

**THE EFFECT OF SELF-ASSESSMENT
ON THE READING COMPREHENSION OF
SENIOR HIGH SCHOOL STUDENTS**

A THESIS



By

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GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA**

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Advisor Approval

This thesis entitled "The Effect of Self-Assessment on the Reading Comprehension of Senior High School Students", prepared and submitted by Yudi Triwanto, S.Pd./8212711007 has been approved to be examined by the Thesis Board of Examiners.

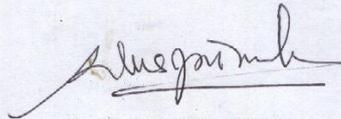


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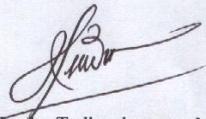
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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly idea of work from others dishonestly, and that all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled "The Effect of Self-Assessment on the Reading Comprehension of Senior High School Students" to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, August 18th, 2017



Yudi Triwanto S.Pd.

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The Writer

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Abstract

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Self-assessment, as an alternative assessment process, encourages learners to take greater responsibility for their own learning. It means that self-assessment fosters autonomy and responsibility for learning. Therefore, self-assessment can help students to construct knowledge through active involvement in their own learning activities. This study aims to determine the effect of self-assessment on EFL students' performance in reading comprehension in English. This study is quasi-experimental in nature employing a pretest-posttest non-equivalent control group design. The subject of the study is Eleventh grade students of a senior high school in Sorong, West Papua. The research finding shows that (1) an examination of the Mann Whitney U Test proves that the gain score of the experimental group students is significantly better than the gain score of their peers in the control group ($p=0.03<0.05$); (2) an examination of Wilcoxon signed ranks test proves that there is a significant difference between the pretest and posttest scores of the students in the experimental group ($p=0.000196<0.05$). It means that the implementation of self-assessment in reading comprehension gives positive effect, i.e. it can significantly improve the students' reading comprehension.

Key words: effect, performance, self-assessment, reading comprehension, one-minute paper and check list sheet.