EXPLORING SELF-ASSESSMENT OF SPEAKING SKILL BY EFL HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to know how self-assessment is implemented in the classroom and how students perceive using self-assessment to assess their speaking skills. This research study was used qualitative research conducted at the state Islamic senior high school level in Sorong. The results showed that most students thought that self-assessment was very helpful because it allowed them to know their strengths and weaknesses and improve their communication with the teacher. Moreover, the second results indicated that self-assessment assisted students in increasing their speaking self-efficacy (confidence and belief in their ability), self-regulation (awareness of research, time management, independence), and engagement. In conclusion, the teachers use self-assessment in English classes successfully.

Keywords: EFL Learners, Self-assessment, Speaking Skill, Students' Responses

INTRODUCTION

Speaking is a productive skill that needs to develop to communicate with others in the second language or the mother tongue (Khabbazbashi, 2017). Speaking English is crucial for students since speaking is the necessary language skill for communication. Parmawati (2018) says that speaking is more reflective of what the speaker wants to speak as part of the conversation. According to McNatt (2019), speaking is a type of oral language that invariably expresses ideas and emotions, no matter what the language is. The current 2013 curriculum formulates that teaching English aims to enable students to communicate.

Assessment is a method that helps teachers learn about students' progress in the classroom to achieve their objectives (Römer, 2017). According to Permendikbud No. 23 of 2016, the assessment is a concept supported by the

Indonesian Ministry of Education curriculum, which assesses the learning process to obtain and control information to measure student learning objectives (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2016). Therefore, teachers should also implement authentic assessments to identify students' skills in the learning process (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2013). An accurate assessment offers students the ability to experience practical learning (Jamrus & Razali, 2019). The Indonesian education system also recognizes that authentic assessment provides a tool to enhance students' abilities. However, an accurate assessment allows them to practice their abilities in classroom activities. They could achieve their success by applying an authentic assessment in the classroom (Albino, 2017).

Self-assessment is considered one of the various assessments that the students may execute in exploring, growing, and figuring out their functionality. Self-assessment is believed to be an efficient tool that could help students comprehend the function of the assignment and the assessment criteria (Asdar, 2017). It is a tool, technique, and procedure used to accumulate and understand what students can or cannot do (Goral & Bailey, 2019). Self-assessment positively impacts the students, such as improving outcomes (Panadero et al., 2017). It can establish the students' awareness of the quality of their work and the criteria used to evaluate their work (Khabbazbashi, 2017).

Self-assessment is a method for assessing students' activity to classify the field they have learned (Ličen & Bogdanović, 2018). For example, after students complete an assignment, they may assess the factor they have failed to perform. Teachers provided guidance, comments, or support to produce improved outcomes while implementing self-assessment students will be interested in evaluating their success (Goral & Bailey, 2019). As a result, when students understand their potential, they can prepare more for the next performance and achieve their learning goals. Additionally, Albino's (2017) research explains that self-assessment could enhance students and teachers; teachers assumed that individual students have unrealistically high expectations of their results due to different reasons, such as previous academics and gender. Students suggest that teachers must have polite feedback and not underestimate students' success. Thenceforth, self-assessment has a substantial motivating impact, which is essential when teaching.

Concerning this topic, it was evident that self-assessment gives many benefits, mainly for the students. Self-assessment has been stated in previous studies. However, according to Ma & Winke (2019), self-assessment is a central and significant aspect of the formative L2 self-assessment. In eighty L2 college students at Michigan University, it tends to make students aware of the research's various objectives, progress towards these goals, and monitor their studies'

success. However, in Indonesia, only a few studies focused on students' self-assessment in the English speaking class, especially in high school. Self-assessment can help the teacher know the students' progress and help them be more self-aware of their learning. Therefore, the researcher holds this investigation in high school students. In this research, the researcher focuses on the students' perception of self-assessment and how they implement self-assessment in the English speaking class.

LITERATUR REVIEW
Speaking Skill in L2

Speaking is a complex and challenging skill (Khabbazbashi, 2017). Speaking requires pronunciation, grammar, vocabulary, and fluency (Asdar, 2017). The first element of speaking that is needed is grammar. According to Underwood (2017), grammar is a theory of how language is together and how it works. It is crucial in speaking skills. The second element is pronunciation. Pronunciation is the manner or the way of pronouncing something (Pennington, 2019). As a teacher, teaching pronunciation goals focused on clearness and comprehension (Pennington, 2019). Teaching pronunciation is different based on the level. For example, at the beginning of the level, the goal is to know how to pronounce the words. Still, at a higher level, teaching goals are how to pronounce and how to communicate well with others, and their accent is understandable. The last element that is required is vocabulary. According to Uchihara & Clenton (2018), vocabulary is a list of words or phrases used in communication. Speech is crucial for second language learners because the more they memorize the vocabulary, it can help them be successful (Goral & Bailey, 2019).

Speaking requires and combines more basic skills than other skills. Speaking belongs to productive skills. Speaking should compose grammar, vocabulary, pronunciation, fluency, comprehension, accuracy (Asdar, 2017). Speaking also is an essential instrument of communication. Speaking is one of the most feared context-based anxieties globally (Marzuki et al., 2020). Some researchers investigate this problem. The results are that most people claim that fears of death are better than concerns about speaking (Leong & Ahmadi, 2017); it means that fear of speaking commands the world. The fear of speaking comes from anxiety and a lack of communication and preparation (Kralova & Tirpakova, 2019). It is like a panic feeling related to the physical and the impact on their speaking performance. Furthermore, oral speaking skills in the professional and academic environment and at the interpersonal level are helpful. Presenting a better presentation will increase students' confidence, boost their potential study choices, and help them communicate with others whatever they have learned (Ličen & Bogdanović, 2018).

Based on McNatt (2019), speaking anxiety is prevalent among students globally and in every other occupation. Students anxiety in speaking because they do not have much material to deliver, do not prepare with the conditions, and never practice. Practice and practice are essential things to minimize anxiety in speech (Xu, 2018). The more practice, the more able to speak up in front of many people.

Language Assessment

In educational practice, understanding the basic concept of assessment and test leads to significant confusion. A teacher who works in the academic field must know and understand the assessment itself. The test differs from assessment; the test is a part of the assessment. The test is always related to scoring, but assessing a process and not associated with the score. Tests prepare administrative procedures in the curriculum when they know all the facilities to evaluate their performance and skill (Römer, 2017). It means that a test is a technique used to assess the student's skill, competence, or understanding to score better.

Moreover, when the teacher assesses students at the end of the learning process, it is called a product assessment. According to Triyono (2018), there are two kinds of activities in the class: teaching activity and assessing activity. It means that the teachers' duty is not only to teach but also to assess. However, obtaining an assessment is necessary for teaching and learning to improve students' speech abilities (Ličen & Bogdanović, 2018).

An assessment uses grading and rating for educational results, evaluating the teachers' performance and school expectations (Hardianti et al., 2017). For students, assessment encourages and enhances potential effects, provides input, identifies strengths and limitations, guides student choices, and guides course selection. As a result, the assessment impacts students, teachers, and schools better. Assessment plays an essential role in teaching and learning activities. Therefore, teachers need to apply proper assessment techniques to increase teaching and learning effectiveness. When the teacher assesses students, they can also recognize their students' progress in the learning process (Saito & Inoi, 2017). Otherwise, teachers will have difficulties knowing students' comprehension and progress when they do not assess their students.

An Alternative Assessment

In general terms, alternative assessment is an alternative structured, guideline, multiple-choice testing and usually asserts these characteristics (Hardianti et al., 2017) such as engagement of students in determining assessment targets and criteria, performing a mission, producing a product/artifact, usage of

higher-level reasoning and talents for problem-solving, measurement of meaningful activities and contextualization of the applications in the real world.

Alternative assessment is standardized testing that generates a score that may not be meaningful on its own. It is easy to interpret and understand. Alternatively, alternative assessment means alternative formats for collecting data on students' achievements. There should be new methods to determine and diagnose achievement. The implementation of alternative assessments should represent the student's needs (Loredan, 2017).

However, the alternative assessment allows students to have their success incomprehension and take responsibility for their learning. The Alternative assessment helps parents engage in the educational process and provides them with a healthy perspective into what their child does in class. For teachers, alternative evaluation's primary benefit is how it offers instructional judgment data on their students and their classroom.

Self-Assessment in L2 Classroom

Self-assessment is an alternative way to measure students' English language ability (Marzuki et al., 2020). According to Ma & Winke (2019), self-assessment is a type of assessment that requires students to assess themselves in the classroom. Self-assessment affects the students' or individual understanding because it emphasizes their high-order thinking, self-reflective, and self-regulation, and they can manage themselves to achieve their goals (Khabbazbashi, 2017).

Self-assessment involves more than students grading their type of work; it includes them in deciding what excellent work is in every given case (Thawabieh, 2017). Self-assessment is an efficient method that helps students understand the assignment's intent and assessment requirements (Andrade, 2019). Asdar (2017) argues that learners will get a chance to know their progress in learning through self-assessment and seeks another method to improve, adapt, or strengthen it.

In teaching and learning activities, both the teacher and students should have an excellent relationship. The purpose is to reinforce the students' reactions and gain their learning goals (Jamrus & Razali, 2019). Self-assessment predicts an effective way to enhance the students' relationship between teachers and students (Ikporukpo, 2019). As a result, self-assessment triggers a negotiation between a teacher and students. However, self-assessment helps the students know their progress in learning and enables them to become independent learners (Borg & Edmett, 2019). It is because self-assessment trains the students to be aware of their learning activity errors.

The teacher should teach critical thinking skills appropriate for the practice of self-assessment (Ličen & Bogdanović, 2018). They should involve students in assessment-focused discussions or exercises. Several opportunities should be given to practice various aspects of the assessment process (Saito & Inoi, 2017). Since students need to know the purpose of the process, the teacher needs to establish clearly defined learning objectives and specific examples of student work in agreement with students. The teacher should also identify language as meaningful for the learners, i.e., evaluate the language used for reflection and self-assessment.

Self-assessment is an essential part of the self-regulation elements (Panadero et al., 2017). Self-regulation is an excellent ability to get advantages from the instructional input they receive. Ličen & Bogdanović (2018) stated that students who use self-assessment are better than their peers because they learn to assess themselves and gain more teacher feedback.

Self-Assessment in the Speaking Class

Improving students' speaking skills could be particularly challenging at advanced levels in a foreign language context (Thawabieh, 2017). To help students develop their speaking skills, the teacher should use classroom activities to promote their speaking skills. Self-assessment is a way for a transition to occur, as it gives learners an ability to become increasingly self-regulated (Andrade, 2019). Speaking classes must be driven by the elements mentioned above of communication and establishing a genuine conversation. In other words, it is essential to use the correct strategy, interesting practices, proper equipment, and high motivation to succeed in speaking classes.

One of the most challenging things for an EFL teacher is to inspire their students to speak English in class. Shyness, anxiety, laziness, competitiveness, and fear of disappointment will discourage students from speaking, even though they know what to say (McNatt, 2019). Based on Ličen & Bogdanović (2017), speaking abilities refer to voice/speech features, such as volume, intonation, fluency, gesture, comprehension, and projection, but can include speed and delay. Examples observable in terms of loud/soft clear/unclear, fast/slow, and acceptable/unacceptable should be given by teachers. Confidence and competence typically contribute to English-speaking skills strengths. Wong (2017) argued that increasing the student's confidence to reduce the fear of making mistakes was a priority that the teacher should consider making the learner feel comfortable using language. Appropriate syllabus design, teaching methods, and adequate tasks and materials may develop confidence and competence in speaking.

Self-assessment helps track, develop, and evaluate the learning processes against the curriculum's objectives and standards (Borg & Edmett, 2019). Additionally, self-assessment teaches students the value of assistance and commitment required to achieve their aims, create various methods, and use them effectively. Besides, because self-assessment allows both reflection and assessment outcomes, it is intended to give students the chance to feel a sense of control over their activity and maintain a positive attitude towards learning, thus improving motivation.

RESEARCH METHOD

In this study, a qualitative research design was conducted by the researcher. The participants were EFL high school students in grade eleventh and the English teacher from the Islamic State in West Papua, Indonesia. Furthermore, the twelve students from social majors were randomly chosen from the 25 students enrolled in the eleventh grade. Six of them had a high level of English achievement, while the other six had a low level of English achievement. Their ages ranged from 16 to 18 years.

Moreover, the researcher used two instruments to gain the data; documentation and interview. The interview was used to address how self-assessment implemented in English-speaking classrooms. Then, documentation and interview were used to determine the students' perception (feelings and opinions) of self-assessment in the English-speaking classroom and how self-assessment influenced students' speaking skills.

FINDING

This section explains analytical results answering the two research questions. Each of the two issues is addressed separately in this section.

The Implementation of Self-Assessment in EFL Classroom

In the process of the interview, two questions were proposed about the performance in the classroom. Those were about the method that was used in the classroom and the easiest aspect in learning. This section explains analytical results answering the two research questions. Each of the two issues is addressed separately in this section.

What method did the teacher use in teaching speaking in the classroom? from twelve participants, nine asserted that their teacher used self-assessment rubrics to assess their speaking.

"My teacher used rubrics to assess our speaking" (S1)

"When assessing speaking, my teacher used a method that allows the students to assess by ourselves" (S3)

"To me, my teacher implements self-assessment" (S7)

Furthermore, the other three participants felt that it is adequate to use self-assessment because it gives them a chance to assess objectively.

The most accessible aspect of assessing was: communicative effectiveness, grammar, punctuation, or vocabulary? Communication efficacy, grammar, punctuation, and speech were the most specific elements to determine. Question three recommended that students test themselves orally. 5 Participants said that the easiest part to test was pronunciation. Due to the lack of clarity in the accent, it could be known that all participants speak English as a foreign language and would be aware that the pronunciation was not clear enough. For example, some students pronounce the island by sounding out the letters rather than saying it simply as "ai.luhnd."

"To me, the easiest aspect is pronunciation because I can learn from everywhere, such as lyrics of songs and movies." (S1)

"For me, even though my pronunciation is not good enough, I believe that the other people can still understand." (S4)

"From those four aspects I think, pronunciation is better than others because learning pronunciation is easy and enjoyable." (S7)

Additionally, 4 participants believed that grammar was the simplest element to the test. The majority failed to incorporate the tenses into a formula or pattern that was suitable.

"I think, even though grammar is complicated, I like it because my teacher explains clearly." (S3)

"To me, when my teacher explains the formula or pattern, it is easy, but sometimes I am still confused when I do it myself." (S8)

"I agree that grammar is easier than the other aspect, even though sometimes I am still confused about changing the base verb to the second verb." (S11)

Furthermore, 2 Participants defined vocabulary as a result of their frequent use of communication with others. More vocabulary they know can help them to communicate with others easily.

"Memorizing vocabulary is better than learning pronunciation and grammar." (S5)

"I always force myself to memorize five vocabularies in a day, so I think vocabulary is better than others." (S9)

Moreover, a participant marked the task's completion as the easiest aspect, while others kept the communicative effectiveness.

The Students' Perceptions of Self-Assessment EFL Classroom

How do the students feel when the teacher asked to do a self-assessment? From the 12 participants, seven asserted that self-assessment is helpful for them. The participant of this research has three primary reasons. First, they believed that self-assessment would help them recognize their oral capabilities. They would be rating their ability based on the assessment's parameters, such as vocabulary, pronunciation, grammar, and communicative effectiveness.

Furthermore, it motivates the individual to better their potential performances. They were aware of their strengths and weaknesses, which allowed them to hold themselves more accountable for improving their oral performance. Second, the participant stated that self-assessment assisted them in achieving the learning goal because they are aware of their capabilities. Thus, it served as a motivator for them to complete the remaining learning objectives that have not been completed.

> *"To me, my teacher motivated me to improve my future results by implementing self-assessment."* (S4)
> *"I think implementing self-assessment helps me to know my strengths and weaknesses."* (S5)
> *"By implementing self-assessment, I can be more independent and not always depend on my teacher."* (S7)

Additionally, 3 participants felt that self-assessment was beneficial for them because they were unfamiliar with it and the majority of teachers tend to evaluate students using traditional methods.

> *"It is the time for students to contribute in assessing their work by implementing self-assessment."* (S1)
> *"There are many benefits for me when implementing self-assessment."* (S3)

Furthermore, the other participants felt self-assessment was not helpful for their learning. They were not interested in using this assessment because they did not know if they could correctly evaluate their ability. They also felt the teacher is the only assessor who can assess them critically.

> *"To me, self-assessment is hard because I have to assess by myself and am afraid to make errors."* (S2)
> *"I am not confident with my feedback."* (S9)

What are the students feeling when scoring their self-using the rubrics of self-assessment? In response to question four, 7 participants answered that they are objective by using the self-assessment rubric.

> *"My teacher gives us a guideline; then I can use it."* (S2)
> *"I know my competencies; therefore, I answer the rubrics objectively."* (S5, S7)

*"When my teacher commands me to answer self-assessment, I think
I enjoy it because it makes me learn more about English."* (S12)

When assessing this question, 3 participants responded that they were somewhat objective when using the self-assessment rubric.

"Sometimes, I am confused about how to define whether I am objective or not." (S1)

"When I assess the rubrics by myself, then my teacher revised it." (S6)

However, almost every participant says they were very objective in assessing their ability using the self-assessment rubric since they knew the assessment outcome was not used as a regular assessment. It is used to test their knowledge; in other words, it is used to know their weaknesses and make them better for possible chance speaking success. The other students' responses were not objective because they were too shy to admit their lack of speaking skills.

What is the function of the teacher elevator to your speaking skills? From the 8 participants, the teacher was classified as the most impartial evaluator. In a direct interview, most students stated that the teacher is the best evaluator since they have the skills and know-how to assess their students properly.

"For me, the teacher has many experiences in teaching then; teacher know-how to interact with each student." (S9)

"I think the role of a teacher as the elevator is crucial for my speaking skill." (S3)

However, 2 participants indicated that the teacher is somewhat impartial as an evaluator. Some teachers award higher grades to students who are similar to the teacher, whether in or out of class.

"To me, sometimes my teacher gives higher grades to some students who are close with her." (S8)

"Sometimes, my teacher is subjective in scoring. She gives a high score to students who near with her" (S4)

What is the function of the teacher's feedback? From the 12 Participants, six indicated that the teacher's feedback was highly beneficial to them. Most participants said that the teacher's feedback is the best because it can improve contact between students and teachers. The students felt more connected to their teacher, which increased their engagement and involvement in the classroom. Furthermore, feedback guides students through the classroom's learning process by providing them with the path they need to take and the lesson's aim or objective.

"Teacher feedback is highly beneficial because I can directly communicate with the teacher." (S1)

"Teachers have many experiences; then I believe that their experiences can be a role and guideline for me." (S4)
"I need teacher feedback because the teacher knows our lesson's objectives in a semester." (S5)

Furthermore, three students replied that it did not help because they believe they should learn by themselves or from a book or other sources.

"I think the teacher's feedback is not important because I can get it from the Internet." (S10)
"Sometimes my teacher's feedback is false; then I prefer to book or other sources." (S7)

DISCUSSION

This study revealed details about students' perceptions toward the use of self-assessment in evaluating their speaking ability. The participants' consensus suggested that the self-assessment was very beneficial for them. Most of them felt stimulated to understand how far their oral performance capacity could go. It is also supported by Marzuki et al., (2020), who discovered that 91% of students considered self-assessment to be very helpful in assessing their oral results. Furthermore, almost all of the students in this research believed that self-assessment could motivate them to take more responsibility for improving their oral outcomes. This increase is significant because it validates the argument raised by Ma & Winke (2019) that perhaps the self-assessment process teaches students to be aware of their obligation toward the learning objective of improving their speaking skills.

Moreover, it was discovered that self-assessment enhanced teacher-student communication. Self-assessment helps teachers obtain explanations and feedback. Throughout this phase, the student has the opportunity to ask about and discuss any remaining requirements. When the students assessed their oral performance, some found that they could not pronounce the words correctly. As a result, students discuss it with the teacher and get input about whether they should have more time to practice or work on a project that helps them practice pronunciation. Peyton (2017) discovered the same issue when she discovered that most students believed that self-assessment enhanced communication between them and the teacher to clarify the rubric and tell the teacher how to complete the task. The second findings indicated that self-assessment assisted students in increasing their speaking self-efficacy (confidence and belief in their ability), self-regulation (awareness of the research, time management, independence), and engagement.

Furthermore, the self-assessment process improves students' motivation to perform better, especially their oral results. Students learned how far they have progressed or how close they are to meeting the criterion by self-assessment. As a

result, it increased their motivation to maximize for the next presentation. The self-assessment makes the student understand how far they have progressed against the learning target, motivating them to meet all of the requirements (Goral & Bailey, 2019).

The results are supposed to be useful for theoretical and practical implications based on the study's objectives. In terms of theoretical implications, the findings of this study can provide new insight into self-assessment, which could be used as a teaching technique in English. For a practical sense, it is expected to be useful for English teachers to use appropriate assessment techniques in EFL speaking and EFL Learners; this study has given learners awareness. The learners are more regulated and motivated students. Thus, they become more persistent in learning, resilient when facing learning obstacles, and optimistic in achieving their goals. Then, using self-assessment might help promote the independent learning setting.

CONCLUSION

The present study has proved that the teachers use self-assessment in English classes successfully. This study also confirmed that students have a positive perception toward using self-assessment in English learning. This study found some advantages. Self-assessment influences the student's speaking skills positively. Apart from that, self-assessment could provide students with numerous benefits during the learning process. Also, the students reported that they become more encouraged and motivated in learning English by self-assessment. Self-assessment also increases students' communication with the teacher.

Self-assessment could stimulate students to learn individually or independently to achieve the learning objective and enhance their potential for future success. Overall, self-assessment is highly recommended to be utilized in English learning as it holds many advantages for both students and teachers.

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