SELF ASSESSMENT OF SPEAKING SKILLS AT THE SECOND SEMESTER OF TADRIS ENGLISH PROGRAM IAIN PALU ACADEMIC YEARS 2020/2021

A THESIS

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2023

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I hereby declare that this thesis entitled: "Self Assessment Of Skills At The Second Semester Of Tadris English Program IAIN Palu Academic Years 2020/2021" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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LEGALIZATION

A thesis by Moh Fahri N, NIM: 17.1.16.0093 which entitled **"Self-Assessment Of Speaking Skills At The Second Semester Of Tadris English Program IAIN PALU Academic years 2021/2022"** which has been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 18th Agustus 2021 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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Palu, 20 June 2021 M
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TABLE OF CONTENTS

LIST OF TABLE

ABSTRACT

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Skripsi Title   :SELF-ASSESSMENT OF SPEAKING SKILLS AT THE SECOND SEMESTER OF TADRIS ENGLISH PROGRAM IAIN PALU ACADEMIC YEARS 2020/2021

This study aims is to finding out the Self-Assessment models students used and the benefit of Self Assessments Models Students used at the second semester of Tadris English Program IAIN Palu academic years 2020/2021. The specific purpose of this research is to is to explain what kind of self-assessment model students used and what are the benefit of self-assessment models students used to improve their speaking skills.

This research was qualitative research. The data in this research were collected qualitatively by using observation, questionnaire, and interview. Observations were made on student activity during interactional speaking learning process. Questionnaire and interview were done toward sixteen students of TBI-3 second semester students IAIN Palu Academic years 2020/2021.

The result of this research showed that 1) TBI-3 second semester students IAIN Palu Academic years 2020/2021 used three of model of self-assessments, self-assessment checklists, informal self-assessment devices, and learner record-keeping self-assessment to improve their speaking skills. 2) each model of self-assessment has some benefit for student's component of speaking skills, vocabulary, grammar, pronunciation, and fluency.

CHAPTER I

INTRODUCTION

A. Background of the research

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. English holds the key of position as an international language. According to Ramelan in Indonesia, English has been taught at every level of education as first foreign language.[1]

In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English. To be able to use English well, speaking is one of the important skills. English speaking becomes a more and more important in international communication. Therefore, to measure students' speaking ability in English, teachers need to apply accurate assessments.

Learning assessment is important because the purpose of the assessment is to get good feedback from teachers and students. Assessment aims to improve the learning process in the classroom and to see student learning difficulties are resolved. In the end, the purpose of the assessment is to improve the quality of learning. Assessment is a continuous process that occurs during the learning

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[1] *Ramelan. Introduction to Linguistic Analysis.* (Semarang: IKIP Semarang Press. 1994.), 183-184.

process, this is the reason why assessment cannot be separated from the learning process.

As Boud states, Assessment involves identifying appropriate standards and criteria and making judgments about quality. [2] This is as necessary for lifelong learning as formal educational experience. When the teacher asks students to give an assessment about their own performance, the student can identify standard assignment and try to find the good feedback and indirectly trigger them to think critically. Talking about learning assessment, there are several types of assessment available. There are several authentic assessments, namely process assessment, summative and formative assessment, assessment using a portfolio and self-assessment.

Self assessment is an assessment process carried out by students to measure their abilities. McMillen and Hearn state that self-assessment is an important skill that increases students' motivation and success because it helps students monitor themselves, evaluate themselves and determine the correct method to improve their learning.[3] Every student certainly has his own way of improving their English speaking skills. The individual ways or efforts made by students to improve their speaking skills are based on a sense of responsibility and a desire to become more proficient in speaking English.

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[2] David boud,. *Sustainable assessment: rethinking assessment for the learning society.* (Studies in Continuing Education, 2000). 151-167.

[3] McMillan, J.H. & Hearn, J.. Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement. (Educational Horizons, 2008), 87, 4049.

Based on preliminary observations in the second semester of the tadris English program, the TBI 3 students' speaking skills were quite good, both in terms of pronunciation, vocabulary, grammar and fluency. And after I had some informal conversations with them, it turned out to be true that TBI 3 students have own way of improving their speaking skills, but they do not realize that the method they do is one of the self-assessment models. This is what underlies the interest of researchers to conduct this research.

B. Problem statement

Based on the explanation above, the researcher decides the problems of research as follows:

1) What are Self assessment models students used at the second semester of Tadris English Program IAIN Palu?

2) What are the benefits of self assessment models students used at the second semester of Tadris English Program IAIN Palu?

C. Objective of the research

Based on the problem statement above, the objectives of this research are as follows:

1) To find out the models of Self-assessment, students used at the second semester of Tadris English Program IAIN Palu

2) To find out the benefits of self-assessment models students used at the second semester of Tadris English Program IAIN Palu

D. Significance of research

This research is expected to give some benefits of learning English in the classroom. The benefit here decides into two parts. The first is theoretical and the second is practical. In the theoretical of this research can give evidence about what kind of model assessment, student used to improve their speaking ability and also can give evidence about the benefit of the model of self-assessment students used. In the practical, the research will give understanding about the model of self-assessment on students speaking improvement.

E. Limitations of the research

As in any research, there are some limitations to this study. Initially, this research was only conducted at one university with the subject being the second semester students totaling one class. This research uses three data collection tools, observation notes, questionnaire and interviews.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The researcher found some previous study in self-assessment first, by Alek, Abdul Gafur Marzuki, Muhammad Farkhan, and Rahma Deni with the title "Self-Assessment in Exploring Students; Speaking Skill". The design of this research is qualitative. 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 a 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.[1]

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[1] Alek, Abdul Gafur Marzuki, Muhammad Farkhan, and Rahma Deni. *Self-Assessment in Exploring Students; Speaking Skill.* (Link and Match vocational high school. 2020).

Siti Nur Rohma conducted research with the purpose of the research aims at describing the students' perception on self- assessment in English language subject at the eighth grade of Junior High School 01 Tawangmangu. The type of this research is qualitative. The method of collecting data is giving questionnaire and interview with the students. The questionnaires are given to all of students in class C and class D. The data are the information about students' perception about whether or not it is important to apply self-assessment in English language subject or not. Technique for analysing the data are; 1) arranging the data, 2) organizing the data, 3) concluding the data. The result of the study shows that almost all of the students' said that it is important to apply self-assessment in English language subject, because self- assessment helps them to realize which part of subject matter they understand, the difficulty they faced, and the efforts they should make to improve their understanding.[2]

B. Speaking Skills

English is one of the international languages in the world that should be taught and mastered by people in all over the world to communicate with each other. By this way people can know and understand what they speak communicatively. Because of this reason, English becomes the first foreign language that is taught in all over the world and becomes one of the most spoken

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[2] Siti Nur Rohma *The Students' perception on self-assessment in english language subject at the eighth grade of junior high school 01 Tawangmangu* (2018).

languages in the world. It is the language of science, computing, diplomacy International trade, and even politics.

There is a need for continued and objective studies to pinpoint particular areas of difficulty that students face in their acquisition of English. In this research, speaking skill has four domains (vocabulary, fluency, pronunciation, and grammar) If students are good in speaking skill this means that they are good in these domains and any progress in these domains will lead to progress in speaking. So we should find new and modern techniques to teach these domains effectively.

1. The Components of Speaking Skill

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking[3]. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow[4]. Moreover,

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[3] Kline, L.R.. *Active Packaging for Food. Applications*. (Lancaster Basel USA: Technomic. 2001), 69.

[4] Gilbert, J. B.. *Teaching pronunciation: using the prosody pyramid*. (United States of America: Cambridge University Press. 2008),1.

pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact[5]. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language[6] Moreover, the other definition of grammar stated by Greenbaum and Nelson argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.[7]

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language[8] Thus, from the statements above can be concluded that the function of grammar is

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[5] Fraser, H. *Teaching Pronunciation: A guide for teachers of English as a second language.* (Canberra: Department of Education Training and Youth Affairs. 2001), 6.

[6] Purpura, J..*Assessing grammar.* (Cambridge: Cambridge University Press. 2004), 6

[7] Greenbaum, S., & Nelson, G. *An introduction to English grammar.* (London: Longman. 2002), 1.

[8] Harmer, Jeremy.. *The Practice of English Language Teaching.* (London: Longman. 2001), 12.

to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson states that grammar is the study of how words combine to form sentences.[9] Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words[10]

c. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus,

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[9] Nelson, G. *An introduction to English grammar*. (London: Longman. 2001), 1.

[10] Batko.. *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English*, (2004), 24.

when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary[11]

Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms[12]

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher

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[11] Hiebert, E. H. and Kamil, M. L. *Teaching and Learning Vocabulary: Bringing Research to Practice*. (London: Lawrence Erlbaum Associates. 2005), 3.

[12] Richards, J., and Schmidt, R. Longman. *dictionary of language teaching and applied linguistics.* (Malaysia: Pearson Education. 2002), 580.

does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation[13]

2. Kinds of speaking

The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it.

a. Interactional speaking

Interactional Speaking is the speaking activity that is done in daily life situation for the purpose of social interaction. Interactional language also as the language we use to build and maintain relationships.

b. Transactional speaking

Transactional speaking is a speaking which is used to make a transaction and which has a result. transactional speaking is a dialog that you need to do if you want to get some thing done. For example : to get chicken satay you need to speak to a satay seller.

c. Argumentative speaking

An argumentative speaking is a persuasive dialog in which the speaker attempts to persuade his audience to alter their viewpoints on a controversial issue. Argumentative speaking are often about hot topics, and they encourage the

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[13] Pollard, Lucy.. *Guide to Teaching English*. (USA: Longman Group. 2008), 16.

audience to change their views or opinions on a topic. The speaker shows an obvious problem at the beginning of the speech and then moves on to show proof of that problem and then suggests a solution in the body. The conclusion sums up the speech's main idea and supporting points and should leave the audience ready to make a decision based on what they just heard.

C. Self-Assessment

Self-assessment is an assessment process carried out by students to measure their abilities. In the self-assessment process, students make judgments about the degree of success of their work. During that process, goals and evaluation criteria must be taken into account. Teachers should make the assessment criteria clear and understandable for the students so that students are able to understand the strengths and weaknesses of their work and revise it accordingly. Quality of work is determined by students[14]. According to Blachford, self-assessment is a process including comparisons of a learner's own success with other learners.[15] Self-evaluation and self monitoring are two other terms that are usually related to self-assessment. The former requires students to judge the quality of their own performance, which depends upon evidence and explicit criteria with the intent of future language growth[16].

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[14] Spiller, D.. *Assessment Matters: Self-assessment and Peer Assessment. Teaching Development Unit,* (University of Waikato, New Zealand. 2012), 3.

[15] Blatchford, P.. *Students' Self-Assessment of Academic Attainment: Accuracy and Stability From 7 to 16 Years and Influence of Domain and Social Comparison Group.* (Educational Psychology, 1997). 345-359.

[16] Rolheiser, C. & Ross, J.A. *Student Self-Evaluation*: What Do We Know?. (Orbit, . 2000), 33-36.

Self- assessment is also regarded as an alternative assessment method which many scholars suggested to be applied in the field of language assessment. Self-assessment has been implemented as an indispensable part of assessment and an important element of autonomous language learning programs by many scholars around the world because a significant part of language programs has become more student-centred[17]

The implementation of self-assessment in the classroom is thought to provide plentiful advantages for not only teachers but also students. Since learning a language is an ongoing process, students ought to be able to progressively evaluate their language performance and skills in everyday situations such as interacting with native speakers, comprehending a newspaper, seeing a TV program or producing a text in the target language[18]. That's why, Cameron stated that learners who know how to assess their own performance transform from being "other-regulated" to "self-regulated and/or autonomous".[19]

They also gain the ability to control their own progress, assess their competence, manage their learning and determine how to make use of the tools and facilities provided within and outside the classroom[20]. Hence, self-assessment

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[17] Nurov, A. *Self-Assessment of Foreign Language Achievement: The Relationship Between Students' Self-Assessment, Teachers' Estimates and Achievement Test*. (Master's Thesis. Bilkent University, Teaching English as a Foreign Language, Ankara. 2000.) http://teav.ankara.edu.tr/browse/1096/ diakses tanggal 28 Januari 2021

[18] Dickinson, L.. *Self-instruction in language learnings Cambridge*: (Cambridge University Press. 1987), 381–382.

[19] Cameron, L.. *Teaching languages to young learners. Cambridge:* (Cambridge University Press, 2004), 228-233.

[20] Chalkia, E.. *Self-assessment: an alternative method of assessing speaking skills.* (Research Papers in Language Teaching and Learning, 2012), 3(1), 225-239.

makes students active participants in their own learning processes[21] Furthermore, Gardner claimed that confidence and motivation is enhanced by a prospering self-assessment application. In other words, self-assessment has a motivational effect.[22] It is also highlighted that student motivation enhanced by self-assessment affects classroom activities and leads students to achieve communicative goals[23] which in turn improves their intrinsic motivation.

Another advantage of self-assessment is that teachers themselves can benefit from it for practical purposes. Since students are involved in the assessment process, the assessment burden is shared between students and their teachers. This decreases teachers' workload and assists them to deal with the other elements of teaching such as creating resources and materials[24]. Self-assessment is also suggested to be practical for teachers since self-assessment tools are easier to prepare and administer compared to other traditional assessment types[25]

In addition to the reasons and aims to utilize self-assessment, it has also some benefits for learners. Spiller states that the first of these benefits is improved

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[21] Joyce, B., Weil, M. & Calhoun, E. *Models of teaching* (8th ed.). (Boston, MA: Pearson Education, Inc. 2009), 385-397.

[22] Gardner, D. *Self-assessment for autonomous language learners.* (Links and Letters. 2000.), 7, 49-60.

[23] Oscarson, M.. *Self-assessment of language proficiency; Rationale and applications.* (Language Testing, 1989), 6, 1-14.

[24] BLUE, G.M. *"Self-assessment: the limit of learner independence"*. In BROOKES, A.; GRUNDY, P. (eds.). *Individualisation and autonomy in language learning.* (ELT documents,. London: Modern English Publications in association with the British Council (Macmillan). 1988), 131.

[25] Nurov, A. *Self-Assessment of Foreign Language Achievement: The Relationship Between Students' Self-Assessment, Teachers' Estimates and Achievement Test.* (Master's Thesis. Bilkent University, Teaching English as a Foreign Language, Ankara. 2000.) http://teav.ankara.edu.tr/browse/1096/ diakses tanggal 28 Januari 2021

employability. Self-assessment helps students get better information on their performances. The other benefits include higher motivation for learning and advancement, equality of opportunity, active involvement, raised confidence and self-respect, increased value for learners' comments, and views and support of the learning program.[26]

Additionally, McMillen and Hearn express that self-assessment is a vital skill that raises learners' motivation and success because it helps a learner self-monitor, self-evaluate and determine correct methods to improve their learning.[27] Several authors claim that when students have a particular aim which can assist them with their developed knowledge and then determine criteria, self-assess and reflect on their performance and produce techniques for learning, they will demonstrate developed competencies with higher motivation. It can be inferred that developing students' self-efficacy and self-confidence in learning process is the main aim and this could be accomplished by self-assessment

They also add that under some circumstances, not all the competencies may be relevant. For instance, if teachers are in an environment in which there is no computer or any other technological devices, it would be insensible to expect competencies on technology. Teachers can also utilize self-assessment to evaluate their own performance, as well. To improve one's professional development, it can also be assigned as a confidential instrument. This instrument might motivate teachers to reflect on their own progress and to determine their strengths and

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[26] Spiller, D.. Assessment Matters: *Self-assessment and Peer Assessment*. (Teaching Development Unit, University of Waikato, New Zealand. 2012), 3.

[27] McMillan, J.H. & Hearn, J.. *Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement.* (Educational Horizons, 2008), 87, 4049.

weaknesses. It might, also, be beneficial to create priorities for the professional development of teachers[28]

There are a number of studies conducted on self-assessment in EFL/ESL contexts. To start with, Huang aimed to examine the effect of self-assessment and self-feedback of university students' performance captured by audio files. Participants were asked to listen to, analyse and transcribe their own performances. According to the author, "results indicated that learners' self-feedback was far reaching and multifaceted. Through self-feedback, learners' identified discrepancies, answered feed up, feedback and feed forward questions, and inspected performance at task, process, self-regulation and self-levels.

Much of the feedback involved reflections on past learning history, other areas of learning, deviation of performance from preparation and learner personality traits. The self-feedback went largely beyond most teachers' feedback capacity and bore great potential for learning and instruction. In particular, contrary to theoretical presumptions, self-level feedback seemed quite enlightening. Whether the observed quality self-feedback could actually help learners improve their performance, however, was not clear"[29]

Another study conducted by McDonald and Boud analysed the question of whether self-assessment practices can develop the quality of the performances of high school students. The researchers randomly selected teachers from a sample of high schools and trained them how to improve learners' self-assessment

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[28] Ibid.,87.

[29] Huang, C.. *Achievement goals and self-efficacy: A meta-analysis*. (Educational Research Review, 2016). 19, 119–137.

abilities. Ten high schools were chosen from different success rates according to national examination results and the students received training on self-assessment by their regular classroom teachers. The experimental group was comprised of 256 students who received the training, but the control group did not receive any training. The results revealed that there was a significant difference between the two groups in favour of the group who was trained on self-assessment. In other words, the study claims that the self-assessment training may influence the quality of students' work.[30]

1. Aims Of Self-Assessment

Literature review presents that scholars express different aims for self-assessment. Joyce et.al. expresses that self-assessment aims to increase intrinsic motivation of students regarding taking responsibility of their own learning. Thanks to self-assessment, students are able to understand how to apply steps related to developing their own language competencies since they are able to access better than any other assessor to their database on their own language competencies and to assess them.[31] Kordes, having a different perspective, state that self-assessment is used simply because it greatly contributes to personal development and has a significant impact on learning. According to the authors, by means of self-assessment, students can develop their learning skills, evaluation skills, and critical thinking abilities. The aim of self assessment is to increase

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[30] McDonald, B. & David, B.. *The Impact of Self-assessment on Achievement: The Effects of Self-Assessment Training on Performance in External Examinations*. (Assessment in Education: Principles, Policy & Practice, 2003), 10(2), 209-202.

[31] Joyce, B., Weil, M. & Calhoun, E.. *Models of teaching (8th ed.)*. (Boston,MA: Pearson Education, Inc. 2009), 385-397.

students ability in learning process. Moreover, they can also improve their self-confidence when they understand assessment procedures. As assessment may be seen as a mystery for students, self-assessment may demonstrate to these students how assessment is held and what aspects must be taken into account in order to understand what is expected. Students will be able to understand what is expected and what they must learn[32]

According to Spiller, first of all, students have a natural tendency to examine their own progress, therefore; using self-assessment strategies learner responsibility is fostered. Secondly, self-assessment provides students with an understanding of what they need to learn after the learning process. Using self-assessment strategies, students will see their weaknesses and will continue learning and compensating for their weaknesses. The author also states that self-assessment motivates further learning, encourages reflection on learners' own learning, and provides an opportunity to control their own learning process. Furthermore, many students may focus on just results. However, self-assessment may encourage students to focus on process, accommodate diversity of learners` readiness, experience and backgrounds, and may be a turning point from teacher-centred learning to student centred learning. Therefore, students may feel independent and are encouraged to "have" own learning.[33] Last but not least, Spiller believes that self-assessment develops student's skills for lifelong learning.

[32] Kordes, U, Sicherl K. B. & Holcar B. A.. *A Model of Formative Assessment in Music Education.* (Athens Journal of Education, 2014.), 1(4), 295-307.

[33] Spiller, D.. *Assessment Matters: Self-assessment and Peer Assessment.* (Teaching Development Unit, University of Waikato, New Zealand. 2012), 3.

When students understand how to assess their own work and performance, they will be able to understand what they must study next.

According to Dickinson and Oscarson, self-assessment may most properly be used with achievement and diagnostic objectives. Tests that are prepared according to the objectives of a language program and assess whether students accomplish these objectives or not are achievement tests.[34] Progress achievement tests that are implemented during a course and final achievement tests administered at the end of a course are two distinct types of achievement tests. To supply students with feedback about their language performance is the main aim of achievement tests. Because of achievements tests, learners are able to revise and evaluate their own performances periodically and write reflections on their language learning process[35]. Since one of the main aims of the self-assessment process is to make students able to assess their language learning and develop and revise their skills accordingly, carrying out self-assessment with the purpose of achievement tests will accomplish this aim. Another field that self-assessment is most suitably applied to is diagnostic testing[36]. Since diagnostic test are used for the purpose of identifying problems in the language learning process, using self-assessment for diagnostic purposes can assist students to notice the language

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[34] Dickinson, L.. *Self-instruction in language learnings Cambridge:* (Cambridge University Press. 1996) and Oscarson, M. *Self-assessment of language proficiency; Rationale and applications*. Language Testing, 1989.), 6, 1-14.

[35] Harris, M. *Self-assessment of language learning in formal settings*. (ELT Journal, 1997.), 51, 12 – 20.

[36] Dickinson, L. *Self-instruction in language learnings Cambridge*: (Cambridge University Press. 1996). And Harris, M.. *Self-assessment of language learning in formal settings.* (ELT Journal, 1997), 51, 12 – 20.

components that they need to work on. Harris states that there may be students from different backgrounds in EFL and ESL settings, and therefore teachers and administrators can learn differences among these students with the help of self-assessment and can adapt and modify their instructions and orientations[37].

2. Models of Self-Assessment

According to Dickinson, Rea-Dickins & Germaine and O'Malley & Pierce, there are different methods for self-assessment skills such as "learner prepared self- assessment, self-assessment checklists, informal self-assessment devices, and learner record keeping procedures."[38] In this section, these methods of self-assessment will be explained.

a. Learner-Prepared Self-Assessment

Tests which are prepared by students constitute the learner-prepared self-assessment method. These tests include comprehensive skills questions (questions for reading and listening), self-assessment forms for writing skills and self-monitoring questions. The questions are prepared according to the pattern laid out in published books and can be responded by learners themselves or by their peers after some time. In addition, learners themselves may evaluate their written works

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[37] Harris, M.. *Self-assessment of language learning in formal settings*. (ELT Journal, 1997.), 51, 12 – 20.

[38] Dickinson, *Self-instruction in language learnings Cambridge*: (Cambridge University Press. 1996). Rea-Dickens, P. & Germaine, K.. *Evaluation*. (Oxford: Oxford University Press. 1996) and O'Malley, J. M. & Pierce, L. V. *Authentic assessment for English language students: Practical approaches for teachers.* (New York: Addison-Wesley Publishing Company.1996)

such as essays, journals or diaries.[39] Moreover, in self-monitoring procedures, students are supposed to compare their performance with other models and alter theirs accordingly so that they can measure their own performance closer to the model provided by their teachers.

b. Self-Assessment checklist

Self-assessment checklist are a type of tests which is comprised of a list of assignments and questions that students are supposed to answer. To illustrate, a survey requiring learners to evaluate their performance of their language skills with a specific rating scale may be one such self-assessment checklists.

c. Informal Self-Assessment Devices

Informal self-assessment tools are developed and applied by learners to evaluate their performances in everyday life situations and include elements such as speaking with a native speaker they may encounter in real life, reading a newspaper, watching a TV show and listening to a radio broadcast in the target language[40]

d. Learner Record-Keeping Self-Assessment

In the learner record keeping process, some kind of self-assessment and implementation of it have been applied in the students' recent past and a self appraisal scheme is included in the recording of the material. Record keeping is

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[39] Dickinson, *Self-instruction in language learnings Cambridge*: (Cambridge University Press. 1996).
[40] Gardner, D. *Self-assessment for self-access learners.* (TESOL Journal, 1989). , 18-23.

categorized into three devices by McNamara and Deane : writing letters, keeping a dairy on language learning and keeping a portfolio.[41] Also, learners' aim cards are suggested as a self-assessment recording tool by Smolen, Newman, Wathen, & Lee.[42]

D. Self-Assessment in speaking skills

Speaking skills are one of the things that must be mastered by English language learners. Therefore, each student certainly has his own way of improving their English speaking skills. The individual ways or efforts made by students to improve their speaking skills are based on a sense of responsibility and a desire to become more proficient in speaking English.

In improving speaking skills, there are several or four components that must be considered by students. Specifically vocabulary, pronunciation, grammar, and fluency. To improve these things, students must have their own strategy or way of mastering the four components.

1. Self-assessment on vocabulary

Vocabulary is very important in speaking skills, because vocabulary is the basis that learners must have in improving their speaking skills. It can be said that one key the success in communicative, which is the power of words. furthermore,

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[41]   McNamara, M. & Deane, D. *Self-assessment activities: Toward autonomy in language learning*. (TESOL Journal, 1995) 5(1), 17-22.

[42]   Smolen, L., Newman, C., Wathen, T. & Lee, D. *Developing student selfassessment strategies*. (TESOL Journal, 1995) 5(1), 22 – 28.

knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form.

In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Students should be able to contextualize the vocabulary terms they have learned and use them in society. In order for students to do this successfully, they must first learn to become comfortable using these words in the classroom. However, the responsibility and effort to become proficient in speaking skills certainly spurs students to find their own way of expanding vocabulary. Each student has different self assessment, such as pasting a small piece of paper with a word written in the room, memorizing vocabulary by making a target of 100 words in one day, etc.

2. Self-assessment on pronunciation

Pronounciation is one of the most important components of speech for students to learn. Pronunciation or speech is a person's ability to understand how a person understands the sound system, and has an impact on someone's speech which will directly affect the meaning or meaning in the English context. In English, different sounds will mean different meanings, let alone different writing, and will greatly affect spoken communication. But simply so that students are able to pronounce words accurately enough so that bias is easier to understand by the interlocutor. By learning pronunciation, students will know how to pronounce

a word correctly. This is intended to make students understand how to say words in a foreign language to avoid speaking or reading mistakes.

A student who has proficiency in pronouncing a word will look like a native speaker and will have more added value. For this reason, students are also required to learn pronunciation in order to avoid miscommunication or misunderstanding in interpreting a word. Because pronunciation in English will be easily misunderstood if you pronounce the words wrong. This is what motivates the students to have their own way of mastering pronunciation. There are many models of self assessment that this is done by students, including practice speaking in front of a mirror, practicing directly with friends, or listening to music etc.

3. Self-assessment on grammar

Grammar is the study of how to arrange various correct English letters into an English word. This one component is very familiar to the ears of speaking learners, even grammar can be said as something that speaking skills learners need to master.

Grammar material is of course taught in the school environment as one of the materials that students need to master. However, not all students can understand well what their teacher teaches, therefore some students certainly have their own way of mastering grammar

4. Self-assessment on fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency is an added value for a student when learning to speak, for that fluency is also an important component. There are so many models of self assessment to increase fluency, one of which is by watching movies and listening (understandable and repetitive).

CHAPTER III

METHODOLOGY

A. Research Design

The researcher used qualitative method in this research. According to Litosseliti, qualitative research is concerned with structures and patterns, and how something is.[1] The researcher's purpose is to explain what kind of self-assessment model students used and what are the benefit of self-assessment to improve students' speaking skills based on the students' perception about self-assessment.

B. Setting and Time

This research conducted at IAIN Palu Faculty Tarbiyah Teacher Training which consisted of Tadris English students. The researcher started the research in March 2021.

C. Subject of the research

The subject of this research was second semester of the tadris English program especially TBI 3 Faculty of Tarbiyah and Teacher Training IAIN Palu in academic year 2021/2022.

D. Data Collection Technique

1. Observation

Observation is direct observation and recording of the symptoms that appear on the object of research by using the five senses. The observation

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[1] Litosseliti, L. Research Methods In Linguistics. Continuum International Publishing (Group Ltd. 2010.), 31-36.

technique is a data collection method by observing the research under study. Savings and records are made on objects where the event occurs or the event takes place, so that the observation is with the object under investigation, in this case to obtain accurate, valid and adequate data. Observation is a technique of "systematic observation and recording of the phenomena being investigated." Observations are made to find data and information from symptoms or phenomena in a systematic manner and are based on the formulated objectives of the investigation. "[2]

Based on this description, it can be understood that observation has an important position in qualitative research, especially for researchers. Because the results of observations are additional data that are very valuable to explore information about the problems being studied. This information is useful for researchers as comparative information from the results of interviews, so that it has a mutually reinforcing function between observation information and interview information.

The position of the researcher in the observed activity carried out is as a non-participant observation, meaning that the position of the researcher is as an independent observer and is not directly involved with what is being observed. The observation techniques carried out by the author are as follows: first, the researcher goes directly to the research location to make observations and second,

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[2] Mahmud, Metode Penelitian Pendidikan (Bandung: pustaka setia, 2011), 100.

the researcher records the object of observation that is happening at the research location.

2. Questionnaire

A questionnaire was a device that consisted of questions list used to get needed information from the respondents about their own opinion or something they knew or experienced. In a questionnaire, the subjects respond to the questions by writing, more commonly, by marking an answer sheet. The advantages of questionnaires are they can be mailed or given to large numbers of people at the same time. So, questionnaire can make easier to obtain needed information.

The format used in constructing the questionnaire is that of closed items arranged in a scale. Students had to tick "I totally agree", "I don't completely agree" or "I disagree completely". There were statements depicting the students' way of improving their speaking skill. The questionnaire was anonymous to encourage students to answer as sincerely and freely as possible.

3. Interview

Interview is a method of collecting data by asking questions directly by the interviewer (data collector) to the informant, answers or information recorded by using a recording device. According to Lexy J. Moleong "interviews are a way of

collecting data through contact or personal relationships between data collectors and data sources"[3].

Meanwhile, according to Sutrisno Hadi in Sugiyono argues that what is meant by interview is a process of question and answer in research which takes place orally between two or more people in the form of face to face and listening to statements directly regarding information or statements.[4] The interview method researchers directed to the students of IAIN PALU majoring in English tadris class TBI 3. The author chose the interview as a data collection technique.

E. Data Analysis

Data analysis is the process of finding and systematically arranging data obtained from interviews, questionnaire and field notes by organizing data into categories, describing them into units, compiling into patterns, selecting what is important and what will be studied, and making conclusions so. Data analysis was carried out in two stages, namely:

1. Data reduction,

Matthew B. Miiles and A. Michael Huberman, explain that Data reduction is defined as the process of selecting, focusing attention on simplifying, abstracting, and transforming "rough" data that arise from written records in the

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[3] Lexy J. Moleong, Metodologi Penelitian Kualitatif, (Cet. XVII; Bandung: PT. Remaja Rosdakarya, 2002), 3.

[4] Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Cet. 21; Bandung: Alfabeta, 2015), 21.

field. [5] Data reduction is applied to the results of observations and interviews by reducing words that the author considers insignificant for this research, such as the state of the location of observations and documentation that is not related to the problem under research, jokes and pleasantries of informants and the like.

2. Presentation of Data

After the data is reduced, then the next step is the presentation of the data which is interpreted as a set of structured information that gives the possibility of drawing conclusions and taking action. By looking at the presentation of this data, it will be easier for researchers to understand what is happening and what should be done. Presentation of data, namely to avoid errors in data obtained from the research field, data models are presented in the form of explanations or word assessments so that the data is understood correctly and clearly.

3.Verification Data

Data verification is a conclusion-making process carried out by the author by evaluating or checking the data again so that the data obtained are truly accurate. In the process of verification activities, the authors draw conclusions by referring to the results of data reduction, then the data collected from the results of interviews and observations, the authors choose which one is in accordance with the title and discard the unnecessary.

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[5] Matthew B. Miles dan A. Michael Huberman, Qualitative Data Analisis, diterjemahkan oleh Tjecep Rohendi Rohili dengan judul Analisis Data Kualitatif: Buku tentang Metode-metode Baru, (Cet. I; Jakarta: UI Pres,2005), 15-16.

CHAPTER IV

RESEARCH FINDINGS

A. THE DESCRIPTION OF RESEARCH LOCATION

1. Profile of Institute Agama Islam Negeri Palu

Historically, the existence of IAIN Palu as the only State Islamic Religious University (PTKIN) in Central Sulawesi Province is currently on the initiative of several Muslim intellectual figures, both from universities, government agencies, ulama and zu'amas in Palu City who formed the The Preparatory Committee for the Establishment of IAIN Palu in May 1966. The structure and personnel of the committee are as follows: Chairman: Abidin Ma'ruf, SH. Vice Chairman: KH. Zainal Abidin Betalembah. Secretary: Abu Naim Syaar, BA. Deputy Secretary: Isma'un Dg. Marotja, BA. Treasurer: Drs. H.M. Ridwan. Deputy Treasurer: H. Dg. Mangarannusu. Members: Pati Bidin, Drs. Andi Mattalata, Drs. H.F. Tangkilisan, Drs. Buchari, KH. Abd. Muttalib Thahir, Syahrul, Zainuddin Abd. Rauf, Muchtar T., Rusdy Toana, Zuber S. Garupa, and Arsyad Parampi.

The committee succeeded in opening two faculties at once, namely: Faculty of Tarbiyah led by KH. Zainal Abidin Betalembah as Dean and Drs. Buchari as his representative, and the Ushuluddin Faculty led by KH. M. Qasim Maragau and Drs. H. F. Parry as his representative. The establishment and operation of the two faculties are the initial pillars of preparation and struggle to realize the establishment of IAIN Palu. The community response was also very

positive, as evidenced by the initial admission of new students, approximately 125 people became students in the two faculties in the 1966/1967 Academic Year.

The efforts of the founding committee to continue to work to strengthen the legality of IAIN Palu in the early days were continuously carried out, but collided with the laws and regulations, as well as various academic requirements that had not been met for autonomy as a university, the Ministry of Religious Affairs had not been able to approve the establishment of IAIN Palu independently. According to the direction and instructions of the Minister of Religion at that time, the two faculties were made filial status of IAIN Alauddin Ujung Pandang.

After operating for two years, on May 8, 1969 (21 Safar 1389 H). The status of the two faculties (Tarbiyah and Ushuluddin) was upgraded from Filial to Branch of IAIN Alauddin Ujung Pandang which was inaugurated by the Secretary General of the Ministry of Religion. RI. TNI Major General Ahmad Hafiluddin Djojoadikusumo, on behalf of the Indonesian Minister of Religion (at that time, KH. M. Dahlan). The Dean of the Tarbiyah Faculty was entrusted to KH. Abd. Muthallib Thahir, and the Dean of the Faculty of Usuluddin entrusted to KH. Saggaf Aljufri.

Since switching status from filial to Branch, the two faculties have grown rapidly and won the trust of the public. So that in 1984, the status of the two faculties increased again to become Madya Faculties based on Government Regulation No. 33 of 1985. With this new status, it means giving the authority to

organize higher education up to the Strata 1 (S1) level which previously only had limited authority at the Bachelor's level.

Realizing the various potentials and assets of IAIN Alauddin in Palu, especially the number of students enrolled in the academic year 1994-1995 reaching 1,278 people, further strengthened the desire and reason to have an independent IAIN. The reasons and desires were fully responded and backed up by the Regional Government (Governor and DPRD Tkt. I) as well as religious and community leaders of Central Sulawesi. However, again, things have crossed the road halfway through the struggle with the issuance of the Presidential Decree. No. 11 of 1997 concerning the Establishment of a State Islamic High School (STAIN), so that the struggle to make IAIN stand-alone temporarily "founded" in the middle of the road.

With the enactment of the Presidential Decree. No. 11 of 1997 concerning the Establishment of a State Islamic College (STAIN), all branch faculties of the 14 main IAINs in Indonesia with a number of faculties spread across various regions automatically switch status to State Islamic Colleges (STAIN), including the Faculty Tarbiyah and the Faculty of Ushuluddin IAIN Alauddin in Palu.

As a follow-up to the Presidential Decree. mentioned above, the Minister of Religion of the Republic of Indonesia issued a decree no. 303 of 1997 concerning the Organization of the Work Procedure of STAIN Palu and the Ministry of Religion of the Republic of Indonesia No. 336 of 1997 concerning the STAIN Palu Statute. To regulate the transfer of status from Regional Faculties to

STAIN, the Director General of Islamic Education issued Decree No: E 136 1997 concerning Guidelines for the Regulation of the Transfer of Status. With this change in status, the existence of IAIN Alauddin in Palu changed its status to STAIN Palu which then based on a Senate Decree on November 24, 1997 included the name "Datokarama" as the name of STAIN Palu to STAIN Datokarama Palu. As a logical consequence of the transition of status and based on a set of rules as mentioned above, the Faculty of Tarbiyah changed to the Department of Tarbiyah with three Study Programs, namely: Islamic Religious Education, Arabic Language Education, and Islamic Education.

The presence of STAIN Datokarama Palu as a State Islamic Higher Education institution so far, has participated in coloring the pattern of human resource development in Indonesia in general and in Central Sulawesi in particular. The alumni that have been produced have taken part in many fields of community life, both as teachers/lecturers, employees of the Ministry of Religion and other services/agencies at the Provincial/City/District level, Politicians (City/Regency, Province, National, Entrepreneurs, Journalists, and Religious/Community Leaders in Cities/Rural-rural areas.

After going through a long process and with all the potential they have, every leader from period to period continues to struggle and strive to improve STAIN Datokarama Palu to become IAIN. For the hard work and progressive efforts of the entire academic community, the obsession to make STAIN Datokarama Palu change its status to the Palu State Islamic Institute (IAIN) Palu has achieved results with the issuance of the Indonesian Presidential Regulation.

Number 51 of 2013 concerning the change in the status of STAIN Datokarama Palu to IAIN Palu.

Vision

Develop moderate Islamic studies based on the integration of knowledge, spirituality and local wisdom.

Mission

- Organizing Islamic higher education based on scientific integration
- Developing moderate Islamic studies through an inter/multidisciplinary approach
- Organizing character strengthening based on values, arts, culture and local wisdom
- Develop research oriented to the development of Islamic scholarship and the Muslim community
- Organizing community service and Islamic spiritual guidance

Goals

- Produce useful Muslim intellectuals and the formation of superior human potential with local wisdom;
- Preparing students to become members of a society that has spiritual depth, nobility of character, professional maturity and breadth of science and technology based on moderate Islam;

- Develop and disseminate Islamic knowledge, Islamic-based arts and technology and strive to apply them in order to increase potential empowerment, and enrich national culture;

- The creation of a sound management, leadership, and institutional system as well as the realization of excellent administrative governance;

- The realization of an Islamic campus climate as a center for education, research, and community service based on moderate Islam.

1. Profile of Faculty of Tarbiyah and Teacher Training

The Faculty of Tarbiyah and Teacher Training (FTIK) of the State Islamic Institute (IAIN) Palu was previously the Tarbiyah Department located within the Datokarama State Islamic College (STAIN) Palu which was later changed to the Faculty of Tarbiyah and Teacher Training IAIN Palu based on Presidential Regulation No 51 of 2013 concerning the Change of STAIN Palu to IAIN Palu.[1]

The existence of the Faculty of Tarbiyah and Teacher Training IAIN Palu is prepared to "print" prospective educators and Islamic education personnel who have competence and professionalism and have global competitiveness. Therefore, after the transfer of status from STAIN Datokarama Palu to IAIN Palu in 2013, the Faculty of Tarbiyah and Teacher Training (FTIK) IAIN Palu continuously carried out academic and institutional development, created an academic atmosphere and managed academic service management in a professional and accountable manner.

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[1] ''FTIK IAIN PALU'',https://iainpalu.ac.id/ftik/ (16 july 2021)

In line with the development stretches above, the Faculty of Tarbiyah and Teacher Training IAIN Palu has currently developed 9 (nine) Departments/Study Programs, as follows:

JURUSAN/PROGRAM STUDI	GELAR AKADEMIK / SINGKATAN
1. Pendidikan Agama Islam (PAI)	Sarjana Pendidikan / S.Pd.
2. Pendidikan Bahasa Arab (PBA)	Sarjana Pendidikan / S.Pd.
3. Manajemen Pendidikan Islam (MPI)	Sarjana Pendidikan / S.Pd.
4. Pendidikan Guru Madrasah Ibtidaiyah (PGMI)	Sarjana Pendidikan / S.Pd.
5. Pendidikan Islam Anak Usia Dini (PIAUD)	Sarjana Pendidikan / S.Pd.
6. Tadris Bahasa Inggris (TBI)	Sarjana Pendidikan / S.Pd.
7. Tadris IPS (TIPS)	Sarjana Pendidikan / S.Pd.
8. Tadris IPA (TIPA)	Sarjana Pendidikan / S.Pd.
9. Tadris Matematika (TMAT)	Sarjana Pendidikan / S.Pd.

Table 1
Demographics of majors in the faculty of Tarbiyah

Vision :

Excellence in Competency Development for Educators and Education with Moderate Islamic Insights, based on the Integration of Knowledge, Spirituality, and Local Wisdom in 2030.

Mission:

- Organizing education and learning that is oriented towards developing the competence of educators and education staff with moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- Produce quality research with moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- Organizing community service through Islamic education development activities, socio-religious with moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- Implement the tridharma cooperation of higher education with domestic and foreign partner institutions for the development of the competence of educators and education with moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- Improving quality academic governance with moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

Goals :

- The realization of the competence of quality educators and education staff with moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- The realization of quality education and learning in accordance with the KKNI level curriculum standards with moderate Islamic insight, based on the integration of knowledge, spirituality, and local wisdom.

- The realization of quality research with a moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- The realization of community service with a moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- The realization of the tridharma cooperation of higher education with domestic and foreign partner institutions for the development of the competence of educators and education staff with moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

2. Profile of Tadris English Program

One year after the opening of the PGMI and PGRA Departments / Study Programs, the Faculty of Tarbiyah and Teacher Training IAIN Palu again opened a new Department / Study Program, namely the English Language Tadris Department / Study Program (TBI) in 2015. This English Tadris Study Program / Department opened based on the consideration of the high interest of the community who are interested in this program. In particular, this Department/Study Program is prepared to provide education and learning that will produce graduates who will become reliable English teachers at every level and unit of education.

Based on the Decree of the Director General of Islamic Education Number: 3633 of 2015 dated June 25, 2015 regarding the permit for the implementation of the English language study program, the English Department/Tadris was officially established and accepted new students for the first time in the 2015/2016 academic year. Entering 2017, the English Tadris Study Program is accredited C

based on the Decree of the National Accreditation Board for Higher Education (BAN-PT) Number 4914/SK/BAN-PT/Akred/S/XII/2017.

Vision:

Realizing a study program that excels in learning English based on Information and Communication Technology, is innovative, competitive, and has a moderate Islamic perspective in 2025.

Mission:

- Carry out education and teaching of English based on Information and Communication Technology by utilizing English learning technology in an integrated, sustainable, moderate Islamic perspective, integrating knowledge, spirituality, and local wisdom.

- Developing competitive, innovative research, with moderate Islamic perspective, integrating knowledge, spirituality, and local wisdom in the field of linguistics and learning English.

- Carry out community service that is oriented towards strengthening knowledge and skills in English with Islamic characteristics.

- Establish strategic and synergistic cooperation and partnerships with various parties/institutions both at home and abroad.

- To produce graduates of the English Tadris Study Program who are qualified and able to apply English learning based on technology and communication, have moderate Islamic perspective, integrate

knowledge, spirituality, and local wisdom, and are able to compete at home and abroad.

Goals:

- The realization of English language education and teaching based on Information and Communication Technology (ICT) by utilizing English learning technology in an integrated and sustainable manner.

- The development of competitive and innovative research in the field of linguistics and English language learning.

- Implementation of community service that is oriented to strengthening knowledge and skills in society with an Islamic character.

- Establishing strategic and synergistic cooperation and partnerships with various parties/institutions both domestically and abroad that are mutually beneficial

B. FINDINGS

1. Self-assessment models students used at the second semester of Tadris English IAIN Palu academic years 2020/2021

Self-assessment is important in English learning process because helps the students' to get better understanding when learning English subject. Based on the students' answer on questionnaire, that they used models of self-assessment to helps them improve their ability when learning English subject. The model of self-assessment helps the students conscious about the part of subject matter that they have learned and they really understand about it, so they can guide

themselves to prepare receive new subject matter and get better understanding than before.

According to Dickinson, Rea-Dickins & Germaine and O'Malley & Pierce, there are different models for self-assessment skills such as "learner prepared self- assessment, self-assessment checklists, informal self-assessment devices, and learner record-keeping self-assessment."[2]

Based on the data that the researcher has collected, each student have their models to improve their ability. Acquired from the questionnaire section, every student have different models for improving their speaking skills such as learner prepared self-assessment, self-assessment checklist, and informal self-assessment devices, And that's proved with the result of a questionnaire the researcher shared with the second semester of TBI 3 students by Google form.

Here the result of questionnaire from sixteen students of TBI-3 second semester academic 2020/2021 :

a. Self-assessment checklists

Based on the questionnaire that the researcher shared to second semester of TBI-3 students, it appear that fifteen students used self-assessment checklist model as their way to improve their components of speaking skills and only one of them it is not used that model. That result is by the statements on questionnaire which are "*I often list my own learning achievement goals to improve my*

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[2] Dickinson, *Self-instruction in language learnings Cambridge*: (Cambridge University Press. 1996). Rea-Dickens, P. & Germaine, K.. *Evaluation*. (Oxford: Oxford University Press. 1996) and O'Malley, J. M. & Pierce, L. V. *Authentic assessment for English language students: Practical approaches for teachers.* (New York: Addison-Wesley Publishing Company.1996)

speaking" there are nine students who pick "*often*", six students pick "*sometimes*", and only one students pick "*never*" for that statements. The second statements on questionnaire "*I often made my own study plan lists at home*". there are seven students who pick "*often*", eight students pick "*sometimes*", and one students pick "*never*" for that statements.

Self-assessment checklist is one of the model of self-assessment that is almost sixteen students used that. For them, self-assessment checklist is one of the easy way to improve their components of speaking skills. The following are one of the results of the researcher's interview with one of the students:

> I think, list my own learning achievement goals and made my own study plan lists at home is the easy way to improve my speaking skills. Because I think it won't interfere with my activities at home or on campus and it's not hard to do.

b. Informal self-assessment devices

Based on the questionnaire that the researcher shared to second semester of TBI-3 students, it appear that sixteen students used informal self-assessment devices model as their way to improve their components of speaking skills. That result is by the third statements on questionnaire which are "*I often talk to native speakers via online media to improve my speaking skills*" there are seven students who pick "*often*", seven students pick "*sometimes*" and two students who pick "*never*" for that statements.

The fourth statements on questionnaire "*I always read the English dictionary at home"* there are nine students who pick "*often*", six students pick "sometimes", and only one students who pick "never" for that statement. The fifth statements on questionnaire "*I often watch movies to improve my speaking skills*" there are ten students who pick "*often*" six students pick "*sometimes*" and there no one students who pick "*never*" for that statement.

The sixth statements on questionnaire "*I often listen to podcasts to improve my speaking skills*" there are seven students who pick "*often*", eight students pick "*sometimes*" and only one students who pick "*never*" for that statement. The seventh statement on questionnaire "*I often listen to music to improve my speaking skills*" there are twelve students who pick "*often*", three students pick "*sometimes*" and only one students who pick "*never*" for that statement.

The eighth statement on questionnaire "*I often listen to English radio channels*" there are three students who pick "*often*", seven students pick "*sometimes*", and six students who pick "*never*" for that statement. The ninth statements on questionnaire "*I usually watch TV channels with English broadcasts to improve my speaking skills*" there are eight students who pick "*often*", five students pick "*sometimes*" and three students also who pick "*never*" for that statements.

The following are one of the results of the researcher's interview with one of the students:

> For me, watching TV or laptop or listening music and so on are really interesting to do that. We can enjoy watching a movies or listening a music and also learn something from that. Furthermore, this model is part of our activities in daily life which is interesting to do that.

Informal self-assessment devices are one of the models of self-assessment that is sixteen students used that. Based on what the researcher find out on the field that according to them, this model is really helping them to improve their speaking skills. Furthermore, this model is part of student activities in daily life which is interesting to do that.

c. Learner record-keeping self-assessment

Based on the questionnaire that the researcher shared to second semester of TBI-3 students, it appear that fifteen students used self-assessment checklist model as their way to improve their components of speaking skills and only one of them it is not used that model. That result is by the tenth or last statements on questionnaire which is "*I always record my speaking practice to measure my speaking skill*" there are ten students who pick "*often*", five students pick "*sometimes*", and only one student who pick "*never*" for that statement.

The following are one of the results of the researcher's interview with one of the students:

> I think, recording my speaking practice is the best way how to fix a mistake when speaking. We can fix our mistake, like miss pronunciation, or lack of vocabulary or grammar error. Because we can repeat what we say through recording our voice.

Learner record-keeping self-assessment is one of the models of self-assessment that is fifteen students used that. According to them, this model of self-assessment is quite helped them to measure their ability when speaking practice. Because they can repeat to what they say and will correct it when there is an error.

2. The benefit of self-assessment models students used at the second semester of Tadris English IAIN Palu academic years 2020/2021.

Self-assessment can help the students to improve their component of speaking skills, McMillen and Hearn express that self-assessment is a vital skill that raises learners' motivation and success because it helps a learner self-monitor, self-evaluate and determine correct methods to improve their learning. Below the result of some interviews with the second semester of TBI 3 students based on what they pick on the questionnaire the researcher shared.

a. Self-assessment checklist

Based on the result of interview that researcher did on second semester of TBI-3 students is this model of self-assessment are really helping them and give them some benefit especially for their vocabulary, pronunciation, grammar, and also fluency.

b. Informal self-assessment devices

Based on the result of interview that researcher did on second semester of TBI-3 students is this model of self-assessment are really helping them and give

them some benefit   especially for their vocabulary, pronunciation, and also fluency.

   c. Learner record-keeping self-assessment

Based on the result of interview that researcher did on second semester of TBI-3 students is this model of self-assessment are really helping them and give them some benefit especially for their vocabulary, pronunciation, grammar, and also fluency.

The table below is the demographics of participants. There are sixteen participants who were involved in the questionnaire and interview.

Students's ID	Age	Gender	Class
S1		Female	TBI-3
S2		Female	TBI-3
S3		Male	TBI-3
S4		Female	TBI-3
S5		Female	TBI-3
S6		Female	TBI-3
S7		Female	TBI-3
S8		Female	TBI-3
S9		Female	TBI-3
S10		Male	TBI-3
S11		Female	TBI-3
S12		Female	TBI-3

S13		Male	TBI-3
S14		Female	TBI-3
S15		Female	TBI-3
S16		Female	TBI-3

Table 2
Demographics of Participants

Here the result of interview with sixteen second semester of TBI-3 student academic 2020/2021:

a. First question

Here is one of the example answer from the second semester of TBI-3 student :

> when I making my own learning achievement goals, I can arrange what will I want to achieve. For example, in one semester I have to master grammar and pronunciation. So in one or two month, I need to focus on that two point. And that way really helping me. It just depend what I need to learn.

From several benefits, there are four benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is pronunciation, vocabulary, grammar, fluency and Almost 9 students were that. For example pronunciation, students told that this benefit was improved when they made a list of learning achievement goals because they can plan the target that they want to achieve on their pronunciation level and also vocabulary, Grammar, and fluency and it just depends on what they want to achieve.

b. Second question

Here is one of the example answer from the second semester of TBI-3 student :

> I ever doing that when I want to adding my vocab and want to improve my fluency when speaking English. In one week, I divided my target into two point. Point one around three days for adding my vocabulary with reading and memorize a word in dictionary, and four days for improving my fluency when speaking English through watch a movies or talk with native speaker via media online. And absolutely that worth it for me

From several benefits, there are four benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is Grammar, Fluency, pronunciation, Vocabulary and Almost 8 students told that. For example , students told that components of speaking skills was improved when they made their study plan at home because they can arrange properly what will they want to fix on their pronunciation and also vocabulary, Grammar, and fluency and it just depends on what they want to fix it.

Making a list of learning achievement goals and Making a list of study plans at home are including a Self-assessment checklist which is one of the models of Self-Assessment. From that sample, the researcher concludes that Self assessment Checklist in doing by the second semester of TBI 3 students academic 2020/2021 is helping them and give them some benefit to improving their speaking skills.

c. Third question

Here is one of the example answer from the second semester of TBI-3 student :

> I really totally agree because I think talk with native speakers are interesting things. I always talk with native speakers through OME TV App, so many positive things I can get from that application especially in improving my speaking skills. Such as, I can found a new word or idioms from native speakers and sometimes when I talk or pronouncing a word the native speaker will remind and correct it. And of course indirectly my fluency will getting better

From several benefits, there are three benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is pronunciation, vocabulary, fluency and Almost 8 students told that. Firstly is pronunciation, students told that this benefit was improved when they talk with native speaker via online media because they can hear the native speaker live and practicing directly in front of native speaker. Secondly is vocabulary, students can get a new word and idioms from native speakers. And the last is fluency, students told that their fluency will improve indirectly when the get new word and idioms or listen and practicing in front of native speakers.

d. Fourth question

Here is one of the example answer from the second semester of TBI-3 student :

> I think, almost all student of English learner read and memorize a word on English dictionary. English dictionary help me to improve vocabulary and my pronunciation as well.

From several benefits, there are three benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is pronunciation, vocabulary, fluency and Almost 8 students told that. Firstly is vocabulary, students told that their vocabulary was really improved when they read a dictionary because dictionaries are a source of treasury for English learners. Secondly is pronunciation, students told that their pronunciation are also improve when they read a dictionary because in the English dictionary there is a way of pronouncing each word that helps English learners more easily understand and practice a word. And the last is fluency, students told that their fluency will improve when they read a dictionary because when they have a lot of vocabulary, indirectly their fluency in English will increase because basically the main key to being able to speak English well is knowing English words.

e. Fifth question

Here is one of the example answer from the second semester of TBI-3 student :

> I always watching a movies not just to enjoy the movie, but also to learn something to improve my speaking skills. So many advantages I can get from movies, such as learn a new word, learn how native speaker pronouncing a difficult word, and also learn how the native speaker talk with fluency

From several benefits, there are three benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is pronunciation, vocabulary, fluency and Almost 10 students told that.

Firstly is vocabulary, students told that their vocabulary was improved when they watching a movies because so many word and idioms they can learn from the actor of a movie. Secondly is pronunciation, students also told that their pronunciation are improve when they watching a movies because basically the actor is a native speakers and of course when he pronouncing a word it will sounds perfect, so the students can listen carefully and learn from the actor. The last is fluency, students told that their fluency indirectly improve when they watching a movie because they learn from the actor a new word or learn how the actor pronouncing a word then indirectly their fluency also will improve.

     f.   Sixth question

Here is one of the example answer from the second semester of TBI-3 students :

> I really enjoy listening a podcasts, I can learn so many things from that. When I listening a podcast, I always write down a new word that I never heard before and also I always repeat what they say. So it will increase my vocabulary and pronouncing a word with correctly

From several benefits, there are two benefits that students get and are always mentioned in the interview section based on components of speaking skills. That is pronunciation, vocabulary, and Almost 8 students told that. Firstly is vocabulary, students told that their vocabulary improved when they listening a podcast because they can learn a new word from the speakers and sometimes they write down what they listen from the speakers, so their vocabulary will increase. Secondly is pronunciation, students also told that their pronunciation was

improved because they can learn from the speakers when pronouncing a word correctly then they will repeat what speaker say.

g. Seventh question

Here is one of the example answer from the second semester of TBI-3 student :

> I think, listening a music will increase my vocabulary and pronunciation. I always repeat again and again my favorite song, and I will pay attention to Every single word in that song. So, not just adding my vocabulary but also will fix and correcting my pronunciation skills

From several benefits, there are two benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is pronunciation, vocabulary, and Almost 12 students told that. Firstly is vocabulary, students told that their vocabulary was improved when they listening a music because they can learn new word and idioms from the lyrics. The second is pronunciation, students told that their pronunciation also improve when listening a music because they always pay attention on every single word that the singer sang So that their pronunciation will increase.

h. Eighth question

Here is one of the example answer from the second semester of TBI-3 student :

> maybe for so many people, listening radio is an old things. But for me, through radio we can learn so many things because radio it just like TV. We can listening a song, we can heard a news, we can heard a talk

show and so on. Of course we will familiarize with English language and it will increase our vocabulary, pronunciation, and fluency.

From several benefits, there are two benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is pronunciation, vocabulary, and Almost 8 students told that. Firstly is vocabulary, students told that their vocabulary was improved when they listening an English radio channels because radio provide so many option like news, music, talk show and so on. so they can get so many new word or idioms to extend their vocabulary. Secondly is pronunciation, students told that their pronunciation are improve when they listening an English radio channels because they will get used to words that are difficult to pronounce. Moreover, on the radio there are many option to listen or familiarize themselves with English.

i. Ninth question

Here is one of the example answer from the second semester of TBI-3 student :

watching TV with English broadcasts channels can improve my several components in speaking, like vocabulary or pronunciation. But I think, I can improve another speaking skills components if I always watching TV with English broadcasts channels. Because we will get use to it with English language

From several benefits, there are three benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is pronunciation, vocabulary, fluency and Almost 8 students told that.

Firstly is vocabulary, students told that their vocabulary was improved when they watching TV with English broadcast channels because so many new words or idioms from native speakers they can learn through TV channels. Secondly is pronunciation, students told that their pronunciation are improve when they watching TV with English broadcast channels because they can see and listen directly when the native speakers pronounce a word correctly. The last is fluency, students also told that their fluency are improve when they watching TV with English broadcast channels because improvement of vocabulary and pronunciation in English is a step to get to the level of fluency in English. Almost 8 students in TBI 3 told that their vocabulary and pronunciation improve through watching TV with English broadcast Channels, so that with their fluency.

Talk to native speaker via online media, read the English dictionary at home, watching movies, listening a podcasts, listening a music, listening English radio channels and watching TV with English broadcasts channels are including as informal self-assessment devices which is one of the model of Self-Assessment. From that sample, the researcher concluding that informal self-assessment devices in doing by second semester of TBI 3 student academic 2020/2021 are really helping them and give them some benefit to improve their speaking skills

j.   Tenth question

Here is one of the example answer from the second semester of TBI-3 student :

> I can measure properly my weakness when I speaking English by recording my voice and I realize that my weakness is grammar skills, pronunciation and my fluency when speaking English

From several benefits, there are four benefits that students get and are always mentioned in the interview section based on components of speaking skills. that is vocabulary, pronunciation, Grammar, fluency and Almost 8 students told that. For example pronunciation, students told that this component of speaking also improved when they recording their speaking practice because they can notice mistakes in pronouncing a word by repeating their voice recordings. So that with vocabulary and grammar. For fluency, they think it will happen indirectly if they always learn and practice speaking English.

Recording their speaking practice is including as learner record-keeping self-assessment which is one of the model of Self-Assessment. From that sample, the researcher concluding that learner record-keeping self-assessment in doing by second semester of TBI 3 student academic 2020/2021 are really helping them and give them some benefit to improve their speaking skills.

C. DISCUSSION

From the result of questionnaire the researcher concluding that sixteen students are used the three models of self-assessment, self-assessment checklist, informal self-assessment devices, and learner record keeping self-assessment. Based on data that the researcher collected, each students have their own way to improve their ability which is including a part of models of self-assessment Such as list their own learning achievement goals, list their own study plan at home, talking with native speakers via online media, read English dictionary at home, watching movies, listening a podcast, listening a music, listening a radio with English radio channels, watching TV with English broadcast channels, and recording their speaking practice.

And for the interview section the researcher concluding that self-assessment are really helping the TBI 3 students to improve their speaking skills. So many benefit they can get from self-assessment, especially on components of speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of research about the models of Self-assessment of students used at the second semester of Tadris English Program IAIN Palu academic years 2020/2021 as follows :

1. TBI-3 second semester students of Tadris English Program IAIN Palu academic years 2020/2021   are used the models of self-assessment to improve their ability especially Speaking skills. TBI-3 students used so many way to improve their abilities which are part of the models of self-assessment. Such as : list their own learning achievement goals, list their own study plan at home, are including as self-assessment checklist. Then, talking with native speakers via online media, read English dictionary at home, watching movies, listening a podcast, listening a music, listening a radio with English radio channels, watching TV with English broadcast channels are including as informal self-assessment devices. And recording their speaking practice are including as learner record-keeping self-assessment. However, from sixteen not all students use the three self-assessment models. some only use informal self-assessment devices, some only use self-assessment checklists and learner record-keeping self-assessments.

2. Models of self-assessment have so many benefit for TBI-3 second semester students and every student have their own benefit when used models of self-assessment. Firstly is self-assessment checklist, this models can helps them to manage and arrange their list of learn components of speaking skills or target to master speaking skills. Second is informal self-assessment devices, this models really helps the students to improve their vocabulary, pronunciation and fluency. almost all TBI-3 second semester students are used this models because this model is what students often do when at home such, watching TV with English broadcast channels, listening a music with English song, read English dictionary and so on. The third is learner record-keeping self-assessment, this models can helps the students to measure their vocabulary, pronunciation and grammar when practice speaking English. So they can find out their weakness then fix it.

B. SUGGESTION

In summary, to improve speaking skills it would be better to use a self-assessment model as a way to improve the components of speaking skills. There are so many ways contained in the self-assessment model that can improve students' vocabulary, pronunciation, grammar and fluency. each method in self-assessment models is very effective and has benefits in improving students' speaking skills. Models self-assessment also can measure students ability or students weakness in improving components of speaking skills.

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APPENDIX

INTERVIEW GUIDELINES

1. What do you think about using Self-assessment checklist as a way of improving your speaking skills?

2. What do you think about using Informal self-assessment devices as a way of improving your speaking skills?

3. What do you think about using learner record-keeping self-assessment as a way of improving your speaking skills?

4. according to what you pick on questionnaire first statements' that you totally agree if you often made your list learning achievement goals to improve your speaking skills, then what kind of benefit you can get from making your own learning achievement goals according to the components of speaking skills?

5. according to what you pick on questionnaire second statements' that you totally agree if you often made your own study plan lists at home to improve your speaking skills, then what kind of benefit you can get from making your own study plan lists at home according to the components of speaking skills?

6. according to what you pick on questionnaire third statements' that you totally agree if you often talk to native speaker via online media to improve your speaking skills, then what kind of benefit you can get from talk to native speaker via online media according to the components of speaking skills?

7. according to what you pick on questionnaire fourth statements' that you totally agree if you often read the English dictionary to improve your speaking skills, then what kind of benefit you can get from read the English dictionary according to the components of speaking skills?

8. according to what you pick on questionnaire fifth statements' that you totally agree if you often watch a movies to improve your speaking skills, then what kind of benefit you can get from watch a movies according to the components of speaking skills?

9. according to what you pick on questionnaire sixth statements' that you totally agree if you often listening a podcast to improve your speaking skills, then what kind of benefit you can get from listening a podcast according to the components of speaking skills?

10. according to what you pick on questionnaire seventh statements' that you totally agree if you often listening a music to improve your speaking skills, then what kind of benefit you can get from listening a music according to the components of speaking skills?

11. according to what you pick on questionnaire eighth statements' that you totally agree if you often listening a English radio channels to improve your speaking skills, then what kind of benefit you can get from listening English radio channels according to the components of speaking skills?

12. according to what you pick on questionnaire ninth statements' that you totally agree if you often watching TV with English broadcasts channels to improve your speaking skills, then what kind of benefit you can get

from watching TV channels with English broadcasts according to the components of speaking skills?

13. according to what you pick on questionnaire ninth statements' that you totally agree if you often recording your speaking practice to measure your speaking skills, then what kind of benefit you can get from recording your speaking practice according to the components of speaking skills?

1. according to what you pick on questionnaire first statements' that you don't completely agree, even though you rarely made your list learning achievement goals to improve your speaking skills, then what kind of benefit you can get from making your own learning achievement goals according to the components of speaking skills?

2. according to what you pick on questionnaire second statements' that you don't completely agree, even though you rarely made your own study plan lists at home to improve your speaking skills, then what kind of benefit you can get from making your own study plan lists at home according to the components of speaking skills?

3. according to what you pick on questionnaire third statements' that you don't completely agree, even though you rarely talk with native speaker via online media to improve your speaking skills, then what kind of benefit you can get from talk with native speaker via online media according to the components of speaking skills?

4. according to what you pick on questionnaire fourth statements' that you don't completely agree, even though you rarely read the English dictionary to improve your speaking skills, then what kind of benefit you can get from read the English dictionary according to the components of speaking skills?

5. according to what you pick on questionnaire fifth statements' that you don't completely agree, even though you rarely watch a movies to improve your speaking skills, then what kind of benefit you can get from watch a movies according to the components of speaking skills?

6. according to what you pick on questionnaire six statements' that you don't completely agree, even though you rarely listening a podcast to improve your speaking skills, then what kind of benefit you can get from listening a podcast according to the components of speaking skills?

7. according to what you pick on questionnaire seventh statements' that you don't completely agree, even though you rarely listening music to improve your speaking skills, then what kind of benefit you can get from listening music according to the components of speaking skills?

8. according to what you pick on questionnaire eighth statements' that you don't completely agree, even though you rarely listening a radio with English channels to improve your speaking skills, then what kind of benefit you can get from that according to the components of speaking skills?

9. according to what you pick on questionnaire eighth statements' that you don't completely agree, even though you rarely watching TV with English broadcasts channels to improve your speaking skills, then what kind of benefit you can get from that according to the components of speaking skills?

10. according to what you pick on questionnaire eighth statements' that you don't completely agree, even though you rarely recording your speaking practice to measure your speaking skills, then what kind of benefit you can get from that according to the components of speaking skills?

QUESTIONNAIRE GUIDELINES

1. I often list my own learning achievement goals to improve my speaking

   a.   Often

   b.   Sometimes

   c.   never

2. I often made my own study plan lists at home

   a.   Often

   b.   Sometimes

   c.   never

3. I often talk to native speakers via online media to improve my speaking skills

   a.   Often

   b.   Sometimes

   c.   never

4. I always read the English dictionary at home

   a.   Often

   b.   Sometimes

   c.   never

5. I often watch movies to improve my speaking skills

   a.   Often

   b.   Sometimes

c. never

6. I often listen to podcasts to improve my speaking skills

   a. Often

   b. Sometimes

   c. never

7. I often listen to music to improve my speaking skills

   a. Often

   b. Sometimes

   c. never

8. I often listen to English radio channels

   a. Often

   b. Sometimes

   c. never

9. I usually watch TV channels with English broadcasts to improve my speaking skills

   a. Often

   b. Sometimes

   c. never

10. I always record my speaking practice to measure my speaking skill.

    a. Often

    b. Sometimes

    c. never