

A STUDY OF JOURNAL AS ASSESSMENT TOOL IN TEACHING READING INFORMATION REPORT TEXT FOR ELEVENTH GRADERS OF SMA MUHAMMADIYAH 1 PONOROGO

A STUDY OF JOURNAL AS ASSESSMENT TOOL IN TEACHING READING INFORMATION REPORT TEXT FOR ELEVENTH GRADERS OF SMA MUHAMMADIYAH 1 PONOROGO

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Abstrak

Membaca merupakan hal yang penting dalam belajar bahasa Inggris (Heinle Brown, 1994:307). Siswa menjadi kurang tertarik untuk membaca karena pengajaran yang kurang bervariasi di kelas (Nuttall in Sadhegi, 2007:195). Berdasarkan Kurikulum 2013, untuk menyelesaikan permasalahan tersebut guru kelas sebelas dari SMA Muhammadiyah 1 Ponorogo menggunakan jurnal sebagai alat penilaian diri sendiri dalam pengajaran teks informasi report. Sehubungan dengan itu akan terdapat dua permasalahan dalam penelitian ini. 1) Bagaimana penggunaan jurnal sebagai alat penilaian diri sendiri diterapkan di kelas sebelas SMA Muhammadiyah 1 Ponorogo? dan 2) Bagaimana respon siswa terhadap penggunaan jurnal sebagai alat penilaian diri sendiri untuk kelas sebelas SMA Muhammadiyah 1 Ponorogo?. Selanjutnya hasil penelitian akan dilaporkan dalam bentuk deskripsi. Itu berarti penelitian ini menggunakan metode deskriptif kualitatif. Selanjutnya instrumen penelitian yang digunakan adalah observasi lapangan dan wawancara. Penelitian ini dilakukan dua hari di SMA Muhammadiyah 1 Ponorogo. Hasil penelitian menunjukkan bahwa penggunaan jurnal di kelas berjalan dengan baik, guru mengetahui perannya dengan baik dan tidak mendominasi pembelajaran di kelas dan membiarkan siswa berkreasi dengan idenya. Hal tersebut bisa dilihat dari jurnal yang dibuat siswa yang sudah sesuai dengan pendapat ahli. Siswa juga menunjukkan respon yang bagus terhadap penggunaan jurnal dan tidak menemukan kesulitan dalam penggunaannya. Kesimpulannya, penggunaan jurnal sebagai alat penilaian diri sendiri dalam pengajaran membaca teks informasi report untuk kelas sebelas di SMA Muhammadiyah 1 Ponorogo telah berhasil.

Kata Kunci: *Alat Penilaian Diri Sendiri, Jurnal, Membaca, Teks Informasi Report*

Abstract

Reading is one of the most important parts in learning English (Heinle Brown, 1994:307). Students become unmotivated to learn reading because the teaching and learning reading in many classrooms is presented in a monotonous strategy (Nuttall in Sadhegi, 2007:195). In order to solve the problem and based on Curriculum 2013, teacher of eleventh graders in *SMA Muhammadiyah 1 Ponorogo* implements journal as self assessment tool in teaching reading information report text. Finally students will be more motivated on how and what should they do to solve their learning problem in the class. Dealing with this, there will be two research questions will be analyzed in this study. 1) How is the implementation of Journal as self assessment tool in teaching Reading Information report for eleventh graders of *SMA Muhammadiyah 1 Ponorogo*? and 2) How is the responds of the students towards the using of Journal as self assessment tool in teaching Reading Information report for eleventh graders of *SMA Muhammadiyah 1 Ponorogo*?. Next the information gathered will be processed in the form of word description. It means this study use descriptive qualitative research. Moreover the data collected through field note and interview. This study finished by two time observations in *SMA Muhammadiyah 1 Ponorogo*. The result of the study revealed that both teacher and students already have a good understanding about journal implementation, so teacher knows his role well by not dominated the class and let the students explore their ideas. It can be seen from their journal as self assessment tool which already suitable with the expert. The students also show a good response toward the using of journal as self assessment tool and find no difficulties in it. In short, the using

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of journal as self assessment tool in teaching reading information report text for eleventh graders of SMA Muhammadiyah 1 Ponorogo has already success.

Keywords: *Self Assessment Tool, Journal, Reading, Information Report Text*

INTRODUCTION

Reading is one of the most important parts in learning English (Heinle Brown, 1994:307). Unfortunately the teaching and learning reading in many classrooms is presented in a monotonous strategy (Nuttal in Sadhegi, 2007:195). Commonly the teaching learning activity in the classroom will be dominated by teacher's explanation about the material. The willing of the students and their perception toward the material will not really affect the teaching and learning process. It is suitable with the experiment done by the expert, where cognitive aspect is the only skill which accepted by the students in this teaching style. While the psychomotor and affective skill which supposed to be the part of learning is not successfully mastered by the students. Based on *Kurikulum 2013* (Curriculum 2013) published by the government in 2013, teacher supposed to be a motivator and facilitator for their students. But in fact teachers always dominate the teaching-learning activity without considering students needed. Of course this kind of teaching strategy makes the teaching-learning atmosphere down and not motivates the students to develop their knowledge.

Due to the less motivated teaching strategy, students cannot explore their idea in reading because they only do the teacher's command. Students also feel unconfident and do not want to develop their reading skill by themselves. Furthermore, the role of teacher itself is really affect students learning motivation. Next the relationship between teacher and students need to be closer. Teacher supposed to understand students need and develop the material based on the student's difficulties. Dealing with this, the researcher feels the existence of assessment tool is needed. Assessment is a process of seeking and interpreting evidence used by students and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (Assessment Reform Group, 2002). There

are varies kind of assessment which can be applied in the class such as Journal.

Journal is an idea, personal thoughts and experiences as a reflection made by students in learning activity (Chan, 2009). It requires students to think deeply, replace their old ideas with new information, summarizes the material they have got into their own thoughts and perception, and also implement it into their daily learning or future plans. Journal enables students to involve themselves academically in diverse ways. They can assess their learning sources and facilitators (teachers). Define the feedback about various aspect of the teaching-learning activity. They also can do their self and peer evaluation and make their own plan to solve their difficulties in reading. Journal as self assessment tool will help student express their ideas towards the material. Next it will helps teacher to find feedback from the students and develop a better material for the next meeting.

Considering the relationship between Journal as self assessment tool and Reading, the researcher wants to analyze Journal as an assessment tool in teaching reading information report text for eleventh graders of *SMA Muhammadiyah 1 Ponorogo*. It was chosen because it has implemented K-13 as the curriculum and it is suitable with researchers' topic. Moreover, eleventh graders students are already mature in age, so they are ready physically and mentally. There are 24 students in this class that will be analyzed by the researcher. Besides, this assessment tool has been applied by one of the English teachers of *SMA Muhammadiyah 1 Ponorogo*. Here in after, the researcher wants to analyze the step on how it implemented and also want to analyze the responses of the students towards this kind of assessment tool.

Based on the background of the study above, the research questions of this study are:

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1. How is the implementation of Journal as self assessment tool in Reading Information report for eleventh graders of *SMA Muhammadiyah 1 Ponorogo*?
2. How is the response of the students towards the using of Journal as self assessment tool in Reading Information report for eleventh graders of *SMA Muhammadiyah 1 Ponorogo*?

RESEARCH METHOD

The researcher attempts to observe and describe how the teacher implemented journal as assessment tool in reading information report text for eleventh graders of SMA Muhammadiyah 1 Ponorogo and how the learners responded the the assessment tool. Related to the aim, the researcher conducted descriptive qualitative research. Moleong (2011) stated that the goal of qualitative research is to understand phenomena experienced by research subject, such as behaviour, perception, motivation, action, etc., in the form of words and language, naturally. Therefore, there are no any manipulations in this research to make sure that everything happens naturally.

In this research, the data were collected through field notes and interview guidelines. While the techniques that used to collect the data were observation and interview techniques. The observations were conducted in two meeting. In the second observation, the researcher collected and analyzed the learners' interview result. In the last observation, the researcher conducted interview to six learners to know how the learners' response toward the implementation journal as assessment tool.

Ary (2010) suggested to analyze the data with three stages. The first is familiarizing and organizing. To help the researcher analyze the data easily, in this case is the data taken from observations and interviews, the researcher should become familiar with the data (Ary, 2010). Consequently, the researcher reviewed or relistened to the recording then the researcher made the transcript from the audio or video tape recording transcript. The researcher reread the notes and the audio or video recording transcript

repeatedly with expectation to become familiar with the data. After that, the researcher organized the data by rewriting the notes and making classifications based on the instruments which were used.

The second is coding and reducing. The aim of coding is developing concepts from the data which are obtained (Ary, 2010). The first step is classifying the data into more specific groups of issue then reorganizing them based on the importance of the issue. In this step, the researcher classified the data from notes and the data from audio or video tape recording transcript into very important, important, and less important. While the data from learners' reading task result were marked by the researcher as excellent to very good, good to average, fair to poor, and very poor learners in reading. The next step is eliminating the data that were less important, so the researcher in this stage find out the focus of the research. In this step, the researcher reduced some data which are not related with the purpose of this research.

The last stage is interpreting and representing. Ary (2010) stated that interpreting is describing and explaining the things happen in the field which is observed. In this stage the researcher narrated and explained what the research obtained from coding and reducing. Then the researcher represented it. Ary (2010) stated that descriptive research present the data using words, tables, and pictures. Consequently, the researcher represented the data by giving explanation and description about the implementation of journal as assessment tool n reading information report text for eleventh graders of SMA Muhammadiyah 1 Ponorogo which has been done by the teacher. The researcher also gave the result of learners' reading task as a proof. These are very helpful for readers to figure out the result of the observation.

RESULT AND DISCUSSION

There are two problems to be discussed. First, related to the implementation of journal as assessment tool in reading information report text. Second, related to the interview result about the learners' responses toward the implementation of journal as assessment tool.

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The teacher has already implemented journal in the right way. In order not to disturb the teaching learning process he asked the student to write a journal in a brief way with some guidelines. Is it supported by Chan C. (2009) in 'Assessment: Reflective Journal'. He said that to make sure there are clear ideas about expectations and assessment criteria given to the students. Teacher has to give some guide to make them understand what they should put in their journal. Teacher following the steps in implementing journal by Jim Knights (2004) which are considering the types of journal, give clear ideas about journal criteria (guidelines), make students understand the purpose of journal explained the journal information, and decide the regularity of journal.

After implementing the steps above teacher, the student's journal will be analyzed. It already suitable with Chan C, (2009) who stated to make a good journal in order to get a feedback from the students, there are some aspects need to be aware of by the students. Discuss /argue from private standpoint, synthesize or analyze the materials, compare or contrast particular issue, generate questions and think deeply, describe personal experiences and integrate them, freely express opinion about material given by teacher, and develop ability and critical attitude to integrate in the real world. The journal made by students of SMA Muhammadiyah 1 Ponorogo has already suitable with criteria but there is no criteria number three. Students do not mention the comparison about the material with the particular issue.

The implementation of journal itself will be done after the teaching learning activity almost finished. In the last fifteen minutes before the lesson end, the teacher will asked the student to write unstructured journal. It may contain of some main idea which has been guided by the teacher with some question about today's teaching learning activity. The first question is about their opinion about the way the teacher taught them in the class. This question has a purpose to evaluate teacher teaching method. Is it already suitable for the students or not. And is it interesting and make the student easier to

understand the material or not. After read the answer of question number one the teacher will understand their lack in teaching and have a plan to solve the teaching problem. So then, the students needed and teacher ability will cause a good relationship. Further this will help the teacher to have chemistry with the students, and for the students they will find it easier if the teacher know what kind of teaching style they want.

The second question is whether the students think that the material given by the teacher is suitable with the topic and students ability or not. After analyzing the teaching method and style in the first question, the researcher is going to analyze the material given by the teacher in the second question. Generally, in this part the researcher also want to know the reliability of the material with student needed. This question also leads the teacher to understand the student's needed and make a good combination between teacher's skill and students needed. The next question is in which part the students find any difficulties in learning the material. His can be a reference for the teacher to evaluate his material. Why the students feel difficult is also need to be analyzed. Further in the next meeting the teacher can prepare the right media or method to help the students solve their problems.

Here in after, question number four is what kind of action will take by the students to solve their difficulties. In this part there will be several plan made by the students to solve their learning problem. It helps teacher to find a way to support students plan. For example, the student is lack in vocabulary. He writes in his journal that he will read more in order to help him acquire a lot of vocabulary. Teacher can support the student by give weekly passage or book to be read by the student. The last question is about the willing of the student to use journal in any other subject except reading. In this part the researcher will know whether journal is interesting for them or not. It can help them make a future plan about solving their problem in learning or not. It also shows that student has motivation to do self directed learning or not. Next, when the journal is finished, students have to collect it to the teacher.

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The teacher will call two students to read the journal randomly. The result after heard the journal will help the teacher and the students to build up chemistry and combine the students needed with the teacher skill in teaching.

The response of the students is quite good about the implementation of journal. The students feel easier in learning information report text after implementing journal, because the journal helps them synchronize their needed and the teachers willing. Once they found any difficulties they will write in the journal and it will be consideration for the teacher to take action for next meeting. Students also find it easy to write a journal. This kind of journal is unstructured journal. It is supported by some guidelines made by the teacher to help the students get the point on what will they write. The time to implement journal is also not disturb the teaching learning activity. It only takes ten minutes and it is not time consuming. They said that it is possible for them to write a journal in the other subject besides reading. Because writing journal will make them remember about their mistake and lack in learning. Further it will remind them about having a plan to solve their problem. Here the existence of journal as self assessment tool is really helpful for both the teacher and the students.

From those explanations above, the researcher concludes that the using of journal as self assessment tool in reading information report text for eleventh graders of SMA Muhammadiyah 1 Ponorogo is helpful for teacher in conducting teaching and learning activity in the class and also for the students to make a better plan for their future learning and ready for a better achievement.

SUGGESTIONS

For the teacher, to implement journal in the class as student self assessment tool, teacher need to understand the function and also the condition of the students For the next researchers who are going to write the same topic. It is better for elaborating the information in this research and develops the problem. So then the use of journal to control independent learning will be more

specific and useful for the other education stake holders especially teacher.

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