

NEEDS ANALYSIS IN EFL READING CLASS: A STUDY TO PROMOTE LEARNER AUTONOMY THROUGH SELF-ASSESSMENT

Taufiqulloh

*English Education Department, Faculty of Teacher Training and Education,
University of Pancasakti Tegal, Indonesia*
E-mail: taufiqkayla@gmail.com

Sri Wardhani

*English Education Department, Faculty of Teacher Training and Education,
University of Pancasakti Tegal, Indonesia*
E-mail: sriwardhani2010@gmail.com

Anin Eka Sulistyawati

*English Education Department, Faculty of Teacher Training and Education,
University of Pancasakti Tegal, Indonesia*
E-mail: aninekas@gmail.com

APA Citation: Taufiqulloh, Wardhani, S., & Sulistyawati, A. E. (2018). Needs analysis in EFL reading class: A study to promote learner autonomy through self-assessment. *English Review: Journal of English Education*, 7(1), 167-176. doi: 10.25134/erjee.v7i1.1538.

Received: 30-08-2018

Accepted: 29-10-2018

Published: 01-12-2018

Abstract: Teaching EFL reading to the students at colleges or universities requires an appropriate technique that enables students to enhance their achievement as well as to develop their sense of independent learning. This is also to respond to the current trend of that the focus of ELT today is creating learners who are not only competent but also dependent or autonomous in learning. This study is aimed at exploring the needs of both lecturers and students on EFL reading class. The method used was descriptive-qualitative. It was conducted at the English Education Department, Faculty of Teacher Training and Education, Pancasakti University Tegal, from April to June 2018. The participants of this study were 64 students of the fourth semester in the department attending EFL reading class and 4 EFL lecturers. The data were collected using triangulation. The instruments used were a questionnaire, classroom observation, and interview. The results showed that the instruction and assessment were still teacher-centered, the learning materials and the method did not meet the students' needs, the selection of the materials was not in line with the students' level of competence, the students were given fewer opportunities to explore and share their ideas with others, etc. The result also showed that both students and lecturers agreed that learning EFL reading through self-assessment could be an alternative learning model or technique to cope with the situations.

Keywords: *needs analysis; EFL reading; learner autonomy; self-assessment.*

INTRODUCTION

Reading is considered as an essential skill for students in the higher education context. Therefore, the purpose of teaching reading skill to the students of colleges or universities, EFL learners, in particular, should lead the students to be able to collect, analyze and synthesize information from any

academic texts. However, the current phenomenon shows that many EFL reading instructions end with failure due to some factors, including limited time of reading practices for students in the classroom, inappropriate method, ignorance of the students' needs, teacher-centered assessment, less motivated students, etc.

One of the tasks of EFL teachers or lecturers today is to make some efforts to encounter such situations. Finding an appropriate strategy or technique is one of the alternative solutions that may help with the problems. O'Malley (1996, p. 95) stated that there are four components that can lead to successful reading instruction, namely; 1) extensive amount of time in class for reading, 2) direct strategy instruction in reading comprehension, 3) opportunities for collaboration, and 4) opportunities for discussion.

Effective reading is one of the determining factors of academic literacy at tertiary level, as this has a direct effect on students' academic writing and ultimately academic performance (Adjoa, Yeboah, & Mai, 2016). Moreover, an effective reading instruction may occur when it meets learners' needs. Needs analysis is a prerequisite for teachers to succeed the instructional reading programs. According to Feez and Joyce (2002, p. 39-40), needs analysis strategies are used to enable students to express their personal language learning goals, priorities, and aspirations, and to enable teachers to collect background information about the learners, to identify their obstacles in learning, and to diagnose the language learning needs for the learners. In line with that, the needs analysis in this study was carried out to find out the information about the students' goals in EFL reading, their obstacles or barriers, and its alternative solutions. It was also to explore the comprehension of both lectures and students on self-assessment.

Assessment can happen at any point in a lesson. It can be a planned and carefully thought-out procedure. Yet, it can also be unplanned. Sometimes the unexpected situation occurs. A teacher or coach who knows the goal of the lesson can use the unexpected as an added assessment tool. Assessing reading ability does not usually end with measurement of reading comprehension. In general, the effectiveness of assessment in EFL reading class depends on some factors including the curriculum,

syllabus and also learning development, knowledge in collecting, recording, interpreting, and analyzing multiple sources of data, as well as the ability to try out multiple assessment procedures.

According to Brown (2004), strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature. An inability to comprehend may thus be traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension. For example, an academic technical report may be comprehensible to a student at the sentence level, but if the learner has not exercised certain strategies for noting the discourse conventions of that genre, misunderstanding may occur.

In the reading assessment, in particular, a teacher or lecturer should consider some components (Caldwell, 2012). The first component is identifying good reader behaviors and areas of weakness. A teacher or lecturer should be able to identify the behavior of students in reading class. He/she should look for and assess the developing literacy of the students. Besides, he/she should be able to find out the area of weakness of students to plan for instruction and assessment. The second is determining reading level involving two tasks. One of them is to determine whether a student can successfully read a specific selection. The third is noting student progress. All too often, we assess students by comparing them to their peers. The last is choosing evidence for assessing reading performance. Many different measures can provide evidence of a student's reading performance. A teacher or coach can use published instruments or can construct his or her own instruments.

In teaching EFL reading class nowadays, teacher or lecturer more emphasizes on the use of assessment activities to increase students' reading comprehension. A number of exercises are set up for the students to gain a deeper comprehension of the reading passages in the classroom. According to Caldwell (2012) such assessments, in

general, have 4 (four) purposes. First, a teacher or coach uses the assessment process to identify the good reader behaviors a student displays. Second, a teacher or coach must identify areas of weakness with regard to the good reader behaviors, in order to align instruction with student needs. Third, teachers and coaches need to know how to determine whether a specific book is too difficult for a student. Last, teachers and coaches need to document evidence of progress on the part of the student. Moreover, a number of implications of assessment can be drawn in EFL reading instruction to increase reading comprehension of the students. These include the importance of determining students' prior knowledge, making students accountable for how they use reading time in class, assessing student's progress in acquiring both decoding skills and reading comprehension strategies, observing how students collaborate in groups as well as how they work individually, and reviewing students' personal responses to reading (O'Malley & Pierce, 1996).

According to O'Malley and Pierce (1996), authentic assessment of reading needs planning and organizing. A teacher or a lecturer begins with identifying the purpose of reading assessment and matching instructional activities to that purpose. After that, it is important to plan time assessment, involve the student in self-and-peer assessment, develops rubrics, and/or scoring procedures, set standards, select assessment activities, and record teacher observations.

Implementing self-assessment practices in the EFL classroom enables teachers or lecturers to promote learner autonomy. The task of language education is then to help learners develop self-reliance and autonomy, which will enable them to communicate successfully in international settings. Learner autonomy is, therefore, one of the issues that need to be addressed when the focus is on the learner in present-day ELT (Illés, 2012). One of the key arguments for self-assessment is that it provides an effective means of developing critical self-

awareness (Nunan 1988, p. 116) cited in (Bullock, 2011). A resulting advantage of this is that learners are better able to set realistic goals and direct their own learning.

In self-assessment of reading, teacher or lecturer usually designs and/or develops some instruments of self-assessment in order to facilitate the students to do reflective practices in reading class. The practices are implemented in terms of self-assessment instruments integrated into the teaching methods or techniques in the classroom. Throughout this, students are actively involved in the learning process. As Lianisya (2014) stated that the process of assessing students by using self-assessment will give students a chance to get involved in the learning process. Students are involved deeply in the evaluation of work. Besides, the teacher can give some immediate feedback which can be used to improve learning.

This study focuses on finding out the needs of both lecturers and students in EFL reading class to design a learning model which is able to promote learner autonomy through self-assessment. It is a key issue in autonomous learning to enable students to set goals and to monitor and evaluate their learning (Taufiqulloh, Yuvita, & Sulistianingsih, 2018). Self-assessment helps both teachers and students to do reflective practices in EFL reading class. Such practices lead students to reveal their problems faced during attending the class and find out ways to cope with them. According to O'Malley and Pierce (1996, p. 100), to implement self-assessment practices in the reading class, modeling is important. A Teacher or a lecturer could demonstrate to employed any kind of self-assessment instruments in the reading classroom. The instruments could be about students' reading activities, strategies, or other cognitive and metacognitive aspects of learning.

METHOD

This study was a descriptive-qualitative. It aimed at revealing both teachers' and students' needs in EFL reading class in order

to develop a learning model or technique on the bases of self-assessment which can promote learner autonomy. It was conducted at the English Education Department, Faculty of Teacher Training and Education, Pancasakti University Tegal, from April to June 2018. The participants of this study were 64 students of the fourth semester in the department attending EFL reading class and 4 (four) lecturers whose expertise is reading course instruction.

The data were collected by using triangulation. The instruments used were a questionnaire, classroom observation, and interview. The questionnaire was distributed to both lecturers and students. It was intended to figure out the students' and lecturers' perceptions and their responses or evaluation on the EFL reading classes they attended. It consists of 10 statements of the affective aspect, 10 statements of reading materials and comprehension, and 10 statements of the linguistic features. The questionnaire for the lecturer consists of 10 statements to gather information about lecturers' evaluation of the reading classes they conducted. Then, the last part of the questionnaire contains some questions regarding self-assessment in EFL reading. Moreover, an observation was also conducted to figure out how the reading instructions worked out in the class, and also the role of both lectures and students in doing the teaching and learning process. A survey interview was also conducted to both

lectures and students to reevaluate the results of the questionnaire and observation emphasizing on their perceptions and needs in EFL reading classes they attended and the role of self-assessment in classes.

The data were analyzed using editing and tabulation. Editing was utilized to check and observe the data gathered from the questionnaire, classroom observation, and interview. Then, the data were also tabulated with frequency level of each category or aspect to draw the findings of this study.

RESULTS AND DISCUSSION

This part presents the results of the questionnaire, observation, and interview. The results of the questionnaire relating to the student's perceptions and responses on the EFL reading class attended in terms of effective aspect, reading materials and comprehension, and language, are described in the following tables. The questionnaire also contains some questions relating to the self-assessment of EFL reading.

The result of the questionnaire for students

Table 1 presents the students' self-assessment on the EFL reading class they attended. Students evaluated the EFL reading instructions in terms of their interest and motivation to read, the method, and the role of both lecturers and students in the classroom.

Table 1. *The results of the questionnaire (Affective aspect)*

No	Statements	N	Percentage (%)			
			1	2	3	4
1	It is easy for me to start reading	60	6	43	49	2
2	I am a quick reader	60	9	38	46	7
3	Reading class is fun	60	39	10	11	40
4	I have good self-motivation to read	60	41	4	2	53
5	I read more at campus than elsewhere	60	29	52	17	2
6	I like reading texts of any kind	60	28	3	30	41
7	I like the class because it was interactive	60	5	47	40	8
8	I like the way or method my lecturer used in the class	60	27	2	10	51
9	I was encouraged to read better	60	31	9	18	42
10	I shared problems with others and found ways to cope with them	60	12	5	31	52

(1=strongly agree 2= agree, 3= disagree, and 4= strongly disagree)

As drawn from the table, 43% of the students agreed that it is easy to start reading but 46% disagreed that they were quick readers. 40% of students strongly disagreed that the class is fun. This happened since the class was teacher-centered. 82% of students read more at the campus. They were also given fewer opportunities to explore and share their ideas in the classroom. Moreover, 53% disagreed that they were well-motivated as well. The lectures did not identify the students' problems or difficulties during learning in the classroom and give the

solution to cope with them. 47% agreed that the class was interactive. Yet, it was not organized as well, students did not like the method applied in the classroom and they were not encouraged better to read. In general, the result showed unsatisfactory responses of the students in attending reading class and less interest and motivation of the students in attending the class.

Meanwhile, regarding the course materials and comprehension, the result is figured out in the Table 2.

Table 2. *The results of the questionnaire (learning materials and comprehension)*

No	Statements	N	Percentage			
			1	2	3	4
1	Finding main ideas of a text is difficult	60	21	51	23	4
2	I read long but lack of understanding	60	52	17	9	22
3	It is difficult to interpret, and process	60	23	47	20	10
4	I read critically	60	31	11	14	44
5	I used prior knowledge to comprehend a reading text	60	22	10	31	37
6	The goals were presented thoroughly	60	27	19	15	39
7	The concepts were presented in depth	60	7	34	39	20
8	The materials contain much weight	60	14	38	37	11
9	The materials content is difficult	60	49	21	4	26
10	The texts are difficult to understand	60	50	29	3	18

(1=strongly agree 2= agree, 3= disagree, and 4= strongly disagree)

Table 2 shows the perceptions and feedback of the students on the learning process of EFL reading materials and comprehension. 72% of the students agreed that finding the main ideas of a text is a difficult task to do because most reading texts taught in the classroom contain some implicit main ideas. Finding meaning behind sentences becomes a problem for them. 69% of students read long but lack of understanding due to the complexities of teaching materials provided by the lecturers with the ignorance of the students' needs. Good teaching materials are teaching materials that can be used and help students in the learning process. To that end, teaching materials should be prepared based on the needs of students and lecturers (Salam,

2017). Therefore, most of the students were unable to interpret and process the information from the given texts and read critically. Moreover, 68% of the students did not make use of their prior knowledge to comprehend a text. Those who make use of their prior knowledge still find a lot of difficulties in comprehending texts as they are difficult to understand. Even though the learning materials do not contain much weight, but their complexities lead to their failure in comprehension. The materials, then, should be simplified relating to their level and competence. To sum up, the result of this questionnaire also shows the negative responses of the students in terms of the learning materials and comprehension.

Table 3. *The results of the questionnaire (language)*

No	Statements	N	Percentage			
			1	2	3	4
1	The texts use authentic English	60	1	57	39	3
2	The texts are difficult due to vocabulary	60	58	10	4	28

3	There are too many new words I am not familiar with	60	57	9	4	30
4	The grammar is too complex	60	47	15	6	32
5	The sentence structures of texts are complex	60	49	13	5	33

(1=strongly agree 2= agree, 3= disagree, and 4= strongly disagree)

Table 3 shows the results of students' responses on the linguistics aspects (language) of the learning materials. The table indicates that 58% of the students agreed that the texts materials taught are authentic. The word authentic here refers to the high level of English that contain a lot of complexities to comprehend. 68% considered that the texts are too difficult to understand because of unfamiliar vocabulary. Moreover, most of them stated that the grammar is too complex, as well as the sentence structures are. It is suggested that a reading teacher or lecturer should select the reading materials in the classroom based on the students' level and needs. The

selection of such materials will raise the interest and motivation of the students in learning to read. According to Adjoa *et al.* (2016), the relationship between language and the ability to read and think critically in a specific discipline are directly linked to students' academic success at higher education or tertiary level.

The result of questionnaire for lecturers

This questionnaire was distributed to 4 (four) lecturers who teach EFL reading at the English Education Department, Faculty of Teacher Training and Education, Pancassakti University. The result of the questionnaire is figured out in the followings.

Table 4. *The results of the questionnaire (Affective aspect)*

No	Statements	N	Percentage (%)			
			1	2	3	4
1	I presented the goals of instruction at the beginning of the class	4	100	0	0	0
2	I developed my own materials	4	25	0	75	0
3	I used brainstorming in my class	4	0	25	25	50
4	I used the materials based on the students' needs	4	0	0	25	75
5	I used the method which fit in the students' needs	4	0	0	25	75
6	I encouraged students to read more	4	0	25	50	25
7	I helped to solve students problems	4	0	0	25	75
8	I made the class work in group	4	0	25	50	25
9	I provided supplementary materials	4	50	50	0	0
10	I used icebreaking during the lesson	4	0	0	50	50

(1=always 2= frequently, 3= rarely, and 4= never)

Table 4 shows the result of lecturers self-assessment when teaching EFL reading. Drawn from the table, all teachers presented the goals of the instruction at the beginning of the class. However, 75% of them did not develop learning materials. They used the materials from the existing reading books. At the beginning of the lesson, they did not implement brainstorming as warming up activities to attract or stimulate the students, to raise their awareness and motivation, and to do reading activities. All of them did not use the materials and the method of instructions that meet students' needs. They did not encourage their students to read

better and seek help from others. A group work was rarely implemented in the class, either. Besides, they did not use icebreaking during the lesson so that the class was not interesting.

To conclude, the results of both questionnaire of the students in terms of their effective aspect, learning materials and comprehension, as well as linguistic aspect, and that of the lecturers, show that the EFL reading instruction in the English Education Department, Faculty of Teacher Training and Education, Pancasakti university, did not meet the goals of the instruction itself. The instruction and assessment were still teacher-

centered, the learning materials and the method used did not meet the students' needs, the selection of the materials was not in line with the students' level of competence, the students were given fewer opportunities to explore their ideas, share with others in the classroom, etc. As a result, an alternative method or approach should come into being to cope with the students. A model of EFL reading learning through self-assessment would be developed on the bases of the results of the needs analysis. Self-assessment is a type of assessment which enables learners to raise their interest and awareness in learning. According to Bullock (2011), a resulting advantage of self-assessment is that learners are better able to set realistic goals and direct their own learning. It is also a learner-centered approach. The major assumption underlying the learner-centered philosophy is that it is impossible to teach learners everything they need to know and learning does not stop outside the classroom. Therefore, it is of value to teach learners skills that they can transfer to other learning situations. The conceptual descriptions of self-assessment and the existing studies that claimed the effectiveness of self-assessment in EFL learning are considered to be the bases of developing a model of self-assessment in EFL reading class to respond to the various problems as previously described.

The results of observation

The classroom observation was conducted at the English Education Department, Faculty of Teacher Training and Education, Pancasakti University, in the odd semester of the academic year 2017/2018, from April to June 2018, and involved both lecturers and students attending EFL reading class. The results are figured out in the following:

- The instructional objectives were not presented in details at the beginning of the class.

- The method was teacher-centered.
- The assessment was teacher-centered.
- The materials contained much weight.
- Students' comprehension of texts was weak.
- Students were not well motivated to learn.
- Students rarely gathered feedback from the lecturers on the problems they encountered during the learning activities.

The results of survey interview

The result of the survey interview was conducted along with the classroom observation period. It aimed at finding out the EFL reading class in the future which can result in enhancing students' achievement in reading. The results are described as follows:

- The instructional objective should be presented thoroughly at the beginning of the course
- The instruction should be student-centered.
- The method should be fun and attract the students to attend the class.
- Students should be given more opportunities to cooperate with others in the classroom that enables them to gather feedback from both their lecturers and peers.
- The course materials should be more selective and meet students' needs.
- Students should be continuously motivated in some ways.

Survey on self-assessment in EFL reading

Regarding the establishment of the self-assessment model of EFL reading class, a survey was conducted to a group of lecturers about their perceptions, knowledge, and expectation on the use of self-assessment in the classroom. The results of the survey are described in the following table.

Table 5. The result of the survey on self-assessment of EFL reading (lecturers)

No	Questions	Responses	N	Percentage
1	What do you know about self-assessment in EFL reading?	- I know a little bit about self-assessment, it is self-editing on students' works - I know nothing about it	4	75 25
2	Did you ever implement self-assessment technique in your reading class?	I never implemented self-assessment in my class	4	100
3	Do you think that self-assessment will be useful for your students in learning to read? If yes, state your reasons?	- I agree with that - I have no ideas about it	4	50 50
4	What kinds of self-assessment do you need in learning reading	- Self-assessment to deal with not only cognitive but also meta-cognitive aspects of the students in learning - I have no ideas about it	4	50 50

Table 5 presents the results of the survey to the lecturers about self-assessment in EFL reading. As drawn from the table, 75% of lecturers of reading course less comprehend the concepts of self-assessment and 25% have no ideas about it. All lecturers have never implemented self-assessment practices

in the classroom. However, 50% lecturers agreed that self-assessment should be implemented in the EFL reading classroom and the others do not respond. Meanwhile, a survey on self-assessment of reading was also conducted to the students and the results are figured out in the followings.

Table 6. The result of the survey on self-assessment of EFL reading (students)

No	Questions	Responses	N	Percentage
1	What do you know about self-assessment in EFL reading?	- I know it is self-editing technique - I don't know anything about it	60	10 90
2	Did you ever learn self-assessment in reading?	Never	60	100
3	Do you think that self-assessment will be useful for you in learning to read? If yes, state your reasons?	- I hope so - I have no ideas about it	60	75 25
4	What kinds of self-assessment do you need in learning reading	I don't have ideas about it	60	100

As shown in table 6, there are only 10% of the students who know self-assessment in EFL reading instruction in terms of definitions and descriptions. 90% of the students do not understand at all the concepts of self-assessment in reading and had no experience in using self-assessment practices in the classroom. None of the students comprehend the types of self-assessment in EFL reading class.

The result of the survey interview to both lecturers and students show that they comprehend the concepts of self-assessment in terms of its definitions or descriptions

which is similar to self-editing. Yet, they never implemented self-assessment practices in the classroom. However, both agreed that self-assessment model of EFL reading could be an alternative technique in reading instruction.

Regarding the results of the questionnaire, survey interview, and classroom observation as previously described, the EFL reading instructions in the English Education Department, Faculty of Teacher Training and Education of Pancasakti University, did not end with satisfactory outcomes. The interest and

awareness of the students to learn EFL reading was low due to the method applied in the classroom was teacher-centered and the selection of the course materials ignored their level of competence. Thus, the learning materials were too complex so that the students faced a lot of difficulties in comprehending the reading texts provided by the lectures in the classroom. The linguistic features of the texts were also too complex. The reading texts use authentic English which contains unfamiliar words and requires a high level of comprehension. The grammar and the sentence structures in the reading texts are also too complex. Moreover, the students are given fewer opportunities to explore and share their ideas with others. The result also showed that both students and lecturers agreed that learning EFL reading through self-assessment could be an alternative learning model or technique to cope with the situations. Throughout model, the instruction should be student-centered, the method should be fun and attract the students to attend the class, students should be given more opportunities to cooperate with others in the classroom that enables them to gather feedback from both their lecturers and peers, etc. The development of the model or approach is intended to enhance students' achievement in reading and to promote learner autonomy. Creating learner autonomy is one of the goals of ELT in the present day. According to Illés (2012), autonomous learners are independent language users capable of problem-solving and decision making. Throughout self-assessment, the students are expected to monitor and regulate their learning which can enhance their sense of dependence in learning and their reading achievement.

CONCLUSION

To sum up, as drawn from the results of the questionnaire to both students and lecturers, the EFL reading instruction in the English Education Department, Faculty of Teacher Training and Education of Pancasakti University, did not result in successful

learning outcomes. Some problems are found such as low interest and awareness of the students, less comprehension of the reading texts due to its complexities, teacher-centered method, and instruction, the complexities of linguistics features, etc. The result also shows that both lecturers and students agree that an alternative approach or method of EFL reading based on self-assessment should come into being to cope with the situations in order to enhance students' achievement in reading and to promote learner autonomy.

ACKNOWLEDGMENT

The authors are the teaching staffs of English Education Department, Pancasakti University Tegal Central Java Indonesia. This is one of the research outcomes supported under the funding scheme "Penelitian Terapan Unggulan Perguruan Tinggi (PTUPT) 2018" from the Directorate of Research, Technology, and Higher Education, Republic of Indonesia.

REFERENCES

- Adjoa, N., Yeboah, N., & Mai, M. M. (2016). A needs analysis for a discipline-specific reading intervention. *English Language Teaching*, 9(3), 235–247. doi: 10.5539/elt.v9n3p235.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practice* (1st ed.). New York: Longman.
- Bullock, D. (2011). Learner self-assessment: An investigation into teachers' beliefs. *ELT Journal*, 65(2), 114–125. doi: 10.1093/elt/ccq041.
- Caldwell, J. S. (2012). Reading assessment: A primer for teachers and coaches. *Guilford Press. Saudi Med J*, 33. doi: 10.1073/pnas.0703993104.
- Illés, É. (2012). Learner autonomy revisited. *ELT Journal*, 66(4), 505–513. doi: 10.1093/elt/ccs044.
- Lianisya. (2014). The use of self-assessment towards students' reading behavior (A case study). *Journal of English and Education*, 2(2), 26–35. Retrieved from <http://ejournal.upi.edu/index.php/LE/article/view/4606>.
- Salam, S. (2017). Developing needs analysis based-reading comprehension learning materials: A study on the Indonesian language study program students. *Advances in Language and Literary Studies*, 8(4), 105–113. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1153681.pdf>.

Taufiqulloh, Sri Wardhani, & Anin Eka Sulistyawati

Needs analysis in EFL reading class: A study to promote learner autonomy through self-assessment

Taufiqulloh, Yuvita, & Sulistianingsih, E. (2018).
Analysis of student attitudes to develop a self-
assessment model of genre-based writing class.
Lingua Cultura, 12(August), 253–258. doi:

10.21512/lc.v12i3.4064.

O'Malley J. M., & Pierce, V. L. (1996). *Authentic
assessment for English language learners*.
New York: Longman.