

THE STUDY EXAMINES THE STUDENTS' PERSPECTIVE ON SELF-EVALUATION IN THE ENGLISH LANGUAGE COURSE AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL, AS- SALAFIYYAH PAMEKASAN

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Abstract

The research is to provide a comprehensive description of the students' viewpoint on self-evaluation in the English language course at the eighth grade of Junior High School, As-Salafiyyah Pamekasan. This research is of a qualitative nature. The data collection method involves administering questionnaires and conducting interviews with the students. The questionnaires are distributed to all students in both class C and class D. The data consists of information regarding students' perception of the importance of implementing self-assessment in the English language course. The methodology for analyzing the data includes three steps: 1) arranging the data, 2) organizing the data, and 3) drawing conclusions from the data. The study's findings indicate that nearly all of the students expressed the significance of implementing self-assessment in the English language subject. They believe that self-assessment enables them to identify their comprehension of the subject matter, recognize the challenges they encounter, and determine the necessary steps to enhance their understanding.

Keywords: Self-assessment, student's perception, english language

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi siswa tentang penilaian diri dalam mata pelajaran bahasa Inggris di kelas delapan Sekolah Menengah Pertama As-salafiyyah Pamekasan. Jenis penelitian ini adalah kualitatif. Metode pengumpulan data dilakukan dengan memberikan kuesioner dan wawancara kepada para siswa. Kuesioner diberikan kepada semua siswa di kelas C dan kelas D. Data yang dikumpulkan adalah informasi tentang persepsi siswa mengenai pentingnya menerapkan penilaian diri dalam mata pelajaran bahasa Inggris atau tidak. Teknik analisis data meliputi; 1) pengaturan data, 2) pengorganisasian data, 3) penarikan kesimpulan dari data. Hasil studi menunjukkan bahwa hampir semua siswa menyatakan bahwa pentingnya menerapkan penilaian diri dalam mata pelajaran bahasa Inggris, karena penilaian diri membantu mereka menyadari bagian mana dari materi pelajaran yang mereka pahami, kesulitan yang mereka hadapi, dan upaya yang harus mereka lakukan untuk meningkatkan pemahaman mereka.

Kata kunci: Penilaian diri, persepsi siswa, bahasa inggris

INTRODUCTION

Evaluating learning encompasses not only the outcomes achieved by students, but also the process of assessment conducted internally or in a language familiar to educational evaluators. Evaluating learning is crucial as it serves the objective of providing valuable feedback to both the teacher and pupils. The evaluation is designed to enhance the learning process in the classroom and to identify and address any learning challenges that students may have. The ultimate objective of the assessment is to enhance the caliber of learning. Assessment is an ongoing and integral part of the learning process, as it is closely intertwined with learning (Orsmond et al., 1997).

When discussing the evaluation of learning, there are various types of assessments that currently exist. There are several types of authentic assessments, including the assessment process, summative and formative assessment, portfolio assessment, and self-evaluation. Self-assessment is a method in which students explore, discover, and analyze the pros and cons of many aspects in a systematic manner. Self-assessment enables individuals to identify and rectify their weaknesses while enhancing and cultivating their strengths. Self-assessment is necessary during the learning process (Brown et al., 2015; Rees & Shepherd, 2005; Sloan & Scharff, 2022).

The implementation of self-assessment by pupils can foster the development of their present abilities. The concept aligns with the principles of character education, specifically designed for the Junior High School pupils of As-Salafiyah Pamekasan, Indonesia, in the English subject. Furthermore, pupils are capable of evaluating the full degree of their abilities in addition to measuring their IQ. Developing self-evaluative habits empowers students to become active participants in the learning process. According to Lew et al., (2010), self-evaluation involves pupils critically analyzing their own work and evaluating their performance based on the assessment criteria. The emphasis lies not on students producing their own grades, but rather on offering them chances to recognize the characteristics of a high-quality (or low-quality) piece of work. Student involvement in the construction and knowledge of assessment criteria is an essential aspect of self-evaluation.

According to Handley & Cox, (2007), self-assessment or peer assessment can serve multiple purposes. Firstly, self-assessment can aid in the enhancement of students' capacity to evaluate their own work and discern the assessment criteria used in a critical manner. Additionally, it allows students to apply previously negotiated criteria with their teachers. 2) Self-assessment enables students to enhance the quality of their learning by identifying the strengths and weaknesses in their learning process and outcomes from previous experiences. 3) It serves as a means to provide feedback on students' work without placing an excessive burden on teachers. 4) Additionally, it can be utilized as a method to assess students' abilities for summative purposes.

Consequently, the researcher directed their attention on compelling eighth-grade students at Junior High School As-salafiyah Pamekasan to engage in self-reflection regarding their own work and engage in a discussion about their performance in the English subject using the self-assessment technique. The research questions addressed in this study are as

follows: 1) What is the significance of self-assessment in the process of learning English, as perceived by students? and 2) What advantages does self-assessment offer in the teaching and learning of the English topic, as perceived by Students?.

METHOD

The type of research that is conducted by the writer is qualitative research. The writer's purpose is to explain whether self-assessment is an effective way to improve students' understanding of English language subjects based on the students' perceptions of self-assessment. The object of this study is the students' perceptions of self-assessment in English language subjects in the eighth grade of junior high school, as-salafiyah pamekasan. The data for this study are the questionnaires that were filled out by the students and the interviews with the students. The data are in the form of questionnaires and audio transcripts. The writer collects the data through the following procedures: 1) looking for the last subject matter they studied in the classroom; 2) making the questions for questionnaires and oral questions for the interview; 3) applying the questionnaires and interview. The writer conducts content analysis. The analysis is done using triangulation by Miles and Huberman). They are: 1) triangulation by data source (data collected from different persons, at different times, or from different places); and 2) triangulation by method (observation, interviews, documents, etc.) (Jaya, 2020).

RESULTS AND DISCUSSION

Self-assessment is important in the English learning process because it helps the students' understanding when learning English. Based on the students' perceptions, they mentioned that self-assessment helps them improve their abilities when learning English. The importance of self-assessment is that it helps the students be conscious of the subject matter that they have learned and really understand it, so they can guide themselves to prepare for new subject matter and get a better understanding than before (Trofimovich et al., 2016; Vattøy, 2015).

Based on the data I have collected, the students' of both classes can reflect their own understanding of the subject matter they have learned. After applying self-assessment, they can identify which part of the subject matter they really understand. Based on the questionnaire, "The part that I understand the most was...", the students can reflect on their own ability and be conscious of the part of the narrative text subject matter that they really understand (Batra et al., 2018; Moritz, 1996).

Here, the researcher mentioned the result of the students' understanding of narrative text as the subject matter after applying self-assessment. The students' understanding includes the following:

- a. Understanding about the definition by 23 students
- b. Understand the example of narrative text such as fables, myths, folklore, and legends by 13 students
- c. Understanding about the purpose of the narrative text by 8 students
- d. Understanding about the generic structure of narrative text by 11 students

- e. Understanding about the characterization, that consists of main character and the others characters by 7 students
- f. Understanding the context of the text by 3 student.
- g. Understand the language features of narrative text by 5 students

After knowing the part of the subject matter that they really understand, the students can guide themselves to make an effort and list what to do to improve their understanding. The students' understanding should improve because most of them have the perception that the English language is useful for their lives. The students' also should assess their extent of ability in the English language subject, because most of them stated that the English language is important not only as a subject at school but also as general knowledge outside of school (Astitioni et al., 2022; Siow, 2015).

That statement is based on the interview with the students and the question, "Do you think it is important to assess your understanding of the English lesson?" There are two perceptions of whether it is important or not to assess our understanding of an English lesson. One perception is that it is important to assess our understanding, and the other is that it is very important to assess our understanding of the English subject. There are 21 students' who said that it is important to assess our understanding in English language subjects, and 9 students' who said that it is very important to assess our understanding in English language subjects.

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

- a. English is an international language
- b. 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.
- c. 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.
- d. Self-assessment requires in English language subject because it helps the student to check their understanding and improve their understanding in English subject matter.
- e. Self-assessment needed in English language subject because it helps the student to check their understanding and their ability in English subject matter.

Self-assessment itself has benefits in teaching and learning English. In this research paper, the researcher applied self-assessment to the teaching and learning process using questionnaires, "The difficulty that I had was..." and "What I have to do to be better." to observe what the benefit of self-assessment itself is. After applying self-assessment, the writer can find that applying self-assessment after learning narrative text subject matter helps the students realize the real difficulties that they faced when learning English. The

application of self-assessment itself also helps the students judge how well they have performed on their job. It helps the students' guide themselves to make a list of efforts that they can make to improve their understanding or even solve their difficulties when learning an English language subject.

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

- a. The difficulty when translating English text and words from English into Indonesian because of less memorizing English vocabularies that faced by 25 students
- b. The difficulty in memorizing new vocabulary and it's meaning faced by 2 students
- c. The difficulty in finding the moral value from the story faced by 3 students
- d. The difficulty on the part of generic structure faced by 1 student
- e. The difficulty in understanding the context of the text and interpret the story, faced by 4 students
- f. The difficulties in finding the problem solving of the story faced by 1 student.
- g. The difficulty that comes from reading skill which is not fluent faced by 1 student
- h. The difficulty because less understanding about narrative text subject matter that faced by 1 student

After the students know their real difficulties when learning narrative text as the subject matter, they will realize the efforts they must make to solve their problem when they learn the other subject matter. Based on the results of the questionnaires, when the students realize their difficulties when learning English, it makes it easier for them to decide what 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 of the English language subject;

- a. Studying hard that includes of understanding the context of the text, read English text often, and discussing by 16 students
- b. Listening to the western song and understanding the meaning by 3 students
- c. Communicating use English language, and practice English at home by 6 students
- d. Memorizing the difficult words and new vocabulary by 15 students
- e. Trying to translate the text from English into Indonesian by 3 students
- f. Interpreting the text and understanding the context of the text by 5 students
- g. Making a personal dictionary that consist of new vocabularies and its meaning by 4 students

The specified activities aim to facilitate students in meeting their requirements by tapping into their conscious mind. Consequently, students will derive satisfaction from implementing the aforementioned list of actions. If the students derive pleasure from it,

they can engage in further study, so enhancing their comprehension of the English language subject in a straightforward manner.

Implementing self-assessment is crucial in the context of teaching and learning the English language (Sullivan & Hall, 1997; Wong, 2016). In addition to assessing students' performance in the English language topic, it also assists them in identifying their specific needs. Self-assessment not only increases students' awareness of their understanding of the subject matter, but also helps them identify their specific obstacles in learning the English language. Self-assessment enables students to establish criteria for evaluating their own knowledge and assists them in creating lists of necessary actions to enhance their comprehension of the English language (Ndoye, 2017; Sharma et al., 2016).

The data results are categorized into four dimensions: the students' comprehension of the English subject, the challenges they face in learning English, the efforts required from students, and the students' perception of self-assessment. The questionnaires revealed that when students are given the opportunity for self-assessment, they are able to gain insight into their understanding of the subject matter and identify areas of knowledge they have truly grasped. Subsequently, the students become aware of the challenges they had while learning the English subject matter. They are also able to document the necessary actions they must take to enhance their comprehension of the English subject.

The findings of this study indicated that self-evaluation is necessary for eighth-grade students at Junior High School As-Salafiyah Pamekasan. After analyzing the data from the questionnaires and interviews, it is evident that students' impression of self-assessment significantly impacts the teaching and learning process of the English language topic. This is particularly true in terms of students' awareness and understanding of their own abilities. The incorporation of self-assessment enhances students' comprehension of the English language subject, surpassing their previous performance in self-assessment.

CONCLUSION

Based on research findings and discussions, the writer concludes that students perceive self-assessment as a successful tool for teaching and learning the English language. The research findings demonstrate that implementing self-assessment enhances students' awareness of their comprehension in the English language subject. Self-assessment enables students to gauge their level of understanding in the topic of English. By using the results of self-assessment, students can identify areas of difficulty and make attempts to overcome them, so enhancing their overall competence. The students' perspective of self-assessment might serve as a guiding force for them to actively address the challenges they encounter in the English language topic. One of the student-centered strategies involves allowing pupils to develop their own criteria and evaluate themselves.

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