

## DESCRIPTION OF STUDENTS' PROBLEM IN LEARNING TOWARD AN ASSESSMENT

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### ABSTRACT

*Alternative assessment as a part of the evaluation is an important part of the learning cycle and it is believed involving the need either student or teacher in teaching and learning process. This paper seeks the implementation of self assessment to obtain students' learning perceptions and the effectiveness of autonomous learning in an any field studies. The instruments used for the survey is a self-made questionnaire based on literature review. At the beginning, questionnaire were delivered to students in order to get primary students' reflection of various activities as they are in any field studies - before seeking information was widely involved in an interview of 5 students. The results of this study reveal that many opportunities underlining evaluation come up on surface to classroom displaying students' need and this study is also possible as students-teachers' reflection what suppose they want to get in learning process. A further most of students agreed that many approaches appear in some ways as results of various exercises. As a conclusion we state that self assessment as a part of alternative assessment can play significant role by providing wider input into the effective implementation learning process in any field study.*

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*Key Words : students' problem, assessment Questionnaire, Learner Participation, Learner Autonomy*

## I. INTRODUCTION

There is new paradigm in educational in assessing learning process. The newest is the changing of educator thinking of grading students on their performance. In the last decade, summative assessment used on that era changed into formative assessment. This changing appear to answer many question of learning process. The assessment for learning movement encourages educators to use assessment data primarily for formative purposes influencing many educational jurisdictions worldwide. We are increasingly persuaded that self-assessment is not a robust assessment practice and that its real place in schooling is as a teachable and learn able component of self- regulated learning. However, current manifestations of self-assessment advocacy do not provide well- informed guidance to researchers or practitioners about self-assessment. Hence, our goal is to first establish the need for a self-assessment curriculum and second to sketch out what that curriculum could look like.

The development of language skills in the ESP class and other field studies requires the accuracy of teachers in the design of learning materials and the instructions that follow. Teachers are required to carefully look at the material in which the student becomes interested on it. One of them is creative writing. For some researchers creative writing is an activity that can motivate students to develop their language skills because this process provides a wide space for someone to think in their own way writing that will be produced by them. Burkšaitienė (2014) suggest that to foster creativity in the new course in many field studies, students' perceptions of themselves, the level of their awareness about creativity and creative writing as well as their expectations are important. The strength of students' works creatively is the awareness to lay their imagination flowing during the time then create a works. It works by the right establishing for many parts in learning process and can be support if teacher using the right courses. ~~Classroom~~ ~~designing~~ must take an attention to what approaches this courses. The fact that teacher oriented is not suitable for ESP and in field studies, many practitioner changes it into learner oriented and directly this process going through the goal oriented. The implementation of learning was changed from teacher oriented to student oriented. Since many field studies is totally learner-centered and goal-oriented, a heavier burden and greater responsibility are thus imposed on the many field studies's teacher, as compared with those of the general English teacher. For example in ESP, Hutchinson and Waters (1987) in Wu (2014) indicated that the reasons for the emergence of all ESP programs were the demands of the electronic age, a revolution in linguistics, and the focus on learners. Learner needs for revolutionary linguistics was the main reason for

the emergence of ESP programs. The enormous expansion in scientific, technical, and economic activities increased the demand for learning ESP courses. In comparison with the traditional linguists, revolutionary linguists focused on how languages were used in real situations. In their opinions, the English must change when the particular context was given.

English Language Teaching (ELT) has experienced many changes and paradigm shifts during its brief lifetime (Graddol. 2007; Legutke & Thomas, 1991, pp. 4-5; Richards & Rodgers, 1986 p. vii; Underhill, 1989, p. 250). The propositional-process paradigm shift documented by Breen (1987), for example, was one of a number which led to the student being placed at the center of learning, managing the learning process. In another tectonic movement, work in the early part of the 20th century identified group work and collaboration as more effective than individual competition in terms of effectiveness of learning (Vygotsky, 1978; Kohn, 1992). At the root of many changes it has placed problem solving that students do not learn what teachers teach (Allwright, 1984) and can apply the things they have learned in school to real life situations.

The ESP practitioner is expected to possess specialty knowledge and language-teaching skills at once. The ESP practitioner has as many as five key roles to perform: teacher, course designer and materials provider, collaborator, researcher and evaluator. In addition to teaching, designing the course, and providing suitable materials, the ESP instructor may need to work with and even team teach with the subject specialist both in and out of the classroom. The ESP instructor is also encouraged to undertake classroom action research to understand the learning effects and to improve ESP instruction. And last but not least, the ESP teacher should evaluate courses regularly to identify students' problems and to make proper adjustments accordingly.

By goal oriented, good courses designing, teaching collaboration mentioned above and concern on what specific skill of English four skills language knowledge is studied, ESP course is conducted to any universities. ESP program in such way has long been present in every university in Samarinda in different regulation each semester. This program remains a subject that must be taken by the students. The presence of this program is the same in every university. For major universities such as Mulawarman University, on average holds ESP for only one semester. It is also followed other universities around it. Despite of that, many colleges, Mulawarman University alike, still has a potential poor English performance. In order to specify English communicatively, mostly colleges had inadequate value of that. Facing this problem, the investigation should be presented. To ensure the effectiveness of ESP, many factors need to be taken into account before implementing ESP courses. By using self – assessment, it is stated to

bridge in the beginning answering the question to what problem extend in their learning.

## II. LITERATURE REVIEW

In the recent day, in order to establish the great material designing, practitioner assess it in any assessment. It is done not only to involve any evaluating of a lesson plan and the result examination but it is also to bridge students-teacher views insight of the learning process. The research results also bring up the latest innovative developments. One of them is the use of self-assessment as a learning evaluation process. Self assessment, is now a trend because it has been widely used in learning and teaching. This assessment method is based on how learners evaluate their own learning of linguistics. The strength of this assessment method is the formation of a thorough success of the learning experience of students because the discovery of learning weakness is from the process of finding itself.

The importance and relevance of self-assessment is demonstrated by a multitude of publications in this area. Success in learning often depends on students' interest and subsequent motivation to study. Halliday, McIntosh, and Strevens (1964) in Wu (2014) mentioned that the course design addresses learner needs, such as English for civil servants, for policeman, and for officials of the law. Regardless of learner needs, ESP programs should focus on various learning strategies, schema, motivations, and interest. Haralabous (2018) in his study said the assessment is necessary to completely change the existing student assessment system, to apply alternative forms of assessment and to abolish the quantitative assessment. Regarding the exploration of the eportfolio for students' evaluation and self-evaluation, the respondents in their overwhelming majority state that they have little or no knowledge of the subject. Also, they state that they do not apply at all or make little use of the eportfolio, although two thirds of the teachers consider that eportfolio's practical application quite important as an alternative form of assessment and self-assessment of the student.

There is some evidence that self-assessment can be effective. Yang (2019) The findings reveal that under the guidance of their teachers, the participants engaged in formative assessment in a proactive manner and appeared to be emerging as self-regulated learners. The students perceived the classroom formative assessment activities that they experienced and the feedback they received to be helpful in the development of their deep understanding and capability for self-regulation in English language learning. Among studies related to the impact of assessment on EFL writing skills (Fahed al-Serhani, 2007; Ghoorchaei, Tavakoli & Ansari, 2010;

Spencer, 1999; Lam, 2013; Yurdabakan & Erdogan, 2009), investigated the impact of assessment on Iranian EFL learners' writing skills. The results indicated that assessment had a statistically significant effect on writing performance of EFL Iranian learners. Furthermore, students had a positive attitude towards assessment.

The five key characteristics of the portfolio are: an alternative to the traditional testing, comprehensive ways to assess students' knowledge and skills, authenticity of assessment, students' active participation in the evaluation process, simultaneous development of students' reflective thinking (Hamp & Condon:2000). For some teachers, the portfolio is a part of an assessment program, and it can either include a record of students' achievements or simply document their best work.

The reflections or commentaries on the entries which are typically presented in portfolios are central to portfolios. Through reflections students can develop metacognitive awareness of texts and situations, can improve their strategies dealing with various tasks as well as may judge their own work and compare performance in different assignments. According to Little (2005), there are three reasons for engaging learners in self-assessment and taking account of the results: firstly, a learner-centeredness; secondly, self-assessment, and thirdly, a tool for lifelong language learning. The most important feature of the ELP is that it supports reflective learning in which self-assessment and goal setting play a central role.

Bruce (2018) as a lecturer in John Carroll University, described in his book chapter that the school implementing an ambitious visionary redesign of general education. The new integrative core curriculum replaced a traditional distributive curriculum with a new design with assessment in mind. The new core has strengthened the campus's nascent culture of assessment through widespread faculty involvement and engagement. Based on his experiences there, he shared that it is good in implementing new desire in learning.

The students' experiences using the portfolio framework were investigated by examining learners' written reflections (Beckett, Slater 2005). It was found that only one fifth of the 73 participants enjoyed project work; one quarter had mixed feelings, and 57% perceived it negatively. Moreover, the high drop-out rate from the course existed because some students found the course too difficult or believed English classes should be limited to the study of language and resented being asked to accomplish non-linguistic tasks.

It has been claimed that the challenges of portfolio assessment to language learners include lower comparability and reliability and difficulty ensuring standardized testing conditions. They also pose a scoring problem because this criterion requires staff training and is more time- consuming

than scoring a single norm-referenced test (Gomer 2001). The definition of the portfolio can shift from product to process according to the context and design of its development (Nunes, 2004).

Among studies related to the impact of portfolio assessment on EFL writing skills (Fahed al-Serhani, 2007; Ghoorchaei, Tavakoli & Ansari, 2010; Spencer, 1999; Lam, 2013; Yurdabakan & Erdogan, 2009), investigated the impact of portfolio assessment on Iranian EFL learners' writing skills. The results indicated that portfolio assessment had a statistically significant effect on writing performance of EFL Iranian learners. Furthermore, students had a positive attitude towards portfolio assessment.

According to Nunan (1988), there is a considerable extent of the mismatch between teachers and learners perceptions of the usefulness of different activities. Students rated grammar exercises, pronunciation and error correction more highly than their teachers did, who were more likely to feel comfortable with pair / group work and communication tasks. Interestingly, a study by Spratt (1999) was conducted to compare learners' preferred activities with teachers' perceptions of what those preferences were, and only a roughly 50% of correlation was found. Similarly, another researcher (McDonough 2002), reported learners' dislikes such as listening to tapes and course book dialogues, and preferred grammar exercises, reading aloud, translation as being useful to learning. In light of these studies, although there have been several studies about the impact of self-assessment on improving writing skills and to explore their attitudes towards to portfolios, there needs to have more empirical studies investigating the effect of portfolios on enhancing writing skills, particularly, on sub-skills of writing like organization, vocabulary, focus, conventions and elaboration in ESP classes. As Galina K, Ligija K & Liliya A (2007) results showed that self-assessment was beneficial for learners' linguistic development

Summing up the references, it is important for ESP practitioners to clarify what are students' attitudes to various assignments, to analyze feedback constantly and to adjust teaching methods to learners' changing needs.

### **III. METHODOLOGY**

This study investigated 120 students of 8 meetings course in many discipline knowledge at universitas 17 Agustus 1945 Samarinda by using deep interview. The instruments used for the survey is a self-made questionnaire based on literature review to help us in grading students presences answering many questions. At the beginning, questionnaire were delivered to students in order to get primary students' reflection of various

writing tasks-specific or general english terms in many genre - before seeking information was widely involved in an interview of 5 students.

#### IV. RESULT AND DISCUSSION

The following are students' self-assessment on writing (English Language Assessment, Curtin University Technology)

<b>Writing</b>	<b>Yes</b>
I can write summaries from articles in my discipline area	<b>67%</b>
I know how to take notes in lectures	<b>66%</b>
I can describe processes or events in writing	<b>77%</b>
I can express my own opinions clearly on a range of topics	<b>50%</b>
I can present arguments in a systematic way in an essay	<b>87%</b>
I can write an extended report	<b>50%</b>
I understand the concept of 'referencing' as it applies within Curtin	<b>88%</b>
I am confident that I can avoid plagiarizing other texts when I write	<b>21%</b>
I can write in a range of styles according to the audience and purpose	<b>10%</b>
Self - assessment engage me as a useful reflection in writing	<b>96%</b>

Based on the data above, students got up to very good in certain part in writing such as presenting an argumen in essay, referencing and reflection writing (87%,88% and 96%). They were poor in avoiding plagiarism and writing according to the audience and pupose (21% and 10%) meanwhile other part of writing they got good such as writing in their disiplin area (65 %-75%) they were still in avarage for expressing an opinion and extended report. This is as the basis for further investigation by conducting intensive interviews (on students' reflection)

##### Students' Reflection

Student 1 *There was no available good recomendation from teacher*

Student 2: *I reflec my self when i write independently (reflection writing)*

Student 3: *I am more comfortable making a report in my dicipline area about my lecturing resume than explaining various professions in IT because I haven't information about the IT profession*

Student 4: *we need more learning in English and many more about different field study.*

Student 5: *I agreed that the experience was worthwhile*

Student 6: *writing in social field study was good*

Based on students' reflection drawn above, it is stated that short courses such as in the most lecturing for many faculties at Untag in Samarinda

is not enough to facilitate students' need in learning that is urgency. The integrated collaboration of two different lectures (English lecturer and major field study lecturer) is a part of students' need to what accurate of material they think better appeared in lecturing. Establishing in what semester ESP should be placed is still believed as a good recommendation for the institution to design it furthermore.

A variety of accurate information is obtained through the process of combination between various writing activities and self-assessment in this research. The role of self-assessment in this case is great for seeing each student's self-reflection. It can be concluded that the application of self-assessment as part of teaching English as specific purposes is urgent to do. In this study, the findings of previous survey and interview results show the same results with this study. Previous research concludes that self-assessments are an excellent tool for evaluating ESP learning and learning in high school. In my research, the same stating appear that it is facilitated by the application of various writing assignments as reference learning achievements which is followed up with self-assessment, clearly showing the true student needs of whatever they want in the ESP class. The limited amount of field study is the main reason why need analysis are necessary to be learnt. In addition, accurate lesson plan of ESP course is lead to learning outcomes that is satisfy not only for learners but also for the lecturers themselves. Recommendations for immediate self-assessment are urgent to be done especially in the ESP Course. English teachers need to examine learners 'ongoing feedback and self-evaluation which can help them adjust their teaching to students' needs. Learner's individual written reflections and self-assessment serve best to analyze student's individual difficulties and dislikes, such as grammar, writing essays or listening to long passages. An individualized approach allows teachers to gain their learner's trust and to think about how to foster their linguistic development. As a conclusion, this study is believed that it might be as strong recomendation to attend the satisfactory grounding and intergrating English on ESP. It also can support for future research what ESP designing suppose to be.



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