

PROCEEDING INTERNATIONAL CONFERENCE OF ISLAMIC EDUCATION:
"INFORMATION TECHNOLOGY AND MEDIA: CHALLENGES AND OPPORTUNITIES"
FACULTY OF TARBIYAH AND TEACHING TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
NOVEMBER 23-24, 2018
P-ISSN 2477-3638 / E-ISSN 2613-9804
VOLUME: 3, 2018

**THE IMPLEMENTATION OF SELF ASSESSMENT THROUGH READING ACTIVITY TO
STIMULATE STUDENT'S METACOGNITIVE SKILL**

Hayyun Lathifaty Yasri¹ & Sulistya Umie Ruhmana Sari²

^{1,2}Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

¹hayyunlathifah@gmail.com, ²sulistya0706@gmail.com

Abstract. This research aims to highlights the effect of applying the 10 minutes reading activity before the instructional process to stimulate student self-assessment for enhancing student's metacognitive skill. The researcher uses a quasi-experiment method with the subject is a student of Social Science Education in Tarbiyah Faculty of UIN Maulana Malik Ibrahim Malang. The subject of this research was taken by purposive sampling technique. The data were collected by questionnaire of student metacognitive improvement. So, the data were analysed by t-test at a sign. 0.05. The finding of this research shown that student's metacognitive skill in experimental class is higher than student metacognitive skill in control class. It was approved by the student's metacognitive skill score in experimental class improvement from 76 to 89, and student's metacognitive skill score in the control class from 76 to 80. It can be concluded that student's metacognitive skill improvement in the experimental class is higher than the student's metacognitive skill in the control class so that student's self-assessment is effective to enhance student's metacognitive skill.

Keywords. Self-assessment; metacognitive skill; reading activity.

A. INTRODUCTION

Self-assessment defined as a student understanding of their needs. It was referred to student ability to identify their thinking process and output. So, it refers to students ability to identify their understanding of some study too. To do it effectively, a student should become familiar with the material concept. It is also related to the effective management and strategy of instructional activity (Wride, 2017). Self-assessment become important by its effect on student learning motivation, so it should improve student learning outcome (The Education Hub, 2018).

Some technique that can be used to became familiar with the material concept is by reading activity. So, the teacher can follow it up by giving an open-ended question to the student who should prompt student self-reflection for their understanding (Ministry of Education: British Columbia, 2017). However, the lowness of Indonesian reading interest still become the main problem that requires a lot of effort in solving it. There many things that influence the reading interest, such as 1) technology development that take student/society attention, so student/society prefer to watch television, listen to the radio, or access the social media rather than reading. 2) the low of reading habits from family, 3) the low of peoples' purchasing power towards books, this is due to the high price of books for the community, 4) the hight of speech culture than the reading and writing culture in the community (Meliyawati, 2016).

The urgency of reading habit in stimulating reading interest and student's self-assessment was also taken government attention. As what was written in the Permendikbud no. 23 the year

2015 about developing the social manners which were mentioned that one thing that can develop student personal potencies is the implementation of pre-instructional reading at least 15 minutes (Permendikbud, 2015). However, reading activity as an activity which needs a complex skill to do it cause the low interest of students on it (Meliyawati, 2016). As stated by Sri Wahyuni that one of the things that underlies this condition is a learning model that generally cannot stimulate students to read (Wahyuni, 2010).

Some impact of the low of student reading interest is the low of student understanding and mastery on their scientific field. It also causes the low of creative ideas appearance and student critical thinking in the learning process (Nurhaida & Musa, 2016), so, it should give an influence on the student metacognitive skill. The metacognitive skill should be developed because it was being a matrix of student understanding and controlling their knowledge and their scientific skill (Maulana, 2014).

Kayashima was said in Zahra Chairani that metacognitive activity is a cognitive activity in the metacognitive layer. It is mean that the metacognitive activity can be reached by observing activity, evaluating activity, and regulating activity on individual cognitive activity. This process can be done by observing the memorial activity in the cognitive layer (Chairani, 2016). It can be understood that a metacognitive skill is a process to understand and realize the own ability and the effort to manage the problem-solving skill also understand the own thinking process (Thayeb & Putri, 2017). One of benefit on having the metacognitive skill is student should be able to design, control, and monitor their learning process consciously, so they can be more confident and independent in their learning process (Ermi, 2017). Based on this explanation, it can be concluded that the metacognitive skill has a high role in the student's learning process. By the good metacognitive skill, the student should be able to identify and analyze their ability and their cognitive progress so student able to manage and control their learning scheme that appropriates with their condition.

Based on researcher finding in the observation process, the students used to do their assignments without any high effort. It was approved that the result of their assignment was far the minimum standard that they should reach. It was caused by the low of student reading interest. Some of the student's difficulties in their learning process is identifying their own understanding of the topic or material concept. Based on this reality, the researcher has responded it by make an effort for stimulating student reading interest by applying a pre-instructional reading activity especially for the student of Social Science Education of Tarbiyah Faculty, UIN Maulana Malik Ibrahim Malang at least 10-15 minutes. Based on this implementation, the researcher hoped that student can understand how much they understood the learning subject material through the pre-instructional reading activity and then they can understand the difference of their understanding after contributing the instructional process. So, it should stimulate student metacognitive skill then.

B. METHOD

This research used a quasi-experiment method to reach the goal of this study. This research was involved 70 students of Social Science Education of Tarbiyah Faculty, UIN Maulana Malik Ibrahim Malang as a subject of the research. They were divided into 2 classes, each class was consist of 35 students. First class as an experimental class and the second class as a control class. The researcher has applied the pre-instructional reading activity at least 10-15 minutes on the experimental class and wasn't applied it in the control class. In this implementation, the experimental class was asked to read all kind of reading resources which is related to the topic.

So, after this implementation, the students were asked to write all the things that they were understood related to their reading material activity. Hereafter this activity, the instructional process was continued by discussing and confirming the subject material by students and also by the lecturer. And the end of the instructional activity, the researcher asked the student to write down their total understanding by combining their understanding form their pre-instructional reading activity and their understanding after the instructional activity. Based on this activity, the researcher asked that the student associate their basic understanding from the pre-instructional activity with their understanding after contributing the instructional activity. So, the student can

know and understand their knowledge development and their understanding of the related topic that was discussed before.

Through this implementation, the researcher is able to check and control the student understanding development about the discussed topic. This implementation was applied routinely with the variation on the core instructional process, so the student is being fine without feeling the boring instructional process. In the last meeting of the instructional process, the researcher's hand over the open questionnaire for having data of student satisfaction on the applied instructional activities. Through this data, the researcher is able to know the enhancement of student metacognitive skill day to day. Next, this data was tested by t-test on each class. These are the comparison of experimental class student pre-test and the control class student pre-test. The hypothesis of this research is:

Ho: There is no difference between the pre-test score of the experimental group and pre-test score of the control group

Ha: There is a difference between pre-test score of the experimental group and the pre-test score of the control group

C. RESULT & DISCUSSION

The effectiveness of a method can be seen by doing a t-test. Especially for this case in this paper, we used paired t-test because the form of data is paired. The following is a comparison of the pre-test scores of the experimental group and the control group using the following hypothesis:

Ho: There is no difference between the pre-test score of the experimental group and pre-test score of the control group

Ha: There is a difference between the pre-test score of the experimental group and pre-test score of the control group

Table 1: Comparison of pre-test score of experiment group and pre-test score of control group

Groups	N	$\bar{x}$	S	T-test	p-value
Experiment Group	35	76	0,82	1,44	8,47
Control Group	35	76	0,74		
$\alpha = 5\% (0,05)$					

Based on the analysis table 1 show that p-value is equal to 8,47. Then, p-value compared with the α used, which is 0.05. Because the p-value obtained is more than α used, so we receive Ho. And the conclusion for the above comparison is there is no significant difference between the pre-test score of experiment group and pre-test score of the control group. This indicates that the intellectual ability of students in each group between experiment group and control group is balanced. Next, will be tested whether there are differences in the pre-test score and post-test scores for the experimental group. Analysis table results shown in Table 2 below.

Ho: There is no difference between the pre-test score and post-test score of the experiment group

Ha: There is a difference between pre-test score and post-test score of the experimental group

Table 2: Comparison table of pre-test score and post-test score of the experiment group

Test	N	$\bar{x}$	S	t	p-value
Pre test	35	76	0,82	-10,21	0,001
Post test	35	89	0,82		
$\alpha = 5\% (0,05)$					

Based on the analysis table 2 show that p-value is equal to 0,001. Then, p-value compared with the α used, which is 0.05. Because the p-value obtained is less than α used, so we reject H_0 . And the conclusion for the above comparison is there is a significant difference between the pre-test score and post-test score of the experimental group.

Meanwhile, to see whether there is a difference between the pre-test score and post-test score in the control group, by using the following hypothesis:

H_0 : There is no difference between the pre-test score and the post-test score of the control group

H_a : There is a difference between the pre-test score and post-test score of the control group

Table 3: Comparison table of pre-test score and post-test score of the control group

Test	N	$\bar{x}$	S	T	p-value
Pre test	35	76	0,74	-8,11	0,061
Post test	35	80	1,36		
$\alpha = 5\% (0,05)$					

Based on the analysis table 3 show that p-value is equal to 0,061. Then, p-value compared with the α used, which is 0.05. Because the p-value obtained is more than α used, so we received H_0 . And the conclusion for the above comparison is there is no difference between pre-test score and a post-test score of the control group.

Meanwhile, to see the effectiveness of self-assessment through reading activity, we can see whether is there a difference between the post-test of the experiment group and post-test of the control group with the following hypothesis:

H_0 : There is no difference between the post-test score of the experiment group and the post-test score of the control group

H_a : There is no difference between the post-test score of the experiment group and the post-test score of the control group

Table 4: Comparison table of post-test score of the experiment group and post-test score of the control group

Groups	N	$\bar{x}$	S	T	p-value
Experiment group	35	89	0,82	7,18	0,001
Control Group	35	80	1,36		
$\alpha = 5\% (0,05)$					

Based on the analysis table 4 show that p-value is equal to 0,001. Then, p-value compared with the α used, which is 0.05. Because the p-value obtained is less than α used, so we reject H_0 . And the conclusion for the above comparison is there is a significant difference between the post-test score of the experiment group and the post-test score of the control group.

As the last of our research, we can see the four test results above, it can be seen that when we compared experiment group and control group based on the post-test value, the self-assessment through reading activity in the experiment group was considered more effective than the method in control group because the average post-test score of the experiment group was greater than the average post-test score of control group.

D. CONCLUSION

As the end of the research, it can be concluded several things as follows: there is no significant difference between the pre-test score of the experiment group and the pre-test score of the control group. There is a significant difference between the pre-test and post-test scores of the experimental group, there is a significant difference between the pre-test scores and the post-test score of the control group and there is a significant difference between the post-test scores in the experiment group and the post-test score in the control group. Based on the four test results above, it can be seen that when compared based on the post-test value, the self-assessment in the experimental group was considered more effective than the method in the control group because the average post-test value of the experimental group was greater than the average post-test score of students in control group.

Based on some general conclusions of the research that has been done, then some suggestions that can be developed include 1. One effort that can stimulate student metacognitive skill is applying self-assessment through reading activity and following it up by open-ended question before the instructional process is started. 2. The improvement of teacher training which highlight to the teacher skill in managing the classroom by an innovative media and method of learning.

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