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## Utilizing Self Assessment in Improving Students' Speaking Skill at spoken English for Survival English Class

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### ABSTRACT

An essential part of teaching evaluation. In this case, the evaluation done by students themselves. They did self-assessment. As the definition, it really worked for raising students speaking skill that linked to their performance to express some words in English. Goals for this study to disclose their concern in speaking skill through self-assessment such as their responsibility, autonomous, confidence as well as their competence. Many researchers approved that this strategy was good for increasing students' skill in speaking. Classroom Action Research was the method for this study. Syah stated (2016) has to do with the teacher examining and delving deeper into concepts, problems, riddles, and challenges in their own classroom. The four stages for conducting the study were planning, action, observation and reflection. The participants of this research are English department students at University of 17 August 1945. Here, there are 32 students. In collecting data, based on the objectives, this study employs observation and questionnaire. The result shown that it genuinely gives impact the students speaking skills. Most of them have positive feeling by utilizing this self-assessment in raising students speaking skills. This data can be seen from their responses. Thus, this strategy can be used in training students to be aware to their strength and weakness, to be autonomous learners and responsible to their works.

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### 1. Introduction

Assessment constitutes as teachers' appreciation for the results of student performance during the learning process, at the end of the lesson, and likewise the end of semester. Assessment is carried out to measure the extent to which learning is conveyed. Besides, it is linked to the learning strategies that have been implemented in the USclassroom and how well the teacher prepares the learning tools such the syllabus and

Lesson plan for each meeting. Assessment is intended to get students' attention of their performance which showed with numerical grade. Teachers as educators are needed to guide students to push themselves for which they need improvement. Thus, the guidance of teachers can be called as "teachers' feedback".

To score or give feedback, it can be also employed by themselves namely self-assessment. This strategy is to give students responsibility and autonomy to assess them based on their perspectives. Andrade and Du in Kiet (2017) added that this is a formative assessment procedure in which students consider and assess the proficiency of their learning and work, determine how well they represent clearly specified objectives or criteria, pinpoint their work's strengths and weaknesses, and make necessary revisions. Ariaifar and Fatemipour (2013) added that Self-assessment, which is simply measuring done on one's own, can be very helpful in assisting learners in tracking their progress toward learning objectives or evaluating their level of language competency. This then is able to add motivation to learn more theoretical and practical about English specifically in speaking. It means that with this model, students are eager to do improvement or alteration in learning to be achieved the learning goals. The change is like to do rehearsal before recording and train themselves for sounding like native speaker.

Based on the observation, at first, students are confused in the implementation of this model self-assessment. This may because they never recognize the method in assessing their task in speaking and what should they do. Teacher as facilitator in class have to explain factors in scoring. Brown (2004) stated it comprises two major elements that should be observed accuracy and fluency. Accuracy deals with someone capability in conveying messages in good way with the understanding of grammar, vocabulary and pronunciation. This competence must be had for all students in order that easy to assess and giving feed back for themselves in English. Fluency means that spontaneously students to give responses to questions and giving questions. But still, some students experience confusion in giving score and teacher re-explain. In other words, guidance of teacher is a part that really pivotal to make students confidence, autonomous, and responsible for the self-assessment.

Assessing speaking, furthermore, is more defiance that other skills that because as stated Murcia, Olshtain (2000) speaking is a productive skill that necessitates a challenging meaning-construction process. In addition, speaking based on Nunan's (1999) perspective that everyone generally has the complete proficiency in mastering grammar, enough vocabulary, pronunciation, and comprehending the linguistic as well. It is confirmed that the shortage of vocabulary becomes one of matters faced students to give his/her viewed to materials. As the second language, to sound like native speakers, students in EFL practice themselves from listening to music or watching movie. Researcher be sure that everyone is able to do assessment for speaking if they have gone through several stages.

The five categories that proposed by brown (2004) must be understood before assessment. *First*, imitative, the text takers must copy a word, phrase, or sentence in order to participate in this style of speaking. The primary focus of the evaluation is pronunciation however grammar is also included when determining a score. *Second*,

intensive, the ability to produce words or sentences that stressed on the competences on understanding the grammatical, phrasal, lexical, phonological relationship. Directed response tasks, reading aloud, sentence and dialogue completion as some simple activity for task for this intensive test. *Third*, responsive, it includes interaction and test comprehension but at the restricted level of brief exchanges, customary salutations and small chat, straightforward inquiries and remarks, and the like. *Fourth*, interactive, it differs from the third element that situated at the duration of dialogues which sometimes includes multiples exchange or multiple interactions. Interaction can take two forms: interpersonal exchanges, which aim to preserve social relationships, or transactional language, which is used to exchange specific information. *Fifth*, Extensive, generally this is the ultimate skill in oral production which is able to make speeches, oral presentation, and story-telling.

Researcher intents to know the change and development of their skill in speaking, through the self-assessment. He wants to recognize the influence of self-assessment on speaking skill since this strategy becomes one of tools to improve students' motivation, responsibility and awareness to always study English. Self-assessment will force students to study how to make correct sentences with paying attention to the grammar how to speak fluent, how to be able comprehend dialogues. It other words, this strategy becomes essential to the students, ability to speak English.

Marzuki, A., Alek, A., Farkhan, M., Deni, R., & Raharjo, A. (2020) and Masruria, W. W., Anam, S. (2021) have already conducted research about exploring students' speaking skill by utilizing self-assessment in class. Based on their research, Students can boost their motivation to meet the learning objective by self-evaluating. Additionally, students and teachers can communicate more. Furthermore, self-evaluation has the potential to encourage students to pursue independent learning in order to meet learning objectives and enhance their performance in the future. Sigua & Yolanda (2022) stated in article that through practice; students became increasingly skilled, which enhanced their performances. They were able to get over their previous challenges thanks to self-evaluation. It provided them with the self-assurance and direction they needed to figure out how to strengthen them more, which showed in the outcomes. Moreover, the final monologue demonstrated how their oral abilities had improved following the application of the innovation

## 2. Methods

This research is conducted by Classroom Action Research (CAR). Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research. (Khasinah: 2013). Syah added (2016) It has to do with the teacher examining and delving deeper into concepts, problems, riddles, and challenges in their own classroom. It is for exploring their practice while in teaching process to recognize the weakness and strength. By this research, teachers are able to see students' involvement active or not in class, and it is needed to change the method or strategy in carrying class. Thus, this research is appropriate to be utilized in solving some matters in class and giving solutions.

In classroom action research (CAR), there are four main stages in conducting:

### 3.1 Planning

This stage is as the starting point of conducting this research. Planning is done before action that making preparation such as the lesson plan, strategy and assessment. This stage prepares all things to bring some improvement or change in class such as change of motivation, great result and participation. The teacher and researcher are able work collaboratively and independently in designing them to give great impact to students, achievement;

### 3.1 Action:

Implementing what has already planned previously. Action means carrying out class based on the target in the period of time;

### 3.1 Observation

This point, data collection and using the provided observation format to document every student activity during the learning process are the activities being carried out.

### 3.1 Reflection

This stage is the final stage of every cycle. in research. It can be the basis of continue or not continue the activity of this research. After planning, acting and observing, this is the time to make evaluation while teaching process. (Kemmis & McTaggart, 1988, cited in Burns & Rochsanti ningsih, 2006: 22).

This research is conducted at University of 17 August 1945 Banyuwangi that located on Adi Sucipto Street, Taman Baru, Banyuwangi Sub-District, Banyuwangi Regency, East Java 68416. Specifically, this research is at English department faculty of teacher training and education. Researcher chooses the all first semester students as the research subject to answer 20 questions related to self-assessment in speaking skill. The research is started after middle test.

Researcher uses two methods to collect data in this qualitative research. They are:

1. Observation: It is a fundamental technique for gathering data in qualitative research (Ary, 2010). It is done before researcher lecturer employed the self-assessment strategy. He monitors the students' activity during the class. He makes sure if there are some matters in class.
2. Questionnaire: According to Ary (2010) as cited by Anwar (2023), a questionnaire is a tool used by respondents to indicate their thoughts on questions by marking items or providing written answers. Questionnaire is shared to students in the last meeting. Students must answer twenty statements by choosing the 5 options are provided. They are strongly agree, agree, neutral, disagree and strongly disagree.

### 3. Result

The result shows that the self-assessment is able to influence students speaking ability. It can be seen from students' responses to questions provided by researcher in the end of spoken English for survival class. Researcher shares that this method has positive influence to the students' improvement in speaking skill. From the twenty questions, students quickly are able to answer the questionnaires. The mean score of all categories strongly-agree, agree, neutral, disagree, strongly disagree is 51,1 of agree. It means students are really happy with the teaching atmosphere through self-assessment.

#### 3.1 First category of questionnaires:

No.	Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Self-assessment raises students speaking skills.	21,9	68,8	9,3	0,0	0,0
2	Self-assessment is the best assessment for increasing speaking skills.	12,5	62,5	21,9	0,0	3,1
7	I feel better in speaking skills after lecturer utilized self-assessment strategy.	25,0	46,9	28,1	0,0	0,0
12	I have willingness to improve my speaking through self-assessment strategy.	21,9	62,5	15,6	0,0	0,0
15	I have more spirit to study English because the self-assessment strategy.	15,6	56,3	25,0	3,1	0,0

It is the confirmation that self-assessment is the greatest strategy for evaluating students' skill in speaking. Almost none of them vote for disagree and strongly disagree for these questions above. They are confidence not to state both of disagreement. It means this strategy give great impact to their speaking skill. The term "willingness" is also called as "motivation". Motivation defined as an effort to achieve particular purpose. Thus, self-assessment causes students keen to learn and motivated to be good in speaking.

#### 3.2 The second category of questionnaires:

No.	Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3	Self-assessment is able to increase self-confidence in speaking skills.	25,0	68,8	6,2	0,0	0,0

5	I more responsible to my speaking skills through self-assessment.	15,6	62,5	21,9	0,0	0,0
6	I am more autonomous to myself with self-assessment.	12,5	59,3	28,2	0,0	0,0
8	I really enjoy learning speaking with self-assessment.	25,0	37,5	37,5	0,0	0,0

A few things that likely influence the result of questionnaires that are think positively and the intensity of learning. Researcher thinks whoever will have self-confidence if they have responsibility and autonomous in learning. Thus, these four questionnaires are interrelated. Their happiness is genuinely high in statement 3, 5 and 6. Unlike the statement 8, this may because the pressure to have good performance in their speaking. In other words, regarding with enjoy or not enjoy 37,5 percent hesitate and prefer to say neutral although more than half of them in strongly agree and agree.

### 3.3 The next category of questionnaires:

No.	Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9	I always enrich vocabulary to get better score through self-assessment.	34,3	46,9	15,7	3,1	0,0
10	My grammar is better than previous.	25,0	15,6	53,1	6,3	0,0
11	By this assessment, I practice to be fluent in speaking English.	34,3	43,8	21,9	0,0	0,0
13	I feel disappointed if I am not fluent in speaking.	53,1	18,8	21,9	3,1	3,1
17	I have spirit to learn pronunciation, comprehension, fluency in speaking English through self-assessment.	50,0	40,6	9,4	0,0	0,0

The level of students' skill is likewise really determined by how many vocabularies and how good the use of grammar in communicating the language. As a year over baby, he/she learn new language from their parents and try to imitate. As the result, their language will be understood. The details most of them concur to what is stated with

researcher. As stated in question 9, the highest percentage is in agreed option and the second one in strongly agreed. It indicates the level of their satisfaction towards the strategy employed by researcher or lecturers. It is likewise to the statement 11, 13, 17 concerning with fluency, pronunciation and comprehension. Nevertheless, more than half students doubt to say strongly agrees and agree. They prefer to neutral about their grammar is better than previous. They are likely to focus more on speaking skill by mastering vocabularies and pronouncing words like native speakers.

#### 3.4 The next category of questionnaires:

No.	Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
14	I feel more creative in making dialogue through self-assessment strategy.	28,1	46,9	21,9	3,1	0,0
18	Students are more active and interactive in speaking English through self-assessment.	6,2	56,3	31,3	6,2	0,0

This category relates to students' involvement during the class. If we notice from the two of these questionnaires, students still have good responses to them. A very few disagree and hesitate to say whether agree and disagree. We can predict the engage of students likely because they want to have good performance on Video. The percentage have already concurred that the self-assessment is able to make students creative and active.

#### 3.5 The last category of questionnaires:

No.	Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4	By self-assessment, I am really aware to the weakness in speaking skills.	28,1	50,0	18,8	0,0	3,1
16	I can measure the level of my skill in speaking with self-assessment.	21,9	62,5	9,4	3,1	3,1
19	By self-assessment, I am able to recognize the way to score in speaking skill.	18,8	53,1	28,1	0,0	0,0
20	I am able to evaluate the strength and weakness through self-assessment	25,0	62,5	12,5	0,0	0,0

This data showed that students are really agreed or have positive feeling to learn English especially speaking skill. As we perceive, most of them are strongly agree and agree to the researcher statement. The highest percentage is at agree option 62,5. They are able to reflect themselves. They are able to give score and feedback to their own work. Thus, this method is able to guide students better to recognize the strength, weakness and level of their insight in this skill.

Some other essential parts of this research likewise are about the highest and the lowest percentages of students in responding the questionnaires. The highest is in agree when students given statement that self-assessment are able to increase their self-confidence in speaking skill and the percentage is 68,8. It associates with the belief to their sufficient competence and able to utilize it appropriately. In the stage of self-confidence, some elements that support it such as study hard and consistence. In spite of that, students' lowest is in all questionnaires of disagree and strongly disagree.

#### **4. Discussion**

The results of this study provided insight into how students felt about assessing their own speaking abilities through self-assessment (self-evaluation). All of the participants agreed that the self-evaluation had been very helpful to them. The majority of them were intrigued to learn more about the extent of their potential for oral performance. Marzuki, A., Alek, A., Farkhan, M., Deni, R., & Raharjo, A. (2020) who found that 91 % of students thought self-evaluation is very helpful method in evaluating their oral performance. The successful likewise this research has conducted. The strong statement average percentage of strongly agree 25%, agree 51%, neutral 21, 9%, disagree 1,4 and strongly disagree 0,6%. Thus, we are able to state that this approach helps students' speaking abilities to improve. Based on their own evaluations, students are genuinely satisfied with the learning environment.

First category is discussed about the students' achievement of their speaking skill through self-assessment and their willingness to learn more about as well. Willingness is equal to motivation. Gardner (1996) Self-evaluation can have a variety of benefits, including boosting motivation and confidence. It is such an endeavour to achieve the specific goals. Motivation as stated by Harmer (2001) there are two types intrinsic and extrinsic. Intrinsic means coming themselves to learn and desire to understand much about it. Another one is because external influence such as wish to have great score of speaking skill. Thus, we claim that it highly related to the extrinsic motivation.

Second, it is particularly related to the students' self-confidence, responsibility and autonomous learning. If we notice from the questionnaires, they concur to that statement. It is confirmed by Masruria, W. W., Anam, S. (2021) that this strategy is to help students enhance their speaking self-efficacy (self-confidence and belief in their abilities), self-regulation (knowledge of the field, independence, and time management), and engagement. Furthermore, in accordance with this category, the advance is likely related to their responsibility and autonomy. They oversee their works for better and practice regularly.

Third, Marzuki, A., Alek, A., Farkhan, M., Deni, R., & Raharjo, A. (2020) First, the participant believed that using their own assessment to gauge their own oral proficiency could help them become more aware of their own abilities because the assessment's criteria, such as vocabulary, pronunciation, grammar, and communicative effectiveness, are used to mark the participant's proficiency. Second, the participant said that knowing how far they can push themselves to reach the learning objective is one way that self-assessment helps them achieve it. Third, because students receive feedback from the teacher regarding the self-assessment criteria, self-assessment may improve communication between the teacher and the students.

As stated by researchers above, researcher lecturer can collaborate students' answer to questionnaires and their conclusion. As at first, it is about students' comprehension to the component of evaluation criteria such vocabulary mastery. This part becomes genuinely influence to the speaking skill. As stated by Wilkins in Thornbury (2002) very little can be communicated without grammar, and nothing can be communicated without vocabulary. Students should do for their daily is learning, memorizing words so then making them some dialogues or talks. Next is about grammar. Do grammar is important? This is similarly essential in sentences. The component of grammar is such the pronoun, verb, adjective and adverb. Students must have capability in arranging words becomes sentences. Then pronunciation. Yudar, Aditomo and Silalahi (2020) explained students' comprehension of native and native-sounding speakers is enhanced by accurate pronunciation, which also helps them interact more effectively with other people, particularly native English speakers. Thus, As EFL students, we must master all components because they are interconnected.

The forth, it concerns with the students activeness in speaking class. Through self-assessment, researcher believes that would give more impact to students' skills in speaking. Such what have asked to students throughout questionnaires? Students are most likely to be strongly agreed and agree to those statements. Students in this case will engage to class activity from beginning to the end of. Students will often make communication with lecturer for increasing students' capability in English and discussing the criteria of scoring rubric. Taras (2001) continues that the process of self-assessment will be enhanced by the active participation of learners and the teachers' experience.

The last category is linked to the evaluation. It means students are taught about how to assess themselves from their strength and weakness. If we look to their responses, very little whether to say disagree and strongly disagree. Before this strategy is utilized, teacher has shared the method of assessing their works. Brown (2004) in his book categorized the level of proficiency into five. Speakers who are frequently made mistake or error mean low capability in grammar and who are similar or such the native speaker mean high capability or this is in point 5. In the book brown explained there are six to be scored grammar, vocabulary, comprehension, fluency, pronunciation, and task. Furthermore, the data that we have, students learn it seriously. They keen to study and understand their strength and weakness.

## 5. Conclusion

In conclusion, self-assessment is the essential part of studying English especially in speaking. Students will have more space for practice and explore themselves and of course give feedback and comment to their works. There are many things that can be explored about them. The first is such as the capability to make dialogue with expressions to relate with the spoken English for survival class materials. This is closely related to how many vocabularies they have, how good their grammar and how similar they imitate to pronounce the words. It can be inferred students is easier to talks if they have mastered the three elements of speaking skills. The next, is about students' readiness with preparing with their mental. Self-confidence is able to stimulate students to speak and do not think to be mistaken or errors. Students likewise will be active in class and make communication for developing their skills in speaking. Furthermore, by this strategy, they will be more aware about their strength and weakness to their skills. Researcher believes that they will be responsible to themselves and to be autonomous learners.

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