SELF-ASSESSMENT TECHNIQUE TO IMPROVE STUDENTS’ ENGLISH SPEAKING ACHIEVEMENT

A THESIS
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DEDICATION

This thesis is dedicated for:

1. My beloved parents who always give me support, motivation, advice, pray and endless love. They are my inspiration and my spirit to finish my thesis. You are my inspiration. I love you so much.

2. My beloved brother and sister (Rinaldhi and Intan) who always accompany me.

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MOTTO

”Never give up on something that you can’t go a day without thinking about.”

“Laziness makes a man so slow that poverty soon overtakes him.”

”The man who says he never has time is the laziest man.”
PREFACE

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In writing this thesis, there are still many weaknesses in, as there is nothing perfect in the world, so any criticism and suggestions from the readers are needed to make it better. It is expected that this thesis will give valuable things particularly for educational field and also those who are interested.

Purwokerto, Juli 2012

Titis Purnamasari
ABSTRACT

SELF-ASSESSMENT TECHNIQUE TO IMPROVE STUDENTS’ ENGLISH SPEAKING ACHIEVEMENT

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This study was chosen to identify the effectiveness of self-assessment technique in improving students’ English speaking achievement, particularly in teaching speaking. It could be done especially for the senior high school students from RSBI (International Standard School Candidate). It was selected to be investigated because speaking was difficult for the students to be done. The respondents were the students in Ajibarang state senior high school XiIS.1 as the experiment group and XiIS.3 as the control group. It consisted of 68 students. It used purposive cluster sampling in getting the sample. The instruments used in this study were tests and questionnaires. It used t-test and inter-rater reliability as a tool to analyze the data. It was carried out from January until February 2012. The result was higher than t-table. It was 2.292, and the result of t-table at significant level 0.05 with the degree of freedom 58 was 1.672. Then, the calculation of t-obtained with t-table was concluded that t-obtained was higher than t-table (2.292 > 1.672). It could be seen that self-assessment technique was effective to improve students’ English speaking achievement in teaching speaking.

Keywords: self-assessment technique, speaking achievement.
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