

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. They are the implementation of self-evaluation on students' English fluency of speaking and the students' response toward self-evaluation as formative assessment on students' English speaking fluency at eleventh grade of MA Al-Amien 1 Pragaan Sumenep.

A. Research Findings

1. The Implementation of Self-Evaluation on Students' English Speaking Fluency

a. First Meeting

The researcher observed the English teaching and learning process in XI Excellent A and B. The schedule of XI Excellent A class was on Saturday at the third until fourth school hour and Tuesday at the fifth until sixth school hour in the morning shift class. The schedule of XI Excellent B was on Saturday at the fifth until sixth school hour and Sunday at the third until fourth school hour in the morning shift class. The purpose of this observation is to know the implementation of Self-Evaluation on Students' English Speaking Fluency at Eleventh Grade of MA Al-Amien 1 Pragaan Sumenep.

In the first meeting of observation in XI Excellent A and B class, the teacher explained about the chapter 1 of English Book. It was about Prohibition and Warning, the lesson page 3. The observation was done on August 08th, 2017 at XI Excellent A and August 05th, 2017 at XI Excellent B. Before the teacher explained the activities that they were going to do, he started the class by greeting the students and tried some talks dealt with their condition. Then he checked the students attendance.

Before beginning the lesson, the teacher introduced the researcher to the students. Then the researcher introduced herself and explained about the purpose of doing a classroom observation. The purpose of it, is to build a good relationship

among her and the students. The teacher gave chance to researcher to sit behind the students to conduct classroom observation. Then, the researcher sat in the last row of the class in order to observe teaching learning process. The researcher filled up the observation checklist by herself in order to gather any information on what is going on in the class when teacher implemented self-evaluation as formative assessment on students' speaking skill.

In the beginning, teacher explain the purpose of the lesson. The purpose of the lesson was about using expressions of prohibition and warning. The students listened carefully to the teacher's explanation. After that, he gave the students brainstorming by asking some questions about prohibition and warning. At first, he checked students' understanding about the lesson by asking questions related to the material. Students raised their hand and answer the question alternately. Those questions were used to motivate the students to imagine what they were going to do in the next activities. By asking free questions, he actually wanted to stimulate students to imagine the steps. Then he gave explanation about the purpose of the lesson. In the first stage of the lesson, teacher gave example about prohibition and warning. While, he wrote some vocabulary and the meaning too. The vocabularies are prohibition, warning, forbid, prevent, disturb, must not, watch out. Then he asked students to repeat the pronunciation of that vocabulary.

The teacher asked the students to decide their topic for speaking presentation. There are six topic of the speaking dialog, He made a lottery and asked students to put the lottery. After that he divided students into pair. Then he asked students to practice the dialog with their pair. Teacher asked students to present their dialog in front of the class. While the students present their dialog, the researcher took the video of their conversation. The purpose is to know their speaking fluency and to identify the reason that makes they are not fluent in speaking. After all of the students have already presented their dialog, students were asked to evaluate their work in a form of rubric to reflect what they have done. The

teacher gave students a rubric of self-evaluation. He provided rubric to students and helped them to understand the rubrics.

Based on the classroom observation data, The teacher gave a brief definition about self-evaluation to the students. The explanation was the evaluation is the reflection from students for the quality of their presentation and also their learning. It can develop critical attitude towards the students' learning. That was the first step given by the teachers before students started to complete the task.

The students had to do each self-evaluation in 15 minutes. During the evaluation process, the students looked seriously self-evaluating their speaking performance. Then teacher explained the procedures of using self-evaluation. After that, he communicated the learning objective and success criteria. The learning objective was the students can maintain personal and public safety. For the success criteria was the students can use prohibition and warning expressions in their daily activity. The student were able to identify their strength and weakness of speaking performance. It was showed by answering teacher's question and evaluation rubric.

In the first meeting, the teacher gave self-evaluation of speaking activity to the students. There were several evaluation criteria in this evaluation. The first step, the students completed some statements of the speaking activity about prohibition and warning expression. One of the statement was talked about the topic of the lesson, include the most interesting part and the hardest part of the topic, also they need to work harder about presenting the dialog in front of the class, etc. The second step, the students gave a tick to the option that is most applicable to them based on their evaluation from their performance. The option were definitely, yes, maybe, no and not at all. The last step, the students wrote some suggestion from their speaking performance. For their suggestion, there was a box for students to write the suggestion in the improvement for next time presentation. At the end of the lesson, students got a

feedback and critique from the teacher about their presentation. (See Appendix 5)

The result of the evaluation were, most of the students showed a positive result about their reflection of speaking ability. It is proven by more than half students from both class answer yes and definitely of the statement. Such as the students could give instruction to others, participate in a conversation, stay on their task, etc. Beside that, there was also a negative result. Such as most of the students from both class were difficult to communicate their ideas clearly and express their opinion. The last criteria was the students write their plan to overcome their difficulties of the lesson.

Students set goal after considering self-evaluation. This process was to get feedback that will be used by the students in the next speaking presentation. Teacher guides student during the self-evaluation process. It is proven when his students asked some questions of the statement that they were not understand. Also how to put the correct check sign in the option of the satatement based on their speaking ability. He did not only stay in his own chair, but he walked around the class to guide students about his students' understanding of the evaluation.

Teacher always reminded students to assess their own evaluation objectively, which means students have to be honest in assessing themselves. After doing self-evaluation, the rubric of self-evaluation sheets were collected at that time in the classroom.¹ By doing self-evaluation, the students were expected to get feedback from themselves. It could help them to do the next performance better than before. The observation was done by the researcher.

¹ Classroom observation by researcher on August 08th, 2017 at XI Excellent A and August, 05th 2017 at XI Excellent B.

b. Second Meeting

In the second meeting, the teacher explained about information report, the lesson page 27 of English Book. The observation was done on August 12th, 2017 at XI Excellent A and August 13th, 2017 at XI Excellent B. Before the teacher explained the activities that they were going to do, He started the class by greeting the students and tried some talks dealt with their condition. Then he checked the students' condition and attendance.

The speaking activity was presenting a report. The teacher asked his students to find a report text from book, newspaper, magazine, etc. He asked them to search it individually, so they would get difference report text. Before presentation session, he gave brief explanation and rule about speaking activity for students on that day. It was the students come forward one by one randomly to present their information report. In the presentation, the students have to bring and show the picture about their report in order to the other students can more understand the report that they were going to tell.

After all of the students present their report, then teacher told the students that they were going to do self-evaluation on their presentation. For the second presentation, he gave self-evaluation of the students' speaking fluency. The students did the self-evaluation in 15 minutes.

In the second meeting, the teacher gave self-evaluation of speaking fluency to the students. In this evaluation, the first step of students self-evaluation was the students only gave a check or sign of the option in each statement. Also there were some box to fill it based on the statement that were asked to them. The second step, they wrote the disfluency of their speaking presentation in the box under the statement. For the last step, they wrote the thing that will improve their performance next presentation. (*See Appendix 6*)

The result of the evaluation were, one of the statement was talked about speaking fluency. The students answer that they were occasionally fluent in speaking English. It was

about 24 students from both class. The other statement was about the speaking fluency error that often occur in their speech, most of the errors were in the repetition and hesitation. The students answer that sometimes these errors occur in their speech. It was about 37 students for repetition and 23 students for hesitation errors from both class.

The next statement was about the obstacles for the students to communicate effectively. Most of the students answer that they difficult to communicate their ideas clearly in English to other students. Although they have many ideas in their mind, but they can't deliver it all. Furthermore, they paused for several seconds and also repeat their words more than twice when they speak. It can makes the students not fluent in speaking.

The another statement was about the students confident in speaking English. The students answer that they were always confident in speaking English. It was about 21 students. It is proven by students' presentation. In their presentation, they were good to do it eventhough there were some errors in the case of their speaking fluency. The last statement, the students write some suggestion for their improvement in next presentation. This statement of evaluation can motivate the students to be better in speaking skill.

Teacher communicated the learning objective and success criteria. The learning objective was to comprehend the meaning of information report about human, animal, thing and phenomenon. For the success criteria was the sudents can present the information report fluently and expressively.

In the second evaluation, the student grades their own performance. The teacher asked students to grade their speaking presentation. The score from the students was added with the score from the teacher. Then, it was divided with two. Then, students were able to identify the strength and weakness. It was showed by answering teacher's question and evaluation rubric. After that, students set goal after considering self-evaluation. This process was to get feedback

that will be used by students in the next speaking presentation.

Teacher guides student during the self-evaluation process. It is proven when his students asked some questions from the statement that they were not understand. Also how to put the correct check sign in the option of the satatement based on their speaking ability. Teacher guides the student only in XI Excellent B. It was not needed in XI Excellent A because the students understand well about the evaluation.

Teacher tests some students to see the progression. It used to make a comparison between the students' first presentation and second presentation. Then, he notified information about the result of students progress at the end of evaluation process. He informed their progress between first presentation and second presentation. Include the students' score from both speaking presentation.

Before closing the lesson, the teacher discussed descriptive feedback on students' work done. It was discussed after conducting evaluation. The students did the activities well. Student got critique of work in terms expectation. At the end of the lesson, students got a feedback and critique from the teacher about their presentation.² They used the feedback from their self-evaluation. They used it for improving their skill.

The differences between A class and B class of the second evaluation is in the guiding from teacher. The students in A class didn't need guidance for doing self-evaluatiom for second meeting, but in B class the students still need teacher's guidance for doing self-evaluation. In Excellent A, the teacher just explained how to use the evaluation in the beginning of the evaluation process, and for the rest, the students has already knew how to evaluate their performance themselves.

² Classroom observation by researcher on August 12th, 2017 at XI Excellent A and August 13th, 2017 at XI Excellent B.

2. The Students' Respond to the Implementation of Self-Evaluation on English Speaking Fluency

To support the data about the students' respond, the researcher gave questionnaires to the students and analyzed it. In the questionnaire, the researcher provided 8 questions. (*See Appendix 4*)

The students' respond about the implementation of self-evaluation on English speaking fluency based on the result of questionnaire were 80 % A Class and 85 % B Class of students believe self-evaluation practice is always useful for the students learning process of speaking. (*See Appendix 9*)

The self-evaluation can motivate the students to improve their learning. It is proven by 90 % A class and 60 % B class of students answer that self-evaluation motivate the students more in speaking. The students made some motivation for themselves in order to be better in next performance. Such as, they will keep practicing to speak English well, they will be more confidence than before, etc.

The self-evaluation feedback provides student with advice on how to maintain their learning progress. It is supported with the students' answer that 60% of students in each class, the students always use the feedback from self-evaluation to help them be better in next performance. The feedback from their teacher always be a motivation for them to improve their performance next performance. They also made some plans to overcome difficulties of the lesson.

The feedback on an evaluation can help the student improve their work. As much as 60 % from both class of students answer that there are progress in students' speaking after evaluating their performance. They can learn language in teaching speaking activities actively. Beside that, they look confidence during the implementation of self-evaluation in speaking class. The self-evaluation feedback is an important part of continuous assessment as it informs the learner on how well students are progressing and how they can improve.

The students enjoy and perceive benefits in doing self-evaluation. It is shown by the answer of the students that 85 % A class and 80 % B Class, the students always enjoy the self-evaluation activity. During the implementation of self-evaluation particularly in presentation project, their English teacher gives occasion for them to choose topic themselves.

B. Discussion

1. The Implementation of Self-Evaluation on Students' English Speaking Fluency

a. Definition of Self-Evaluation

The definition of self-evaluation has to be delivered briefly and clearly. In the beginning of the lesson, the English teacher of MA Al-Amien 1 Pragaan Sumenep gave explanation to students about the definition of the self-evaluation, but some students confused about the purpose of evaluation. At first, students still asked to their friends beside them what teacher explained. Then, the teacher gave explanation about the purpose of self-evaluation.

The purpose of self-evaluation is to give students feedback that they can use to increase their understandings and improve their performance.³ It can be the guidance to enhance student's achievement. It can also made the students conceive the learning goal. Therefore the purpose of giving brief definition and clear purpose in self-evaluation is to improve students' performance.

In designing the purpose effectively, teachers have to devise the students' need carefully. Brown suggested that the opportunities of self-evaluation would arise if teacher was able to analyze the purpose carefully.⁴ Hence, it is related with giving feedback to students.

³ Heidi L. Andrade, Gregory Cizek, *Handbook of Formative Assessment*. (New York: Routledge, 2010), 8.

⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (California: Longman, 2003), 277.

b. Procedures of Using Self-Evaluation Technique

The procedures of self-evaluation is needed because managing the classroom environment and inspiring each generation of students are continuously changing.⁵ Therefore, it is of great interest to explore procedures for self-evaluation in secondary education.

Based on the interview, he explain it briefly before the students do their self-evaluation. There were two self-evaluation that is given to the students, the first was self-evaluation on the speaking activity. The procedures were the students have to complete the statement then give a tick for the option that most applicable to them, after that write a plan to overcome their difficulties of the lesson. The second self-evaluation was about students' speaking fluency. The procedures were the students give a check or sign for the option of each statement. Then, write the disfluency of their speaking presentation in the box under the statement. After that, write the thing that will improve their performance next time.

c. Learning Objective and Success Criteria

Providing a clear concept of the learning objective and success criteria was necessary for teacher. The clear concept was prepared by the teacher before attending the class. Share the learning target with the students before the lesson. It will involve the students in setting the criteria for what successful learning looks like.⁶ Furthermore, the teacher had to be prepared well the clear concept of learning objective before teaching to evade students' misunderstanding in their mind.

⁵ L. T. Armstrong, Master's Thesis: *"Implementing and managing self assessment procedures"*. (Louisiana: Louisiana State University, 2013), 22.

⁶ Lisa Blackstock, Rebecca Forchuk, *Supporting Handbook for Assessment, Evaluation, and Reporting of Student Learning*. (Canada: Foothills School Division, 2015), 30.

Based on the interview, He shared the learning objective and success criteria at the beginning of the lesson. Sometimes, He write it on the whiteboard. So, the students will know the purpose of what they are working on.

d. Use Examples and Models of Strong and Weak Work

Begin with work that demonstrates strengths and weaknesses related to problems students common experience. Ask students to analyse the samples for quality and then to justify their judgments.⁷ The students will be developing a vision of what the product or performance looks like when it's done well.

The teacher created model of a performance. He showed students the true work or performance in the beginning of the lesson and also in the evaluation process. He shared examples of strong performance from previous student work, and let the students identify the strengths of the exemplars. Then he shared examples of weak performance from previous student work, and have students identify the deficiencies in the exemplars. After that, he asked students to use a rubric to evaluate strong and weak samples of the students' work.

e. Students are Able to Identify the Strength and Weakness

In the self-evaluation, students were able to monitor through comparing their current knowledge to the learning goal, so that, they became more aware to their weaknesses. It could occur when students set their goals and monitored their progress toward them.⁸ To indicate about students comprehension, a good result of evaluation for instance should be provided.

⁷ Rick Stiggins, Jan Chappuis, Judith A Arter, *Classroom Assessment for Student Learning-Doing It Right-Using It well*. (Boston, MA: Pearson Education, 2007), 36.

⁸ Susan Brookhart, Connie M. Moss, *Advancing Formative Assessment in Every Classroom*. (United State of America: ASCD, 2009), 91.

Therefore, student center in learning is used successfully through applying self-evaluation.

- f. Notifies information about the result of students progress

Before closing the lesson, teacher notified information about student's progress. Through notifying about students' achievement of the lesson, it can motivate students to enhance their performance for the next meeting. Consequently, the students would think about their current level in learning process through being active in the class and questioning to clear their understanding.

Based on the data of teachers' interview, he gave an information about the student's progress at the end of the lesson. For students whom got high score, he will ask them to come forward in front of the class and give information about the students performance.⁹ So, it can be a motivation for another students to be better in next performance.

2. The Students' Respond to the Implementation of Self-Evaluation on English Speaking Fluency

- a. Self-evaluation practice is useful for the students learning process of speaking

The self-evaluation feedback is provided quickly enough to be useful to students.¹⁰ They have gotten the effect after the implementation of self-evaluation. Similarly, self-evaluation experience especially useful for the enhancement of their

⁹ Interview with the English teacher on August 13th, 2017 at 11 AM in Al-Amien high school office.

¹⁰ Lloyd Scott, Jen Harvey, *Enhancing Student Learning through Assessment and Feedback*. (Sligo, Ireland: Institute's Learning Teaching and Assessment Strategy, 2005), 9.

speaking skills in the target language.¹¹ Self-evaluation also useful to increase student motivation and that students become more aware of their mistakes as a result.¹² It would be useful to use strategies for student involvement resulting in students being able to take responsibility for their own learning.¹³ Thus, they can more confidence in conversation, presentation. The evaluation make students repair their mistakes in speaking.

b. Self-evaluation motivate the students more in speaking

Student self-evaluation can promote intrinsic motivation, internally controlled effort, a mastery goal orientation, and more meaningful learning.¹⁴ In self-evaluation, students also learn diplomacy, how to receive and act on constructive criticism, as well as the more obvious skills of making explicit and judgements. Students reported real benefits in retention of knowledge, enhanced creativity, greater resourcefulness and increased motivation. There are also reported gains in specific deeper knowledge in the subject area itself.¹⁵ Moreover, the strategies that take the focus of grading and self-worth and place it on learning, gives students the information they need to be able to take control of their own learning, and thus improves motivation and achievement.¹⁶ Beside that, the students' attitudes toward self-evaluation become more positive as they gain experience with it. The students' experiences are more positive if teachers

¹¹ N. Nikolov, Doctoral Dissertation: “*Drama And Language Self-/Peer-Evaluation: An Innovative Tool For Fostering Efl Students’ Speaking Skills*” (Bulgaria: New Bulgarian University, 2015), 119.

¹² Ibid, 19.

¹³ Judy Arter, *Classroom Assessment For Student Learning (CASL) Perspective on the JCSEE Student Evaluation Standards*. (Portland: ETS Assessment Training Institute, 2009), 12.

¹⁴ James H. McMillan, Jessica Hearn, *Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement*. (United States of America: Educational Horizons, 2008), 40.

¹⁵ Ibid, 9.

¹⁶ Ibid, 8.

provided clear articulation of evaluation criteria and rubrics resulting in higher grades, better academic work, increased motivation, mindfulness, learning, and reduced anxiety.¹⁷ Then, the teacher will have to play an important role in managing the classroom environment and motivating students to self-evaluate with a rubric. Self-evaluation is for students to assess their own learning, then the students views on the task and culture of the classroom will have to change to motivation to learn.¹⁸ Additionally, activating students as owners of their own learning brings in metacognition, motivation, interest, and attribution, as well as self-evaluation.¹⁹ Therefore, the more students are self-regulated to learn on their own, the more likely students will become future learners.²⁰ Clearly, the teacher motivates students by framing the self-evaluation as an opportunity to reflect objectively on their work.

- c. Students use the feedback from self-evaluation to help them be better in next performance

Feedback functioned formatively only if the information feedback to the learner was used by the learner in improving performance.²¹ Likewise, the high-quality feedback is the most powerful single influence on student achievement.²² In addition, feedback is a very important factor in enhancing

¹⁷ G. Thomas, D. Martin, K. Pleasants, "Using self- and peer-assessment to enhance students' future-learning in higher education". *Journal of University Teaching & Learning Practice*. Vol. 8 No. 1, 2011, 3.

¹⁸ Martha Carr. *Motivation in Mathematics*. (Cresskill, New Jersey: Hampton Press Inc, 1996), 126.

¹⁹ 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.

²⁰ Lucia Corno, Mary M. Rohrkemper, *The intrinsic motivation to learn in classrooms*. (Orlando, Fl: Academic Press, 1985), 53-58.

²¹ P. Black, D. Wiliam, "Developing the theory of formative assessment". *The Journal of Personnel Evaluation in Education*. (London: University of London, Institute of Education. Vol. 1 No. 1, November 2009, 12

²² Sally Brown, Peter Knight, *Assessing learners in higher education*. (London: Kogan Page, 1994), 75.

student learning. Assessment should provide feedback to students on their progress towards the achievement of learning outcomes. The effective use of feedback will provide the opportunity for students to realise where they have done well and indicate what they could improve on. Also feedback is most effectively provided as soon as practicable after the assessment has taken place, so that any learning from that feedback can still be connected to the assessment content and to enhance student learning.²³ Feedback provides students with detailed, specific information about improving their learning. The teacher gave descriptive feedback to the students at the end of the lesson. He gave descriptive feedback orally by saying “You did a good job!”, “It was good presentation”, “You should practice to speak more so that you have fewer pauses”, “Try to use your gesture in delivering your information report”, etc. Briefly, the self-evaluation feedback provides student with advice on how to maintain and improve their learning progress.

- d. Progression in students’ speaking after evaluating their performance

If students are given feedback on each piece of continuously assessed work, then they can direct their future learning in relation to this feedback.²⁴ Beside that, by using self-evaluation students may describe their own learning, with the goal of determining its extent, outlining next steps and reporting progress.²⁵ So, when students purposefully choose to demonstrate progress made toward personal learning goals, they are taking ownership of their learning, and this is the very type of practice that

²³ Ibid, 28-29.

²⁴ Ibid, 13.

²⁵ Lorna Earl, Steven Katz, *Rethinking classroom assessment with purpose in mind : assessment for learning, assessment as learning, assessment of learning*. (Ministers of Education: the Western and Northern Canadian Protocol for Collaboration in Education, 2006), 17.

student-engaged learning stands upon.²⁶ In summary, feedback on an assessment can help the student improve their work as they progress through a programme, module or rubric.

e. Students enjoy the self-evaluation activity

Self-evaluation feedback focuses on learning rather than on marks or students themselves. It is linked to the purpose of the assignment and to criteria. It is understandable to students, given their sophistication.²⁷ Also by doing self-evaluation, students feel ownership of the assessment and learning process.²⁸ Then, the students enjoy and perceive benefits in doing self-evaluation.²⁹ Finally, it can make students more enjoy, happy, and comfort in speaking because they understand with the topic.

²⁶ Ibid, 9.

²⁷ Ibid, 13.

²⁸ Dr Duncan D. Nulty, *A Guide to Peer and Self Assessment: Approaches and Practice Strategies for Academics*. (Australia: Griffith University, 2013), 3.

²⁹ Y.M. Chen, Undergraduate Thesis: "*Self Assessment of Oral Performance in the EFL University Classroom*". (Tiongkok: National Chung Cheng University, 2008), 8.