

Developing Self Assessment Instruments for Teaching Speaking to Grade Eight Students of Junior High School

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Abstract

The main purpose of this study was to develop self assessment instruments for speaking competency of the eighth grade students of junior high school. The focus of this study was specifically on; 1) finding out the types of self-assessment needed to be developed; 2) developing the prototype of self assessment instruments; and 3) examining the quality of the developed self-assessment instruments. This study used R&D method of Gall, Gall & Borg (2003) design model. The subjects of this study were eleven English teachers and syllabus for the eighth grade students of junior high school. The data were obtained through questionnaire, interview, observation and syllabus analysis. The results revealed that there were two form of self-assessment instruments needed to be developed, namely linguistic aspect and non-linguistic aspect self assessment. The prototype of self assessment instruments were developed by considering the need analysis results and grand theory. The instruments were validated and revised by two expert judges and user judges. Based on the validation from expert judges and user judges, the quality of the developed self assessment instruments was categorized as *excellent instruments with very high validity*.

Keywords: self assessment instrument, speaking competency

INTRODUCTION

The development of approach and methods in the area of education is in line with the development of evaluation systems in education and learning itself. Therefore, teaching, learning, assessment and evaluation are inseparable aspects that impact school communities in many ways. In school, assessments of students' learning and classroom instruction serve multiple purposes. The information obtained from an assessment activity can be used to monitor students' progress and the effectiveness of the instruction. In fact, assessment and instruction can be integrated purposefully by constructing assessments appropriately, interpreting assessment information effectively, evaluating students' achievement wisely, and providing feedback helpfully to

students and their families at conference time.

In the context of English teaching and learning, the assessment should cover the four language skills, namely: listening, speaking, reading, and writing skills. But, for many years, those four skills have not been assessed equally. There has been a tendency to put emphasis on assessing reading and writing skills. Permendiknas No. 34, 2007 about "National Examination and Standard Competency of Passing-Grade" clearly stated that the final examination on English subject only covered the reading and writing skills. That is why, most of the teachers focused on those reading and writing skills in the teaching learning process and neglect listening and speaking skills. The ignorance of assessing speaking skill in the foreign

language learning consequently affected students' ability. More importantly, it also affected teachers' ability in assessing speaking skill.

The ability to speak in English is very important for the students because speaking is the basic language skill for communicating, and the ability to speak well will make the students can easily follow the progress of globalization.

Fauziati (2005) says that as a part of communication speaking is regarded more representing what speaker wants to say. Meanwhile, Ratih (2002) states that speaking is the form of oral language that is inevitably used to communicate ideas and feelings no matter what the language is.

Furthermore, Carter & Nunan in Mettasari 2013 state speaking usually involve two or more people who use a language for interactional or transactional purposes. It is not the oral expression of written language. According to these definitions, it can be concluded that speaking is an interaction between two people or more. The achievement of good speaking activity is when the people who interact can understand each other. One obvious example of speaking activity is the interaction between teacher and students. In the interaction, the teacher should have a good speaking competence because he or she has to bring all of his or her students to understand the material through his or her speech.

Besides, the EFL teachers should be a good speaker; they also have to be competence in assessing their students. But, in the reality, the English teachers of Junior High School or "*Sekolah Menengah Pertama*" (henceforth: SMP) in Buleleng Regency have faced the problems in assessing their students; especially assess students' speaking ability. The teachers have realized that the weaknesses of the assessments have affected to the results of the students' achievements. It can be seen from the output of SMP students which cannot speak English well. They have failed to communicate well because of bad English.

Meanwhile, it was known that in School Based Curriculum (KTSP),

assessment plays a very significant role since it influences the students' competency significantly. It emphasizes the development of competence through the tasks with specific performance standards so the results can be perceived by students as a mastery of a set of specific competencies.

The Process standard which is applied to the latest curriculum (Curriculum 2013) is also emphasis more on authentic assessment (Permendikbud No. 81A 2013). Here, authentic assessment is considered necessary to measure the overall learning outcomes of students. It is because these assessments evaluate the progress of learning, not merely the result but also the process and other aspects in different ways. In other words, the assessment system would be fairer to students as learners, because every effort which the students produce will be more appreciated (Sudrajat, 2007).

However, there were many obstacles faced by the teachers in developing authentic assessment especially self-assessment in teaching learning process at the school. From the preliminary interview and questionnaire, it was found that most of the teachers did not implement self assessment, especially in speaking skill. The teachers faced problems in implementing self assessment of speaking skill because most of the students did not understand the use of self assessment. Besides, most of the teachers did not have enough knowledge and self assessment's instrument to be used in speaking class. They also said that they did not have proper guidance for the implementation of authentic assessment, especially self assessment in speaking skill. Most of them admitted that they were really lack of information about self assessment. This condition made the teachers felt unwell to implement the self assessment of speaking skill. They also expect to have a correct and good guidance of authentic assessment especially self assessment for teaching speaking.

The problems about the assessment on teaching speaking also found by Marhaeni (2013). From her

study, it was found that teachers found some obstacles in implementing assessment, especially authentic assessment. First, teachers did not have instruments to equip themselves in implementing authentic assessment. Second, some teachers have the instruments, but they were not able to use it. Third, teachers did not have enough knowledge about authentic assessment.

One type of authentic assessment that could help teachers and students to see and know the results of learning and teaching tasks is self-assessment. According to Oscarson (1997), self-assessment is what the students see from their own perspectives. Enabling students to self-monitor their learning practice is regarded as a way to help students develop knowledge through conscious control over that knowledge or to develop metacognitive awareness of knowledge and thought. Meanwhile, Andrade & Du (in Spiller, 2009) define self assessment as 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 the strengths and weaknesses in their work, and revise accordingly. In conclusion, self-assessment is a method where the students are asked to assess their selves and to identify their strengths and weaknesses.

Smith (Depdiknas, 2008) explains the benefit of Self-Assessment is to encourage the students to know their own strengths and weaknesses. The students can reflect their competency which is already achieved and give them self motivation toward their learning process, thus they will be more stand-alone and honest.

Considering the importance of self-assessment for assessing speaking, it was

needed to develop self assessment instruments. In this study, to make the self assessment instruments easier to be understood and implemented, it is considered important to supplement the lesson plan and the speaking task. Robertson (2002) states that lesson plan is important because it provides a structured 'route' through to the lesson so that the teachers can be sure of meeting the lesson objective(s) and lesson plan also gives the teachers a guideline what they are doing.

This research was conducted to find out the type of self-assessment which is needed to be developed for assessing teaching speaking to the eighth grade students of Junior High School and to develop the prototype of self assessment instruments as the result of need analysis. This study also intends to examine the quality of the developed self-assessment instruments for teaching speaking to the eighth grade students of Junior High School.

RESEARCH METHOD

The subjects of this study were 11 English teachers in Buleleng Regency and syllabus for the second grade students of junior high school. The object of this research was self-assessment instruments development for speaking competency. This study used an elaboration R&D model by Gall, Gall, & Borg (2003) since the aimed of this research was to design a new product of self-assessment instrument for the eighth students of Junior High School in Singaraja in the academic year of 2013/2014 in the terms of the quality of the developed self-assessment instruments to assess speaking competency of the Eighth Grade Students of Junior High School. It was shown in figure below.

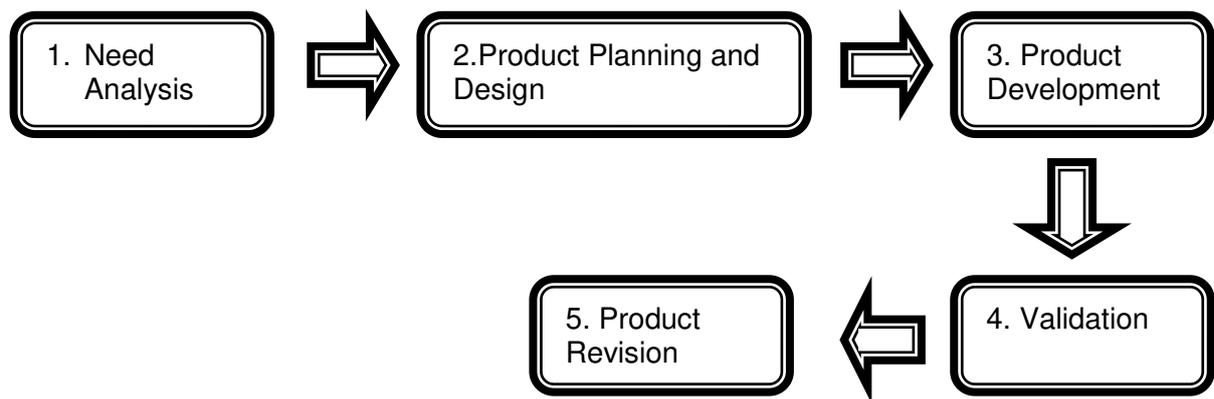


Figure 1 An Elaboration Model of R&D by Gall, Gall, & Borg (2003).

Meanwhile, there were several methods of data collection used in this study such as observation, interview, questionnaire, document study, and experts and users judgment. Besides, in collecting the data, the researcher was equipped with some instruments. Those instruments were observation sheet, note, and questionnaires. The quality of the instruments developed was measured through its validity (*content, construct and criterion validity*) and reliability. It was done by expert judges and user judges. The result from the expert judges was analyzed using the formula of Gregory in Kusuma (2012). Results of user judges were analyzed using formula adopted from Fernandes in Dantes (2012).

FINDINGS

Self-assessment needed to be developed for speaking competency of Eighth Grade Students of Junior High School

There were several activities which were done by the researcher in need analysis. Those were: (1) Syllabus analysis, (2) Giving questionnaires to the English teachers of Junior High School and (3) Interview.

Based on the result of the data, it was found from the syllabus analysis, there were eight basic competencies covered by 23 topics for one academic year. Meanwhile, from questionnaire and interview, it can be seen that the

application of speaking assessment in school is less than the expectation. There are a lot of teachers who still use traditional assessment to assess their students. Students often only assessed by using short answer or multiple choice questions. Students are assessed only on a limited number of tasks that may not conform to what is done in the classroom.

In addition, many teachers still lack about authentic assessment knowledge, particularly the use of self-assessment. A lot of teachers expect to have an appropriate assessment instruments that they can use later to assess students' speaking ability. Teachers want to use a self-assessment instrument as an alternative to assess students' ability in speaking because the teachers hope that linguistics and non-linguistics aspects of self assessment in speaking will help students know their own improvement from the previous meeting.

Based on the need analysis, It can be concluded that the self-assessment needed to be developed for speaking competency of grade eight students of Junior High School is self-assessment instruments including self-assessment rubric (linguistic and non-linguistic).

Prototype of Self Assessment Instruments in Speaking Skills for Eighth Grade of Junior High School

The prototype of self assessment instruments for assessing students' speaking ability was develop based on the

result of need analysis, basic competencies that should be covered and grand theory, the design of prototype could be draw as follows:

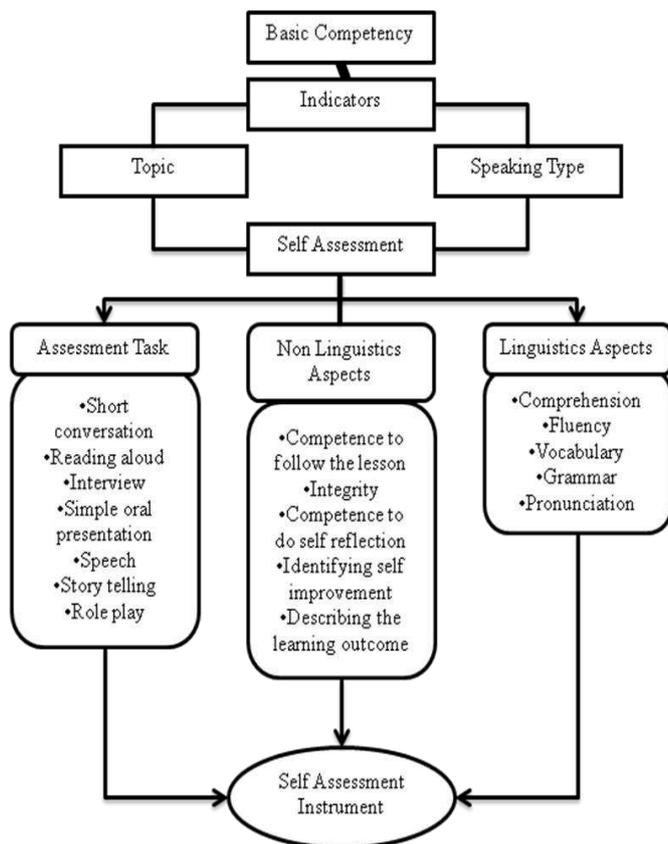


Figure 2 Prototype of Self Assessment Instruments

The prototype was designed based on the need analysis, curriculum and syllabus analysis. The prototype of the assessment product as displayed in the figure above covered basic competency which was distributed to some indicators. There were eight basic competencies covered for teaching speaking for the eighth grade students of Junior High School for the whole one year. From the basic competencies, it could be seen that there were 23 topics for teaching speaking for eighth grade students of Junior High School. However, in this study there were 17 topics that would be equipped by self assessment instruments. It was because of some topics which appeared twice. Meanwhile, from the indicators, it can be

seen that there were two speaking types, namely monologue and dialogue. The self assessment instruments were also developed by including some aspects, namely assessment task, non-linguistics aspects, and linguistics aspects.

From Brown's theory (2001), there are five kinds of assessment tasks that students are expected to carry out in classroom. Those are: imitative, intensive, responsive, interactive and extensive. Meanwhile, the product of self assessment instruments developed into two forms, namely: 1) linguistic aspect which includes comprehension, fluency, vocabulary, grammar, and pronunciation; 2) non-linguistics aspects of self-assessment which covers competence to follow the lesson, integrity/honesty, competence to do self reflection, identifying self improvement and describing the learning outcome.

The Quality of the Developed Self-Assessment Instruments

To find out the quality of the developed self assessment instruments, the validation was occurred. The validation of the product was done by the expert and user judges.

From the five categories, all self assessment instruments developed in this study belong to the first category, $0.76 \leq \bar{X} \leq 1.00$. It means that the instruments were categorized as *very high validity*.

Meanwhile, both of the user judges stated that the quality of self assessment instruments was categorized as excellent instruments.

DISCUSSION

Self assessment instruments for speaking competency were developed by using model of R&D proposed by Gall, Gall & Borg. The instruments were based on the criteria of good assessment proposed by Marhaeni (2008). In developing the self assessment instruments, the researcher started from the first step, *Research Analysis and Need Assessment*. Then it was continued with *Syllabus Analysis, Product Planning and*

Design, Product Development, Validation Product from Expert and User Judges, and Final Product Revision.

As explained previously, the very first thing in developing the self assessment instruments were identifying the type of self assessment needed to be developed from teachers' perspective where these would be used as considerations in developing self assessment instruments. Identifying the type of what will be developed was also conducted by previous researcher as the very basic source in developing products. The previous researcher was Suandhia (2011). He identified the type of performance assessment needed during the implementation of preliminary observation where the results then were used as the considerations in developing the products. What the researcher did in this study was also the same.

From the result of preliminary observation, it was found that the application of speaking assessment in school is less than the expectation. There were a lot of teachers which often assessed their students by using short answer or multiple choice questions. It also found that the teachers still lack about authentic assessment knowledge, particularly the use of self-assessment. The teachers also stated that they expect to have an appropriate assessment instrument that they can use to assess speaking students. Most of the teachers want to use a self assessment instrument as an alternative to assess students' ability in speaking because the teachers hope that linguistics and non-linguistics aspects of self assessment in speaking will help students know their own improvement from the previous meeting.

Summarizing from Andrade & Du (in Spiller, 2009), Smith (Depdiknas, 2008) and Kunandar (2007), it is obvious that self assessment will help students in identifying their strengths and weaknesses, gives a positive impact toward the students' competency and gives self motivation toward their responsibilities in their learning process. Also as stated in empirical review, Ariafar (2013) and Paramartha's (2012) result of

study revealed that self assessment was one of the effective ways to improve the students' ability in English. Therefore, looking at the problems found during the preliminary observation and relate to the theory of self assessment, the researcher tried to develop self assessment instruments. This study was emphasized on developing self assessment instruments because up till now, the study about self assessment was only limited on finding how effective self assessment was used to improve students' competency. Here, the developed self assessment instruments were instruments for assessing speaking competency of the eighth grade students of junior high schools in Buleleng regency.

Besides, the researcher tried to use simple language in the self assessment instruments because it will be used for the students in junior high schools. It had been adjusted with the eighth graders' language proficiencies. The self assessment instruments was hoped to be able to encourage the students to know their own strengths and weaknesses. The students can reflect their competency which is already achieved, giving self motivation toward their responsibilities in their learning process so; they will stand alone and honest. By using these instruments, it hopes to give a positive impact toward the development of students' personality, especially the problem which the students face during their learning process.

During the development, the researcher designed the self assessment instruments based on the new syllabus constructed as the result of *Syllabus Analysis* and also the *Need Analysis*. The syllabus consisted of four competence standards and eight basic competencies. Besides, the self assessment instruments were also designed by considering the linguistics aspect and non-linguistics aspect of self assessment. Because according to Ratih (2002), to be successful in English speaking, learners should master the linguistics aspect and possess the non-linguistics aspect. They both correlate each other. So, English speaking ability here not only focuses on knowledge

of language that the learners have, but also focuses on the personality dimension that will affect them in presenting their knowledge of English and they know how and when to present it. In accordance of that, the instruments were made based on linguistics aspect from Harris in Chaudhary (2008) and non-linguistics aspect from Marhaeni (2008).

According to Marhaeni (2008), the non-linguistic aspects covered five indicators; such as *Competence to follow the lesson, Integrity/Honesty, Competence to do self-reflection, Identifying self-improvement, and Describing the learning outcome*. Meanwhile, Harris in Chaudhary (2008) stated that the linguistics aspects of the self assessment included comprehension, fluency, vocabulary, grammar, and pronunciation. Comprehension aspect required a subject to respond to speech as well as to initiate it. Fluency aspect required a subject to speak fluently and pauses properly. Vocabulary aspect required a subject to use related vocabulary. Pronunciation aspect required a subject to pronounce the word with correct sounds, tones and the voice was clear and easy to hear. In grammar aspect, it was required the use of correct sentence pattern.

The self assessment instruments in this study were also being developed from the speaking type. In regards to the theory from Brown (2001), the self assessment instruments in this study were divided into two speaking types, namely dialogue and monologue. The differences were only in the statement. For example in dialogue speaking type for non-linguistic aspects, the statement was "*Saya bercakap-cakap dengan baik dan penuh tanggung jawab*" (I communicate well and full of responsibility). Meanwhile, in the monologue speaking type, the statement was "*Saya menyampaikan teks monolog dengan baik dan penuh tanggung jawab*" (I convey the monologue text well and full of responsibility). And in the linguistic aspect for dialogue speaking task, the statement was "*Saya bisa mengucapkan kata-kata untuk keperluan meminta/memberi/menolak barang/jasa orang lain dalam bahasa Inggris dengan*

jelas dan tepat" (I can say the words for asking/giving/refusing service/goods in English clearly and accurately). Meanwhile, the statement for monologue speaking type was "*Saya bisa mengucapkan kata-kata untuk keperluan menyampaikan sebuah pesan singkat/undangan/pengumuman dalam bahasa Inggris dengan jelas dan tepat*" (I can say the words for telling a short message/invitation/announcement in English clearly and accurately). It can be seen that from the content of each statement in the self assessment instruments developed in this study, it was made to be specific and simple. The reason of developing each statement to be specific and simple rather than to be general or complicated was to avoid confusion for the students. Since the instruments are intended for eighth junior high school level, it was considered that each statement should be delivered as specific as well as simple as possible.

To know the quality of a product, it cannot be judged as having excellent quality when it is seen only from the contents involved. But it must be seen from other points such as the *validity (Content and construct)* of the product. According to Nieven in Nieven et al (2007), validity of the product can be seen from its content and construct validity. She explained that content validity is about theory/literature review gathered in preliminary observation while construct validity is about the steps that had been conducted during the development of the product.

In this study, the product can be said that it had fulfilled the content and construct validity. The development of the product had been based on the teachers and students' need. Some literature reviews had been used as the considerations and sources in developing the prototype. Beside that, the instruments had been based on the criteria of good assessment proposed by Marhaeni (2008). In other words, it can be said that the product used some theories as the basis of its development. The product can also be said to have fulfilled the construct validity where the development itself

consisted of some steps which had to be followed. The first step had connection with the second step and the next steps. The result of each step was used as the basis of revision toward the product and its supporting components. In other words, the development of the product followed some steps chronologically and between one steps with another steps had close relationship and interconnected.

The expert judgment toward the product had been conducted to complete the explanation above. The result from the expert judges categorized the developed self-assessment instruments as the instruments with a very high validity. However, there were some aspects of the instruments suggested to be revised by the expert judges. Meanwhile, the result from the user judges indicated the similar things that all self-assessment instruments developed in this study were categorized as excellent instruments.

Based on the discussions above, it can be said that the developed self assessment instruments are considered as excellent instruments with very high validity for assessing speaking competency of the eighth grade students of junior high school.

CONCLUSION AND SUGGESTIONS

Based on the findings and discussions, it can be concluded that the self-assessment needed to be developed for speaking competency of grade eight students of Junior High School is self-assessment instruments including self assessment rubric (linguistic and non-linguistic). The prototype of self assessment instruments for assessing students' speaking ability was developed based on the result of need analysis, basic competencies that should be covered and grand theory. The type of self assessment instrument needed to be developed for speaking competency of grade 8 Junior High School was made based on linguistics and non-linguistics aspects of speaking competency.

For the quality of the developed self assessment instruments were validated by expert judges and user

judges. The expert judges were the lecturers of post-graduate program of English Education Department, Ganesha University of Education and the user judges were the English teachers in Junior High School. The expert judges stated that the quality of self assessment instruments can be interpreted into the first category, $0.76 \leq \bar{X} \leq 1.00$. It means that the instruments were categorized as *very high validity*. Meanwhile, both of the user judges stated that the quality of self assessment instruments was categorized as *excellent* instruments.

Thus, it is suggested for English teachers to use this product to assess the students' speaking process. The assessment which is done by the teachers in school can be combined with this product since these products are beneficial for improving the students' speaking skills. And for the other researcher who wants to do the same research, it is suggested to do further research. It can be done to expand this study. It can be expanded by conducting a research to implement this product to the real field in order to know the effectiveness of the products to be applied to improve the students' speaking competency. The step of the class observation had to be done by the expert not by the researcher.

It is also suggested for the policy makers to make a special assessment (assessing students' speaking ability). This product (self assessment instruments) can be one of the choices of the teachers to use as an assessment which is applied in their class. The purpose of achieving the target of learning English also could be reached.

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