



EFL STUDENTS' SELF ASSESSMENT OF THEIR SPEAKING SKILLS

THESIS

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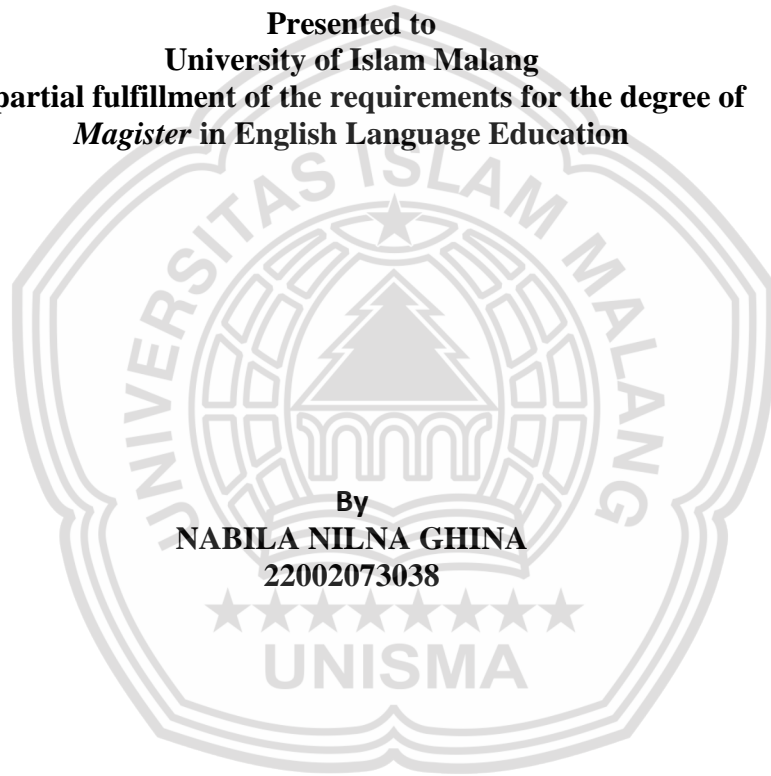
MAY 2023



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THESIS

**Presented to
University of Islam Malang
in partial fulfillment of the requirements for the degree of
Magister in English Language Education**



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ABSTRACT

Ghina, N.N. 2023. EFL Students' Self Assessment on Their Speaking Skills. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Alfian Zuhairi, M.Pd. (II) Prof. Drs. H. Junaidi Mistar, M.Pd. Ph.D

Keywords: EFL Students, Self Assessment, Speaking Skills

This research explores the difficulties encountered when teaching and evaluating English speaking abilities in Indonesia, specifically in large classes where there is limited time for individual assessment. The author suggests an alternative approach of self-assessment to determine the credibility of students' self-evaluations of their own speaking skills, encompassing aspects such as grammar, vocabulary, pronunciation, and fluency. The aim of the study is to investigate the dependability of students' self-assessment scores in relation to their speaking abilities. Additionally, the research aims to establish the reliability of students' self-assessment scores across various facets of speaking skills, including grammar, vocabulary, pronunciation, and fluency.

A quantitative methodology is employed in the study to investigate the dependability of students' self-evaluation scores regarding their speaking abilities, encompassing grammar, vocabulary, pronunciation, and fluency. The participants of this study are tenth grade students of SMK As-Syafi'i. Data was collected using a self-assessment rubric, self-assessment scores from students, and assessment scores from teachers. Correlation-based statistical analysis was utilized to examine the concordance between self-assessment ratings and teacher evaluations, aiming to assess the reliability of the students' self-assessment scores. The objective of this analysis was to ascertain the level of dependability exhibited by the students' self-assessment scores pertaining to their speaking skills and the associated components.

The research revealed a lack of correlation between the students' self-assessment scores and the teachers' assessment scores for various aspects of speaking skills, including grammar, vocabulary, fluency, pronunciation, and communication skills. Consequently, the study concludes that the students' self-assessment scores cannot be entirely relied upon and are deemed unreliable.

In summary, the findings indicate that there is no correlation between students' self-assessments and teachers' assessments of their speaking skills, including grammar, vocabulary, fluency, pronunciation, and communication skills. This lack of correlation can be attributed to factors such as students' lack of familiarity with self-assessment practices. Therefore, it is crucial to promote self-assessment as an effective tool for evaluating students' English proficiency, particularly in speaking, while addressing specific areas that require improvement.

ABSTRAK

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Penelitian ini mengeksplorasi kesulitan yang dihadapi saat mengajar dan mengevaluasi kemampuan berbicara Bahasa Inggris di Indonesia, khususnya dalam kelas yang besar di mana waktu untuk penilaian individual terbatas. Penulis menyarankan pendekatan alternatif berupa penilaian mandiri untuk menentukan kepercayaan pada evaluasi diri siswa terhadap kemampuan berbicara mereka sendiri, meliputi aspek-aspek seperti tata bahasa, kosakata, pengucapan, dan kelancaran. Tujuan dari penelitian ini adalah untuk menyelidiki keterpercayaan skor penilaian diri siswa dalam hubungannya dengan kemampuan berbicara mereka. Selain itu, penelitian ini bertujuan untuk menetapkan keandalan skor penilaian diri siswa dalam berbagai aspek kemampuan berbicara, termasuk tata bahasa, kosakata, pengucapan, dan kelancaran.

Metodologi kuantitatif digunakan dalam penelitian ini untuk menyelidiki keterpercayaan skor penilaian diri siswa terkait kemampuan berbicara mereka, meliputi tata bahasa, kosakata, pengucapan, dan kelancaran. Partisipan dalam penelitian ini adalah siswa kelas sepuluh SMK As-Syafi'i. Data dikumpulkan menggunakan rubrik penilaian diri, skor penilaian diri siswa, dan skor penilaian dari guru. Analisis statistik berbasis korelasi digunakan untuk menguji kesesuaian antara penilaian diri dan penilaian guru, dengan tujuan menilai keandalan skor penilaian diri siswa. Tujuan analisis ini adalah untuk memastikan tingkat keterpercayaan yang ditunjukkan oleh skor penilaian diri siswa terkait kemampuan berbicara dan komponennya.

Penelitian ini mengungkapkan ketiadaan korelasi antara skor penilaian diri siswa dan skor penilaian guru untuk berbagai aspek kemampuan berbicara, termasuk tata bahasa, kosakata, kelancaran, pengucapan, dan keterampilan komunikasi. Oleh karena itu, penelitian ini menyimpulkan bahwa skor penilaian diri siswa tidak dapat sepenuhnya diandalkan dan dianggap tidak dapat diandalkan.

Secara keseluruhan, temuan penelitian menunjukkan bahwa tidak ada korelasi antara penilaian diri siswa dan penilaian guru terhadap kemampuan berbicara mereka, termasuk tata bahasa, kosakata, kelancaran, pengucapan, dan keterampilan komunikasi. Ketidaksesuaian ini dapat disebabkan oleh faktor-faktor seperti kurangnya pemahaman siswa terhadap praktik penilaian diri. Oleh karena itu, penting untuk mendorong penilaian diri sebagai alat yang efektif dalam mengevaluasi kemampuan berbahasa Inggris siswa, khususnya dalam berbicara, sambil menangani area-area spesifik yang memerlukan perbaikan.

CHAPTER I

INTRODUCTION

This chapter provides an overview of the ongoing research, encompassing the research background, research question, research objective, assumptions, significance, scope, and limitations of the study.

1.1 Research Background

Effective communication plays a vital role in students' academic progress at universities, as it enables them to portray a professional image in various situations. The ability to communicate effectively is crucial for students' success and achievements throughout their academic journey (Duruk E.&Iscan S., 2017). In the context of English as a foreign language (EFL) students, it is increasingly important for them to improve their spoken communication skills in order to be effective in all academic subjects and, later on, in their careers as English teachers (Živkovic&Stojkovic, 2011). Thus, one of the essential ways to support it is giving them an evaluation.

There are many ways to evaluate students' performance on speaking skill. One of them is doing self-assessment. Self-assessment serves as an alternative form of assessment that involves students evaluating their own language learning process. It entails assessing the level of success they have achieved during the learning process and determining whether they have met their goals or not. According to (Asdar, 2017), Self-assessment is widely recognized as an effective tool that aids students in understanding the purpose of an assignment and the associated assessment criteria. It enables students to gain a deeper comprehension of the task at hand and provides clarity regarding how their work will be evaluated. In line with Goral dan Bailey (2019) stated that Self-assessment serves as a tool, technique, and procedure employed to gather and comprehend the abilities and limitations of students. It allows students to reflect on their own skills and knowledge, providing insights into their strengths and areas for improvement.

In the 21st-century learning, students are expected to become autonomous learners, which one of the characteristics is the ability to assess themselves. By assessing themselves, the expectation is that students can gain a better understanding of their own potential. This understanding enables them to make more informed preparations for future performances, allowing them to set appropriate learning goals and work towards achieving them. By identifying their strengths and areas for improvement, students can take proactive steps to enhance their speaking skills and ultimately reach their desired learning outcomes. Moreover, they will know the extent of their abilities in various aspects and create motivation within themselves to improve those abilities

Thus, Self-assessment holds significant importance in the teaching and learning process. Encouraging students to take ownership of their learning can have a positive impact on their motivation and progress. When students realize they have the ability to direct their own learning, it creates a positive cycle where their motivation to work and achieve increases. This, in turn, is reflected in their results and progress.

Moreover, the use of self-assessment still faces criticism in some respects. Dunning et al., (2004) revealed self-assessment can be biased, particularly when it comes to areas where individuals lack expertise. People may not have an accurate understanding of what constitutes good performance in a particular area, and may rely on subjective criteria or personal biases when evaluating their own performance. This can lead to overconfidence and an inflated sense of ability, which can have negative consequences for learning and decision-making. Additionally, it can be challenging for those who struggle with self-awareness or critical reflection, and may not be as accurate as other types of assessments.

Unfortunately, Indonesian teachers rarely use self-assessment methods. Based on the preliminary study, In many classrooms, teachers often require students to perform speaking tasks in front of their peers and assign scores based on their performance. This practice allows teachers to assess students' speaking skills and provide feedback on their strengths and areas for improvement. However, considering the large class sizes typically found in Indonesia, with

more than 30 students per class, it can be challenging for teachers to dedicate sufficient time to each student's speaking skill development. As a result, additional efforts and time are necessary to address the speaking skills of college students effectively. It is evident that Testing students' speaking skills in a foreign language is indeed a challenging task for teachers due to various factors. Class size is a significant consideration, as larger classes make it difficult for teachers to assess and provide individualized feedback to each student effectively. Additionally, time constraints can limit the opportunities for thorough testing of speaking skills. Creating an efficient assessment process that accurately evaluates students' speaking abilities can also pose a challenge. In addition, not all students have good self-confidence to speak in public. Many students experience anxiety when it comes to speaking English, which can make it challenging for them to communicate effectively. The fear of making mistakes and mispronouncing words often hinders their confidence and willingness to engage in spoken English. (Marzuki, 2019).

Relating to this topic, some previous research has been conducted such as within the Turkish EFL (English as a Foreign Language) context, the main objective was to explore the purpose and impact of self-assessment in relation to English speaking skills. The study aimed to investigate how self-assessment was utilized and its effects on students' development of speaking skills in the context of learning English as a foreign language in Turkey. Helin (2019) the focus was on examining whether there were variations in students' self-assessment scores based on their proficiency level in English, gender, and exposure to English outside of school. The objective was to investigate whether these factors influenced students' self-assessment of their English language skills. Those two studies were focused on Turkish context.

Furthermore In Indonesian context, some studies about self-assessment have been conducted by Marzuki et al., (2020) and Masruria, (2021). Marzuki et al., (2020) conducted a study that examined students' perceptions of utilizing self-assessment as a means of assessing their oral performance at Link and Match vocational high school. The aim of the study was to explore how students perceived the use of self-assessment in evaluating their oral language skills in

the context of vocational education. Furthermore, Masruria, (2021) who explored the implementation of self-assessment in the classroom and investigating students' perceptions of using self-assessment to evaluate their speaking skills. The study aimed to shed light on the practical application of self-assessment as an assessment method for speaking skills and examine how students perceived and experienced the process of self-assessment in the classroom context.

Most of the research showed that self-assessment is very useful to help students to know their strengths and weaknesses and can improve students' engagement with their teacher and their teaching learning process. It was evident that self-assessment positively impacts students' learning. However, only a few studies focused on students' self-assessment in Indonesian context, especially the vocational students in Indonesia. Thus, the present study aims to determine whether or not the students' self-assessment of the English speaking skills of Indonesian learners are reliable.

1.2 Research Question

Based on the research background, the researcher develops the research question as follows:

1. Are students' self-assessment scores regarding students' speaking skills in English reliable? ★★★★★★
2. Are students' self-assessment scores regarding components of speaking skills reliable?

1.3 Research Objectives

Based on the research question, the research objectives are:

1. To know whether or not the students' self-assessment scores regarding students' speaking skills in English are reliable.
2. To know whether or not the students' self-assessment scores regarding components of speaking skills are reliable

1.4 Assumption

Assessment needed to gain success in learning speaking. Thus, this research assume that the students' self-assessment scores are reliable. In other words, the students' self assessment can be fully trusted. Teacher can apply self assessment in teaching speaking skill in the class. This aims to help students understand their level of achievement and comprehension in speaking learning.

1.5 Scope and Delimitation of the Study

This research is limited to the participants of the research. The researcher only focused on the tenth grade students in SMK As-Syafi'i. It means that the results can be different with higher classes because the students' proficiency level should also increase.

As for the limitations, This study employed two primary data collection instruments: a self-assessment questionnaire administered to the students to evaluate their speaking performance, and the students' speaking exam results provided by their teachers. Another limitation is about the data collection process.

1.6 Significance of The Study

The study's findings hold substantial theoretical implications for future researchers as they offer valuable insights into the self-assessment of speaking performance among EFL students. These outcomes can serve as a point of reference for conducting further research on self-assessment, including its implementation in Vocational High Schools. From a practical perspective, the research carries dual significance. Firstly, it is expected that English teachers will be able to benefit from the findings by considering the integration of self-assessment activities within their speaking classes. This approach can foster students' self-awareness and empower students to assume responsibility for their own learning journey. Secondly, the study's results can contribute to the development of effective teaching strategies and materials aimed at enhancing speaking skills, consequently improving the overall language proficiency of EFL students.

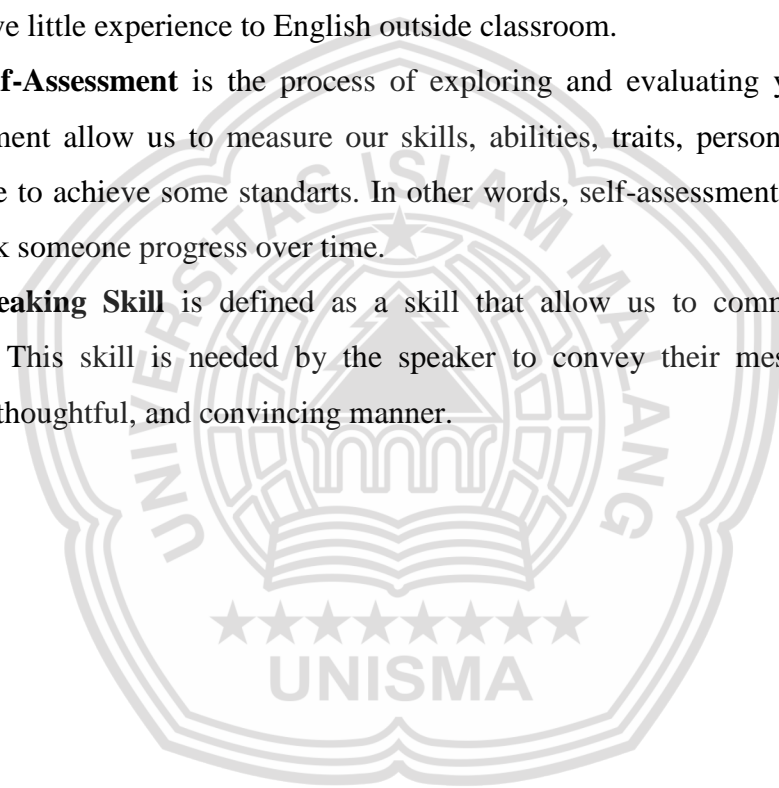
1.7 Definition of Key Terms

To prevent confusion regarding commonly used terms, the researcher provides clear definitions for keywords that align with the context of the research project being carried out;

EFL Students refer to individuals who are learning English as an additional language in a country where English is not the primary language. EFL students do not use English as their first language communication. Thus, they only spend a few an hours per week to study English. As the consequences, the students have little experience to English outside classroom.

Self-Assessment is the process of exploring and evaluating yourself. Self-assessment allow us to measure our skills, abilities, traits, personality, or performance to achieve some standarts. In other words, self-assessments can be used to track someone progress over time.

Speaking Skill is defined as a skill that allow us to communicate effectively. This skill is needed by the speaker to convey their message in passionate, thoughtful, and convincing manner.



CHAPTER VI CONCLUSION

This chapter is a summary of the results of the research by referring to the research objectives and pedagogical implications of the findings and recommending the next teacher and researcher

6.1 Conclusion

In summary, the study demonstrate that self-assessment conducted by students is not reliable. It is because self-assessment carried out by students has a lack of correlation with teacher evaluations. Several factors contribute to this result, including students' unfamiliarity with self-assessment practices. Thus, providing students with training on how to conduct self-assessment may help them to evaluate their language learning more accurately. Additionally, limited knowledge of grammar and vocabulary can cause discrepancies in evaluations between students and teachers.

Additionally, it could be argued that implementing self-assessment tools can encourage students to become more engaged in the learning process and ultimately increase their motivation. Moreover, self-assessment can promote learner autonomy. Therefore, it can be concluded that increasing students' motivation and raising awareness of the benefits of self-assessment in language education may assist them in assessing their language skills more accurately.

6.2 Suggestion

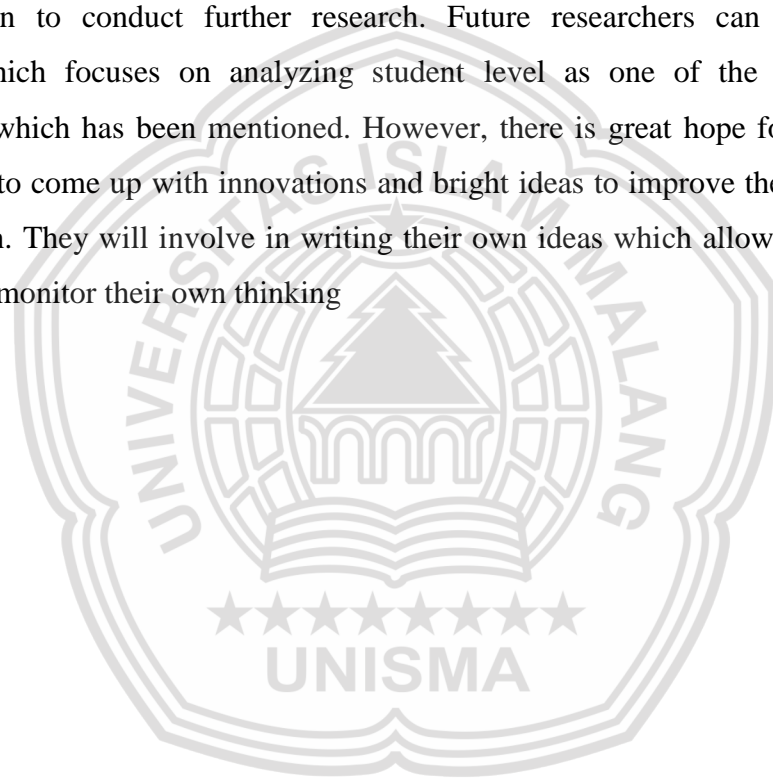
Due to the lack of correlation between students' self-evaluations and teachers' evaluations of their speaking abilities, including grammar, vocabulary, fluency, pronunciation, and communication skills, there is a need to advocate for the utilization of self-assessment as an effective means of assessing students' English proficiency. This approach is particularly crucial in evaluating speaking skills, as it encompasses various areas that require improvement. Thus, the researcher proposes some suggestions to the following elements:

1. The English Teacher

The English teacher is suggested to use Self-Assessment and make sure that his/her students' readiness in applying these kinds of assessment. Self-assessment can indeed engage students in the learning process and enhance their motivation.

2. Future Researcher

Future researchers are suggested to use this research as the consideration to conduct further research. Future researchers can conduct research which focuses on analyzing student level as one of the research limitations which has been mentioned. However, there is great hope for future researchers to come up with innovations and bright ideas to improve the quality of education. They will involve in writing their own ideas which allow them to continually monitor their own thinking



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