CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF STUDY

Speaking is considered the most important skill, as it is used for communication, for instance, sharing ideas. In other words, most of activities and interactions are done through dialogues or conversations. Speaking is used to carry out a conversation in language (Nunan, 1991: 39). It underlines the importance of speaking to be learnt.

Speaking is a productive skill which has been some problems for the students in every level. It demands students to convey their ideas through a speaking activity. However, speaking is difficult for them because they often do not have adequate vocabulary to speak English. Moreover, low motivation is another problem which causes them shy and less confidence to speak English. Additionally, they are afraid of making mistakes when they speak. For example when they are given a situation by the teacher to be discussed. When they have an idea about the result of their discussion, they have no confidence to share it with their friends because they are afraid of formulating English sentences correctly. Lack of vocabulary may cause those problems.

The conditions mentioned previously also happened to the eleventh grade students in one of Senior High Schools in Banyumas regency
particularly in Academic Year 2011/2012. Based on pre-observation, the problems faced by them were: (1) low motivation, and (2) gap between the teacher and the students’ relationship because the teacher’s roles only focused on managing and controlling the students. For example, when the teacher asked the students to answer some questions, and only smartest student could answer them. Moreover, the teacher did not give an opportunity to other students to answer it. It implied that the teacher only delivered the material, but he or she did not understand the problem faced by the students. Due to this condition, they were lazy, passive and not able to understand what the teacher explains.

Based on the real conditions, planning and doing speaking have to be done continuously. One of the ways that can be done to solve the problem is self-assessment. It can be used to improve students’ English speaking achievement. Assessment is a scoring and monitoring process to the teaching-learning interaction in the classroom (Aries, 2011: 2). Self-assessment is a technique that the students have to evaluate themselves related to their status, process, and goal of the competence that are learnt in certain lesson (Suwandi, 2011: 135).

The use of self-assessment in second or foreign language learning situations is also related to the belief that to be active, efficient, a teaching learning process strategy is required that to ensure students have some inputs in the complete learning cycle (LeBlanc and Painchaud, 1985 as cited in Ramelan, 1990: 106). Research into the use of self-assessment in
learning has shown contradictory result. Some studies (e.g. LeBlanc and Painchaud, 1976 as cited in Ramelan, 1990: 106-107) showed inappropriate results, while others (e.g. LeBlanc and Painchaud, 1985 as cited in Ramelan, 1990: 107) indicated appropriate results.

Several experiments have been conducted related to self-assessment as a planned procedure, which make students’ involved particularly answering questions and scales their ability to use the language or certain aspects of it. It can be seen from the previous research that explained about self-assessment. That research explained that self-assessment was a new variance in language testing and consequently there was little accumulated knowledge and experience that was drawn for our purposes (Oskarsson, 1978 as cited in Ramelan, 1990: 107).

The appropriate results of the use of self-assessment test can be known in the direction of planned self-assessment as an alternative to their own standardized proficiency tests. The result of this research can be concluded that at least under certain conditions such as their own, self-assessment can be considered as a very valuable placement test instrument (LeBlanc and Painchaud, 1985 as cited in Ramelan. 1990: 107).

Another finding that the investigated subjects scores in the self-assessment test of the four target language skills were significantly correlated with the scores of their four English skill performances related by native speaker (Madya, 1987 as cited in Ramelan, 1990: 108).
The descriptions mentioned previously explained that self-assessment is a good way to solve the problem in teaching speaking. Suwandi (2011: 136) described that there were some advantages of self-assessment: (1) to increase the students’ confidence because they were given an opportunity to evaluate themselves, (2) to know students’ strengths and weaknesses because an evaluation helped students to understand their strengths and weaknesses, (3) to support and train the students to be honest because honesty is important to do an evaluation.

Self-assessment has some benefits if it is used in teaching-learning process. It means that there are some benefit of using self-assessment particularly for the curriculum. The benefits are: (1) it can help the students to improve their speaking achievement because by retelling the story that is given by the teacher, they will try to speak. After doing this activity, the students have to answer the questionnaire that is given by the teacher, so the students know about their problems in speaking. (2) it can be one of techniques to the teacher if it is used in teaching learning process.

Based on previous explanations, “Self-Assessment Technique to Improve Students’ English Speaking Achievement” is selected as a topic to be investigated.
B. REASON FOR CHOOSING THE TOPIC

“Self-Assessment Technique to Improve Students’ English Speaking Achievement” is choosen as a topic because it is expected that self-assessment can be one of the teaching techniques for teaching speaking to Senior High School students.

C. PROBLEM OF THE STUDY

The problem of this study is stated by the question:

“Is self-assessment technique effective to improve students’ English speaking achievement in teaching speaking?”.

D. THE AIM OF THE STUDY

The aim of the study is to find out whether or not self-assessment technique is effective to improve students’ English speaking achievement in teaching speaking.