THE STUDENTS SELF-ASSESSMENT ON THEIR ENGLISH LANGUAGE LEARNING AT THE 5TH GRADE OF MADRASAH SUMATERA THAWALIB PARABEK

THESIS

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ABSTRAK

Putri Laila Ramadhani. 2315076. Penilaian Diri Siswa Terhadap Pembelajaran Bahasa Inggris Pada Kelas 5 di Madrasah Sumatera Thawalib Parabek. Skripsi. Intitut Agama Islam Negri Bukittinggi.

penelitian ini dilakukan karena sebuah masalah yang ditemukan dalam pembelajran Bahasa Inggris. Fenomena menujukkan bahwa siswa belum pernah melakukan penilaian diri sesndiri terhadap pembelajaran Bahasa Inggris. Penelitian telah dilaksanakan di Madrasah Sumatera Thawalib Parabek pada tingkat Aliyah atau Sekolah Menengah Atas.

Penelitian ini dirancang sebagai penelitian kualitatif murni. Informan dalam pelitian ini adalah siswa kelas 5 Aliyah di Madrasah Sumatera Thawalib Parabek. ada tiga jurusan di tingkat aliyah ini yaitu Agama, IPA dan IPS. Peneliti menggunakan angket sebagai media penelitian untuk mengetahui bagaimana siswa mengaplikasika penilaian dirinya terhadap pembelajaran Bahasa Inggris.

Dari hasil penelitian menujukkan bahwa siswa kelas 5 Aliyah ternyata mampu melakukan penilaian diri mereka sendiri terhadap pembelajaran Bahasa Inggris. Hasil penelitian menyatakan dengan menentukan tujuan mereka belajar bahasa inggris siswa kelas 5 dapat mengukur sejauh mana kemampuan bahasa inggris yang telah mereka pelajari. Siswa tersebut juga memiliki tujuan yang kuat untuk mempelajari Bahasa Inggris.

Kata Kunci: Penilaian Diri Siswa, Pemebelajaran Bahasa Inggris

ABSTRACT

Putri Laila Ramadhani. 2315076. The Students' Self-Assessment of Their English Language Learning at 5th Grade in Madrasah Sumatera Thawalib Parabek. Thesis. State Islamic Institute of Bukittinggi.

This research was conducted based on a problem found in learning English. The phenomenon shows that students have never made a self-assessment of English learning. Research has been carried out in Madrasah Sumatera Thawalib Parabek at the level of Aliyah or Senior High School.

This research was designed as pure qualitative research. The informants in this research are Aliyah 5th grade students in the Thawalib Parabek Sumatra Madrasah. There are three majors at this Aliyah level, namely Religion, Natural Sciences and Social Sciences. Researchers use questionnaires as a research medium to find out how students apply their self-assessment of learning English.

The results of the study showed that Aliyah's 5th-grade students were able to do their own assessment of learning English. The results of the study stated that by determining their goal of learning English grade 5 students can measure the extent of English language skills they have learned. The student apparently also has a strong purpose for them to learn English.

Keywords: Students' Self-Assessment, English Language Learning.

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

A. Background of the Problem 1

B. Problem and Focus of the Research 5

C. Research Question.....5

D. Purpose of the Research 5

E. Significance of the research 5

F. Definition of Key Term.....5

CHAPTER II REVIEW OF RELATED LITERATURES

A. Review of Related Theories 6

1. Definition of Self-Assessment 6

a. Definition of Self-Assessment 6

b. Role of Self-Assessment in the Self-Regulation process 9

c. Advantages of Self-Assessment.....12

2. English Language Learning 15

a. Language Learning Strategies.....16

B. Review of Related Studies 19

C. Conceptual Framework 22

CHAPTER III RESEARCH METHOD

A. Setting of the Research.....23

B. Informant of the Research.....23

C. Instrument of the Research.....24

D. Technique of Data Collection 25

E. Technique of Data Analysis.....25

CHAPTER IV FINDING AND DISCUSSION

A. Finding 27

1. The Description of Data.....27

2. The Analysis of Data.....37

B. Discussion 39

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion 40

B. Suggestion.....40

References

Appendices

CHAPTER I

INTRODUCTION

A. Background of the Problem

In this current era, English become the most important tool to communicate. The reason is because English is used by more than half population in the world. It makes English as the international language. Everyone in the word use it to communicate, to trade, to gain and share information, etc. All those reason make English is worth to be learn.

Learning English is not easy. There are four skill and three components of English. Reading, writing, speaking and listening are the sill. While pronunciation, vocabulary and grammar are components. Each one of them has their own difficulties. However, all those difficulties can be handled by using the right approaches, model and strategies.

In the field of English language teaching and learning, there is a long history of investigating students' performance while they are undergoing specific learning programs – a process and product research. Following this trend are research studies focusing on, for example effective and methods as well as effective learning strategies. Some of those researchers are proved to be beneficial, for example, according to Muafi, there is significant effect of using short card towards students' vocabulary mastery[1], or Ridwan, and there is a significant effect of using

[1] Khabib Muafi, *The Effect of Using Card Short Toward Students' Vocabulary Mastery*, (Bukittinggi: IAIN Bukittinggi, 2018) p.i

out of class strategy: Speaking Homework toward students' speaking ability.[2] All those researches contribute to education in improving it to be better. Those following specific programs are some of their language learning experience. Their English language learning can be applied for a long term if it is beneficial in order to find out it is beneficial or not, students self-assessment need to be held. By doing self-assessment, the students, teacher and researcher are able to know it.

Self-assessment is a valuable learning tool as well as part of an assessment process. It as defined by Boud and Falchikov refers to the involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning.[3] It means self-assessment is needed to find out how good students at something. Students can find their self-assessment not only from their teachers, instructor or educators, but they can find it by their self. There are a lot of researches that study about students' self-assessment for example student self-assessment and its impact on learning – a pilot study,[4] students' self-assessment on their spoken interaction using CEFR,[5] etc.

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[2] Muhammad Ridwan, *The Effect of Using Out of Class Strategy: Speaking Homework Towards Stidents' Speaking Ability,* (Bukittinggi: IAIN Bukitiinggi, 2018), p.i

[3] Boud, D. & Falchikov, N. (1989). *Quantitative Studies of Self-assessment in Higher Education: A Critical Analysis of Findings.* Higher Education, 18(5), 529-549.

[4] Fiona S. Meddings and Christine A. Dearnley, *students self-assessment and its impact on learning – A pilot study.*(United Kingdom: Nurse Education Today, 2006), p.333

[5] Asdar. *Students' Self-Assessment on Their Spoken Interaction Using CEFR.* (Indonesia,2017), p.148

The researcher chooses Madrasah Sumatera Thawalib Parabek as the location of the research. It is an Islamic boarding school. The first to third grade was named Tsanawiyah and the fourth to sixth grade was named Aliyah. They have 11 teachers that teach about English subject. They study around 4 to 8 hours a week. The curriculum they used is curriculum 2013 which focuses on the students approach; however the lesson plans and classroom activities are designed from MGMP, MGMP is a weekly meeting for English teacher to discuss about English subject.

In this research, the researcher wanted to analyze the students' self-assessment of their English language learning. It is important to find out the students evaluation about their language learning in order to know the language learning quality. The aspects that need to be analyzed from the students' self-assessment are the self-regulatory depend on the goals, planning, and expectation of success, performance, self-control, process self-assessment and product self-assessment.[6] It means, here the researcher want to analyze how the students assess their self in learning English.

The language learning is about the skill that they got from the first class they learned English at school. In this case, researcher focuses on 5th grade in Madrasah Sumatera Thawalib Parabek because the language learning experience that they have is quite enough to be analyzed. Fifth grade means that they have five years of learning English. The researcher

[6] E. Panadero and Alonso-Tapia. *Self-assessment:Theoretical and Practical Connotations.When it happens, How is it Acquired and What toto to Develop it in our Students.* (Universidad Autonoma de Madrid: Electronic Journal of Research in Educational Psychology,2013) p.561-562

assumes that analyzing students' self-assessment will help students to know their abilities so far in learning English.

Based on the preliminary research in Madrasah Sumatera Thawalib Parabek at 5th of August 2019, it was found several problems. The first problem was fond during interview with students, she said that like to learn English, but she has difficulties to understand it.[7] The second problem is there is the students never do self-assessment of their English language learning before. It's based on the interview with English teacher.[8] According to laguador and Hoshower, students' evaluation is important.[9] Students' evaluation can offer the meaningful feedback when they believe their input is being valued. So it is important to conduct a research about students' self-assessment.

From the fact and problem above, the researcher want to conduct a research entitle **THE STUDENTS SELF-ASSESSMENT OF THEIR ENGLISH LANGUAGE LEARNING AT THE FITH GRADE IN MADRASAH SUMATERA THAWALIB PARABEK.**

B. Problem and Focus of the Research

Based on the problem above, the researcher found one problem identified was that students had never done a self-assessment of learning English.

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[7] Mutiara Maharani, personal interview, students in Madrasah Sumatera Thawalib Parabek, 5 Agustus 2019

[8] Zakiar Asman, personal interview, English teacher in Madrasah Sumatera Thawalib Parabek, 5agustus 2019

[9] Yining Chen and Leon B. Hoshower, *Student Evaluation of Teaching Effectiveness: an assessment of student perception and motivation*. (Ohio: Ohio University, 2003)

C. Research Question

Based on the problem and focus of the research, researcher raised one research question that is how did the students apply self-assessment in learning English?

D. Purpose of the Research

The aim of researcher on conducting this research to find students' self-assessment on their English language learning at the 5th grade students in Madrasah Sumatera Thawalib Parabek.

E. Significant of the Research

Researcher hope that the result of this research gives the advantages to:

1. For researcher : this research is expected to help the researcher to understand more about students self-assessment
2. For students : this research is expected to help students know what they need to do to further improve their English learning abilities
3. For English teacher : this research is expected to help teachers know the extent of their students' abilities in learning English
4. For the next researcher : this research can be reference for the next researcher

F. Definition of the Key Term

1. Students' self-assessment

Students' opinions, thoughts and feel about English learning

2. English language learning

Learning English that have been done by students in 5th grade

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. The nature of Self-assessment

a. Definition of self-assessment

Self-assessment is the process of ongoing reflection, self-judgment, and self-monitoring to summarize one's strengths and clarify areas for improvement. This includes learning from one's experiences; judging one's personal, educational, and professional performance; examining personal characteristics based on evidence, external standards, and explicit criteria for the purpose of future quality and performance improvements. Research has shown that self-assessment can improve learner's communication skills, and can result in behavior change.[1]

According to Boud and Falchikov, self-assessment refers to "the involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning".[2] It is a formative tool that enables students to identify their strengths and weaknesses and that draws their attention to those aspects of their

[1] McMillan J, Hearn J.2008. *Student self-assessment: the key to stronger student motivation and higher achievement*. Educational Horizons. p.40-49.

[2] Boud D & Falchikov, N. (1989). Quantitative studies of self-assessment in hogher education: Acritical analysis of findings. *Higher Education, 18,* 592-549. doi: 10.1007/BF00138746

performance that need improvement.[3] It does not mean that students assess themselves in the form of grades as Moheidat and Baniabdelrahman stated.[4] It is just a reflection made by students on their performance, ability, or progress. Teachers who use self-assessment usually hope that their students can find "what is missing on their own, figure out what to do next, and then take responsibility for following through on next steps.[5]

Another relevant aspect of the definition that self-assessment is the evaluation. Many definitions consider that evaluation occurs only after the activity when the student finishes the job and evaluates the final product. However, self-assessment also occurs during the learning process to the extent that the students monitor what he or she doing, and compares it with procedural criteria. Moreover, appropriate self-assessment also influences the planning phase[6], a fact by which it is recommended to make explicit the assessment criteria from the beginning activity. The reason for this recommendation is the clearer the goals, the better self-regulation of their own work.[7] Thus, self-assessment influences all stages of the regulatory

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[3] Falchikov, N. (2003). Involving students in assessment. *Psychology Learning and Teaching, 3(2),* 102-108.

[4] Moheidat, A & Baniabdelrahman, A (2011). The impact of Omani twelfth-grade students' self-assessment on their performance in reading in English. *Asian EFL Journal, 13*(1), 48-84

[5] Opp-beckman, L. & Klinghammer, S.J. (2006). *Shaping the way, we teach English: Successful practice around the world (instructor's manual).* Washington, DC: University of Oregon organization for Economic Co-Operation and Elopement (OECD).

[6] Boud, D. (1995c), How can self-assessment be implemented? In D. Boud, *Enhancing learning through self-assessment*. New York: RoutledgeFalmer. p.177-188

[7] Boekaerts , M. and Cassalar, E. (2006)

process, influencing learning recursively during planning, execution and evaluation of it.[8]

Another novel element of the definition is the inclusion of the assessment criteria. These criteria are specific guidelines under which work will be assessed by both the teacher and the student.[9] Criteria can establish in three ways. First, externally when the teacher sets the guidelines; second, it can be external in origin but may have been accepted internally, a fact that occurs when the professor discusses and negotiates guidelines with the students; and the third, the guidelines can be internal in origin, as when the students reflect on the characteristics that the work requires and sets his or her own criteria. The greater the sense of autonomy in the choice criteria, the greater student's motivation to achieve them, as it happens with other goals.[10] Finally, these criteria are essential for self-regulation, they can more effectively lead the student in the section of learning strategies as long as they clarify the objectives to achieve.[11]

The last part of the definition refers to the level of perception that the student wants to achieve in their work. The students set targets based on the level of accomplishment they wants to achieve in specific activity; the level may depend on the type of task – its nature, its importance, its

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[8] Zimmerman, B.J and Moylan, A.R. (2009). *Self-regulation: Where metacognition and motivation intersect.* Handbook of Metacognition in Education. p.299-315

[9] Goodrich, H.W. (1996). *Student self-assessment: at the intersection of metacognition and authentic assessment.* p.57

[10] Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

[11] Andrade, H., & Valtcheva, A. (2009). *Promoting learning and achievement through selfassessment*. Theory Into Practice, *48*(1), p.12-19

difficulty or its ambiguity. For example, a student experiencing difficulties in mathematics will try to reach a level of performance only enough to pass the course. However, a student who wishes to obtain an outstanding grade will try to achieve an excellent level of performance. These levels of perfection will also influence self-assessment because students, even if their work can be improved, will be sufficiently satisfied when they achieve the performance level they established for the task.

b. Role of self-assessment in the self-regulation process

Self-assessment is a key process for self-regulation, as it is the act of reflecting on a becoming aware of the learning process and its outcome. This reflection on what has been done allows for repeating the process if it was done correctly, until one becomes an expert in its execution. However, if implementation has not been done correctly, self-assessment makes one aware of errors and opportunities to correct them. For this reason, self-assessment can improve future executions of the activity, and favors the transfer of adequate modes of realizing a learning activity to other situations.[12]

At the empirical level, there is evidence that shows the relationship between self-assessment and self-regulation. The students with high ability for self-regulating their learning, self-assess their work more efficiently

[12] Boud, D. (1995c), How can self-assessment be implemented? In D. Boud, *Enhancing learning through self-assessment*. New York: RoutledgeFalmer. p.177-188 Boekaerts , M. and Cassalar, E. (2006)

and more often than students with low ability.[13] In a similar way, student with academic success monitor and evaluate their thinking more than those who are not successful. Moreover, there is also evidence showing that interventions based on teaching self-assessment strategies (monitoring and evaluation) improve self-regulation. In addition, the interactive self-regulation model proposed by de la Fuente and colleagues also add empirical evidence about this relationship.[14] Therefore, as learning to evaluate one's work has positive effects on self-regulation, teaching such process should be an instructional objective. However, in order to improve the success of teachers' interventions aimed at enhancing self-assessment and self-regulation, it is advisable to know in depth how self-assessment functions in relation to the self-regulatory process, a point that is discussed in the next section.

As already explained, to encourage self-evaluation it is recommended to provide students the assessment criteria at the beginning of the activity, because when such criteria are available the students can plan their actions strategically.[15] Self-assessment can also occur during the learning process has important pedagogic implications. To improve the outcome of self-assessment, this process must not be limited to exclusively

[13] Lan, W. Y. (1998). Teaching self-monitoring skills in statistics. In D. H. Schunk y B. J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice*. New York: Guilford Press.

[14] de la Fuente, J., y Justicia, F. (2007). The DEDEPRO Model for Regulating Teaching and Learning: recent advances. *Electronic Journal of Research in Educational Psychology, 5*(3), 535-564.

[15] Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through selfassessment. *Theory Into Practice, 48*(1), 12-19.

assessing the end product of learning, but also the process, as not doing so can lead to a wring result, an outcome that implies that the students effort has not been effectives as the student has to repeat their work, a consequence that decreases motivation.[16]

According to Ernesto Panadero and Jesus Alonso Tapia, the self-regulatory actions depend on seven step, they are:

1) Goals

   Remind the goals and reading the assessment criteria.

2) Planning

   Plan the task and the time to have control over the performance.

3) Expectation of success

   Giving self-message that exteriority and reinforce the success expectations.

4) Performance

   Remembering the vacations to produce content for the composition. Examining the punctuation implies supervising the task. Both are regulation of work.

5) Self-control

   Telling to himself that he will be able to play once he is done, and imagine himself to playing are strategies that allow him to regulate his concentration.

[16] Alonso-Tapia, J. (2005). *Motivar en la escuela, motivar en la familia*. Madrid: Morata.

6) Process self-assessment

   Checking if he is performing accordingly to what it is supposed. This is an example of self-assessment occurring during the task before the final product is achieved.

7) Product self-assessment

   Comparing what is being don against the assessment criteria, but in this occasion, after the task is done.

In summary, self-assessment is an essential process for self-regulating as it implies becoming aware of the objectives of the task and monitoring of students' progress with respect them. However, self-assessment is really important for learning.

c. Advantages of self-assessment

Self-assessment is an essential element for effective learning. Many advantages can be gained from integrating this type of assessment into language classroom. It can promote students' learning, raise their level of awareness of course content and assessment principles, enhance students' knowledge, and engage students in the process of assessment, which means sharing assessment burden as Oscarson indicated.[17] In EFL classrooms, self-assessment can help students improve their English language skills: writing, reading, speaking, and listening. It can also create opportunities for interaction

[17] Oscarson, M. (1998). Self-assessment of language proficiency: Routine and applications. *Language testing,6*(1), 1-13

between the teacher and students, which is often lost in today's language classrooms. According to Birjandi and Tamjid, integrating a dose of self-assessment into EFL courses will enhance students' involvement in the learning process.[18] As each student has a chance to evaluates his performance periodically, teachers will have the opportunity to comment constructively on students' performance or work and to provide them with formative feedback in a timely manner.

Self-assessment also encourages active participation of students in their learning and evaluation, which can promote students' autonomy, independence, and life-long learning skills.[19] In addition, it gives students more control over their learning and increases their responsibility towards it, directing their learning more effectively; making them more involved in their own learning, reflective in learning, and more aware of the assessment criteria; and directing them to recognize what aspects of their own work need to be improved and to identify their weaknesses and strengths but not in a way that may damage their self-esteem as Jones stated.[20] Moreover, self-assessment

[18] Brijandi, P. & Tamjid, N. (2012). The role of self- peer and teacher assessment in promoting Iranian EFL learners' writing performance. *Assessment & evaluation in Higher Education*, *37*(5), 513-533

[19] Honsa, S. (2013). Self-assessment in EFL writing: A study of intermediate EFL students at a Thai University. *Voice in Asia Journal*, *1*(1), 34-57

[20] Jones, C. A. (2005). *Assessment for learning*. London: Learning and Skill Development Agency.

provides students with more learning opportunities and leads to additional learning gains as Fulcher stated.[21]

Motivation, which is an essential component for learning, is also an advantage of self-assessment. According to Fulcher, self-assessment can improve students' motivation and self-esteem. Geeslin argued that self-assessment enhances students' motivation as it makes them gain ownership of the learning process and helps them to identify the desired performance and to monitor their progress towards that performance. She added that self-assessment can enhance students' motivation due to its formative nature, which can create opportunities for students to focus on specific aspects of their performance and monitor their improvement in those aspects.[22] Besides, self-assessment can improve EFL learners' self-efficacy, learners' learning goal orientation, and students' confidence as sharakipour[23] and Butter and Lee [24] indicated.

In fact, self-assessment is an effective tool. If implemented systematically and integrated into classroom activities, self-assessment can make students more active, helping them to perceive their own

[21] Fulcher, G. (2010). *Practical Language Testing*. London: Hodder Education Geeslin, K.L. (2003) student self-assessment in the foreign language classroom: The place of authentic assessment intruments in the Spanish language classroom. *Hispania, 86*(4), 857-868.

[22] Fulcher, G. (2010). *Practical Language Testing*. London: Hodder Education Geeslin, K.L. (2003) student self-assessment in the foreign language classroom: The place of authentic assessment intruments in the Spanish language classroom. *Hispania, 86*(4), 857-868.

[23] Sharakipour, H. (2014). On the impact of self-assessment on EFL learners' receptive skill performance. *AJTLHE, 6*(1), 1-13

[24] Butter, Y. G & Lee, J. (2010). The effect of self-assessment among young learners of English. *Language testing. 27* (1), 5-31

progress.[25] All these advantages and benefit of self-assessment really urge EFL teacher to star integrating into EFL classroom in order to create more learning opportunities in which their students are more involved, more responsible of their own learning, and more aware of strength and weaknesses and objectives and content of the course.

2. English Language Learning

The language teacher, not being a theoretician, usually depends on the research done by linguists, psycho-linguists and socio-linguists. The teacher practices the theories put forward by the theoreticians, including linguists and educationalists, in the class. These theories which eventually lead to methods help the teacher to create techniques to teach a foreign language in the classroom effectively. Thus language theories guide a teacher to select and follow an approach to the teaching of any new language.

A modern psychological approach to language is based on moves around two basic theories: behaviorist and cognitive theories of language. Both the theories try to provide an explanation to language learning and present different answers. Behaviourists consider language learning as a process of conditioning and the expected goal in learning is achieved by a series of stimulus and responses. According to behaviorists, learning takes place due to the relationship between stimulus and learners' responses to it. Learner, as a result of this

[25] Harris, M. (1997). Self-assessment of language learning in formal. Setting *ELT journal,51*(1), 12-20

conditioning, will be able to give the expected response and then it can be said that he has learned. Thus practicing the lesson should be important activity of the language learner. Behaviourists believe that these responses of the learners to the stimulus are automatic and not a result of any deliberate thought. During 1930s and 40s, linguists were influenced by Behaviourism and which resulted in the publication of teaching materials based on behaviourist theory.

Cognitive theorists say that each learner has a cognitive structure into which any new learning is absorbed. Cognitive theory is also called ‘mentalistic’ because all cognitive interpretation of language learning rests upon the neuropsychological base of thought. Cognitive theoreticians consider language learning as a ‘meaningful process’. Cognitive theory validates Experiential Language Learning because there the learner will understand the new input and connect it with previous inputs or experiences.

a. Language learning strategies

Learning strategies are used by the learners to help one to acquire, to take input, (Rewrite) and use the information, to make ones learning, quick, simple, more effective which can be passed on to new situations. A learner wants to learn English language to communicate in English fluently and correctly. He needs English in business in a restaurant, to ask directions, etc. Using learning strategies will not enable him to use the language in such situations. Using different

learning strategies in a reasonable course of time will enable the learner to use the language successfully. Linguists call it a ‘strategy chain’, a set of interconnected and supportive strategies. Language autonomy can be acquired with the help of learning strategies. Managing one’s own learning process is a must for autonomy. Self-efficacy also can be improved by learning strategies.

There are six major learning strategies: cognitive, mnemonic, metacognitive, compensatory, affective and social.

1) Cognitive: Learners already have many of information. He is always updating this information with new information which he collects from various sources. Cognitive strategy helps learners to make an association with the previous and new knowledge or information. Analyzing, guessing, inductive and deductive reasoning, rearranging the information and taking regular notes of the information are examples of cognitive strategies.
2) Mnemonic strategy: Mnemonic strategy assists learners to connect a newly learned knowledge with what they have already learned and know. These are useful for remembering knowledge in a systematic way in different ways. Examples are by sounds as in rhyming, by body movement as learners follow teachers’ command, particular point in a black board or page. Mnemonic strategy connects

old & newly learned knowledge stimulus-response manner. This drawback does not prevent learners to use Mnemonic strategy to learn vocabulary items and grammar principles.

3) Metacognitive strategy: many types of Metacognitive strategies exist. a) They assist learners to manage themselves as learners, b) In knowledge seeking process, c) Choose particular tasks for learning. This strategy will help the learner to focus on his area of interest his needs and the best style of learning. Each learning style approach helps to learn a language. Learner can select the learning style which suits him best. Metacognitive strategy helps a learner to select the right resource and fix a goal for language learning. If the goals are not clear the learning process will be obstructed. Metacognitive strategy also helps the learner to handle particular language tasks. Selecting resources to solve these particular tasks also come under this Metacognitive strategy.
4) Compensatory Strategies: Guessing the meaning or idea while listening and reading fills a learning gap. Likewise compensatory or communicative strategies assist learners while speaking and writing. Using synonym and gesturing is a strategy for speaking and use of synonym will fill the knowledge gaps while writing.

5) Affective strategies: A learner can identify his feelings like anger, unhappiness and anxiety and s/he can be aware of such situations which produce such feelings. Such in language learning process positive attitudes and beliefs can increase the learner's motivation and will improve his language learning.
6) Social strategies: Social strategies are an integral part of communicative language learning. Social strategies help students to know about the culture of the target language speaking people. Using this strategy learners can learn with others discuss problem questions, etc.

A learner can be taught with different learning strategies. The result depends on cultural back ground and contents of the teacher's material.

B. Review of Related Studies

The first study was conducted by Ernesto Panadero and Jesus Alonso- Tapia in 2013 with the tittle "*Self-assessment: Theoretical and Practical Connotations. When it Happens, How is it Acquired and what to do to Develop it in our Students"*. The aim of this study was to clarify the complexity of the self-assessment process, and to provide guidance to facilitate the work of teachers to promote it use. With this purpose, three tasks have been carried out, each of which represents to specific contribution. In the first place, a review of different theoretical perspective

on self-assessment has been realized. This review has highlighted that the self-assessment process involves self-monitoring own work using the available criteria to assess its adequacy and, if necessary, to modify it. In the second place, it has been shown that, self-assessment is important for learning and according to research it is common practice in the classroom. However, many students do not self-assess their work spontaneously nor properly, either because they do not know how to do it due to a lack of specific criteria to be taken into account, or because they do not see the value of spending effort to make such an assessment.

The second study was conducted by Chen and Hoshower in 2003 with the title "*Students Evaluation of Teaching Effectiveness: an Assessment of Students Perception and Motivation*".[26] This study employs expectancy theory to evaluate some key factors that motivate students to participate in the teaching evaluation process. The results show that students generally consider an improvement in teaching to be the most attractive outcome of a teaching evaluation system. The second most attractive outcome was using teaching evaluations to improve course content and format. Using teaching evaluations for a professor's tenure, promotion and salary rise decisions and making the results of evaluations available for students' decisions on course and instructor selection were less important from the students' standpoint. Students' motivation to

[26] Yining Chen and Leon B. Hoshower, *Student Evaluation of Teaching Effectiveness: an assessment of student perception and motivation*. (Ohio: Ohio University, 2003)

participate in teaching evaluations is also impacted significantly by their expectation that they will be able to provide meaningful feedback. Since quality student input is an essential antecedent of meaningful student evaluations of teaching effectiveness, the results of this study should be considered thoughtfully as the evaluation system is designed, implemented and operated.

The third study was conducted by Kiely and Maizatulliza in 2017 with the title *"Students' evaluation of Their English Language Learning Experience.*[27] This study has purpose to find out the students' evaluation about learning experience that they had. The data were gathered from 20 semi-structured interviews with 10 'good' students and 10 'weak' students emphasizing on factors which contributed to their proficiency level, preferred teaching approaches and learning strategies as well as their overall learning experience. The qualitative analysis indicated some different views between the 'good' and the 'weak' students in terms of their proficiency level and the contributing factors to their success (or lack of) in learning English. They however, shared similar opinion on preferred teaching approaches, learning strategies and classroom experience. The results have implications for pedagogy as they highlight some insights which may facilitate success in English language learning.

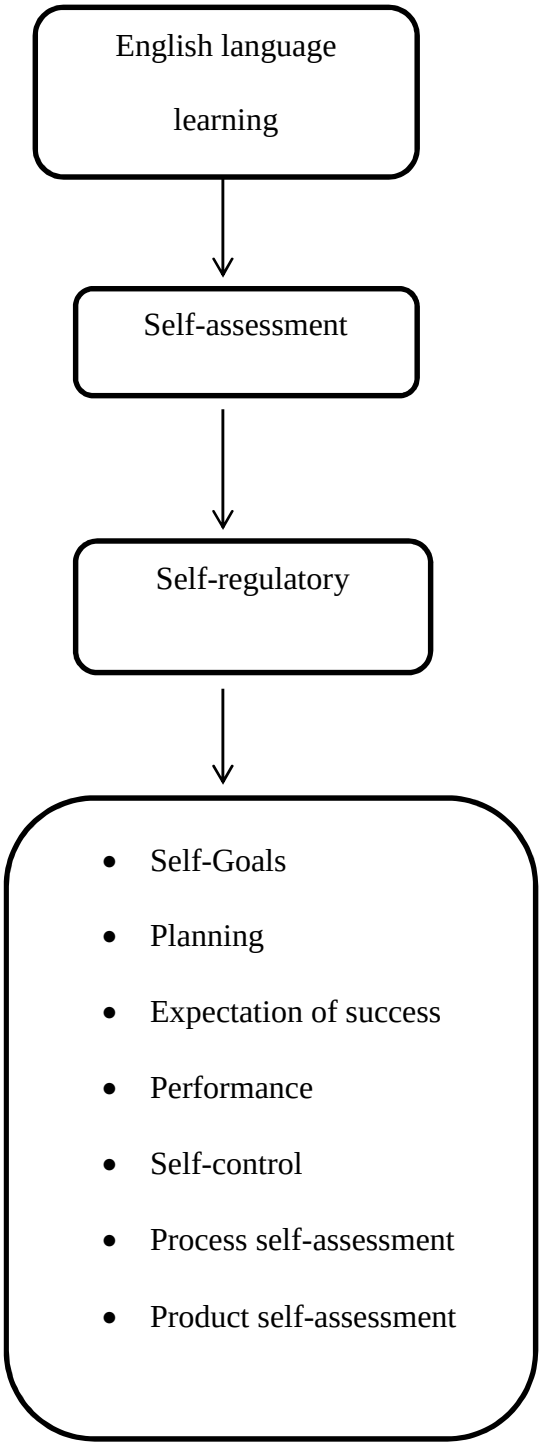
In this research, researcher wants to focus on students' self-assessment on their English language learning. They are assess by self-

[27] M. Maizatulliza and R. Kielly. *Students' Evaluation of Their English Language Learning Experiece.* (Malaysia: Dinamika Ilmu, 2017), p. i

regulatory that depend on seven step, they are goals, planning, expectation of success, performance, process of self-assessment and product of self-assessment.

C. Conceptual Framework

Based on theories about students' self-assessment on their English language learning, the conceptual framework of this research as follow:



CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In this research, the researcher used a qualitative research design. Tohirin pointed out that qualitative research is research meant to understand the phenomena about what was felt by the research subject, for example: behaviour, perception, motivation, action, and etc holistic with description way in words and language in a especially and natural context with use kinds of natural methods.[1] The purpose of the research was to identify and to explore how a phenomena or reality in field research without do any treatment on it.

In this case, researcher conducts this research in order to identify and explore how students apply self-assessment in learning English at the fifth grade of Madrasah Sumatera Thawalib Parabek

B. Informant of the Research

The informant of the research is the students of Madrasah Sumatera Thawalib Parabek. Where as the key informant is the fifth grade students and supporting informant is the english teacher in Madrasah Sumatera Thawalib Parabek.

[1]Tohirin, (2012), *Metode Penelitian Kualitatif dalam Pendidikan*, Jakarta: PT RajaGrafindo Persada, P. 3.

C. Instrument of the Research

Instrument is a tool which used by the researcher to collect the data. According to Arikunto, there are some techniques that can be used to collect the data such as interview, observation, questioner and documentation. This research used questionnaire as the instrument. Sugiyono defined, "Questionnaire is a technique of data collection that is done by giving some written question to respondent."[2] In educational researches, "the questionnaire consists of a sense of question or statements to which individuals are asked for fact or opinions, attitudes or preferences of the respondents."[3]

There are three types of questionnaire such as close, open and combination of both. In this research, the researcher used closed questionnaire. Wilkinson and Birmingham stated that close questionnaire was question to which all possible answer is provided.[4] It means that alternative answer for each item had been prepared by researcher before giving question to respondents. Another side close questionnaire is type of questionnaire technique that data is clearer and easier to be analyzed. The students would be easier to respond all questions or the statements given in the list. Because the students only needed to choose available respond.

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[2] Sugiono, *Metode Penelitian Pendidikan: Penelitian Kuantitatif, Qualitatif dan R&D*. (Bandung;Alfabeta, 2007). p.199

[3] Yo gesh Kumar Singh, *Fundamental of Research Methodology and Statistic*. Copyright © 2006 New Age International (P) Ltd., Publishers. Published by New Age International (P) Ltd., Publisher. p.192

[4] David Wilkinson & Peter Birmingham, *Using Research Instruments: A Guide for Researchers*. (London and New York; Rutledge Farmer. 2003) p.11

D. Technique of Data Collection

In this study, researchers used a closed questionnaire to collect data related to student self-assessment of learning English. Students are easier to respond to all statements given in the list. The items of the statements are interpreted into Indonesian in order to help respondents to comprehend the items well.

Furthermore, this research used a checklist (√) to answered each question by choosing one of the alternatives answers: *Strongly agree*, *agree*, *less agree*, *disagree*, and *strongly disagree*.

In order to make those questions valid, the researcher had done the validity with content validity by experts. Gay adds that a judgment of content validity is determined by experts. [5]

E. Technique of Data Analysis

The data will be analyzed by using some steps, as according to Sugiyono, it would be explained as follow:

a. Data Collection: the researcher collects the data through the questionnaire that give to the students to find out about the students' self-assessment in learning English
b. Data Reduction: the researcher resumes the data and focus on the research aspects and unnecessary aspects are reduced by researcher.

[5] L.R.Gay, Educational Research Competencies for Analysis and Application….. p.130

c. Display the Data: the researcher makes the result of the research that consist of students' self-assessment in learning English

d. Conclusion: the researcher concludes the finding based on students' self-assessment in learning English.[6]

[6]Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 338.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this section, the researcher presents the data collected from January 20th 2020 at fifth grade in Madrasah Sumatera Thawalib Parabek. The data is presented to answer the research question: how do the students apply self-assessment in learning English at the fifth grade in Madrasah Sumatera Thawalib Parabek?

1. The Description of Data

The data description of the research is based on the questionnaire. From the questionnaire that was given to the students, most of them have a different way in apply self-assessment on learning English. The data was gathered from the indicators of self-assessment, they are: goals, planning, expectation of success, performance, self-control, process self-assessment and product of self-assessment. Each statement of the indicator have five alternatives answered, they are strongly agreed, agree, less agree, disagree, and strongly disagree.

1) Goals

In this section, researcher has three statements related to students' goals in learning English that can help them to assess their self too. First statement is “I studied English so that I can

express ideas in communicating using English", it is meant that students have a goal in learning English to deliver their ideas and speak up with English. In this section, more than half respondents give responses strongly agree for the statement and agree for the rest.

The second statement is "I studied English to understand songs and movie in English", its mean that the students have a goal in learning English to make them understand the meaning of songs that they hear and movie that they watched using English. More than half respondents give a response strongly agree with this statement and rest of them response give a response not agree.

The last statement in this indicator is "I studies English to study abroad", it is meant that students learn English with a purpose they can communicate and understand English so that they can continue their study abroad. From the last statement in the first indicator, most of respondents strongly agree that they learned English to study abroad. Just a little of them disagree with this statement.

Generally, the result of the questionnaire showed that the students have their own goals in learning English. As it identify in observation where the students have different goals when they learned English.

2) Planning

In this part, researcher has three statements related to the planning of students that help them to achieve their goals in learning English and to assess their self too. The first statement is “I always prepare myself before learning English”, the meaning of this statement is the students prepare themselves at home before they start learning English at school, so students have read first the material that will be delivered by the teacher in class. In this statement, more than half of the respondents choose to agree with this statement, but some of them choose to disagree too with this statement, it is meant that not all of the students prepare their self before learning English.

The second statement is “I always take the time to do English assignment”, this statement means that students always take the time to work on the English assignments given by their teacher. In this statement, most of respondent response agree to this statement and some of them also choose strongly agree. But, only a few of them chose to disagree, disagree and even strongly disagree with this statement. From this statement, not all of the students choose to prepare themselves before learning English.

The last statement in this part is “I always try to finish every English assignment on time”, meaning of this statement is the

students always try to do every assignment that was given by teacher on time, even though they have many activities after school, they always try to finish the English assignment on time. In this statement, more than half students choose agree as their response and there are still those who disagree with this statement.

In conclusion, students have different planning in achieving their respective goals when learning English. Most students choose to try to complete their assignments on time as their planning when learning English.

3) Expectation of Success

In this part, researcher has three statements that related with the expectation of students to assess their self in learning English. First statement is “I always try to understand every English lesson that is given by the teacher”, even though the English lesson is not easy, students always try to understand it. In this statement, more than half respondent choose to agree as to their response. But, some of them also choose disagree with this statement.

The second statement is “I always target the value to be achieved in English lessons”, the meaning of this statement is students have their own target value for their English lessons, which is why they will learn to achieve their target value. From this statement, almost half of the respondents response agree with

this statement, more than quarter of respondents chose strongly agreed with this statement and the rest chose less to agree and disagree.

The last statement in this part is “I always motivate myself again when I’m lazy to learn English” when they start to get tired and lazy in learning English, they try to motivate themselves again so that the spirit to learn again. In this part, almost half of respondents choose to agree as to their response, but there are some of them also choose strongly agree and there are some of those who respond there are also those who respond less agree and disagree. So, not all of the respondents can motivate again themselves when they getting down in learning English.

From the three statements that are related to the expectation of success, it can be concluded that the students also have different expectations in their achievement when learning English. Students, who expect to always try to understand every English lesson that is given by the teacher, become the hope of success that can be approved by students.

4) Performance

In this part, researcher has three statements that related to the students’ performance that can help them to assess their self in learning English. First statement is “I want to practice my English

skills with native speakers", the meaning of this statement is the student wants to talk with the native speaker to know how the English that they learned with the originally English from the native. In this section, more than half respondents choose agree as their response. Some of the respondents also choose strongly agree and the rest of them choose less agree and disagree.

The second statement is "I always check in detail every English assignment that has been done", it is meant that the students examine each assignment given by the teacher in detail, both in writing sentences and punctuation marks on the assignment. In this statement, almost half of the respondents responded agree, but also quite a number of those who responded less agree and disagreed, even there were a few of those who responded strongly disagree to this statement.

The last statement in this part is "I always apply the new vocabulary that I get in learning English", the meaning of this statement is the students always try to speak English using the new vocabulary that they found. In this statement, there are a variety of different responses given by respondents to this statement. Less than half the respondents agreed with this statement but about half the other respondents chose not agree, disagree, even strongly

disagree. It can be said that not all respondents apply the new vocabulary to be able to speak in English.

In learning English, what we practice is not just talking. We also have to apply new things that we get when we learn English. As a performance to improve English language skills, not all students have the same performance. Practicing their English skills with native speakers is a performance most of them want to do.

5) Self-Control

There are three statements related to self-control that researcher give to students so that they can measure their self-assessment on self-control in learning English. The first statement is “I limit my English study schedule to my play schedule”, the purpose of this statement is that students limit their schedule for learning English with their schedule for playing. In this statement almost all students have different answers. It can be concluded that only a quarter of respondents agree if they limit their learning schedule by playing. While the rest of the respondents chose disagree with the statement.

The second statement is “I always give credit to myself when I finish learning English”, it is meant that student who has finished repeating his English lessons, then he will give an appreciation to himself, either in the form of food or maybe he will do things he

likes, like reading his favorite book or watching a movie. Not much different from the previous statement, in this statement the respondent also gave a different response, and it can also be concluded that quite a lot of people agreed with this statement, but not a few of them responded to disagree with this statement.

The last statement in this part is “I have a special strategy when I am tired of learning English”, the meaning of this statement is students have their own strategies when he started to get bored in learning English. Almost the same with two previous statements, where respondents give different answers. In this statement, almost half of the respondents responded agree and only a few of them said they disagreed with this statement.

In conclusion, the way of the students control their self in learning English is different. Most of the student has their own strategy when they got saturated in learning English.

6) Process Self-assessment

In this part, researcher has three statements that relate to process self-assessments that can help students to assess their self on the process that had they done in learning English. First statement is “I always make sure the work done is what it should be”, the meaning of this statement is that the student always makes sure the assignment he has done is in accordance with what the

teacher instructs. Such as there are no wrong pages or chapters that are wrong in making their assignments. From this statement, more than half the respondent agrees to make sure the work done is in accordance with what is intended, but there are still some who disagree with this statement.

The second statement is “I always ask friends to check the English assignments I have done”, the meaning of this statement is students need help from their peers to re-check every English assignment that he has done. In this statement between respondents who gave a response to agree and disagree was balanced, but there are also some of those who disagree with this statement.

The last statement in this part is “I always give my best for my English assignments”, means that the students give the best fin their self in learning English. In this last statement more than half respondent agree with the statement and no one of them not agree with it.

Self-assessment involves a variety of mechanisms and techniques that students use to describe and perhaps give value to the quality of their own learning process. The overall result can be concluded that the process of self-assessment of the students is different. They always make sure that their English assignment in accordance with what should be and they also always give the best

for their English assignments is the process of self-assessment that is mostly done by the students.

7) Product of self- assessment

For this last indicator of self-assessment, the researcher also has three statements that relating to comparisons made by students in assessing themselves to learn English. The first statement is “I always ask the teacher about the assessment of the work that I have done”, the purpose of this statement is the student directly asks the teacher the grades on the assignments that he has done but not examined together in the classroom. For this statement, not many of them agree with this statement and there are still those who disagree with this statement, even there are some of them who strongly disagree with it.

The second statement is “I always measure the development of my English skills”, from this statement it can be interpreted that the student has his own way to measure the extent of the English distance he already has. In this statement, more than half respondent choose agree as their response, even there are still those who disagree, disagree and even strongly disagree.

The last statement is “I always ask the teacher back the English material that I have not yet understood”, after the student learns English, if he has tried to understand the lesson but he cannot

understand it himself, the student will ask the teacher again about the lesson he did not understand. In this statement, among respondents who strongly agree and agreed it was almost balanced even there are still those who disagree with this statement.

The most recent thing done by students in conducting self-assessment is comparing all the performance they have done to learning English. It is not easy for students to make comparisons to themselves, but this must be done to find out to what extent their English language skills have been learned so far.

2. The analysis of Data

In this section, the researcher describes the answers to the research questions: “How the students do apply self-assessment in learning English at the fifth grade in Madrasah Sumatera Thawalib Parabek?”

In applying self-assessment in learning English for the fifth-grade students in Madrasah Sumatera Thawalib Parabek from the questionnaire that given to the students. It can be concluded that the students decide the goals of learning English. They decide the goals because they want to express their ideas and communicating with English and they also want to study abroad with English. After they deciding the goals, they make a plan to always tried to finish every assignment that given on time and also they have an expectation for the success of learning their English by always trying to understand every English lesson that is given by the teacher. After that, they

also want to practice their English skills with native speakers as a form of performance for their English lessons so far. They also have a special strategy when they start to get bored learning English, this is their way to control themselves in learning English. The process that they have passed, they always make sure that every task they do is in accordance with what it should be. The last is the product of self-assessment. After doing a variety of tips and statistics, they always measure the development of their English language skills.

In applying self-assessment, students in the fifth grade at the Madrasah Sumatera Thawalib Parabek are very strong in making their goals of learning English. They have a definite goal for what they are learning English, both to achieve grades in class and for themselves. In doing a self-assessment of English language learning can be seen from their goal of learning this English.

B. Discussion

Self-assessing is indeed not easy, but it must be done to find out to what extent our ability to master a thing. so is the case with learning English. English is a foreign language for us, but we must learn English because it is an international language. In Indonesia, English is one of the subjects that must be studied. Therefore, in order to know the extent of our ability in English, it is necessary to do a self-assessment of English language learning.

The researcher finds out students in Sumatran Madrasas Thawalib Parabek can apply the self-assessment by deciding the goals. It is because the students have strong goals for learning English when the students learn English and they remember the goals for what they learn, they are persevered in learning English and they can also assess their self-learning.

Self-assessment is an essential element for effective learning.[1] Many advantages can be gained from integrating this type of assessment into language classroom. It can promote students' learning, raise their level of awareness of course content and assessment principles, enhance students' knowledge, and engage students in the process of assessment, which means sharing assessment burden as Oscarson indicated.[2] As each student has a chance to evaluates his performance periodically, teachers will have the opportunity to comment constructively on students' performance or work and to provide them with formative feedback in a timely manner.

[1] Black , P. & William, D (1998). Assessment and classroom learning. *Assessment in Education, 51*(1), 7-74

[2] Oscarson, M. (1998). Self-assessment of language proficiency: Routine and applications. *Language testing,6*(1), 1-13

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

As the result and the research which has been described and discussed in the previous chapter, the researcher concluded that the 5th grade students in Madrasah Sumatera Thawalib Parabek that never do self-assessment before. They have understood the way to assess their self by deciding the goals, planning, expectation of success, performance, self-control, process of self-assessment, and product self-assessment on their English language learning. Most of the student deciding their own goals in learning English. Even they have different goals in learning English, they have strong goals to learned English. They all really want to communicate and transfer their ideas with English.

B. Suggestions

The suggestion addressed to the students, teacher and researcher. For the students, this research is expected to help students know what they need to do to further improve their English learning abilities. For teacher, this research is expected to help teachers know the extent of their students' abilities in learning English. And for the researcher, this research is expected to help the researcher to understand more about students' self-assessment.

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