



# Self-Assessment: Student Journal for Thai Private Piano Student Aged between 8-10 Years Old

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## Abstract

This research is a short case study / Post-test only, in which the experimental group used the Student Journal for three months studying Self-Assessment: Student Journal for Thai private piano students aged between 8-10 years old. The objective of this study was to examine the effectiveness of the Student Journal as a tool to help students, teachers, and parents be aware of their learning process by applying the ideas of Reaban (2000), Burke (2009), Williams (2011), Brothy (2000), Rolheiser (2000), Edwards (1999), Woody (2004), and Winner (1992).

Information obtained from the sample group: twenty piano students, eight piano teachers and twenty parents, the results were concluded regarding advantages or limitations from using the Student Journal created by the researcher.

The effectiveness of the instructional package for Student Journal for Thai private piano student aged between 8-10 years old was equal to 79.19/89.00, which was higher than the standard of 70/80. Students had a good attitude towards the Student Journal for Thai private piano student aged between 8-10 years old at 2.70. Teachers had a good attitude towards the Student Journal for Thai private piano student aged between 8-10 years old at 2.70. Parents had a good attitude towards the Student Journal for Thai private piano student aged between 8-10 years old at 2.77.

**Key words:** self-assessment, student journal, piano student aged 8-10 years old

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## Introduction

From interviewing piano teachers in private music school, it was found that teaching piano in private class is the one-way teaching. It is because the teachers tell all the details to students such as the way to play to piece, how to control tone and color throughout the piece, how to analyze the piece, and how to notice what is right and what is wrong. Moreover,

teachers also tell all the instructions on how to show the expression in the pieces such as dynamics, articulation, phrasing and the balance of the piece. Therefore, it causes ineffective piano lessons since students are not trained to think and analyze by themselves. Students cannot tell what they have to focus on in the piece or fix the mistakes that they usually have (Bluestine, 1964). That is why teachers need to pro-

vide students the time to analyze and critique their personal ideas (Simpson, n.d.).

Jindarat Jaroenwongsri (1998), states that the big problem of Thai private piano lesson is teacher-centered. Students never listened to what they have played, never noticed their performance, and do not have self-observation. It is because teachers never let their students to listen and analyze how they perform, whether it is good or bad and how to fix those problems by themselves. Then it causes students to have no imagination about their posture, techniques, and their desired sound. Most of teachers teach students in way of teach by rote and do not try to develop their teaching styles. It may because of teachers have less supplement materials to teach to their students. Furthermore, teachers did not train their students to encourage and develop themselves. Hence, teachers are responsible to motivate students to get involved in and be part of deciding the lesson as they can choose, plan, evaluate and analyze the lessons by themselves. While the teachers also have responsibility to prepare, notice, give advice, observe, and evaluate students' performance in class. Then students will have self-assessment and it will bring learning to success. Furthermore, the active participation-intellectual should also be involved in a lesson since students can learn by doing and experiencing the way they think to understand the lesson by themselves (Slavin, 2009).

A Student Journal is one of an essential part of instructions and assessments in the music classrooms. Student journal is a log or diary, which students can write down to express their feeling, opinion, and personal feeling. Moreover, the Student Journal can reflect what students thinking (Dirth, 2000). Therefore, it can encourage students to show their experiences and it is the important tool to communicate between students and teachers. As students may ask questions, set goals, point activities while teachers give them some suggestion. Then they will know what they need to have done and what they have to do. They will feel that it challenges for their abilities, if they can con-

trol their learning progresses and they will be proud of their accomplishments (Edwards, 1999 & Woody, 2004 & Winner, 1992). Furthermore, Student Journal provides students to set goal, which is a very useful tool for improving performance and independence skills. According to Rolheiser (2000), the achievement of student's learning who have self-assessment and set goal have higher achievement than those who have not been done.

From all the important opinion stated above, the researcher has been interested in studying the Student Journal and creating an appropriate student journal to be used in private piano lessons in beginner level. The Student Journal will be experimented with using a sample group of teachers and students. The teachers will use the Student Journal that the researcher creates for their students. The students are responsible to write down the activity log by setting their practice time, identify their daily goal before practicing, writing and describing their strengths and weaknesses, accordingly how to improve their weakness. Students will have a chance to practice self-assessment, which can develop and improve their performance. All in all, the analysis of the results of the Student Journals will be used to improve lesson plan in teaching private piano lesson in the future.

### Objective

To examine the effectiveness of the Student Journal as a tool to help students, teachers, and parents aware of their learning processes.

### Methodology

1. The sample group of this study includes eight piano teachers and twenty students. Each teacher will implement the Student Journal, which is created by the researcher with the twenty students of the beginner level at the age of 8-10.
2. Period of Study: Three months
3. The Student Journal focused on how student set they practicing time, identify their daily goals be-

fore practicing, writing and describing their strengths and weaknesses, and how to improve their weaknesses. Accordingly, students learn to evaluate their overall performances after using Student Journal in each month.

### Instruments

1. Student Journal for Thai private piano student age between 8-10 years old, which include three main parts:

Part 1 Manual and Suggestion

Part 2 Student Journal

Part 3 Evaluation form between and after using the Student Journal

2. Observation forms for Student, Teacher, and Parents

### Data analysis

1. To find the average score of the quality of the Student Journal, the test results from both student journal and manual by using the IOC (Index of Item Objective Congruence). While the Index of Objective Congruence should not less than 0.6

2. To find the evaluate efficiency of Student Journal for Thai private piano students aged between 8-10 years old by using percentage.

3. To find the investigate attitude of teacher, students, and parents on Student Journal for Thai private piano students aged between 8-10 years old analyze information using SPSS.PC program by divided the meaning of student's attitude as the following average:

Agree	means	2.50 - 3.00
Moderate	means	1.50 - 2.49
Disagree	means	1.00 - 1.49

### Results

1. The effectiveness of the instructional package for Student Journal for Thai private piano student aged between 8-10 years old was equal to 79.19/89.00, which was higher than the standard of 70/80.

2. Students have good attitude towards the Student Journal for Thai private piano student aged between 8-10 years old at 2.70, meaning that students had good attitude towards the instructional package.

3. Teachers have good attitude towards the Student Journal for Thai private piano student aged between 8-10 years old at 2.70, meaning that teachers had good attitude towards the instructional package.

4. Parents has good attitude towards the Student Journal for Thai private piano student aged between 8-10 years old at 2.77, meaning that parents had good attitude towards the instructional package.

### Discussion

The invention of the instructional package, Self-Assessment: Student Journal for Thai private piano student aged between 8-10 years old was found that the instructional package got the effectiveness score at 79.19/89.00, which was higher than the first hypothesis that the researcher has proposed, which was 70/80.

Student Journal for Thai private piano aged between 8-10 years old received higher learning score because of the important reasons below:

Firstly, in creating Student Journal and daily practice, the researcher applied the idea of Reaban (2000) and Burke (2009), which found that when creating the Student Journal, it should be instep and provide the specific direction for students to practice as they will know their strengths and weaknesses. Then the students will start to realize their learning skill, know how to plan their practice time, and improve their practicing skills. Thus, Student Journal provides the benefits to create student's ideas, provoke student's critical thinking, and have self-reflection.

Secondly, according to Williams (2011), noted that setting goal for each single day help student to improve their performance in the second week or next month as they can review practice performance of the first week or month. If there is need to improve your practicing goal or plan, students can improve in

the later week. He also stated that the Student Journal should provide the specific day and time for student to practice.

Moreover, the researcher applied the idea of Burke (2009) and Dirth (2000) reflects what students think about their lessons and allow students to compare former lesson with the current one. Therefore, the Student Journal helps students to focus on their learning point and provokes students' thinking as it helps students to evaluate their musical understandings. Moreover, it develops students' self-reflection, shows the evidence of participating in class, and prompts students to think about their own thinking, which is the greatest strength of Student Journal.

In addition, the researcher applied the idea of Winner (1992), state that the feedback that teachers give in Student Journal can solve performance problem, provoke the personal confidence, and review personal achievement through their course of studies. According to the result, it was found that students were enthusiastic to read what teacher wrote in the Student Journal and it motivated and encourage students' improvement.

Furthermore, the use of instructional package makes students to have better self-assessment in learning because the researcher applied the concept and idea of Brothy (2000) and Rolheiser (2000) by setting the criteria for judgment and critical thinking. For example, Student Journal have the self-assessment after students have finish their practicing in each month, which provide some good questions such as "What is good for this performance and what is not?" or "What is the step to improve the performance?" Then teachers record students' performance, while students have some file or journal that they can use to note the assessment information. Then, teachers may inform their students about the assessment processes and what is to be assessed, which will help students to know how to achieve their targets. That is also the reason why the researcher prepares the test between and after using the instructional package and all the

questions are the contents that the students have already experienced in Student Journal. Those questions help student to have self-assessment and emerge them to improve their own learning process.

Lastly, the researcher creating the Student Journal by applying the idea of Edwards (1999), Woody (2004) and Winner (1992) state that students feel challenged if they feel that they know their learning progress and they will proud of their accomplishments. Hence, the researcher creates the pyramid to show students' achievement, which was very effective for emerge students' learning as they will eager to finish their goal and get the treasure in the pyramid.

Therefore, according to the result of between and after using the instructional package, it shows that the mean of the efficiency of process between using the instructional package for the first time and the second time is 79.10 percent and the percentage of the efficiency of process after using the instructional package is increasing to 89.00 percent.

The result of this research is agreed with other research papers. According to Wararat Purisodom (2009), studied about the use of self-assessment tool with Pre-College brass student from College of Music, Mahidol University, the aim is to help student to evaluate their own practicing skills. After student using the Practice Book, the researcher found that students who use the Practice book regularly developed and improved their learning and practicing.

Furthermore, according to Black and William (1998a cited in Tanner and Jones, 2003: 74), they found that the students that engaged in self-assessment had better performance than the control group and they had learned how to reflect on their learning and assess themselves as they learned to use the new skills when learned other materials.

Moreover, according to Schunk (1996 cited in Dann, 2002) conducted the project about average the children's achievement who receives the model of explanation and demonstration of fraction strategies

and practice opportunities. Children are responsible for judging self-efficacy in correcting and solving various types of fraction problem and tested on performance before and after the intervention. The result found that the students who have learning goal and performance goal with self-evaluation demonstrated the higher self-efficacy, self-regulated motivation, achievement, and task orientation than those students who did the performance goal without self-evaluation. Furthermore, Schunk also found that to have daily-frequency in self-evaluation could drive a better self-evaluation than less frequency.

According to Pornthida Angkasekvilai (2008), studied about the authentic assessment: the portfolio for Thai private piano students ages between 13 and 15 years old, the purpose is to experiment the portfolio that applies in Thai private piano students. The result shown that by applying Student Journal into the portfolio created many advantages for students, students were motivated to practice more and concern about how to practice effectively and students also had more self-discipline in practicing at home. Moreover, students were aware of their strength and weakness and focus on how to improve their performance.

In addition, According to Kevin Dirth (2000) has done the studied about determining the feasibility of incorporating a system of portfolio assessment, using the Arts Propel model into a traditional high school in Newport, Vermont in instrument music ensemble program. He found that the student's learning increased significantly during the research period. The student journal and critiques had shown to be one of the important parts for them. When they are in non-threatening environment, they will discuss their work and the inner feeling in their written work. Furthermore, students were grateful to receive teacher's response with honesty and directly to their written work. Therefore, both teachers and students had clear understood of each other's thinking that occur when learning and performing music.

## Conclusions

From having the open-end question by asking students, teachers, and parents' opinion about how they feel to this Student Journal and what do they learn from using the Student Journal, the researcher has concluded the suggestion about the teaching and procedures of the Student Journal as follows:

The first thing to have the real result in applying the Student Journal in class is that to train students, teachers, and parents to correct the use of Student Journal, which is the most difficult part of this research as in writing Student Journal is the new experience for most of students, teachers, and parents of the sample group. Furthermore, especially for teachers, they have to prepare not only how to teach piano lesson, but also teach the skill of self-assessment at the same time. Moreover, they also have to give suggestion and knowledge to parents about the lesson, which the parents will know how to take care of their children while practicing. Therefore, the true result of Student Journal will appear if the students, teachers, and parents have a great involvement to the research and have clear understand the objective and the use of the Student Journal.

All students agree that Student Journal helps them to have constructivism processes, critical thinking to fix mistakes and practice their practicing skills by themselves. Moreover, students are eager to follow their practicing plan because they will get the treasure in the pyramid even some of them asked for the real price not just painting in the pyramid.

However, there are some problems, which students do not prefer to write their Student Journal every week and some of them said that they had a lot of homework already, so they would like to practice, but they do not want to write any more. Hence, because of this problem some teachers suggest that instead of writing in every week may change to write twice a week. Moreover, some teachers and parents suggest that the instructional package is better to use with student 9-10 years old. It is because for students who



are 8 years old, even they understand all the instructions of the package, they have problem in writing the Student Journal as their writing skills is still weak and also their musicianship and their understanding in music will develop more in the later age. Therefore, Student Journal should provide the set of details for students to tick or check instead of letting student to write by themselves.

Students and teachers also suggesting that Student Journal should change some design for writing box, even the theme and the cartoon in the Student Journal is change every week, but students have to write in the same box every week for three months, so sometimes they feel bored. Therefore, instead of writing in the box every week, the researcher may put some games or tricks to switch with writing box. Moreover, according to the result of the mean in the item of students like the cartoon and the design in Student Journal and the color and decoration in the Student Journal is 2.90 and 2.95, the possibility to improve to get full mean of 3 is also possible if the researcher use the present famous cartoon and having more sharp color.

In addition, most of the teachers and parents also give the feedback that the Student Journal will have

the best benefit and the most effective for those students, parents, and teachers, who are seriously engaged in the instructional package. Therefore, students should have their self-discipline with their Student Journal, teachers should follow the instructions along with update and give knowledge about piano lesson to parents, and also parents should have time to take care of their children while they practicing. It is because Student Journal is a tool to help students, teachers, and parents to aware of their learning process.

### Recommendations

1. To revise and develop any supplementary of Student Journal for other levels of piano lesson or other musical instruments.
2. The current research is limited to student aged between 8-10 years old. Hence, the researcher recommends that the instructional package should be planned and studied for different ages.
3. Based on this short case study/ Post-test only experiment with sample group of students, a further studies, should use different research methods such as make comparison with the control group or use more populations.

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