This part discusses some theories that is related in this research. It consists of three main discussions. It is formative assessment, formative assessments in speaking, English speaking, the components of speaking skill.

A. Review of Related Literature

1. Formative Assessment

Formative assessment is evaluating students in the process of forming their competencies skills with the goal of helping them to continue that growth process. The key to such formation is the delivery by the teacher and internalization by the student of appropriate feedback on performance. The types of formative assessments are as following;

a. 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. Self-evaluation can promote learner responsibility and independence. It builds on a natural tendency to check out the progress of one's own learning.[1] Additionally, the self-evaluation process can help to prepare students not just to solve the problems we already know the answer to, but to solve problems we cannot at the moment even conceive.[2] Andrade stated that a central purpose of self-evaluation is to provide feedback to learner that they use to improve learning and increase understanding.[3] Feedback itself can be used to improve their learning because it helps students to grade their own test and gives them positive attitude. Moss stated that self-

[1] David Boud, *Enhancing learning through self-assessment*. (London: Kogan Page, 1995), 11.
[2] Ibid, 57.
[3] Heidi L. Andrade, Gregory Cizek, *Handbook of Formative Assessment*. (New York: Routledge, 2010), 91.

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evaluation can give students opportunities to review their work and become more aware of their strengths, their progress, and gaps in learning that still need to be addressed.[4] Thus, students have good responsibility to improve their ability.

b. Peer-Evaluation

Peer-Evaluation requires students to provide either feedback or grades or both to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining. Peer feedback can encourage collaborative learning through interchange about what constitutes good work. It is possible to give immediate feedback, so formative learning can be enhanced. Peer-evaluation processes can help students learn how to receive and give feedback which is an important part of most work context.[5] Furthermore, the students involves their tasks from each other's work evaluation.

c. Worksheet

Teachers may use worksheets as formative assessments. These can be classwork or given out as homework. This work will not be included in the student's official grade average but rather used as a means to measure how well the student understands the material being covered. The teacher may find that the work is too easy for the students or that they are not comprehending the information well enough.[6] From this assessment, teacher will know which part of the lesson that the students' difficult to understand. Then, teachers can make modifications as needed from the information.

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[4] Susan Brookhart, Connie M. Moss, *Advancing Formative Assessment in Every Classroom.* (United State of America: ASCD, 2009), 79.
[5] David Boud, Nancy Falchikov, *Rethinking assessment in higher education*. (London: Kogan page, 2007), 132.
[6] Karen Silvestri, "Types of Formative Assessment" (http://www.ehow.com/about_5419008_types-formative-assessment.html, accessed on May 15, 2017)

d.   Observations

Observations go beyond walking around the room to see if students are on task or need clarification. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence can be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences.

e.   Questioning

Questioning strategies should be embedded in lesson or unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning. Helping students ask better questions is another aspect of this formative assessment strategy.[7] Hence, this type of formative assessment can enhance the students to be more active in making an interaction with the teacher in the class.

2.   Formative Assessment in Speaking Skill

In authentic assessement, involving students in their own assessment is critical. By reflecting on and assessing their own work and their peers, students get the opportunity to apply criteria to work samples and to set learning goals. There are two assessments in speaking skill as follows;[8]

a.   Self-Evaluation

An essential step in preparing for oral language assessment is planning how to engage students in self-evaluation. By providing learners with the skills needed to independently monitor their learning, we enable them to take greater responsibility for that learning. students can be involved

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[7] Michael Ehringhaus, Dennis Chandler, Catherine Garrison, *Effective Classroom Assessment: Linking Assessment with Instruction*. (United States of America: National Middle School Association, 2009), 52.

[8] Jacob O'Malley, Lorraine Valdez Pierce, *Authentic Asessment for English Language Learners: Practical Approach to Teachers*. (United States of America: Addison Wsley Publishing Company, 1996), 69.

in generating criteria for assessment by being given the opportunity to listen to good and poor performances and asked to describe characteristics of effective performance.[9] The self-evaluation formats for oral language requires careful wording so that the assessment itself does not become an exercise in reading comprehension. The directions for self-evaluation should be given at the developmental or reading level of the student or in the native language where students share the same native language. Each statement should be expressed in the first person (e.g., "I can...") in order to take the learner's perspective from the onset. Self-evaluation can take the form of yes or no statements, question/answer, rating scales, sentence completion, and learning logs. Self-evaluation is used to focus learners on their performance and progress in learning, to give the teacher an idea of the accuracy of the learners' assessment of their performance, and as points of departure for student or teacher conferences to discuss student progress.

Self-evaluation involves both reflection on one's learning strategies and analysis or critique of one's work. The implications are for a considered and systematic approach by teachers underpinned by a belief by both teachers and students that the process of self assessment helps learning. For teachers this would entail organising information-giving sessions on self-assessment and systematic explanation of learning objectives behind each task. During class sessions teachers could clarify what is meant by self-assessment, explain the learning objectives, describe different self-evaluation strategies emphasising how these can aid learning and inform students that self-assessment will become part of classroom life, explain that student's own assessment will form part of assessment conversations with the teacher and that these conversations will be helpful because the teacher and the student will be looking for the best route to improve learning.[10] Self-evaluation is for students to assess their own learning, then the students views

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[9] Gillian Brown., George Yule, *Teaching the Spoken Language: an Approach Based on the Analysis of conversational English*. (Cambridge: Cambridge University Press, 1983), 63.
[10] Bet Mc.Callum, *Formative Assessment-Implications for Classroom Practice*. (London: Institute of Education London, 2011), 37.

on the task and culture of the classroom will have to change to motivation to learn.[11] Additionally, activating students as owners of their own learning brings in metacognition, motivation, interest, and attribution, as well as self-evaluation.[12] In addition, the teachers are suggessted to inform the students about the learning objectives behind the work they have been asked to do. Furthermore, there is strong advice that learning intentions should be made clear for every task.

b. Peer-Evaluation

In the pair or team activities, students can be asked to rate each other as well as their functioning as a group. Students will need to be taught how to evaluate each other as fairly as possible using guiding questions or some kind of rating scale. The natural reluctance some students may have in rating their peers may be partially overcome by providing students with numerous opportunities for engaging in peer evaluation.

3. **English Speaking**

Bailey stated that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Florez stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.[13] Furthermore, speaking becomes an important thing, which people can interact each other.

Speaking is productive, oral skill.[14] Therefore, speaking is to express thoughts a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, definitely, they want to deliver something important. Such as they want to utter their feeling and thought. Without having any purposes, it is impossible for someone to make a communication with other.

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[11] Martha Carr. *Motivation in Mathematics*. (Cresskill, New Jersey: Hampton Press Inc, 1996), 126.

[12] R. M. Ryan, E. L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and new Directions." *Contemporary Educational Psychology*. Vol 6. No. 3, October 2000, 67.

[13] Kathleen M. Bailey, *Practical English Language Teaching: Speaking*. (New York: The Mc Graw-Hill Companies, 2000), 25.

[14] Ibid, 2.

The success of any exchange is influenced by speaking ability in which the speaker must be able to anticipate and produce the expected pattern of specific discourse situations**.** Thus speaking is process of interaction between speaker and listener to give a message each other.

a. The Components of Speaking Skill

Speaking skill is a complex skill since the speakers need to master four components to be able to speak.[15] The components are vocabulary, grammar, pronunciation and fluency.

1. Grammar

Grammar concerns with how to arrange a correct sentences in conversation. According to Lewis and Hill that grammar can help learners to develop their ability to understand and respond quickly and the ability to articulate.[16] A language learner should pay attention to grammar because the grammar has important function in speaking skill.

2. Vocabulary

Vocabulary is appropriate diction which is used in a conversation. Without having a sufficient vocabulary, someone cannot communicative actively or express their idea in oral or written form. Having limited vocabulary is also barrier that precludes the learners to learn a language. Therefore, language teachers should have considerable knowledge on how to manage an interesting classroom so that learners can gain great success in their vocabulary learning.[17]

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[15] Syakur, *Language Testing and Evaluation*. (Surakarta: Sebelas Maret University Press, 1987), 5.

[16] Michel Lewis, Jimmy Hill, *English Language Teaching*. (London: Heinemann, 1997), 82.

[17] R. Jannah, Undergraduate Thesis: "*The Students' Responses to Smanja Radio Station to Improve Students' Fluency in Speaking Skill at Sma Nurul Jadid Paiton Probolinggo*". (Surabaya: UIN Sunan Ampel Surabaya, 2012), 6.

3.   Pronunciation

Pronunciation is including the segmental features vowels, consonants, and stress and intonation patterns.[18] It can be conclude that the quality of speaking is showed from the ability to produce the words in proper pronunciation. Pronunciation becomes an important role in speaking a language. Furthermore, the students should get more attention from the teacher to know their mistakes in speaking English.

4.   Fluency

Fluency means the ability to speak fluently. Sign of fluency in speaking is clued a reasonably fast speed with small number of pauses and Ums or Ers. These sign indicates that the speakers do not have spend a lot of time searching for the language items needed to express the message.[19] Fluency can be helped by having speakers say phrases and sentences as quickky as possible, starting slowly and then speeding up.[20] It can be conclude that a language learner should notice the speed of their speech, so they will not spend a lot of time to convey their ideas to another person.

b.   Fluency in Speaking

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. Below are some theories of the fluency;

1.   Definition of Fluency

Speaking fluently is native-like speaking in term of speed, intonation, stress and tone of native speaker. So, speaker must not take too much pause and too much time to think of what word or sentence they are going to utter.

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[18] David P. Harris, *Testing English as Second Language*. (New York: Tata McGraw Hill Publishing Company Ltd, 1974), 81.
[19] H. Douglas Brown, *Principles of Language Learning and Teaching.* (Cambridge: Cambridge University Press, 2007), 4.
[20] Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman, 2003), 198.

Another definition of fluency is from Fillmore. Fillmore conceptualized fluency in four different ways. First, he defined fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker is not only capable of talking without hesitations but of expressing his or her message in a coherent, reasoned and "semantically densed" manner. Third, a person is considered to be fluent if he or she knows what to say in a wide of range of context. Finally, Fillmore argues that fluent speakers are creative and imaginative in their language use and a maximally fluent speaker has all of the above mentioned abilities.[21] Thus, not only the duration of the speaking that can be the measurement of fluency, but also the utterances of the speaker can be an important role in the fluency of speaking.

2.   Measuring Fluency

Fluency is also used as a criterion to measure one's speaking competence. Fulcher points out fours criteria followed by scores in each criterion for assessing fluency in speaking such as below.[22]

a. 90 – 100 is dedicated to the speakers who are able to demonstate more confidence and are less likely to express propositional uncertainty. They rarely pause for reasons of grammar or word choice. Reformulations occur mainly for reasons of expressing proposition fully. They expand and support themselves. They respond very quickly.

b. 70 – 80 score is granted to those whose hedges to express lack of certainty in the propositions so that misunderstandings are rare. Few single-word utterances are given, and speakers expand their utterances. Time is spent planning the content of the proposition and how exactly to express themselves and present their views. Reformulations occur when the speaker is not satisfied

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[21] Charles J. Fillmore, *Individual Differences in Language Ability and Language Behavior*. (New York: Academic Press, 1979), 184.

[22] Glenn Fulcher, Fred Davidson, *Language Testing and Assessment,* an Advanced resource book. (New York: Routledge, 2007), 208-238.

with the proposition or the correctness of the formulation.

c. 50 – 60 point is for the speakers who are more aware of the proposition, spend time planning this. Appropriateness of word choice becomes more imrportant as well as pausing occurs in making these choices. It follows by utterances which are more expanded and the use of back-channeling like *hmm or yeah* helps to make conversation more natural.

d. 30 – 40 score is for the speakers whose messages are generally fulfilled in a simplistic way, without expansion through examples. Pausing still occurs when looking for lexical or grammatical choice and sometimes with circumlocutions and often with midway switch of formulation.

e. 10 – 20 score is given to the speakers' whose utterances are short, often a single word, there are long pauses when they are trying to get clarification, or search for words or forms. Repetitions and restarts are common.

From above five criteria of fluency, language student are much more expected to achieve their speaking skill to a native like when they are involved in a conversation in the language they are learning. language learners cannot be considered as speaking fluently if they still taking too much pause and too much time to think of what word or sentence they are going to utter. Thus, the characteristics for someone is not fluent in speaking purposed Hughes are in the a and b point, while speakers who are fluent enough are in c, d, e and f are criteria of fluent speakers. Above all, to speak English fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying so that all utterances are native-like.[23] Basically, someone who is fluent in speaking, they can utter the

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[23] Mukamil, Undergraduate thesis*: "Fluency and Accuracy in Spoken English of EFL Learners: Implications for classroom Practice in Speaking for formal Setting".* (Surabaya: UIN Sunan Ampel Surabaya, 2015), 15.

purpose of their speaking better than someone who can not fluent in speaking.

4. Students' 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.[24] Response is included in attitude. According to Rosenberg and Hovland, there are three components of attitudes that is called tripartite model.[25] The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something. The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs.

The second component is affective which is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

The last component is conative or behavior. It refers to someone tendency to act in a particular manner that is congruous to his or her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

B. Review of Previous Studies

There are some previous studies that related with this research. Many studies have described, such as a study in 2009 entitled "On the Relationship Between Risk-taking and Self – assessment of Speaking Ability: a case of Freshman EFL Learners" by Mansoor Tavakoli and Behrooz Ghoorchaei from University of

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[24] 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.

[25] M. J. Rosenberg and C. I. Hovland, *Cognitive, Affective and Behavioral Components of Attitudes*. (New Haven: Yale University Press, 1960), 51.

Isfahan.[26] The result shows that teachers can help their students to have an optimal risk-taking so that they can make better assessment of their speaking ability. Self assessment can be used along with other alternative measures in language assessment to have a better picture of the students' achievement. Moreover, the differences between their study and this study are in their study, the writer focuses on the relationship betwen self-assessment and teacher's rating of speaking ability. There were five aspects that were asessed in observation format; they are fluency, vocabulary, structure, comprehension and listening. Whereas in this study, the writer only focuses on students' fluency of speaking performance. Also the difference with this study was the location focus of the research, if the study was conducted in university, while this research was conducted in secondary school. Hence, in this study the researcher was observed the self-evaluation that obtained during the teaching-learning process in speaking class.

In the other previous research was written by Angela Gamba, with the title "Enhancing Fluency in Speaking Through the Use of Collaborative and Self- Directed Speaking Tasks".[27] The research was done in 2013. The research project focuses on the effects of the use of self-directed and collaborative speaking tasks on pre-intermediate students' speaking skill considering their fluency to speak in English inside and outside the classroom. The result shows that the students have overcome their fear of speaking in public and of making mistakes by using the collaborative and self-directed speaking tasks. However, this study using one of the formative assessment to analyze the student' fluency of speaking skill. Therefore, in this study the researcher tried to explain the reader that self-evaluation can be as teacher tool for applying during the teaching and learning process focuses on the speaking skill.

[26] M.Tavakoli, B. Ghoorchaei, "On the Relationship Between Risk-taking and Self-assessment of Speaking Ability: a Case of Freshman EFL Learner". *The Journal of Asia TEFL*. Vol. 6, No. 1, Spring 2009. 19

[27] A. Gamba, Master's Thesis: "*Enhancing Fluency in Speaking Through the Use of Collaborative and Self- Directed Speaking Task*"(Colombia:Universidad de La Sabana, 2013), 40.

The other similar study was entitled "Drama and Language Self/Peer-Evaluation: An Innovative tool for fostering EFL Students' Speaking skill" by Nikolay Nikolov from Bulgarian University.[28] The research was done in 2015. This research is focuses on the effectiveness of using the professional drama-based pedagogical approach with the view to improving the learners language communicative competence in the self or peer-evaluation. This research was to encourage learners to rationalize and reflect critically on their own foreign language performance and their peers' performance based on a number of set indicators and criteria which learners and teachers referred to in evaluation forms to be filled in sessions of observation. The result shows that drama and language self-/peer-evaluation is an effective innovative tool for fostering ESL students' speaking skills through involving the learners in productive self-evaluation activities based on the play target language material they are working on. The difference with this research was the research methodology, the research uses experimental research, contrary this study tried to use qualitative method. In addition, in this study is to describe the implementation of self-evaluation of speaking fluency.

Another study from Arista Nur Prihatini in 2015, entitled "The implementation of peer assessment on speaking for the tenth grade students in SMAN 1 Wuryantoro".[29] The researcher focuses on the implementation of peer assessment specifically to describe the objective of the teaching, describe the material used in teaching-learning process, and describe the procedures used in peer assessment especially in speaking and describe the students' response toward the technique. The result of the study shows that the use of peer assessment technique as a technique in teaching speaking can help the students understand correct pronunciation by getting correction, the student commenting peers. It is also appropriate with the advantages of peer assessment that it is potential for providing increas levels of feedback without increased

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[28] N. Nikolov, Doctoral Dissertation: "*Drama And Language Self-/Peer-Evaluation: An Innovative Tool For Fostering Efl Students' Speaking Skills*" (Bulgaria: New Bulgarian University, 2015), 124.

[29] A.N.Prihatini, Undergraduate Thesis: "*The Implementation of Peer Assesment on Speaking for The Tenth Grade Students in SMAN 1 Wuryantoro*." (Surakarta: Muhammadiyah University Of Surakarta, 2015), 20.

demands on tutors, also increase student responsibility and evaluative skill. Thus, the similarity between this study and the previous study is that the researcher also analyzes the implementation of formative assessment on students' oral performance.