Judul Karya Ilmiah (Paper) : Bridging Students and Lecturer's Expectation in Learning Process through Self Assessment

Jumlah Penulis : 2 orang (1. Muhimatul Ifadah; 2. Siti Aimah)

Status Pengusul : ~~penulis pertama~~/penulis ke 2../~~penulis korespondensi~~ **

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Komponen Yang Dinilai	Nilai Maksimal Prosiding		Nilai Akhir Yang Diperoleh		
	Internasional ☐	Nasional ☐	Review PTS	Kopertis	
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a. Kelengkapan unsur isi makalah (10%)	1,5		1,5		
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Total = (100%)	15		14,1		
Nilai Pengusul	40% x 14,1 = 5,64		5,64		

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

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

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Semarang, 25 Juli 2017
Reviewer 2

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NIDN/NIP: 0114127906/097901226
Unit kerja : Upgris

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DOCUMENT

ARTIKEL ELLIC_IFA AIMA

SCORE

100 of 100

ISSUES FOUND IN THIS TEXT

0

PLAGIARISM

1%

Contextual Spelling	Checking disabled
Grammar	Checking disabled
Punctuation	Checking disabled
Sentence Structure	Checking disabled
Style	Checking disabled
Vocabulary enhancement	✓ No errors

ARTIKEL ELLIC_IFA AIMA

BRIDGING STUDENTS AND LECTURER'S EXPECTATION IN LEARNING PROCESS THROUGH SELF ASSESSMENT

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Abstract

This study was aimed to describe student- lecturer expectation in the process of learning. The students and lecturer [1] were given questionnaire which revealed their difficulty for lessons they enrolled. For the teacher, they were asked to describe their expectation to their students and describe [2] the teaching; the preparation, process, and evaluation. The result showed that most of the students concern about the lecturer's approach and methodology. 92% of sixty two students wrote that final score is very important [3], and it was the teacher who has the main [4] role to transfer the comprehension. However, 8% students wrote that each of them should have their own strategies in learning the subjects, because each lesson will not have the same difficulty. In addition, some of them are also delivering that personal problem sometimes become more disturbing than the subject itself. Media becomes an alternative in eliminating the boredom and the anxiety in comprehending the lesson. It also can be said that the lecturers have different way in indicating the success of learning, 60 % indicated [5] success with the student's improvement and behavior, the rest wrote that successful learning is whenever the students able to perform what is demanded on the lesson, for example a product. Almost all of the students said that it was very helpful [6] if the lecturer can be open-minded to the students about the evaluation, particularly- on what base the final score is resulted.

1 Repetitive word: *lecturer*

2 Repetitive word: *describe*

3 Weak adjective: *important*

4 Overused word: *main*

5 Repetitive word: *indicated*

Though, some lecturers [7] also describe that they adjust the evaluation from the assignment, examination, and also the manner.

Key words: self assessment, learning, student and lecturer

INTRODUCTION

On the process of learning, an ideal lecturer [8] will obviously concern about the purpose and also the output of subject that is being taught. On the other hand, the students will also lean their expectation on the lecturer's shoulder. Discussing about a lesson, score or mark become a necessity that is inevitable, because score that is resulted from a test is considered as a representative of someone's competence. However, many people still believe that test can measure all of their skill. Test is considered [9] to be the valid instrument in measuring something. Brown (2004) defined test as a method of measuring a person's ability, knowledge, or performance in a given domain. On the other hand, assessment is an ongoing process that encompasses a much wider domain [10], or it can be inferred that assessment [11] used to not only measure the achievement, but also performance which sometimes-need specific [12] method. Brown argued that a good deal of a teacher's informal assessment is embedded in classroom task designed to elicit performance without recording result and making fixed judgments about a student's competence (2004:5). However, someone's success in learning language is whenever the learner is able to produce it, both in spoken and in written media. The success itself will not be the same for each of learners, because each of them perform and apply the distinguish strategy and interest in learning. Some students will be very active, motivated, and enthusiastic; meanwhile the others will not be so. Ideally, people who are high self-monitors attend closely [13] to their present situation and change their behavior to best fit their needs

6
Weak adjective: *helpful*

7
Repetitive word: *lecturers*

8
Repetitive word: *lecturer*

9
Repetitive word: *considered*

10
Repetitive word: *domain*

11
Repetitive word: *assessment*

12
Overused word: *specific*

(Nairne: 2006). Many students argued that they have already performed their best, and whenever their expectation is airing, the lecturer will be the one who should be responsible for that. Though, (Clark,1992; Keysar et al,1998) in Nairne (2006), revealed that effective communication seems to rely a great deal on common knowledge among speakers. [14] If we put this message into classroom situation, it is make sense that the students and the lecturer should have the same idea about how the learning will be carried out, and what goals that needs to be pursued. At glance it sounds a simple purpose, but it is not in fact.

Some subjects need more on the students' psychomotor side, especially for productive skills-and some others demand the comprehension. However, both skills need to be measured, because measuring is one way to indicate whether something-in this case the teaching and learning has progress or not, or in another words, whether the teaching have some beneficial impact or not.

Measuring will present different impact for those who are taken as the subject. Some people will be satisfied, and some people will expect the different thing. But it seems common that all kind of measurement will not satisfy [15] all public interest. Self assessment is part of alternative assessment which aimed to investigate one's competence that might not be revealed through traditional test.

METHODOLOGY

Questionnaire in form of self -assessment form was managed to gather data about the students' and lecturers' perspective in the teaching process. Some interviews were managed to dig the information deeper, because interview in some other way- able to deliver the message that unrevealed from the observation. Those questions are trying to make the students and lecturer measuring themselves in the process of learning. Three main aspects [16] that are going to be investigated from the

[13]
Overused word: *closely*

[14]
Unoriginal text: 12 words
quizlet.com/102607055/chapter-9-lan…

students are about; their frankness about their competence, their expectation to their lecturer, and also their behavior in the learning process. Meanwhile, from the lecturers 17' questionnaire, they were asked deliver their frankness in judging their students, delivering 18 about the teaching style, and also their expectation to their students.

FINDING and DISCUSSION

From the lecturer' questionnaire, it showed that the teachers evaluate themselves in good mark-so as the students. Only 38,7% of 62 students who have distinguish opinion with their friends. Surprisingly, those who have distinguish 19 opinion are those who are in the eight and sixth semester, and some of them are in the fourth semester. The 61,2% students assumed that they have done the lecture's instruction- by listening to the teacher's explanation, submitting the assignment, and attending the classroom. In addition, that majority was also believed that learning problems are caused by inappropriateness in the learning process; the atmosphere, the lecture's teaching style, and the media. Around 16% of the students who admitted that their learning problems can be caused by their personal problem; inability to adapt, inferior feeling, and their habits in the past. The interesting part was from the result of their expectation to the lecturer; they delivered that lecturer should make them comfortable, fair to all of the students, recognize their students' learning difficulty, and also ascertain their students' characteristic into the assessement. On the other hand, five of six lecturers wrote that they have done their best on their teaching; described in the way of simplifying the material, designing various teaching scenario, and allowing the students to give comment and reflection. Another finding was about the teacher's judgment to their students, all of the lecturers said that the students were not enthusiastic enough to perform their best on the process of learning. Only on the midterm test and final test, the students are forced to show

15   Repetitive word: *satisfy*

16   Overused word: *main*

17   Repetitive word: *lecturers*

18   Repetitive word: *delivering*

19   Repetitive word: *distinguish*

a harder effort, but from this aspect, two of five lecturers have distinguished opinion. All of them are having the same expectation to their students which can be described from their responses; they are expecting their students to provide more time to read, having discussion with their friends, and knowing themselves as students- refers to the awareness of students' responsibility.

Assessment provides teachers with information about such things as whether students have learned enough or what to teach them. Teachers are expected to use assessment results 21 to 20 improve their teaching and organize a sound instruction plan for facilitating students   educational development (Yuan and Suzuki,2013). It is obviously useful 22, if a lecturer is having some reflection together with the students in the process of learning, how two parties are trying to gradually develop their competencies. The result of assessment can be used by lecturer to see the progress or changing, on the other hand, its result can be used 23 by students to learn about the naturalistic of learning that encompasses many aspect to be fulfilled, not only from the lecturer's side. Meanwhile, Masrukhan stated that character assessment should be done continually, during the learning process (2013:78). To interpret the data-the students and lecturers' answers, anyhow demand wisdom and willingness to accept it. In many chances, students tend to judge and observe the lecturer 24's personality, rather than their professional competence. However, it is not inevitable whenever we discussed about relationship between humankind- who are created with emotional feeling besides the logical thinking. Some lecturer uttered their personal subjectivities whenever the students gave them remark from personal characteristic 25. Human with all bias and tendentiousness, even not all of them-will not be happy enough whenever someone else criticize himself. It should be bear in mind that not all 26 students also objective enough in delivering

their remark, some of them were also known to ascertain their personal biases. In common 27 paradigm, the lecturers are needed to be open- hearted in interpreting this message, because they are more adult and considered to have higher adaptability. The more experiences they have, the more objective they will. On the other hand, the more students recognizes lecturers' personal characteristic, the more objective they are in assessing themselves. This happens because the various input of their learning naturalistic-atmosphere, demand, and also the lecturer- will give more chances for them to learn many aspect which contribute to their learning 28. It was found also from the data that some students delivered the lecturer's role in contributing 29 the success of learning 30 is just 40%, the rest is their own effort, and most of them are in the sixth semester. Though, most of the students from the second semester 31 revealed that the lecturer is the one who can manipulate the learning to make it succeed for the students, especially about their comprehension.

The data were trying to deliver message that everyone has various emotional feeling and different motivation in judging something. However, motivation and emotional feeling are nearly correlated. Nairne stated that motivation can be defined as the set of factors that initiate and direct behavior, usually toward a goal. If you are motivated, your behavior becomes activated and goal directed. Emotions are complex psychological events that are often associated with goal-directed behavior, and subjective experience is belongs to this type. Subjective 32 experiences lead someone to express and react based on their way of thinking and also on the way they want to be described. However, each of learner-in wider scope- someone has internal and external factor in performing their behavior. 92 % students said that final score is the most important from a lesson, but the rest argued that the process is also important, because process in some other way contribute

20 Unoriginal text: 8 words
21 **www.getreadytoread.org/screening-t...**
Repetitive word: *assessment*

22 Overused word: *obviously*

23 Repetitive word: *used*

24 Repetitive word: *lecturer*

25 Repetitive word: *personal*

26 Unoriginal text: 9 words
www.cepal.org/sites/default/files/eve..

to the final score. That minority argued that the experience on the process will give beneficial impact on the long-term goal learning, meanwhile final score is not. It needs to be convinced to the students, whether the score they get is part of their best effort or not. Those who delivered this distinguish opinion, are generally agreed that whenever they have done their best, the will not be disappointed whenever accepting the score in the end of the semester. Some students revealed that they have requested to the lecturer about giving second chance, indicated that in fact, the issues of satisfaction is still addressed to one's personal characteristic-even though on the process of learning. Lecturer need to have wider aspects to do assessment to their students, because some students are not really aware about their responsible as students. In addition, personal problem which is admitted by some students contribute to learning difficulties are rarely counted as part of learning failure, because for some lecturers, this was not the lecturer ₃₃'s domain to enter. In bigger classes, it might be time and energy consuming- for the lecturer ₃₄ to concern, because the main ₃₅ purpose of a learning will obviously about what stated in the syllabus, not always about students' personal problem that should be tackled down.

CONCLUSION

Self-assessment is nearly correlated with someone's perspective about himself. The result will be various, depend on the characteristics of the learners, the characteristics ₃₆ of the subject, and also the duration of the students and lecturer's interaction. The more intense the interaction, the process of learning will be more natural. The nature of the interaction will make the students and lecturers ₃₇ be aware of the other's perspective, which is ideally, will be adjusted by both sides. The urgency part of this interaction is the trust between the lecturer and the students. Learning is part of social activities that is

27 Overused word: *common*

28 Repetitive word: *learning*

29 Repetitive word: *contributing*
30 Repetitive word: *learning*

31 Repetitive word: *semester*

32 Repetitive word: *subjective*

expected to have long life learning influence. As stated by Nairne (2006), social skills training usually takes place over many sessions, and it's often combined with other form of treatment. The longer interaction, the process of understanding the others' style of learning and teaching and also how the lecturer manage the method in evaluation- and assessment will also be more worthy for both sides. It will not be further thought I think, if the students and lecturers are actually can learn from each of them by taking the advantages after receiving the comments and also opinion. However, the willingness of receiving [38] this should be based on the need of developmental learning and teaching but personal insight. Yet, the same agreement about the concept of lesson should be in the same channel between the students and lecturer to make the learning become effective [39] and give optimum benefit for both sides.

[33] Repetitive word: *lecturer*

[34] Repetitive word: *lecturer*

[35] Overused word: *main*

36
Repetitive word: *characteristics*

37
Repetitive word: *lecturers*

38
Repetitive word: *receiving*

39
Overused word: *effective*