

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Karya Ilmiah (Paper) : Promoting Reading Motivation to Build Concept through Interview and Self Assessment
 Jumlah Penulis : 2 orang (1. Muhimatul Ifadah; 2. Siti Aimah)
 Status Pengusul : penulis pertama/penulis ke 2./penulis korespondensi **
 Identitas Prosiding : a. Judul Prosiding : 5th ELTLT Conference Proceedings
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 (beri ✓ pada kategori yang tepat) Prosiding Forum Ilmiah Nasional

Hasil Penilaian Peer Review :

Komponen Yang Dinilai	Nilai Maksimal Prosiding		Nilai Akhir Yang Diperoleh		
	Internasional	Nasional	Review PTS	Kopertis	
	<input type="checkbox"/>	<input type="checkbox"/>		Tim PAK	Tim Validasi
a. Kelengkapan unsur isi makalah (10%)	1,5		1,4		
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		4,2		
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5		4,0		
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4,2		
Total = (100%)	15		13,8		
Nilai Pengusul	40% x 13,8 = 5,52		5,52		

Catatan Penilaian artikel oleh reviewer:

Semarang, 3 November 2016
 Reviewer 1

(Dr. Wiyaka, M.Pd)
 NIDN/NIP: 0026126401/196412261990031002
 Unit kerja : Upgris

*dinilai oleh dua Reviewer secara terpisah
 **coret yang tidak perlu

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c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	4,5		4,3		
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4,4		
Total = (100%)	15		14,4		
Nilai Pengusul	40% x 14,4 = 5,76		5,76		

Catatan Penilaian artikel oleh reviewer:

Semarang, 3 November 2016
 Reviewer 2



(Dias Andris Susanto, S.Pd, M.Pd)
 NIDN/NIP: 0114127906/097901226
 Unit kerja : Upgris

*dinilai oleh dua Reviewer secara terpisah
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a. Kelengkapan unsur isi makalah (10%)	1,5		1,4		
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		4,25		
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5		4,15		
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4,3		
Total = (100%)	15		14,1		
Nilai Pengusul	40% x 14,1 = 5,64		5,64		

Catatan Penilaian artikel oleh reviewer:

Reviewer 2



(Dias Andris Susanto, S.Pd, M.Pd)
 NIDN/NIP: 0114127906/097901226
 Unit kerja : Upgris

Semarang, 3 November 2016

Reviewer 1



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**coret yang tidak perlu

DOCUMENT

ELTLT5_PROMOTING_IFA, AIMA

SCORE

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PROMOTING READING MOTIVATION TO BUILD
CONCEPT THROUGH INTERVIEW AND SELF
ASSESSMENT

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Abstract

Comprehension is much affected by reading activity. Through reading, concept of a subject might be understood or might be misunderstood. However, reading activity is often limited by the time allotment in the classroom in the process of teaching and learning. The recent study tries to describe the students' response and responsibility in reading to pursue the comprehension through interview and self assessment as the approach in the qualitative study. The interviews will be done in the end of a topic to know how far their comprehension is, and they were asked to fill out a form which measure and describe their personal activities in reading. The interview aimed to dig up the comprehension, while the self assessment is meant to measure their personal perception about their competence. From the two instruments, the students will get reflection that can be used to enforce their responsibilities and motivation in Language Testing

subject. From the discussion, it is expected that the students raise more questions and share their comprehension to the group who presents the material. Regardless to the various inputs, their perception and attitude in the process of teaching and learning hopefully will lead to positive atmosphere. However, the bigger classes may consider about the time allotment in delivering the interview which devote more energy and time in the execution.

Keywords - reading motivation, interview, and self assessment

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Introduction

Reading is believed to have significant impact to the knowledge, so as it gives benefits for those who are consistently in doing it. Unfortunately, many students did not do so, as they admitted in the observation done by the researcher. Meanwhile, the need of comprehension is much affected by the chance in reading the material. Some of the reasons are; the amount of reading material, unfamiliar vocabulary, and limited time to read. As its consequences, the students do not have sufficient knowledge and argument in the process of learning in improving their skills. Reading is considered as lecturer's instruction rather than a need for the students. However, in improving the skill, the students need to have comprehending the concept and applying it into skill and the former seemed to be basic indicator for the succeed of learning, because in the process of reading

it also involves the process of thinking that lead to another level of comprehension.

Methodology

This study applied qualitative approach in the process of learning as an effort to pursue students' response and responsibility in reading behavior to support the quality of learning process. The students are given several questions related to the topic being discussed in the meeting through interview.

Before the interview, the students are assigned to read the material and asked to share their comprehension to the teacher and also to their classmates. Besides, the students are also given self-assessment form to be filled out and measure themselves in understanding the material. The form consisted of questions that describe the students' aptitude toward the process of learning in the classroom and how they judge

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themselves in joining the classroom, such as their understanding, attitude, and opinion.

The form of self-assessment is given after a topic is finished and then the feedback is shared to the whole class to be used as a kind of students' record in their development. In the midterm meeting, the lecturer reported to the students about their performance and invited the students' response. The enforcement is done during the whole semester to see any changes, especially for their reading behavior which can be portrayed in their performance.

Finding and Discussion

The first interview was done on the first meeting to investigate the students' behavior in reading and its difficulties. The very first question that being asked was whether the students read the material before the class is managed, and the result showed that only twenty percents (20%) from those students who read the material. Whenever the lecturer asked the difficulties in reading, most of them conveyed that they did not know about the meaning of the words so it made the students frustrated. The many topics are also become one of the reasons for them to do not read the material. They have admitted that whenever the lecturer ask them to buy the books more than two books, it will be very hard for them to finish the book. On the other hand, those who admitted that they read the material frequently will have adequate knowledge and information-as far as they know- when the lecturer asked them some questions and they will not be ashamed because of that.

Another phenomenon found that the students will be more comfortable if they are given some responsibilities, because it showed that they are lead to do structured steps rather than they do not given any assignments or instruction. In other words, if the students are not demanded to read, they will not read the material.

Though, those phenomena will obviously have impact on the process of learning. In the classroom through the discussion, the students will not participate effectively because they do not have any information or knowledge to be involved. As the consequence, the lecturer will devote more energy in the classroom and it is also influenced the competence that is going to be achieved. One important thing that needs to be done in the process of learning is reflection, because

reflection may help someone in deciding what should be done or in this case - strategy that is needed. From the evaluation in the midterm, 57% students showed good result of understanding, described by their score which is more than 70 on answering the questions. This result was in line with the result of interview which reveals that those students provided their time in reading the material. They did not always reading the material before joining the classroom, but sometimes they made note based on the lecturer's explanation, and read the material which is simplified by the lecturer for every topic. Those who did the particular strategies think that it will be uncomfortable for them if in the classroom they did not much participate. Furthermore, in the self assessment sheet, they are demanded to be objective to judge themselves, and it will be unfair if they made themselves in higher score. However, in the early semester, they gave high score for themselves, but then it decreased in the midterm, showing that they try to be objective. The lecturer then try to apply some strategies for the students who do not perform any increasing, (14%) both in participating or also in giving explanation to their classmates in the discussion. They admitted that they are adult learners and it will be fine if the feedback is delivered in front of the class, that is why the lecturer together with the students doing reflection for the performance. Those students who did not perform any development admitted that they did not have much time in reading and they could not understand the material

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because they do not read the material and they usually read-studying- the material in the end of the semester on the final examination.

Those students are the same students who admit the same thing in the early semester, admitted that they did not provide time to read and also read the material whenever they willing to read; reflected that those students did not have willingness to change or adjust their learning strategy. However, this internal motivation is not easy to be changed, though some strategies are applied in the process. In the end of the semester, 65% students showed good result of evaluation and 35% still did not have significant improvement.

Conclusions

To change behavior –learning strategy- it will not be enough in one semester. The adult learner should have internal awareness of adjusting the learning strategy in achieving the competence demanded. To stimulate the motivation, the lecturer may use the psychological approach to support the process of learning. The objective opinion from the students about themselves is important to help the lecturer in applying the approach in the learning process. The awareness in accepting the reflection is a sign of adult learners that will give benefit for those in developing the competence, because learning from the experience is obviously beneficial. This approach-interview and self assessment require more time in the classroom; it is suggested to adjust in its practice- related to the number of students and material that should be completed during the semester. Another strategy that can be applied is the lecturer is suggested to simplify the material, by constructing the material systematically, designing

important points to be mastered, and enforcing the students to have open- minded judgment in learning to make them become long-life learners.