THE USE OF SELF-ASSESSMENT TOWARDS STUDENTS' READING BEHAVIOR (A CASE STUDY)

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Abstract: This study intends to investigate the use of self-assessment towards students' reading behavior using KWL (Know-Want-Learnt) framework and discover the students' responses towards the use of self-assessment in students' reading behavior of twelfth grader students of a private high school in Bandung. To meet the purposes, this study employs qualitative approach as the method to analyze the data gathered. Specifically this research meets the characteristics of a case study. The data are obtained from the interviews and the classroom observations. This study reveals that the use of self-assessment in classroom can motivate them to be actively involved in learning process, especially in reading activity. To some extent the teacher already followed the procedure of conducting self-assessment in the classroom as suggested by Westwood (2001) in terms of leading students to activate their prior knowledge. However, to some extent the teacher also violated the procedures in terms of the inconsistency in conducting self-assessment in the classroom. Furthermore, from the interview it is found that the students give positive responses to self-assessment since it can help them to maintain their reading behavior. Nevertheless, there are some negative response from students who stated that they did not know what exactly a function of self-assessment.

Keywords: self-assessment, KWL framework, students' reading behavior

Introduction

Teachers have recognized for a long time that motivation is the main problem they facein teaching (Gambell et al., 1996). A study conducted by Veenman (1984, cited in Gambell et al., 1996) proves that motivating students is the primary concern of a teacher. Moreover, Gambell et al. (1996) mentions that some researches findthat creating interest in reading seems to be an important area to be examined.

Furthermore, a highly motivated reader is self-determining and generates his own reading opportunities (Gambell et al., 1996

p.518; Baker & Wigfield, 1999). This kind of reader knows that they want to read and choose to read with personal reasons. He already had his self-concept of reading. To find out the level of students reading behavior, some researchers have conducted research in this field. However, the main focus of this researh is how an assessment can affect students' reading behavior. It focuses on the effect of using self-assessment towards students' reading behavior since self-assessment can help students with their own learning.

In addition, the process of assessing students by using self-assessment will give students chance to get involved in the learning process. Students are involved deeply in the evaluation of work. Also, the teacher can give some immediate feedback which can be used to improve learning. Moreover the emphasis of self-assessment is on the progress and mastery of knowledge to increase students' confidence and motivation in learning (McMillan, 2007; Genesee & Upshur, 1996) especially in reading.

Chamot & O'Malley (1994, cited in Harris, 1997) saythat, self-assessment will make the students realize the huge responsibility of the process of their learning. Also, self-assessment has a big role to help learners locate their own strengths and weaknesses. Then after they know about that, self-assessment can help them to think about what they need to do. Harris (1997) also mentions that self-assessment helps to direct students to summarize and decide what the best strategy for their learning is. Consequently, self-assessment can increase the awareness of the communication strategies they use.

Thus this research focuses on self-assessment in the form of self-assessment journal developed by Ogle (1986) which is called as KWL (Know-Want-Learnt) Framework. Students are expected to answer three statements related to the frameworkalso to sum up their own understanding. Those statements are: (1) What I Know, (2) What I Want to Know, (3) What I have Know.

Some variables are used in this research as seen in the title and imply on this research. Those terms are the most important keywords of this research. Hence, to avoid some misunderstanding, the following are the clarification of four important terms of this research.

Self-assessment

Self-assessment is defined as the tool to assess students' comprehension by involving them in the process of evaluation. It has been popular since 1990s since it was considered as a tool for assisting learners (Kato, 2009). In line with that, self-assessment provides a real role to be played by learners themselves to assess their own language learning and also it has a great role in helping learners focus on their learning process (Genesee & Upshur, 1996; Harris, 1997). Moreover, by using self-assessment in their learning process, language learners will have some responsibility in locating their own strengths and weaknesses (Harris, 1997).

KWL Framework

This framework has been developed by Ogle since 1996. This framework is widely used by some language educators all over

the world as a kind of assessment for learning. K stands for know, W stands for want, while L stands for learnt. This framework is designed to help students construct their nature of reading and learning (Shelley, Anne Croutet al., 1997).

Reading Behavior

Reading behavior comes from individual's self-concepts and the value the individual places in reading (Gambrell et al., 1996). Thus, student who perceives reading as valuable and important and who has personally relevant reasons for reading will engage reading in more planned and effort full manner. Those kinds of students are called highly motivated readers.

Methodology

This research employs qualitative approach as the method to analyze the data gathered. A descriptive case study method was applied in this study to attain the data. Ary et al. (2010) argues that a qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description.

This study took place in one private high school in Bandung, West Java, Indonesia. The rationale of this place being taken as the site to conduct the research is because it supports the main objectives of the research which is to examine the effect of using self-assessment towards students'

reading behavior. Furthermore, this research involved some participants. The participants were an English teacher and 30 students of twelfth grade.

Thus, two different kinds of data collection techniques were used by the researcher, those are interview and classroom observation.

The data collected from the classroom observation and interview was analyzed by using frameworks of self-assessment (Brown, 2006; Gardner, 2000; Harris, 1997). Moreover the data were analyzed based on the theories of KWL Framework (Harris, 1997; Shelley et.al., 1997; Westwood, 2001).

Data Presentation and Discussion

Based on the interview data analysis, the teacher chose self-assessment to be used in her classroom, since she argued that this type of assessment would help the twelfth grader students to master and evaluate their reading skills by themselves, also she chose this assessment in order to create a good atmosphere and avoiding monotonous in her teaching activity.

These statements are in line with the basic function of self-assessment. Self-assessment is an assessment which administered by the students and involved the students to assess their own progress, set their own goal and monitor their own

learning (Brown, 2001; 2006; Gardner, 1999; Genesee & Upshur, 1996; Harris, 1997; Hughes, 2003; Paris & Ayres, 1994; Pellegrino &Chudowsky, 2001).

Moreover, the teacher also mentioned the factors that persuaded her to use self-assessment. Those factors were motivation and evaluation. Motivation factor meant that self-assessment motivated her students to be more active in their reading. It was beneficial for students' reading behavior since it encouraged and motivated the students to read and explore their reading. They asked what they did not know and discovered the answer by finding out from another source. Also, it encouraged the students to develop the questions based on the text. Self-assessment is a key strategy for autonomous language learning (Brown, 2006; Harris, 1997) and a powerful weapon from the teacher to train students in evaluating their own learning (Harmer, 2007: 140).

Another factor is evaluation, which covered the way the teacher evaluating the students' self-assessment. She claimed that it was easier to evaluate student's self-assessment, since she did not use any specific rubric. She provided feedback to evaluate her students' work towards self-assessment.

Based on the interview data, the teacher also mentioned the steps in conducting self-assessment in her classroom as follows:

1. She informed the students the material topic they were going to learn, and then she led them to brainstorm their prior knowledge of the topic, after that she asked the students to fill the "what I know" column.

2. She asked the students to develop some questions based on the topic given in the text and elaborated it in "what I want to know" column.

3. She asked the students to make a summary which was aimed at reviewing the whole session of learning in "what I have learnt" column.

Based on the interview data, the procedure in conducting self-assessment mentioned by the teacher are in line with the three procedure in conducting self-assessment in the classroom proposed by Ogle (1992) and Westwood (2001) (see Table 4.2). In short, the interview discovered that the teacher certainly followed the procedure.

The teacher also shared the advantages of each step. She claimed that by doing those steps would assist the students to be active in questioning even in written form, because most of her students were passive speaker of English. Another advantage from self-assessment stated by the teacher

that self-assessment helped the students to explore their prior knowledge of the text.

Furthermore, she claimed that self-assessment had an effect towards students' reading behavior. It urged the students to increase their passion in extensive reading. She added that by encouraging them to elicit questions in "what I want to know" column, they became curious about the topic given. In other words, it made the students find information about the topic by reading another source which could increase their extrinsic reading motivation.

From the observation data, it is found that the type of self-assessment used by the teacher as a participant was a metacognitive assessment for setting goal proposed by Brown (2006). Metacognitive assessment for setting goals was developed for learners in order to help them plan their own learning by doing self-monitored assessment. It featured with the extra stimulus for having set and accomplished their personal goal. It also fostered student's intrinsic motivation, in this case reading, for setting goals and supervising their learning activity.

From the interview data, the teacher stated that she has difficulty to be consistence in giving feedback on students' work. However, based on the classroom observation data, the teacher gave

instructional feedback in students' work. It was given to the students in written form.

In implementing the self-assessment, the teacher has already followed the procedure of conducting self-assessment in the classroom as suggested by Westwood (2001). The teacher led the students to dig up their own prior knowledge by asking some questions related to the learning topic.

On the other hand, the teacher is also violating the procedure in conducting self-assessment. It is found in the observation data that the teacher somehow only asked the students to do the task. This research also examines the students response about the using of self-assessment towards students reading behavior. Based on the analyzed data, most of the students responded well towards the use of self-assessment in their learning process. However, some of the students claimed that they are forced to do the assessment. Since they did not know what the function of the assessment is, as shown in below.

Interviewer (I) : *"jadi menurut kamu apa fungsi dari form ini?" (so, in your opinion, what is the function of this form?"*

Student (s1) : *"untuk meringkas apa yang kita pelajari, jadi kita lebih mengerti materinya." (to*

summarize what we have learnt, so we can be more understand.)

I   : *"memang iya?" (really)*

S2   : *nggak (nope)*

I   : *"Why?"*

S2   : *"Kalau kata aku mah lebih rumit aja jadi ga begitu paham juga buat apa ditulis kesitu?" (in my opinion, it becomes more complicated. I don't know why we need to write it there?)*

I   : *"jadi apa yang kamu rasain?" (so what do you feel?)*

S2   : *"Terpaksa" (I feel I was being forced)*

S4   : *"nggak juga." (not really)*

This statement is in line with the finding onthe classroom observation. It portrays that the teacher who did not inform the exact purpose of using self-assessment in classroom or what self-assessment was. Consequently, some of the students were confused why they needed to use self-assessment.

In contrast, almost all of the students knew how to use the self-assessment form. They already knew how to fill every columns of self-assessment form based on their teacher instruction. It was shown when they answered the interview question which asked them to explain how to use the self-assessment form. Even though they still did not know what exactly self-assessment was. When the teacher gave them the instruction, they seemed to already know what to do. Also they did not ask any further information about how to use self-assessment.

They also hadquite positive responses when they answered the question related to the underlying reason of the use of self-assessment in their classroom. This questionwas aimed at discovering the student's perspective of using self-assessment. After the data were gathered, there were plenty of perspectives come from students as follows:

1. The first student assumed that by using self-assessment, the material learnt became more understandable. Also, she stated that self-assessment had been motivating her when she was reading a text, as shown in,

"jadi menurut aku mah, biar kita itu lebih ngerti sama materi yang kita pelajari, kita mau baca materinya. Kan anak jaman

sekarang mah suka males yah baca-baca materi tuh. Nah makanya pake itu (self-assessment) jadi kita tuh bisa baca dan mahamin materi dengan lebih baik lagi."

2. Other students stated that the teacher's reason in using self-assessment for them was to test them, whether they had read the material or not. In other words the reason of the teacher in giving them self-assessment was to assess their knowledge of the material and guide the students to create their own questions, as shown in,

"biar gurunya ngukur kemampuan kita, apakah kita udah baca atau belum"

3. A student mentioned that the teacher intended to help him and his friends in learning process by using self-assessment. It helped them read and grasped the information from the text, as shown in,

"mempermudah untuk mempelajari, kalau ada teks jadi lebih mudah dipelajari dan buat mengetahui apa saja yang sudah dipelajari dan ingin dipelajari lebih dalam."

4. The most interesting statement camefrom a few students. They stated that self-assessment provided a chance

to ask some questions related to the topic in a written form. Since they were not an active English speaker in classroom so it motivated them and helpedthem to express their ideas by asking some questions, as shown in,

"saya kan kadang suka bingung dengan isi teksnya, tapi saya sama kebanyakan teman-teman malu kalonanya. Jadi sekarang kita bisa tulis aja disini"

"supaya kita mengerti, kan suka ada yang nggak nanya, kan dikelas ada yang malu nanya jadi bisa nanya disitu."

The data from the classroom observation showed that the teacher gave instructional feedback on students' works. However, there was a contrary from the interview data with students as the participant. The students mentioned that they were rarely got the feedback, as shown in,

"pertanyaan saya jarang terjawab."

Giving a feedback towards the students' work is the significant role for the teacher and the teacher needs to make sure whether the students got their feedback or not (Brown, 2006; Gardner, 2000), even though some students stated

that they browse, read, or ask their friends for more information of their questions.

However, the students found that self-assessment was beneficial for them, because it encouraged them to read and found theinformation from the text. It also helped them maintain their reading behavior as they used it regularly in classroom, especially in reading material.

In short, the use of self-assessment in classroom can motivate them to be actively involved in learning process, especially in reading activity. The teacher also needs to follow three main procedures in conducting self-assessment in classroom in order to maximize student's role. Furthermore, the positive responses from students were found in this research, since self-assessment could help them to maintain their reading behavior.

Conclusions

The research focused on the use of self-assessment towards students' reading behavior. This study was aimed at investigating the use of self-assessment affects students' reading behavior and discovering students' responses to the use of self-assessment in students' reading behavior.

Based on the findings, this study concluded that self-assessment helped the students in their learning activity,

especially reading. To some extent the teacher already followed the procedure of conducting self-assessment in the classroom as suggested by Westwood (2001) (e. g. activating students' prior knowledge, leading the students to extract some questions, and asking the students to make a summary) in terms of leading students to activate their prior knowledge. However to some extent the teacher also violated the procedures in terms of her inconsistency in conducting self-assessment in the classroom.There were three main procedures of self-assessment using KWL (Know-Want-Learnt) framework, which were used by the teacher. The procedures were activating student's prior knowledge by stimulating them with questions related to the topic, guiding students to frame and develop questions based on the topic, and asking students to review and summarize what they have learnt. Furthermore, self-assessment could help students to maintain their reading behavior since self-assessment motivated and encouraged them to be actively involved in their own learning process.

The students also gave positive responses and attitude about the use of self-assessment. Nevertheless, there are some negative response from students who stated that they did not know what exactly

a function of self-assessment. The analyzed data present that they were motivated to read an extensive text, asked some questions, and found out another source to solve their question.

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