CHAPTER I

INTRODUCTION

A.   Research Background

Language is used to communicate and give a message from someone to the other, from the speaker to the listener.[1] We communicate with others to express our ideas and to know others' ideas well. Communication takes place where there is speech. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.[2] Furthermore, speaking skill is very important skill because wihout speech we can not communicate with one another.

Despite the importance of speaking skill at high school stage, students suffer weaknesses in their speaking performance. Considering the difficulties of mastering speaking skill, there are many methods and strategies that are used in the teaching and learning of speaking. These methods and strategies are used to help students to have good ability in speaking. Several methods or strategies are used to improve students' speaking ability. One of them is the use of feedback in the teaching and learning of speaking. Feedback is information given to the student about his or her performance of a learning task, usually with the objective of improving their performance.[3] The use of feedback in the teaching and learning of speaking can improve students' speaking ability because there are responses and suggestion given in it. The ways in giving feedback to students are written and orally. Written feedback is given after students finished their speaking performance. Feedback can be given directly on students' speaking portfolios sheet. It also can be given on another sheet. While oral feedback is usually given when speaking activity is in progress orally or after students finished their speaking performance.

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[1] Veronika Sudiati, *Kreatif Membaca Menuju Keterampilan Pragmatik*. (Yogyakarta: Penerbit Kanisius, 2000), 9.

[2] Penny Ur, *A course in Language Teaching*. *Practice and Theory*. (Cambridge University Press, 1999), 51.

[3] Ibid, 242.

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Teacher usually give students feedback after their presentation. It is in accordance with one of teacher's role during speaking activity as feedback provider.[4] Teacher will provide a good feedback to his or her students. In this case, teacher also can offer correction towards students' speaking. The use of self-evaluation to provide feedback becomes the concern of the study. Students are expected to improve their speaking from the feedback given by teacher. Feedback also can be given by students themselves. Students can self-evaluate their own speaking based on the guidance or criteria that is given by the teacher in order to receive feedback. It could help them to improve their speaking ability.[5] Using self-feedback in the teaching and learning process can improve students' awareness. They will examine their own speaking seriously. Furthermore, they can improve their speaking ability.

Feedback is included in formative assessment. Formative assessment is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement.[6] Formative assessment is an important element of classroom work and it can raise the standards of achievement. It provides feedback for students about their learning and is not for judgment.[7] Feedback always appears to help students to know about their weaknesses and gives opportunity to raise the goal. Formative assessment is the partner of the teachers and students to continuously and thoroughly gather evidence of learning process with the goal to improve students' achievement actively and intentionally. The result of assessment is used by the teacher to make final success or failure decisions about a relatively fixed set of instructional activity.[8] This concept of assessment helps students to make self-evaluation that helps to improve their learning.

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[4] Jeremy Harmer, *The Practice of English Language Teaching 4th edition*. (New York: Longman, 2005), 145.

[5] D. A. Widiarti, Undergraduate Thesis: "*The Use of Self-Assessment as a Feedback Strategy to Improve Students' Writing Ability at MAN Sidoarjo*". (Surabaya: UIN Sunan Ampel Surabaya, 2009), 4.

[6] Susan Brookhart, Connie M. Moss, *Advancing Formative Assessment in Every Classroom*. (United State of America: ASCD, 2009), 6.

[7] Alastair Irons, *Enhancing Learning through Formative Assessment and Feedback*. (New York: Routledge, 2008), 7.

[8] Ibid, 7.

One of the formative assessment is self-evaluation. Self-evaluation occurs when a students assesses and makes judgement about his or her own work. Self-evaluation is a process which students monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills.[9] Meanwhile, self-evaluation for the purpose of enhancing learning. Self-evaluation has been considered an important part of self-regulation. It encourages students to reflect on their own learning, to assess their own strengths and weaknesses, and to identify their own goals for learning. Teachers do this by asking students to reflect on their work and by being supportive and attentive during such reflection.[10] A performance goal makes the monitoring and evaluation of learning external; mastery goals make the process of monitoring and evaluating, to some extent, internal. Self-evaluation is integral to a mastery goal orientation, for it is a skill that enables students to know how well they are progressing in their knowledge and skills. Conversely, a performance orientation relies on the teacher and others to schedule learning tasks, to determine success or failure, and to evaluate the final product. Improving self-evaluation skills promotes a mastery orientation, with all the positives of that process.

The researcher interested to conduct the study about student speaking ability in MA Al-Amien 1 Pragaan Sumenep. In this research, the researcher analyzed one of those four English skill. The skill is speaking. Speaking skill is important to student because this skill is needed by student to communicate with other student, their teacher, and other people. With the English speaking ability, students can speak with other people from other country. The students can convey their idea or their message to other.

In speaking skill, there are some components. Those are fluency, accuracy, grammar, vocabulary and comprehension. One of the component is fluency. Listeners' perception of speaker's fluency suggest that pausing is equally important. The purpose of the speaker pause is to draw breath. The speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization. But

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[9] James H McMillan, *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction.* (London: Peearson, 2007), 56.

[10] Jack C Richards, *Classroom-Based Evaluation in Second Language Education.* (Cambridge: Cambridge University Press, 1996), 74.

frequent pausing is a sure sign of a struggling speaker.[11] Moreover, If students can speak well and fluently, it means they possess a high skill value. They can deliver a message to an audience well and can communicate effectively with others so that be the key to success in any line of work because today every profession need English either spoken nor written.

MA Al-Amien 1 Pragaan Sumenep is an Islamic senior high school. Student learning process in this school is same as other school. According to the preliminary research, there were some problems in students. This problem should get more attention from the school, especially teachers. The problem concerns about the ability of students MA Al-Amien 1 Pragaan Sumenep in speaking English, one of the problem is eventhough the students are confidence to speak English but they still have hesitation and repetition in their speaking. Many students in eleventh grade of MA-Al-Amien 1 Pragaan Sumenep who get trouble in term of speaking fluency, also the problem of the student who is structurally competent but cannot communicate appropriately. It is proven by students' speaking performance, students get trouble when using appropriate vocabulary or expression to convey their ideas to others and also having too much hesitation and repetition. Furthermore, the researcher wants to know what makes the students are not fluent in English speaking.

Based on the problem stated above, the researcher analyzed self-evaluation as formative assessment on fluency of students' speaking ability. Furthermore, the researcher did a research about "Self-Evaluation on Students' English Speaking Fluency at Eleventh Grade of MA Al-Amien 1 Pragaan Sumenep"

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[11] Scott Thornburry, *How to Teach Speaking*. (London: Pearson Education Limited, 2005), 38.

B. Research Questions

Based on statement on background of the study above, the researcher analyzed the self-evaluation on students' English fluency of speaking which is conducted in Eleventh Grade of MA Al-Amien 1 Pragaan Sumenep. The problems are as follows:

1. How is the implementation of self-evaluation on students' English speaking fluency at eleventh grade of MA Al-Amien 1 Pragaan Sumenep?
2. What are the students' responses toward self-evaluation as formative asessment on students' English speaking fluency at eleventh grade of MA Al-Amien 1 Pragaan Sumenep?

C. Objectives of the Study

From the research question, the researcher has certain objectives as follows:

1. To know how teacher implement self-evaluation on students' English speaking fluency at eleventh grade of MA Al-Amien 1 Pragaan Sumenep
2. To know the students' responses toward self-evaluation as formative asessment on students' English speaking fluency at eleventh grade of MA Al-Amien 1 Pragaan Sumenep

D. Significance of the Study

The result of this research can give contribution as the practical implication of the study to the teacher, students and English department as follows:

1. **Teacher**
   To give English teacher another technique or strategy for giving feedback in the teaching and learning of speaking to improve students' speaking skill. Besides, the teacher can understand the students' problems toward the activity.
2. **Students**
   To make the students more critical in assessing their own work themselves. It can also give students more knowledge about how to do self-evaluation for their speaking skill.

3. **English Department**

The result of this study can give an input for the English Department, especially the students in Micro Teaching I class to design a student-centered assessment. It may help learners develop their strengths and overcome their weaknesses in learning English.

E.   Scope and Limits of the Study

The researcher confines this research to the study of Self-Evaluation on Students' English Speaking Fluency. The researcher only analyzed the self-evaluation. Although there are many kind of formative assessment, such as peer-evaluation, worksheet, observation, questioning but self-evaluation has an important role as a way to activating learners as owners of their learning that leads to student performance improvement.[12] In self-evaluation, the students are like to see and monitor their own progress. There are many components of speaking. The components are accent, fluency, vocabulary, grammar. The limitation of this study is only focus on speaking fluency. The study held at MA Al-Amien 1 Pragaan Sumenep. The subject of the study was the students of XI Excellent A and B class that has implemented self-evaluation in the teaching and learning of speaking.

F.   Definition of Key Terms

1.   Self-Evaluation

Self-evaluation is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.[13] All assessment including self-evaluation comprises two main elements, making decisions about the standards of performance expected and then making judgments about the quality of the

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[12] Dylan Wiliam, *Embedded Formative Assessment*. (Bloomington: Solution Tree Press, 2011), 36.
[13] H. Andrade, Y. Du, "Student responses to criteria-referenced self-assessment". *Assessment and Evaluation in Higher Education*. Vol. 32, No. 2, April 2007, 181

performance in relation to these standards.[14] Moreover, self-evaluation is the ability to self-assess effectively, to identify strenghts and weaknesses and to implement identified improvements is critical to the development of a continously improving sector.[15] Additionally, in the criteria of self-evaluation, it can reflect the area of the students weaknesses and the students' expectation for their next task. So it should ideally involve students in their performance.

2. **English Speaking**

English speaking is the skill to utter sounds and articulation and say the English words to express, convey thoughts, ideas, and feelings.[16] It is also an interactive process of constructing meaning that involves producing, receiving, and processing information.**[17]** Additionally, speaking skill is an ability of person to speak English with other person or communicate with other person.

3. **Fluency**

Fluency is a speech pattern, which flows in a rhythmic, smooth manner. Dysfluencies are disruptions or breaks in the smooth flow of speech. Even speakers who are normally fluent experience dysfluencies. A speaker is dysfluent when unintentionally repeating a word or phrase, forgetting a word midutterance or interjecting too many "uhs" or "OKs" during speech.[18] Therefore, fluency is the ability to speak language easily and effectively, so it can be easy for someone to say something what they want to express.

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[14] David Boud, *Enhancing learning through self-assessment*. (London: Kogan Page, 1995), 52.

[15] Rosemary Brooke, *Effective Self-Assessment of key skills*. (London: The Learning and Skills Development Agency, 2006), 1.

[16] Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1985), 15.

[17] Wahyu Purnomo SS. *Access to English Competence English for Senior High School*. (Galuh Sansekerta Inti,), 13.

[18] Kenneth Shipley, Julie G. McAfee, *Assessment in Speech-language Pathology*, 5th Edition. (United State: Cengage Learning, 2015), 95.

4.   **Response**

Response is an answer or reaction for a situation. Also it is a statement either spoken or written that is made in reply to a question. Student response encompasses a reaction and an active participation of students in their own learning.[19] Thus, student response is a written or verbal reaction and answer to an activity, question in a test, questionnaire, survey, etc.

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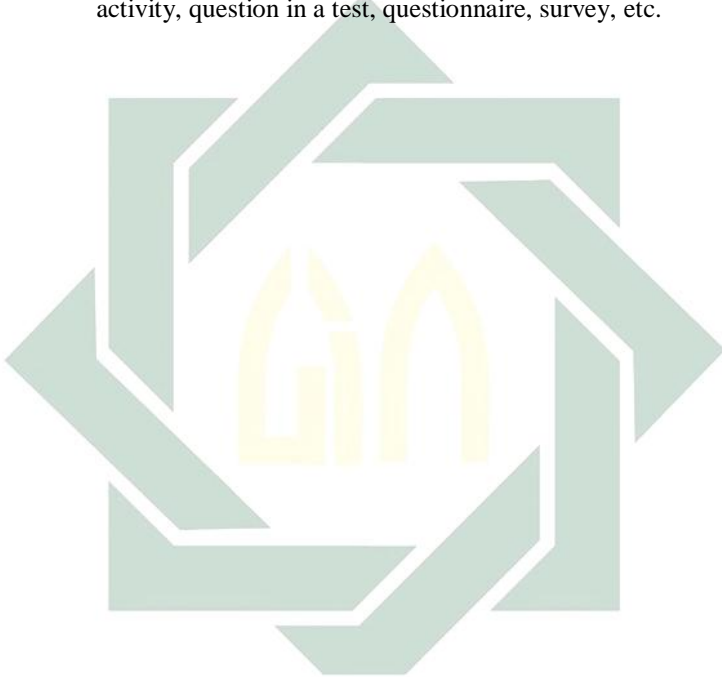
[19] A. Jerome, P. M. Barbetta, "The Effect of Active Student Responding during computer-assisted Instruction on social studies learning by students with learning disabilities." *Journal of Special Education Technology*, Vol. 20, No. 3, 2005, 13-23.