SELF AND PEER ASSESSMENT TO FOSTER STUDENTS' CHARACTER BUILDING IN LEARNING LANGUAGE

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Abstract

This paper discusses how self and peer assessment can foster students' character building in learning language since character building is very important in all aspects including education.

Assessment is one thing which can't be separated from language learning and teaching process. It is one way to measure students' competencies after learning a language. Moreover, it is one way to know whether our learning and teaching process succeed or fail. One of the alternative assessment we can apply in language learning is self and peer assessment.

Peer assessment is assessment of students by other students, both formative reviews to provide feedback and summative grading. It is one form of innovative assessment (Mowl, 1996). Meanwhile, self assessment is assessment of oneself. Self and peer assessment are often combined or considered together. In self and peer assessment the students usually do the following activities: check and give comment on the work of their friend, monitor his or her performance, work cooperatively and other activities. In doing the activities, the students are motivated to read and to give comment on the work of their fellow students because it helps with their own work and enhances their learning. In checking and giving comment on the work of their friends of course the students need to be careful and need to be honest. That's why it is expected that by using this kind of assessment the students' character in the form of honesty, being independent being, able to learn cooperatively , will be improved.

Key words: self and peer assessment, character building

A. INTRODUCTION

Assessment is one thing which can't be separated from language learning. It is one way to measure students' competencies after learning a language. When we hear the word assessment we will usually have the following assumption: students sitting in a classroom doing various types of tests either teachers-made tests or standardized tests given by their teacher at a given time . Moreover, when hear the word assessment students will also feel uneasy, afraid and uncomfortable. This kind of assessment is called as a traditional assessment.

Considering that the traditional assessment produces some short comings and problems for both the students as well as for the teachers, an alternative of assessment in language learning is proposed. One of the alternative assessment we can use in language learning is self and peer assessment.

B. DISCUSSION

B.1. Self- and - Peer Assessment

Various definitions of self and peer assessment are proposed by some scholars. One of the definition stated that peer assessment is assessment of students by other students, both formative reviews to provide feedback and summative grading. It is one form of innovative assessment (Mowl, 1996). Another definition stated that peer assessment is an arrangement with students assessing the quality of their fellow students' work and giving feedback to each other. Similar definition of peer assessment was given by Topping (1998). He said that peer assessment is an agreement in which individuals consider the amount , level, value, worth, quality, or success of products or outcomes of learning of peers of similar status. From those definitions above it can be concluded that peer assessment is assessment students by other students by assessing the quality of their friends' work and giving feedback to each other. Meanwhile self assessment is assessment of oneself. However, in this occasion, Self and peer assessment are combined or considered together since they have many potential advantages in common such as the followings :

a. giving a sense of ownership of the assessment process , improving motivation
b. encouraging students to take responsibility for their own learning, developing them as autonomous learners
c. treating assessment as part of learning, so that mistakes are opportunities rather than failures
d. practicing the transferable skills needed for life-long learning especially evaluation skills
e. encouraging deep rather than surface learning

B.2. Types of Self and Peer Assessment

According to Brown (2004) there are five types of peer assessment as follows :

a. Assessment of (a specific) performance or direct assessment of performance

In this category, a student typically monitors him or herself – in either oral or written production - and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. For example, after having made an oral presentation, the students (or peer) fills out a checklist that rates performance on a defined scale.

b. Indirect assessment of (general) competence

The distinction between direct and indirect assessment is the classic competence - performance distinction. Peer assessment of performance are limited in time and focus to a relatively short performance. Meanwhile, assessment of competence may encompass a lesson over several days, a module, or even a whole term of course work.

c. Metacognitive assessment (for setting goals)

This is a type of self – and - peer assessment which has purpose not only viewing past performance or competence but of setting goals and maintaining an eye on the process of their pursuit.

d. Socioaffective assessment

This is a type of self-and peer assessment which has purpose to examine affective factors in learning. It requires looking at oneself through a psychological lens and may not differ greatly from self-assessment across a number of subject matter areas or for any set of personal skills. For example : when learners resolve to assess and improve motivation, to gauge and lower their own anxiety, to find mental or emotional obstacles to learning and plan to overcome those barriers.

e. Student-generated tests

It is a technique of engaging students in the process of constructing tests themselves. This technique can be productive, intrinsically motivating, autonomy building process.

B.3. Character Building

Currently, character building becomes a hot item in our education system. It becomes an important topic in schools today. Why is character building such an important topic getting so much attention in our schools nowadays? There may be several reasons for that. One reason is because the goal of education is not only intelligence but also character. However, in our country it seems that the practitioners of education give more attention on the intelligence than character. This condition, of course can make the students' good character (honesty, friendliness, tolerance) is decreasing. A few months ago, we were very surprised to see the fact that all the six grade students of one elementary school cheated during National Final Examination. The teacher let the students cheat in order to make the students pass the examination. Of course what the teachers did was wrong. In this case the teachers forgot one very important character that should be taught to the students, that is honesty.

Character building is considered the same as character development. When talking about character building or character development it is related to how to develop students' character, good character especially. Cottringer in his article entitled character building explained that to understand good character is to see what it looks like. The consensus is that good character looks like this:

a.   You follow through by doing the right, moral and ethical thing when no one is watching and you are certain you can easily get away with doing the wrong thing.

b.   You do a good deed for someone else without any expectation for acknowledgment or return of the favor.

c.   You choose to do the thing that is most difficult right now, but will have the best long-range benefit and gain for yourself and others.

d.   You can keep your mouth closed when you feel most compelled to say something derogatory or negative about someone who you desperately want to get back at. In short, several values to define good character are : Compassion , Dependability, Optimism, Cooperation , Diligence , Patience , Commitment , Fairness , Perseverance , Courage , Friendship ,Productivity , Courtesy , Generosity , Respect , Cleanliness , Kindness Tolerance, Creativity , Loyalty , Truthfulness , Citizenship , Moderation , Trustworthiness

C. Self and Peer Assessment to Foster Students' Character Building in Learning Language

As it has been stated previously, peer assessment is assessment students by other students by assessing the quality of their friends' work and giving feedback to each other. Meanwhile self assessment is assessment of oneself. In self and peer assessment the students usually do the following activities: check and give comment on the work of their friend, monitor his or her performance, work cooperatively and other activities. In doing the activities, the students are motivated to read and to give comment on the work of their fellow students because it helps with their own work and enhances their learning. In checking and giving comment on the work of their friends of course the students need to be careful and need to be honest and so in monitoring his or her own performance. That's why it is expected that by using this kind of assessment the students' character in the form of honesty, being independent being able to learn cooperatively will be improved.

Self and peer assessment is one of the best possible type of assessment for assessing all language skills, such as : speaking, listening, reading and writing. There are various tasks dealing with self and peer assessment which can foster students' character building as suggested by Brown (2004, p. 277)

Listening Tasks
1. Listening to TV or radio broadcasts and checking comprehension with a partner.
2. Listening to bilingual versions of a broadcast and checking comprehension.
3. Asking when you don't understand something in pair or group work.
4. Listening to an academic lecture and checking yourself on a "quiz" of the content.
5. Setting goals for creating/increasing opportunities for listening.

Speaking Tasks
1. Filling out student self-checklists and questionnaires.
2. Using peer checklists and questionnaires.
3. Rating someone's oral presentation (holistically).
4. Detecting pronunciation or grammar errors on a self-recording.
5. Asking others for confirmation checks in conversational settings.
6. Setting goals for creating/increasing opportunities for speaking.

Reading tasks
1. Reading passage with self-check comprehension questions following.
2. Reading and checking comprehension with a partner.
3. Taking vocabulary quizzes.
4. Taking grammar and vocabulary quizzes on the Internet.
5. Conducting self-assessment of reading habits.
6. Setting goals for creating/increasing opportunities for reading.

Writing Tasks
1. Revising written work on your own.
2. Revising written work with a peer (peer editing)
3. Proofreading.
4. Using journal writing for reflection, assessment, and goal-setting.
5. Setting goals for creating/increasing opportunities for writing.

III. CONCLUSION

Considering the potential benefits of self-and-peer assessment to foster students' character building such honesty, cooperation ,fairness, truthfulness , trustworthiness , etc , it is suggested that teachers use the self and peer assessment system in assessing language learning instead of using the traditional one. However, in order to use the self and peer assessment successfully, there are some points to consider:

a. The self-and-peer assessment must be carefully designed and administered to reach their potential.

b. Following up the self-and-peer assessment which has been applied

c. Dealing with validity and reliability of assessment done by students, to make the feedback from the fellow students accurate and valuable, we can provide a clear criteria, by double anonymity of assessors and assesses and by having multiple assessors of each piece of work.

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CHARACTER BASED READING APPROACH: AN ALTERNATI VE LEARNING MODEL TO BUILD THE STUDENTS' CHARACTER

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Abstract

Nowadays, people worry about attitude descent in society such as behavior deviation, life styles and norms of life. We can find the phenomena where moral and culture values have faded. As a result, politeness and prudency are not as a part of daily life. School, as agent of change, can be a place to civilize the moral and culture values through teaching and learning process. As teachers, it is necessary for us to solve these problems by establishing educational character in the classroom. The value of character education can be accommodated through character-based reading approach. Based on Standar Isi of English subject at Junior High school or Senior High School in Indonesia, the students have to be able to understand and create a lot of kinds of text. Narrative text is a text whose social functions are to entertain, stimulate emotions, motivate, give and teach readers. It means that this text is very suitable in building the students' character since it implies the moral and culture value in each their rhetorical stages of the text. This paper explores those texts by using The Interactive Compensatory Model (TICM). TICM is a reading model that can establish not only the students' reading comprehension and the ability of creating narrative text but also it can make the students understand what the moral messages imply in each text. It is hoped that by knowing the moral values, teachers can build the students' character.

Keywords: character education, Narrative text, The Interactive-Compensatory Model

INTRODUCATION

Nowadays, our nation is undergoing rapid changes that occurring in all aspects of nation. There are deviations behaviors, lifestyles and norms of life. Cultural values begin to fade in which the Indonesian nation is famous for its decency. It can be seen in our daily lives how students are not paying respect to parents and teachers, there is anarchy among our student. In addition, a shift in the noble values such as the loss of cultural shame in the community like free sex, drugs consumption and even corruption committed by government officials where they are supposed to be role models, but otherwise they are not shy to spend public money for the purpose of personal and group interests. The facts appear above are in line with Lickona (1996:94) which states that the society problems are most visibly reflected in its youth are as follows: (a) rising youth violence, (b) Increasing dishonesty (lying, cheating, and stealing), (c), greater disrespect for parents, teachers and other legitimate authority figures, (d) increase peer cruelty, (e) a rise in bigotry and hate crime, (f) the deterioration of language, (g) a decline in work ethic, (h) increasing