above, the main factor of the implementation of peer assessment in the classroom was about the validity of that assessment, an also the supported from the students.

Therefore, the researcher is convinced that by using peer assessment in reading skill would be success to increase students' ability in reading, especially through task based learning. Because the researcher chose peer assessment and using Task Based Learning to know the students' skill in reading.

1.2 The Problems of the Study

In the relation to the background of the study, the problem of this study is formulated in the form of question as stated below:

1. How do teachers implement peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli?"

2. What are the supporting and obstacle factors in the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli

1.3 The Objectives of the Study

Based on problems of the study above, the objectives of the study are:

1. To analyze the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli

2. To discover the supporting and obstacle factors in the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli

1.4 The Scopes of the Study

The scopes in this study are the English teachers and students at grade tenth. In this study the researcher will observe how the teacher implement of peer assessment at grade tenth students. The study will limit and focus how the teacher implements peer assessment on reading descriptive text through task based learning.

1.5 The Significances of the Study

This research is expected to be useful for theoretical and practical benefits. Theoretically, this research is expected to provide a portrait of the implementation peer assessment used by English teachers in Senior High

School and the identification of the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli.

Practically, it is expected to provide new information for the teachers in choose assessment to improve their students' skill that can be applied in the classroom. Hopefully, peer assessment give a significant contribution to Senior High School teachers in assessing students' achievement.