

Fostering Intrinsic Motivation through Self Assessment; an Alternative in Improving Learning Quality

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Abstract. The study aimed to stimulate students' motivation through self assessment in improving learning quality. For this purpose, each student was given assessment sheet to make judgment about themselves for the whole semester. Alternative assessment is believed to have effective feedback for the students in the process of learning; its primary focus is on the ongoing development of the learner's learning (Brown: 2004). The responses taken showed that the students in the early semester admitted that they have done the best, and gradually, they admitted that they need to improve their effort in the process of learning. In fact, personal motivation in the classroom setting is affected by various causes; one of others is triggered by the other's judgment or can be by personal reflection. By filling personal judgment and reflection, the students are having chance to drawback their personal learning purposes.

INTRODUCTION

Some people think that test and assessment are the same, but actually they are not. Assessment is an ongoing process that encompasses a much wider domain (Brown:2004). However, in the classroom setting, an ideal teacher will always concern about their students' achievement or development. Regarding to this issue, each teacher has different ways and also mechanism in measuring their students' competence. In the process of teaching, a teacher has a target or demand for his students, particularly about the materials which represented by the competence that should be mastered. However, different teacher will have different perspective about how to do the assessment in their teaching, but it is believed that the role of evaluation may give benefit for the teaching learning situation and indicate the advantages for the process itself. Hence, the effectiveness of assessment will also depend on how it is delivered and how the relationship between the teacher and the students. In many cases, the interpersonal and social relationship will influence the students' responses to teacher's explanation or teaching. Students' motivation is highly influenced by the teacher's strategy in the teaching; whereas intrinsic motivation or motivation that arisen from their awareness in the learning target is also give impact on the learning succeed.

In addition, Brown (2004) stated that self assessment as part of alternative assessment rather than traditional assessment bring its positive nature, such as continuous, contextualized, individualized, and oriented to process, displayed interactive performance, and fosters intrinsic motivation.

However, self-andpeer-assessment can reportedly achieve more. It may also help students to become realistic judge soft heir own performance, by enabling them to monitor their own learning ,rather than relying on their teachers for feedback, (Ross et.al)

RESULT

From the statement above, it is reasonable whenever the students are given chance to give judgment about themselves to train their awareness about their learning purposes. Far from the simple target, challenging their open minded-side to consider about their performances, targets, and also the competence were the facts that want to be portrayed. The next question that may be addressed then is how the result of the assessment can help the teacher in improving its learning quality.

Carless(2006) in Ross et.al suggested that teachers can improve the effectiveness of self-and peer-assessment by being very clear with the student show they will benefit from participating. In this point, the teacher has authority to design how their students will be involved, and how the expectation will be fully met by the students. The answer may be obviously stated that the students' perspective and aptitude toward the process of learning are positively presented. In this study, the writer digged up the students' perspective and judgment about their attitude in finding solution for their learning problems in the process of learning during the whole semester through interview and questionnaire. The questions are mainly focused on the students' aptitude and perspective about themselves; for example how they think about their comprehension, what do they think about their teacher whenever they are given project or assignment, how they think about their classmates in the discussion or presentation session, and also how do they applied learning strategies in meeting their learning purposes. The questionnaire is given for eight times during the whole semester, and the result showed that in the first two submission, they always answered in the high range, as the questionnaire made into four range, from strongly agree, agree, disagree, and strongly disagree. The phenomena described the students' worry about their performance whenever being judged by others, and they have to display the good answer as the consequences. However, this study aimed not only to find the good answer, but how the students are willing to pursue their comprehension-as if it is one of the indicator of learning result, so the teacher gave feedback to the students how the topics in the subject are not comprehended in significant way. The feedback is not meant to give pressure for the students, but as a reminder for the students that they have to be wise enough to admit their weakness-to build their motivation to pursue the learning purposes. Some of the students showed the persistent answer, but most of the students gave various answers in each topic that are being discussed, indicated that they are willing to be given feedback as it should be. The other significant result from the study is that the students are likely to be enjoyed the process of learning by proposing strategy to the teacher, raising various questions, asking suggestion about their comprehension, and some of them are not worrying about the mark they get in the end of the semester. The answer is that the teacher has delivered the competence that should be achieved, discussed the topics, gave feedback after the discussion and presentation, and remind the students to apply the learning strategy freely outside the classroom setting. They do not deny that mark A is always tempting, but they also admitted that the process is also important because they have chance to perform their effort in it. For all practical practices, formative assessment-in this case is self assessment is likely to improve the students' concern about their learning, both from the strategy and indirectly-to their achievement. Reflection and responsibility are seemed agreed as indicator of learning skills which can promote the other soft skill in the real life.

CONCLUSION

Self Assessment helped the teacher to give feedback to their students personally. They will be forced in a condition to do reflection for what have been done. The impact will be obviously showed various results for each of the students. Some students showed significant responses in attending the classes, from its performances through discussions; meanwhile the others showed different attitudes and responses in attending the classroom, but still need to be encouraged by the teacher. However, personal attitude influence the students' responses in doing reflection and finding solution for their learning problems. In addition, self assessment requires more time than summative assessment, and it needs consideration if we have big class in delivering it, whereas the result is not as simply as translated into numbers or score that many teachers are getting used with it.

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