THE STUDENTS’ PERCEPTION ON SELF-ASSESSMENT IN ENGLISH LANGUAGE SUBJECT AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 01 TAWANGMANGU

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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Abstrak

Tujuan dari penelitian ini untuk mendeskripsikan persepsi siswa mengenai penilaian diri sendiri pada mata pelajaran bahasa Inggris di kelas delapan SMP 01 Tawangmangu. Jenis penelitian ini adalah kualitatif. Cara pengumpulan data yang digunakan adalah memberi kuesioner dan wawancara dengan siswa. Kuesioner diberikan kepada semua siswa di kelas C dan kelas D. Data yang di dapatkan mengenai apakah penting atau tidak untuk menerapkan penilaian diri sendiri pada mata pelajaran bahasa Inggris. Teknik untuk menganalisa data adalah; 1) menyusun data, 2) mengatur data, 3) menyimpulkan data. Hasil penelitian menunjukkan bahwa hampir seluruh siswa mengatakan bahwa penting untuk menerapkan penilaiandiri sendiri pada mata pelajaran bahasa Inggris, karena penilaian diri sendiri membantu mereka untuk menyadari bagian mana dari materi pelajaran yang mereka mengerti, apa kesulitan yang dihadapi, dan apakah apa yang harus mereka lakukan untuk meningkatkan pemahaman mereka.

Kata Kunci: penilaian diri sendiri, persepsi siswa

Abstract

The purpose of the research aims at describing the students’ perception on self-assessment in English language subject at the eighth grade of Junior High School 01 Tawangmangu. The type of this research is qualitative. The method of collecting data is giving questionnaire and interview with the students. The questionnaires are given to all of students in class C and class D. The data are the information about students’ perception about whether or not it is important to apply self-assessment in English language subject or not. Technique for analysing the data are; 1) arranging the data, 2) organizing the data, 3) concluding the data. The result of the study shows that almost all of the students’ said that it is important to apply self-assessment in English language subject, because self-assessment helps them to realize which part of subject matter they understand, the difficulty they faced, and the efforts they should make to improve their understanding.

Keywords: self-assessment, student’s perception
1. INTRODUCTION

Evaluation of learning is not only about the value obtained by the students, but how the vote goes on inside or in a language known by the educational assessment. Assessment of learning is important because the purpose of the assessment is to have a good feedback for the teacher and students. The assessment aims to improve the learning process in the classroom and to see students learning difficulties overcome. Ultimately, the goal of the assessment is to improve the quality of learning. This assessment is a continuous process that occurs during the learning process, it is the reason why assessments are inseparable from the learning process. Talking about the assessment of learning, there is some varieties of existing assessment. There are some authentic assessments namely, assessment process, summative and formative assessment, assessment by using the portfolio and self-assessment.

Self-assessment is an assessment technique done by the students in exploring, discovering, arguing, in both advantages and disadvantages in different ways. Self-assessment is able to address, correct deficiencies in themselves and improve, and develop the advantages. During the learning process, self-assessment is required. The concept of self-assessment by the students themselves can encourage some existing capabilities. The concept is in line with the honesty of character education that will build in Indonesian, especially for the students of Junior High School 01 Tawangmangu in English subject. In addition to assess intelligence, students are able to see the extent of his ability. Habits to judge themselves will make students as the active subjects in the learning process.

According to Boud (1998: 151), self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good (or poor) piece of work. Some
degrees of student involvement in the development and comprehension of assessment criteria is therefore an important component of self-assessment.

Issasc (1999: 301) states that self-assessment or peer assessment can be used for several things, as follows; 1) Self-assessment can help the development of student’s ability to assess their own work and determine the assessment criteria that used critically, and apply this criteria that have been previously negotiated with the teachers, 2) Self-assessment helps the students to improve the quality of learning by seeing the strengths and the weakness on the process and the result from the previous learning, 3) As one way to provide feedback of the students work without burdening the teachers work, and 4) As kind of the ways to determine the students ability for summative purposes.

Therefore, the researcher focused to require students at the eighth grade of Junior High School 01 Tawangmangu to reflect on their own work and argue about how well they have performed in English subject using self-assessment technique.

The research question in this study are: 1) What is the importance of self-assessment in English learning process based on students’ perception?, and 2) What are the benefits of self-assessment in the teaching learning English subject based on the students’ perception?

2. METHOD

The type of the research which is conducted by the writer is qualitative research. The writer’s purpose is to explain whether self-assessment is one of effective way to improve students’ understanding in English language subject based on the students’ perception about self-assessment. The object of this study is the students’ perception on self-assessment in English language subject at the eighth grade of Junior High School 01 Tawangmangu. The data of this study are, questionnaires that is filled by the students and the interview with the students. The data are in the
form of questionnaires and audio transcript. The writer collects the data through following procedures: 1) looking for the last subject matter they studied at the classroom, 2) making the question for questionnaires and oral question for the interview, 3) applying the questionnaires and interview. The writer conducts content analysis. The analysis is done by using Triangulation by Miles and Huberman (1994:146). They are: 1) Triangulation by data source (data collected from different persons, or at different times, or from different places), and 2) Triangulation by method (observation, interviews, documents, etc).

3. FINDING AND DISCUSSION

3.1 Finding

3.1.1 The Importance of Self-assessment in English Learning Process Based on Students’ Perception

Self-assessment is important in English learning process because helps the students’ to get better understanding when learning English subject. Based on the students’ perception, they mentioned that self-assessment helps them to improve their ability when learning English subject. The importance of self-assessment helps the students conscious about the part of subject matter that they have learned and they really understand about it, so they can guide themselves to prepare receive new subject matter and get better understanding than before.

Based on the data I have collected, the students’ of both classes can reflect their own understanding about subject matter they have learned. After applied self-assessment, they can aware which part of subject matter that they really understand. Based on the questionnaires, which is “The part that I understand the most were...” the students can reflect their own ability and conscious about part of narrative text subject matter that they really understand.
Here, the researcher mentioned the result of the students’ understanding about narrative text as the subject matter after applied self-assessment. The students’ understanding are includes of;

1. Understanding about the definition by 23 students
2. Understand the example of narrative text such as fables, myths, folklore, and legends by 13 students
3. Understanding about the purpose of the narrative text by 8 students
4. Understanding about the generic structure of narrative text by 11 students
5. Understanding about the characterization, that consists of main character and the others characters by 7 students
6. Understanding the context of the text by 3 student.
7. Understand the language features of narrative text by 5 students

After knowing the part of subject matter that they really understand, the students can guide themselves to make effort and list what to do to improve their understanding. The students’ should have to improve their understanding because most of them have a perception that English language is useful for their life. The students’ also should assess their extent ability of English language subject, because most of them stated that English language is important not only as the subject at the school, but also as the general knowledge outside of school.

That statements based on the interview with the students by the question which is “Do you think it is important to assess your understanding in English lesson?” There are two perception of is it important or not to assess our understanding in English lesson, the perception are it is important to
assess our understanding, and the other one it is very important to assess our understanding about English subject. There are 21 students’ who said that it is important to assess our understanding in English language subject, and 9 students’ who said that it is very important to assess our understanding in English language subject.

The students’ also mentioned their reasons why we need to assess our understanding in English language subject using self-assessment. Here the reasons why it is important and why it is very important to assess our understanding based on the students’ interview, which transcribed in the appendixes.

1. English is an international language

2. English is often used for communication, such as communicating with foreigners, communicating when we study abroad, transaction with tourist, and communicating when we have vacation abroad.

3. English is one of life necessities nowadays, because it is needed when we applying jobs and doing job interview. English subject also can be our provision that we needed in the future.

4. Self-assessment requires in English language subject because it helps the student to check their understanding and improve their understanding in English subject matter.

5. Self-assessment needed in English language subject because it helps the student to check their understanding and their ability in English subject matter.
3.1.2. The Benefit of Self-assessment in The Teaching Learning English Subject

Self-assessment itself has benefit in teaching learning English subject. On this research paper, the researcher applied self-assessment in teaching learning process using questionnaires which are “The difficulty that I had were...” and “What I have to do to be better..”, to observe what is the benefit of self-assessment itself. After applying self-assessment, the writer can found the fact that by applying self-assessment after learning narrative text subject matter it helps the students realize the real difficulties that they faced when learning English subject. The application of self-assessment itself also helps the students to judge how well they have performed on their job. It helps the students’ to guide themselves to make the list of efforts that they can do to improve their understanding or even to solve their difficulties when learning English language subject.

Here the students’ of both classes were mentioned their difficulties when they learning narrative text as the subject matter. The difficulties they faced are;

1. The difficulty when translating English text and words from English into Indonesian because of less memorizing English vocabularies that faced by 25 students
2. The difficulty in memorizing new vocabulary and it’s meaning faced by 2 students
3. The difficulty in finding the moral value from the story faced by 3 students
4. The difficulty on the part of generic structure faced by 1 student
5. The difficulty in understanding the context of the text and interpret the story, faced by 4 students
6. The difficulties in finding the problem solving of the story faced by 1 student.

7. The difficulty that comes from reading skill which is not fluent faced by 1 student

8. The difficulty because less understanding about narrative text subject matter that faced by 1 student

After the students knowing their real difficulties when learning narrative text as the subject matter, they will realize about the efforts they must make to solve their problem when they learning the others subject matter. Based on the result of the questionnaires, when the students realize their difficulties when learning English subject, it helps them easier to decide what the efforts they must make to improve their understanding.

Here, the efforts that the students’ mentioned about how they can guide themselves to improve their ability and understanding about English language subject;

1. Studying hard that includes of understanding the context of the text, read English text often, and discussing by 16 students

2. Listening to the western song and understanding the meaning by 3 students

3. Communicating use English language, and practice English at home by 6 students

4. Memorizing the difficult words and new vocabulary by 15 students

5. Trying to translate the text from English into Indonesian by 3 students
6. Interpreting the text and understanding the context of the text by 5 students

7. Making a personal dictionary that consist of new vocabularies and its meaning by 4 students

The efforts they mentioned there, it will make the students easier to fulfill their needs because it come from their conscious mind, so the students will enjoy when they apply the list of efforts they have mentioned before. If the students’ enjoy it, they can study more and indirectly their understanding about English language subject will improve in a simple way.

Self-assessment is very important to apply in teaching learning English language subject. Beside helps the students to judge how well they have performed in English language subject, it also helps them to guide themselves to find out what the students’ really need. The benefit of self-assessment not only to make the students conscious about part of subject matter that they really understand, but also helps the students’ to realize their actual difficulties when learning English language subject. Self-assessment also helps the students to make the criteria about their own knowledge and guide them to make lists of efforts they must make to improve their understanding about English language subject.

3.2 Discussion

The data result are classified into four aspects that are the students understanding about English subject, the students difficulties in learning English subject, the efforts that students must make, and the last is the students’ perception on self-assessment. The result of the questionnaires showed that by providing the students with self-assessment they can realize about what are they learned about and which part of subject matter that they really understand. Then the students also realize what the difficulties they faced when learning English subject matter and the
students also can write down the efforts that they should make to improve their English subject understanding.

The result of this observation showed that self-assessment needed in eighth grade of Junior High School 01 Tawangmangu. Based on over all data of the questionnaires and interview, we could see that the students’ perception on self-assessment give a effect on the process of teaching learning English language subject, especially for the students’ awareness to understand about their extent ability. The implementation of self-assessment makes the students understanding in English language subject more improved and better than before applied self-assessment.

4. CONCLUSION

Based on research finding and discussion, the writer concludes that according to the students’ perception, self-assessment is effective for the students in process of English language subject teaching learning. It is proved from the result of research findings that shows by apply self-assessment it builds the students awareness to realize their understanding in English language subject. Self-assessment help the students to find out their extent of English subject understanding, so that the students can use the result of self-assessment to help the development of their ability by find out the efforts to resolve the difficulties they faced. The students’ perception of self-assessment can guide for the students’ to make conscious effort to solve the problem they faced in English language subject. It helps the students to make their own criteria and judging them-selves as one of student-centered techniques.
REFERENCE


