Self-Assessment Questionnaire Model for *Kenkyu Keikaku Sakuseiho* (LRM) in the Japanese Department

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Abstract: Linguistic Research Methodology *Kenkyu Keikaku Sakuseiho* (LRM) is a compulsory subject in the Japanese Department curriculum. Students learn how to write background, formulation of problems, goals, benefits, research methods, previous research, and theoretical basis for research. After studying various research methods in the field of linguistics, students write a linguistics research proposal that can be submitted as the thesis proposal. In this term, 'self-assessment rubric' was used as a new variable in the assessment system. Students were given the opportunity to provide an assessment of the achievements they had obtained independently by referring to the predetermined learning outcomes of the Linguistic Research Method courses..

1 INTRODUCTION

Linguistic Research Methodology *Kenkyu Keikaku Sakuseiho* (LRM) is a compulsory subject in the Japanese Literature curriculum (Unand, 2014). Students study various kinds of research methodologies in the field of Linguistics. The research method studied when students take this course are qualitative, quantitative or mixed method approaches. After learning various research methods in the field of linguistics, students write the research proposal which can later be submitted as a thesis proposal. This course is offered in semester 6 with the aim that students can write thesis proposals well so that they can complete the requirements of the Japanese Department on time.

Linguistic Research Methods can also be considered the course that prepares students to write thesis proposals. In this course, students learn how to write background, formulation of problems, goals, benefits, previous research, and the theoretical basis for the research proposal. After attending this course, students are expected to have the ability to write good linguistics research proposals that can form the basis of the thesis that is the requirement to complete the masters program. Other expected outcomes are that students develop soft skill competencies both intrapersonal skills (including independence, critical and analytical thinking) and interpersonal skills (including teamwork and oral communication), and basic student values (including integrity, discipline, hard work, politeness /ethical values, and confidence).

Up until now, the teaching materials used were from the book *Metode Penelitian Bahasa*, but the use of the book has not brought encouraging results because many students who have difficulty compiling the research proposal. The learning method applied until now has been the case study. The PowerPoints shown to students in the class have not been able to stimulate students to master this course well. The assessment carried out in measuring student learning outcomes depended entirely on assignment assessments, midterm exams, and semester final exams as well as attendance in lectures. Assessment has several different purposes such as to measure achievement (summative assessment/assessment of learning), to engender learning (formative assessment/assessment for learning), and to enable learners to become aware of how they learn (assessment as learning) (Wride, 2017). When students are assessed in activities that seen intrinsically meaningful or useful, they are more likely to engage and invest in deep learning (Sambell, et.al., 2013). One of the problems found in this Linguistic Research Method course is that there are

still some students who obtain D and E grades. This is due to an assessment process that only refers to results, not processes. Therefore, in the lecture semester of the study, new variables were introduced into the assessment system; a 'self-assessment rubric'. Self-assessment involves the learners in making judgments about their achievement and the outcome of their learning (Boud and Falchikov, 2006). One helpful definition of self-assessment that focuses on the formative learning that it can promote: self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths, and weaknesses in their work, and revise accordingly (Andrade, 2007; Spiller, 2012)).

Students were given the opportunity to assess the achievements they had obtained independently by referring to the predetermined learning achievements of the Linguistic Research Methods course. Thus, it was expected that there would be no more students obtaining D and E grades. Student assessments were conducted on the draft of the thesis proposal submitted by students at the end of the lecture and also on the process of writing the thesis proposal. Draft proposal presentations were also included in the assessment as was the revision of the thesis proposal draft after input by peers and lecturer. At the end of the course, the lecturer prepared a self-assessment rubric which was filled in by each Linguistic Research Methods student.

The self-assessment rubric provided an overview of the development of student abilities related to the process of writing a research proposal. Students assessed their own achievements after taking this course. Students assessed their own ability to apply the material that had been studied in thesis proposal writing, so that their thesis proposals could be appropriate for submittion to the thesis proposal seminar exam. The student's final score was a combination of self-assessment, independent and disciplined work, mid semester exam scores, and end of semester exam scores.

2 QUESTIONNAIRE RESULTS

At the end of the lecture, all students who took the Linguistic Research Methodology course filled out the self-assessment questionnaire. The results of filling out the questionnaire were processed so that the following graphs were obtained.

2.1 Title Composing

The table below shows that in the selection of titles or formulating titles, 24% of the students rated themselves as 'quite good', there is relationship between the title and the problem and research objectives. The percentage of students who rated themselves 'good' was 57% which meant that they have formulated a title that has a relationship with the problem and the purpose of the research that is well illustrated. Next, 19% of the students rated themselves 'very good', which meant that the formulation of the title was very good because it was specific and had an obvious relationship with the problem and research objectives.
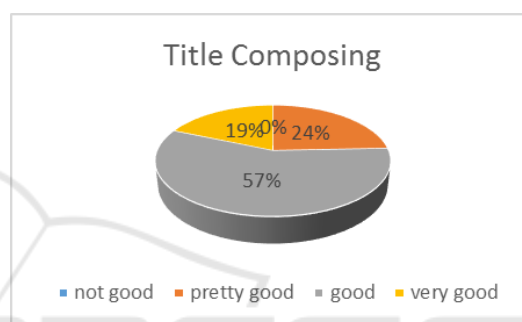

Figure 1: Title Composing.
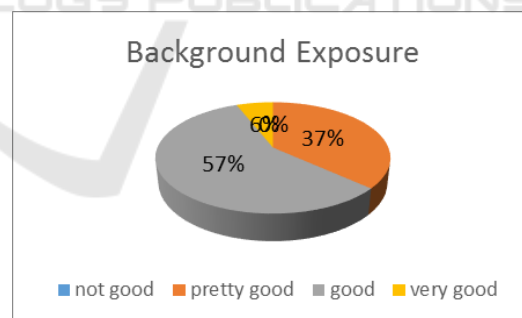
2.2 Background Exposure

Figure 2: Background Exposure.

Fig. 2 above shows the results of student assessment of the exposure of the background they obtained. Only 6% of students who take this course assessed their background as 'very good'. 57% of students rated themselves as 'competent' in description of the background because the background, problem identification, the research objectives were clear and the contribution of the study was well arranged. Finally, 37% of students considered themselves to be 'good enough' in formulating background exposure because the background, problem identification,

research objectives was quite clear but the research contribution was not well organized.

2.3 Methodology

Table 3 below shows the results of student self-assessment of their research methodology. Only 4% of students rated themselves poorly in describing their research methodology. This meant that, in the research, the proposal the research method existed but the procedure for data collection, data analysis and presentation of the results of data analysis does not yet exist. Students who rated themselves quite well amounted to 24% which meant that the research method was included but the method for data collection, data analysis and presentation of the results of data analysis was not descibed. Then, 58% of the students rated themselves 'good', which meant the research method and procedures for data collection, data analysis, and presentation of the results of data analysis were good. Finally, 14% of the students considered themselves very good at formulating research methods which meant that their thesis proposal research methods and procedures for data collection, data analysis and presentation of the results of data analysis were very good so that the course of the research was clearly illustrated.
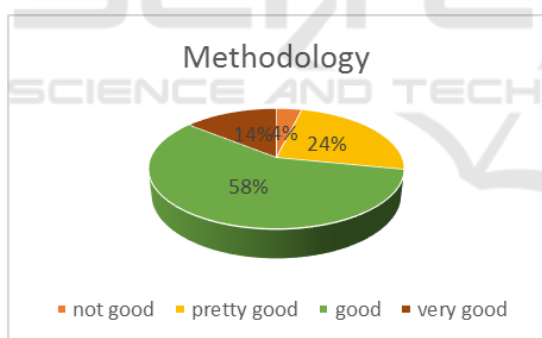

Figure 3: Methodology.

2.4 Literature Review

Student self-assessments of their literature reviews can be seen in table 4 below. A total of 51% of students considered themselves to have done a good literature review which meant a literature review consisting of previous research and the theory used is complete in the formulation of the problem. The percentage of students who rated themselves 'pretty good' was 37%, which meant that they had done a literature review consisting of previous research and theories used in the formulation of the problem but it was not complete. Then, 24% of students considered

themselves 'very good' because the literature review they made consisted of previous research and complete theory and the formulation of the problem in the form of synthesis was accompanied by examples. Finally, 4% of the students rated themselves poorly which meant their literature review consisted of previous research but the theory used is not related to the formulation of the problem.
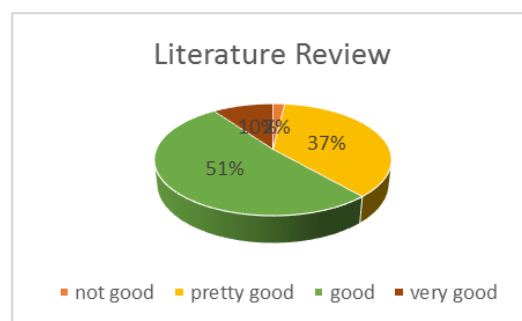

Figure4: Literature Review.

2.5 Writing Format

The results of the students' self assessment of the writing of their thesis proposals can be seen in table 5 below.
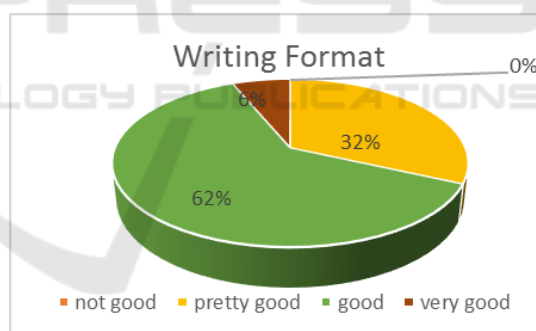

Figure 5: Writing Format.

The percentage of students who rated themselves 'pretty good' regarding proposal writing was 32% which meant the writing format was not consistent, and there were still Indonesian spelling mistakes. Then, 62% of the students considered themselves 'good' which meant that the format of the thesis proposal writing began to be consistent and the use of Indonesian Spelling was mostly correct. Finally, 6% of the students rated themselves 'very good' which meant that the writing format was consistent and the use of Indonesian Spelling was correct, and the coherence between paragraphs was well established.

2.6 Presentation

Table 6 shows the ability of students to present their thesis proposals. Firstly, 7% of students assessed themselves as having been 'very good' at presenting their proposals, using interesting PowerPoints with graphs, diagrams, tables that were easy to understand and the contents of the proposal had been mastered clearly and coherently. The percentage of students who rated themselves 'good' in the presentation was 51%, which meant that the PowerPoint was quite interesting because the slides contained sentences and paragraphs. The contents of the proposal had been mastered sufficiently well. Then 38% of students considered themselves to be 'good enough' in the presentation of their proposals because their PowerPoints were quite interesting containing sentences and paragraphs but the contents of the proposal were read during the presentation. Finally, 4% of students rated themselves poorly in the proposal presentation because PowerPoints were not attractive due to slides containing sentences and paragraphs and the contents of the proposal were read during the presentation.
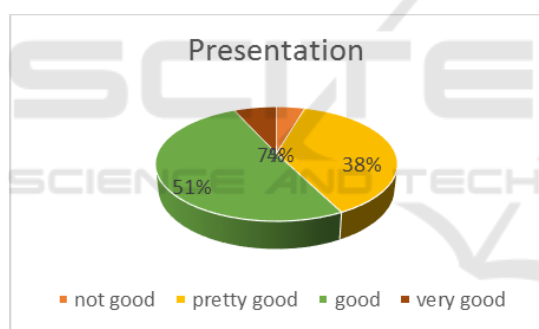

Figure 6: Presentation.

2.7 Originality

Student self-assessment of the originality of their thesis proposal topic can be seen in table 7 below. A total of 16% of students rated themselves 'very good'. This meant that the topic to be studied had never been studied before. Then 38% of the students rated themselves 'good', which meant that the topics to be studied had been discussed before but the theories and approaches used were different (different theories and objects). Then, 21% of the students considered the originality of their thesis proposal topic to be 'good enough', which meant that the topic to be studied had already been discussed before with a different theory (different theories, same objects). Finally, 25% of the students rated the originality of their thesis topic as

'not good' because the topic to be studied had already been discussed before with different language objects (the same theory with different objects).
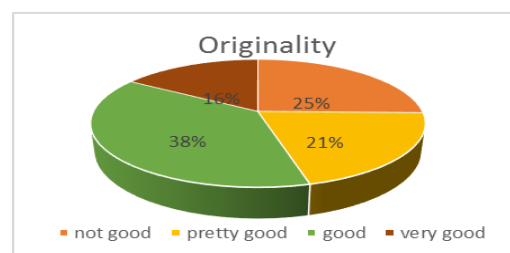

Figure 7: Originality.

3 CONCLUSION

Self-Assessment is a way for students to assess themselves. The use of self-assessment method in Linguistic Research Method courses (*Kenkyu Keikaku Sakuseiho*) aimed to enable students to evaluate themselves by focusing on learning outcomes. Students could become aware of their own shortcomings so they could improve their future performance. This method can also test students' honesty, because students are given freedom in filling out questionnaires.

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