Self-Assessment in Exploring EFL Students' Speaking Skil

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Abstract: Self-assessment is one of alternative ways to evaluate students' speaking talent in English. Through this evaluation, students are allowed to discover, know, and develop their speaking skill. Nonetheless, this sort of project was probably not common in Indonesia. Thus, this study was aimed to know students' perception of using self-assessment for assessing their oral performance at Link and Match vocational high school. The information of this study was gathered by means of questionnaire which consists of 5 questions about the use of self-assessment. In this qualitative study, the data had been analyzed descriptively. There have been 30 vocational high school students who stand in Multimedia Major as the participant of this study. The results of this study indicated that most of the students thought that self-assessment very helpful for them because it allowed them to know their functionality and develop it to achieve the course goal specifically the speaking course objective. However, some students though that self-assessment was considerably useful since the teacher not often use this assignment and the students not take pleasure in whereas attempting to assess themselves. Self-assessment is very useful in exploring and assessing students speaking skill.

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INTRODUCTION

Self-assessment is considered one of various assessments which may be executed by the students in exploring, growing, and figuring out their functionality in regards to the course. Self-assessment is introduced to help faculty college students interact within the class participation as a result of it permits the students to advertise neutral learning and personal purpose-setting by raising students' consciousness about their very personal learning (Q. Huang, 2012; G.-J. Hwang dkk., 2017; Ma & Winke, 2019; Munoz & Álvarez, 2007; Peyton, 2017; Siow dkk., 2001; Ünaldı, 2016). Self-assessment is a course of when

faculty students include in figuring out the standard and standards that's utilized to their work; making judgments about how their work would possibly meet the standards and the standard (Duque Micán & Cuesta Medina, 2017; Everhard, 2015; D.-F. Huang, 2015; Iraji dkk., 2016; Liu & Brantmeier, 2019; Ounis, 2017; Reinholz, 2016; Tigchelaar, 2019). Moreover, Self-assessment has been used extensively in English language testing language faculty college students' language efficiency within the four expertise's in English comparable to reading, listening, speaking, and writing (Abdul dkk., 2018;

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Barzgarn dkk., 2017; Hung, 2019; Peyton, 2017; Safari & Koosha, 2016).

Moreover, self-assessment in exploring students' speaking expertise appears attention-grabbing to be noticed since speaking is among the many objectives of learning English in Indonesian vocational high school stage as acknowledged in 2013 curriculum. Nonetheless, most of teachers in Indonesia appear troublesome to supply a method to assess students' speaking skill in order that they typically used conventional way. As an illustration, teachers ask each scholar to perform one by one in entrance of the class and provide them score, and it spends additional time to language college students' speaking skill since in Indonesia virtually every lesson encompass greater than 30 students. Testing speaking in any foreign language is one of the more difficult analysis duties confronted by the teachers attributable to class size, time for testing, and environment friendly assessment (Ahmed, 2016; Anandari, 2015; W.-Y. Hwang dkk., 2016; Leong & Ahmadi, 2017; Marzuki, 2017, 2017; Parmawati, 2018). Additionally, some students really feel fear to have speaking take a look at since English is overseas language that not usually used of their day by day life. Most of students difficult to speak English since they afraid of getting mistake and mispronounce the words (Lang & Evans, 2006; Marzuki, 2019).

In step with that, in decreasing students' anxiety, self-assessment is about to assumed to have an effect on exploring college students' speaking skill as a result of self-assessment encourage faculty students to actively involved in the learning activity. Moreover, self-assessment would possibly stimulate students to be taught individually in an effort to acquire the intention of the course by way of enhancing their consciousness about their skill in speaking expertise (Peyton, 2017). Alternatively, the usefulness of self-assessment for evaluation functions, school college students' notion to this apply in vocational high school stage, has not been sufficiently explored. Subsequently, gathering college students' notion in the direction of the utilization of self-assessment in exploring

their speaking talent appears attention-grabbing to be administrated in depth because it's new matter in Indonesia particularly in educational analysis context.

Relating to this subject, there are some previous studies which had been mentioned about self-assessment as it's mentioned by González-Betancor dkk., (2019) who examine the impact of self-assessment of the oral presentation and scholar's performance. On this regard, the analysis was carried out among 201 participants who've been school college students in two diploma packages and learning topic within the house of enterprise group in a Spanish university. The measurement instrument used is the questionnaire. To measure the scholar's confidence in public speaking, the study used a short Spanish version of the PRCS (Personal Report of Confidence as a speaker Questionnaire). The PRCS is a self-report instrument with 30 objects, half of them constructive and half of them negative. The results of this study is the self-analysis of the worst audio system, rated by Instructor, is influenced by the existence of incentives, whereas the very best speakers give themselves larger ranking after they feel assured about speaking in public.

In the different analysis Ma and Paula (2018) investigated the extent to which eighty college L2 learners in Michigan University. The researcher assess oral language proficiency utilizing self-analysis based totally on the Can-Do-Assertion, the extent to which their self-analysis have been related to their actual language proficiency stage and whether or not pupil improved in self-assessment capacity over time. The end result revealed that school college students with rankings on the novice and advanced stage, as acknowledged by means of OPIc testing, have been in a position to individually assess their oral proficiency level. The study also offers empirical proof that as school students turn into additional correct at self-assessing on their oral skill. General the examine suggest that self-assessment is a crucial and productive element of formative L2 studying evaluation because it appears in a position to make student aware of the vary of studying

aims, their progress toward these targets, and monitor a whole progress of their study.

Then, Siow et al., (2001) conducted an evaluation to examine the scholar's perceptions on self- analysis and peer-analysis in enhancing studying experience. The people have been 62 faculty students from food science in university. On this regard the research used questionnaire based mostly on self- evaluation and peer assessment. Pupils in a bunch of four have been required to submit two self-assessments, one after the primary submission and the other through the final submission of the assignment. An anonymous project was then given to each group for a peer -based mostly assessment. The result present that each self and peer evaluation were perceived as enabling college students to turn into extra critical, work in further structured means and suppose more deeply.

Linking from those previous researches, it seems to indicate that self-assessment could be used to evaluate faculty college students' speaking expertise and lots of the students have optimistic notion about the usage of self-analysis of their class. Nonetheless, these all analysis had achieved in a number of nations; it would want utterly completely different finish outcome whether it is performed to Indonesian scholar particularly to vocational highschool college students since it's not often utilized in Indonesia. Subsequently, this newest study might be centered on figuring out college students' notion on self-assessment of students' speaking talent notably to the vocational high school level. Furthermore, this research is geared towards exploring the notion of vocational high faculty students toward the speaking expertise self-assessment. The students' notion weregathered by the use of questionnaire and measured by qualitative method

METHOD

This study explored the students' perception in applying self-assessment for assessing their speaking skill. This study was conducted in SMK Link and Match since the writers found some interesting issues in assessing speaking while teaching English in this school. Additionally, the writers selected the students of Multimedia major as the participant of this study, and it was due to writers consideration since the writers was one of the English teachers in that school. The writers found that most of students in the Multimedia classes thought speaking test as the hardest and frighten test ever it was based on the informal interview with the students. Furthermore, the writers also found that this class got lower score in English rather than the other classes. It seems to assume that students anxiety while doing the test influence the students' result of the test. Students' anxiety in doing a test harms their result of the test, since it makes them not maximal in doing a test. Therefore, the writers chose this class to apply the self-assessment and to see how their opinion about getting self-assessment as a way to assess their speaking skill (Fraenkel dkk., 2009; S.-C. Huang, 2016; Siow dkk., 2001).

The main data of this study was students' perception so that the writers used questionnaire to gather students' perception about the implementation of self-assessment in assessing their speaking skill. A questionnaire with open-ended question distributed to know students' perception about the advantage of self-assessment, the limitation of self-assessment, and the easiest aspect that can be assessed by using self-assessment.

RESULTS AND DISCUSSION

Participants in this study completed a questionnaire which is examining their perception of the self-assessment in their speaking skill. The five open-ended questions specifically looked at the students' reasons, perception, aspect and Teacher feedback toward the implementation of self-assessment in their class. After analyzing the response of the questionnaire and commonalities emerged that are considered significant and meaningful to this study. Moreover, the significant themes emerging from this study were that (1) Self-assessment helps improve future performance, (2) Increase motivation and

stimulate them during their speaking performance, and (3) increase communication between student and teacher. These themes are discussed below and organized by each question from the value of self-assessment questionnaire. There are five simple questions asked for getting additional comments regarding to the self- assessment process and bellow the result the writers briefly explain the participants' response of each question.

The self-assessment was? 1. Very useful 2. Somewhat useful 3. Not useful. Why? Mentioned at least two reasons. From 30 participants, 20 asserted that they thought self-assessment very useful for them. There are three main reasons of the participant. First, the participant thought that self-assessment could help them to realize their own oral capability since in the process of applying the self-assessment they mark their capability based on the criteria provided on the assessment for example vocabulary, pronunciation, grammar, and communicative effective. Also, it could stimulate the participant to enhance their future performance. It was due to they know their strength and weaknesses, so that students can be more responsible to enhance his or her oral performance. Second, the participant mentioned that self-assessment help them to achieved the learning objective since they know how far their capability in reaching the learning goal. Thus, it can motivate them for achieving the rest of learning goal in which had not been achieved yet. For example most of the students marked that they still low in grammatical aspect while speak in English. Therefore, they attempt to increase their grammatical knowledge for achieving the course objective. Third, self-assessment could increase communication between students and the teacher since students get the feed-back from the teacher regard to the self-assessment criteria. For example, the students get feedback from the teacher after they conduct the self-assessment. The feedback can be in form of additional lesson about the aspect that the students still low at or some suggestion about what should students do to increase their oral performance. Moreover, 7 participants thought that self-assessment was

somewhat useful for them since they not really common with this assessment and most of the teacher prefer to use conventional way for assessing the students. Additionally, The rest of the participants though that self-assessment was not useful because they did not interest using this kind of assessment since they are not sure that they can assess their own capability correctly. They still assumed that teacher the only one assessor who can assess them objectively.

The easiest aspect to assess was: communicative effectiveness, grammar, punctuation, and vocabulary. The question two indicated the aspect in which students assess through the oral self-assessment. 15 of the participants marked pronunciation as the easiest aspect to be assessed. It was due to missing the pronunciation could be clearly detected since all of the participants have English as a foreign language and they could clearly realize if the pronunciation was s not clear enough. For example some students commonly say island by sounding the word *s* rather than saying *'ai.luhnd'* clearly. Moreover, 6 participants thought that grammar was the easiest aspect to be assessed since most of them failed using the tenses in appropriate formula or pattern. For example most of the students say she go to school every day rather than she goes to school every day. 5 participants marked vocabulary since they always confused in selecting vocabulary to communicate with others. 2 participants marked the task completion and the rest of 2 participants had marked the communicative effectiveness.

When I score myself using the rubric, I am: 1. Very objective 2. Somewhat objective 3. Not objective at all. In response to question three, 17 of the participant responded very objective. When analyzing this question, three was 7 participants that responded somewhat objective, and 6 participants responded not objective. Almost every student indicated that they are very objective to assess their ability using rubric in self-assessment, because they know the result of the assessment is not using as a daily assessment. It used to measure their ability, in other words, it used for knowing their

weaknesses and making them better in speaking performance for future chance. 6 students responded not objective because they felt shy to inform their weaknesses in speaking skill.

As an evaluator my teacher is: 1. Very objective, 2. somewhat objective, 3. Not objective. 28 participants marked that teacher as an evaluator is very objective. In direct interview after submitting the questionnaire most of students revealed that teacher as best evaluator since the teacher has qualification and know how to evaluate their students appropriately. However, 2 participants marked that the teacher as an evaluator is somewhat objective. It is due to they think some teachers give the best score for students who close to the teacher whether in or out of the class.

The Teacher's feed-back: 1. Helped me a lot 2. Helped me a little 3. Did not help at all. 27 participants marked that the Teacher's feedback is very helped for them. Teacher's feedback can increase communication between students and teacher. The students felt that they are closer with their teacher and it made the students become more engaged and involved in the classroom. Additionally, Feedback guides the students in their learning process and gives them the direction that they need to reach as well as the target or goal of the lesson. However 3 students responded did not help at all because they think that they can learn by themselves or by book

The result of this study provided information about how students' perception toward the implementation of self-assessment in assessing their speaking skill. The consensus among of the participants indicated that the self-assessment was very useful for them since most of them thought that the self-assessment stimulate them to realize how far their capability in oral performance. It is also evidenced by Munoz and Alvarez (2007), who found that 91 % students marked that self-assessment, was very useful in helping them to assess their oral performance. Additionally, almost all of participants in this study believed that self-assessment could engage them to increase their responsibility in improving their oral performance. This is significant since it is supported by Ma and Paula (2018) who asserted that self-assessment process allow the students to have some awareness about their responsibility toward the learning objective in term of students' speaking skill.

What is more, the result of this study revealed that self-assessment could enhance the communication between the teachers and the students because the process of self-assessment which enables the students to have some clarification and feed-back from the teachers. Through, this process the student may ask or discuss with the teacher about some criteria that they still low at. For example, when the students assessing their oral performance, some of them found that they still low in pronouncing the words. Thus, the students discuss it with the teacher to have some feed-back whether they should have additional class to practice or having some project that allow them to rehearse their pronunciation. The same issue also mentioned by Peyton (2017) who found that most of the student felt that self-assessment process increase the communication process between them and the teacher in term of clarifying the rubric and ask the teacher how to accomplish the task.

Furthermore, self-assessment process also increases students' motivation to get a better performance especially oral performance. Through self-assessment students will know how far they achieve or get the criteria. Therefore, it may increase their motivation to become better for another presentation. The self-assessment help the student to realize to what extent they achieve the learning goal then it motivated them to become better and good in fulfilling all of the criteria (Fraenkel et. al., 2011).

CONCLUSION AND RECOMMENDATION

When assessment becomes part of learning process and not simply something that occurs in the end of the lesson, it can be

seen as the enhancement of learning. Assessment is not only come and conducted by the teacher but it may come from the students. It commonly known as self-assessment and self-assessment is an alternative assessment that can be done by the students in exploring, developing, and knowing their capability and knowledge. Since the implementation of self-assessment in Indonesia is still substitutive, it seems important to know students' perception toward the implementation of self-assessment. In this study, the writers distributed the questionnaire to get students' perception.

Regarding to the result of this study, the writers found that self-assessment could give many advantages for student in learning process. Through self-assessment the students can increase their motivation to achieve the learning goal. Besides, students can increase their communication with the teacher. Additionally, self-assessment could stimulate students to learn individually in order to achieve the learning goal and improve students' capability for future performance.

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