

The Student's Self-Assesment on Their English Language Learning at 5th grade in Madrasah Sumatera Thawalib Parabek

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Abstrak

Penelitian ini dilakukan karena sebuah masalah yang ditemukan dalam pembelajaran Bahasa Inggris. Fenomena menunjukkan bahwa siswa belum pernah melakukan penilaian diri sendiri terhadap pembelajaran Bahasa Inggris. Penelitian telah dilaksanakan di Madrasah Sumatera Thawalib Parabek pada tingkat Sekolah Menengah Atas. Penelitian ini dirancang sebagai penelitian kuantitatif dan kualitatif. Informan dalam penelitian ini adalah siswa kelas 5 Aliyah di Madrasah Sumatera Thawalib Parabek. Peneliti melakukan penelitian ini terhadap kelas lima Agama dua yang terdiri dari 33 orang siswa. Peneliti menggunakan angket sebagai media penelitian untuk mengetahui bagaimana siswa mengaplikasikan penilaian dirinya terhadap pembelajaran Bahasa Inggris. Dari hasil penelitian menunjukkan bahwa siswa kelas 5 Aliyah ternyata mampu melakukan penilaian diri mereka sendiri terhadap pembelajaran Bahasa Inggris. Hasil penelitian menyatakan dengan menentukan tujuan mereka belajar bahasa Inggris siswa kelas 5 dapat mengukur sejauh mana kemampuan bahasa Inggris yang telah mereka pelajari. Siswa tersebut juga memiliki tujuan yang kuat untuk mempelajari Bahasa Inggris.

Kata Kunci: *Penilaian Diri Siswa, Pengaturan Diri Siswa, Pembelajaran Bahasa Inggris*

Abstract

This research was conducted based on a problem found in learning English. The phenomenon showed that students have never do a self-assessment of English learning. Research has been carried out in Madrasah Sumatera Thawalib Parabek at the level of Senior High School. This research was designed as quantitative and qualitative research. The informants in this research are 5th grade students in the Thawalib Parabek Sumatra Madrasah. Researchers treat this research to grade five Religions two which consists of 33 students. Researchers use questionnaires as a research medium to find out how students apply their self-assessment of learning English. The results of the study showed that Aliyah's 5th-grade students were able to do their own assessment of learning English. The results of the study stated that by determining their goal of learning English grade 5 students can measure the extent of English language skills they have learned. The student apparently also has a strong purpose for them to learn English.

Keywords: *Students' Self-Assessment, Students' Self-Regulatory, English Language Learning.*

INTRODUCTION

In this current era, English become the most important tool to communicate. The reason is because English is used by more than half population in the world. It makes English as the international language. Everyone in the word use it to communicate, to trade, to gain and share information, etc. All those reason make English is worth to be learn.

Learning English is not easy. There are four skill and three components of English. Reading, writing, speaking and listening are the sill. While pronunciation, vocabulary and grammar are components. Each one of them has their own difficulties. However, all those difficulties can be handled by using the right approaches, model and strategies.

In the field of English language teaching and learning, there is a long history of investigating students' performance while they are undergoing specific learning programs – a process and product research. Following this trend are research studies focusing on, for example effective and methods as well as effective learning strategies. Some of those researchers are proved to be beneficial, for example, according to Muafi, there is significant effect of using short card towards students' vocabulary mastery, or Ridwan, and there is a significant effect of using out of class strategy: Speaking Homework toward students' speaking ability. All those researches contribute to education in improving it to be better. Those following specific programs are some of their language learning experience. Their English language learning can be applied for a long term if it is beneficial in order to find out it is beneficial or not, students self-assessment need to be held. By doing self-assessment, the students, teacher and researcher are able to know it.

Self-assessment is a valuable learning tool as well as part of an assessment process. It as defined by Boud and Falchikov refers to the involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning. It means self-assessment is needed to find out how good students at something. Students can find their self-assessment not only from their teachers, instructor or educators, but they can find it by their self. There are a lot of researches that study about students' self-assessment for example student self-assessment and its impact on learning – a pilot study, students' self-assessment on their spoken interaction using CEFR, etc.

In this research, the researcher wanted to analyze the students' self-assessment of their English language learning. It is important to find out the students evaluation about their language learning in order to know the language learning quality. The aspects that need to be analyzed from the students' self-assessment are the self-regulatory depend on the goals, planning, and expectation of success, performance, self-control, process self-assessment and product self-assessment. It means, here the researcher want to analyze how the students assess their self in learning English.

The language learning is about the skill that they got from the first class they learned English at school. In this case, researcher focuses on 5th grade in Madrasah Sumatera ThawalibParabek because the language learning experience that they have is quite enough to be analyzed. Fifth grade means that they have five years of learning English. The researcher assumes that analyzing students' self-assessment will help students to know their abilities so far in learning English.

Based on the preliminary research in Madrasah Sumatera ThawalibParabek at 5th of August 2019, it was found several problems. The first problem was found during interview with students, she said that like to learn English, but she has difficulties to understand it. The second problem is there is the students never do self-assessment of their English language learning before. It's based on the interview with English teacher. According to laguador and Hoshower, students' evaluation is important. Students' evaluation can offer the meaningful feedback when they believe their input is being valued. So it is important to conduct a research about students' self-assessment.

METHOD

In this research, the researcher used quantitative and qualitative approach. Tohirin pointed out that qualitative research is research meant to understand the phenomena about what was felt by the research subject, for example: behaviour, perception, motivation, action, and etc holistic with description way in words and language in a especially and natural context with use kinds of natural methods. The purpose of the research was to identify and to explore how a phenomena or reality in field research without do any treatment on it. This type of research is a descriptive study using a qualitative approach. The data taken in the form of qualitative data in the form of utterances obtained from interviews with respondents. In addition, quantitative data were also obtained from distributing questionnaires to respondents.

One of the research designs in qualitative approach is survey research. As Sugiyono stated "survey method used to get the data collection, for example by circulate questioner, questionnaire, or interview structural. It means that this research will collect the data through survey such as Questionnaire, interview, and documentation.

The informant of the research is the students at the fifth grade religions two of Madrasah Sumatera Thawalib Parabek. Where as the key informant is the fifth grade students and supporting informant is the english teacher in Madrasah Sumatera Thawalib Parabek.

Instrument is a tool which used by the researcher to collect the data. According to Arikunto, there are some techniques that can be used to collect the data such as interview, observation, questioner and documentation. This research used questionnaire as the instrument. Sugiyono defined, "Questionnaire is a technique of data collection that is done by giving some written question to respondent. In educational researches, "the questionnaire consists of a sense of question or statements to which individuals are asked for fact or opinions, attitudes or preferences of the respondents.

There are three types of questionnaire such as close, open and combination of both. In this research, the researcher used closed questionnaire. Wilkinson and Birmingham stated that close questionnaire was question to which all possible answer is provided. It means that alternative answer for each item had been prepared by researcher before giving question to respondents. Another side close questionnaire is type of questionnaire technique that data is clearer and easier to be analyzed. The students would be easier to respond all questions or the statements given in the list. Because the students only needed to choose available respond.

In this study, researchers used a closed questionnaire to collect data related to student self-assessment of learning English. Students are easier to respond to all statements given in the list. The items of the statements are interpreted into Indonesian in order to help respondents to comprehend the items well. Furthermore, this research used a checklist (✓) to answered each question by choosing one of the alternatives answers: *Strongly agree*, *agree*, *less agree*, *disagree*, and *strongly disagree*. In order to make those questions valid, the researcher had done the validity with content validity by experts. Gay adds that a judgment of content validity is determined by experts.

Result and Discussion

Self-assessing is indeed not easy, but it must be done to find out to what extent our ability to master a thing. So it is the case with learning English. English is a foreign language for us, but we must learn English because it is an international language. In Indonesia, English is one of the subjects that must be studied. Therefore, in order to know the extent of our ability in English, it is necessary to do a self-assessment of English language learning.

Self-assessment is an essential element for effective learning. Many advantages can be gained from integrating this type of assessment into language classroom. It can promote students' learning, raise their level of awareness of course content and assessment principles, enhance students' knowledge, and engage students in the process of assessment, which means sharing assessment burden as Oscarson indicated. As each student has a chance to evaluates his performance periodically, teachers will have the opportunity to comment constructively on students' performance or work and to provide them with formative feedback in a timely manner.

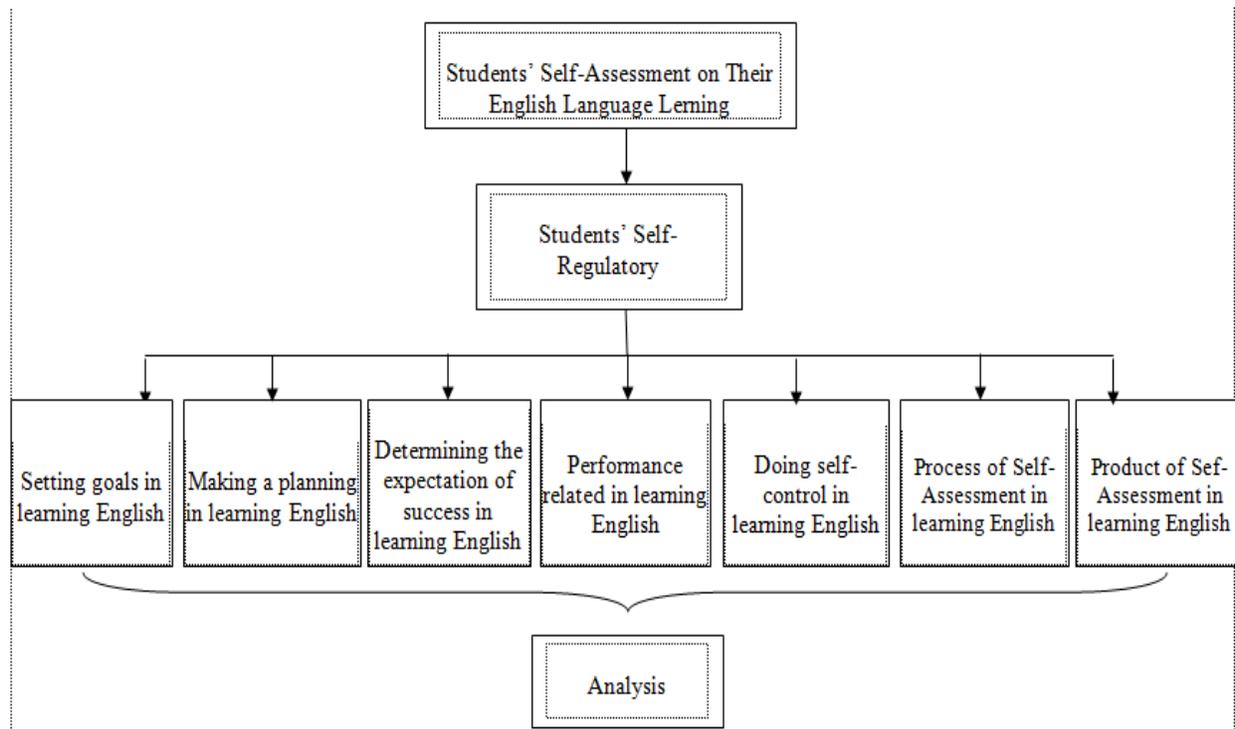
The researcher finds out students in Madrasah Sumatera Thawalib Parabek can apply the self-assessment by deciding the goals. It is because the students have strong goals for learning English when the students learn English and they remember the goals for what they learn, they are persevered in learning English and they can also assess their self-learning.

Tables 1

This is the way that researcher used to find out the result of the research:

Variable	Sub-Variable	Indicator	Descriptor	Total of Item	Number of Item
Students' Self-Assessment On Their English Language Learning	Students' Self-Regulatory	1. Setting goals in learning English	The learners' goals in learning English which is related to the productive skill (speaking and writing) and receptive skill (reading and listening)	4	1, 2, 3, 4
		2. Making a planning in learning English	The learners' plan to the task and the time that they will control in learning English.	4	5, 6, 7, 8
		3. Determining the expectation of success	The learners' expectation to success in mastering English.	4	9,10,11,12
		4. Conducting a performance related to learning English	activities which aims at practicing the language skills.		
		5. Doing self-control	Cognitive processes of students needed to regulate their own behavior to achieve certain goals in learning English	4	17, 18, 19, 20
		6. Process of Self-Assessment	The learners' activity to evaluate themselves in learning English.	4	21, 22, 23, 24
		7. Product of Self-Assessment	The results that can be seen from a self-assessment process especially in speaking and writing.	2	25, 26

Figures of the research: The research was employed based on the following conceptual framework:



From the conceptual framework, researcher analyzes about students' self-assessment on their English language learning by the students' regulatory which has seven indicators they are goals, planning, expectation of success, performance, self-control, process of self-assessment and product of self-assessment.

CONCLUSION

As the result and the research which has been described and discussed in the previous chapter, the researcher concluded that the 5th grade students in Madrasah Sumatera Thawalib Parabek that never do self-assessment before. They have understood the way to assess their self by deciding the goals, planning, expectation of success, performance, self-control, process of self-assessment, and product self-assessment on their English language learning. Most of the student deciding their own goals in learning English. Even they have different goals in learning English, they have strong goals to learned English. They all really want to communicate and transfer their ideas with English.

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