CHAPTER II
LITERATURE REVIEW

A. SPEAKING

1. THE DEFINITION OF SPEAKING

Speaking is someone capability to express ideas, opinions, and feelings to other people orally (Nurjamal, 2011: 4). Speaking is also a language that develops in the real live and it is done by listening first (Tarigan, 1985: 3). On the other hand, speaking is a capability of producing sounds or words to express, state and share ideas, opinions, and feelings (Tarigan, 1985: 15).

Speaking is called as a system that can be heard (audible) and can be seen (visible). Speaking is a kind of people’s behavior that use some factors like physical, psycologys, neurologys, semantic, and linguistic widely, so it can be called as a people’s tool in social life (Mulgrave as cited in Tarigan, 1985: 15).

In short, speaking is one way to declare or state our argument, opinion, and feeling that can be done by using language.
2. THE PURPOSE OF SPEAKING

Rahayu (2007: 219) and Tarigan (1985: 16) described that speaking has some purposes, which are:

a. To inform

Informative speaking is used to give knowledge, decide the correlation between things, inform the process, and explain the writing style and techniques. For instance when the students were joining the teaching learning process in their school. The information that the teacher had will be communicated to students. Finally, it can be concluded that the aim of this lesson is to give knowledge as well as to give the information as the particular purpose.

b. To entertain

In this purpose, an appropriate media that is used is story telling. For example when the teacher told about the story to the students like in narrative text. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

Usually, this activity is done by the people to do a business. Taken as an example when a businessman wants to persuade the customers. He wants to persuade a customer to purchase his product. He has to be able to sell it by persuading the customer. This condition can be applied in teaching learning process. The
teacher has to make a good service to the students by giving them the example in delivering the material. The teacher also has to make limitation of time. For instance, when the teacher wants to get students’ score from an oral test. The teacher has to make limitation of questions and the students have to answer it as soon as possible. The students who want to answer the questions, they have to raise their hand. It is used to persuade the students to be the first.

d. To discuss

Deliberating speaking is used to make some decisions and planning. Discussion is done carefully because the students have to ask a suggestion and think about the facts. The method used are simple and direct. By doing this activity, the students know the elements of speaking: clarity, orderliness, evidence, arguments, and straight thinking.

3. THE CONCEPTS OF SPEAKING

Taryono as cited in Aries (2011: 92-95) explained that speaking had some concepts that were concluded as follows:

a. Speaking as communication activity

As communication activity, a speaker will speak if they want to do a connection with others to share idea, feeling, and willing. A speaker has to avoid a problem that can disturb their process
of communication. In order to make a good communication, a speaker has to speak clearly.

b. Speaking as a human activity

In this case, there are two important points in speaking activity. First, love, which will be expressed like a good manner that is done by the speaker. Second, attention, which will be done by the speaker to the listener to understand the condition and the listener’s respond. Speaking as a human activity is also done by using physical instruments like speaker’s position, body language, movement, gesture, eyes contact, expression, and harmony.

c. Speaking as conversational activity

As a conversational activity, speaking is an effort to make a connection. It is needed a high spontaneity skill, good eyes contact, and good attitude.

d. Speaking as a procedural activity

As a procedural activity, speaking has sequences particularly in formal speaking. The sequences are planning and doing. If those sequences are done better, it will produce an effective speaking.
e. Speaking as an activity that needs vitality

The vitality of speaker is needed in speaking because it will give a motivation to share ideas and improve a communication process.

f. Speaking as an intellectual activity

As an intellectual activity, speaking is a process to combine an idea and describe it to other people by intellectual skill and emotional based on the level of listener’s skill.

4. THE COMPONENTS OF SPEAKING

Ibrahim (1994) as cited in Aries (2011: 95-96) said that there are some components of speaking that can be described as follows:

1. Genre or type of events

When the students speak with others, they have to know the type of speaking that they will use. They have to make sure the situation in order to make a decision about the use of genre or type in speaking activity. The types of speaking consist of story, speech, greeting, or conversation.

2. Topic or focus of reference

Topic is very important in speaking activity, because without it, this activity cannot be controlled.
3. Aim or function

In this case, the students have to know the aim of speaking activity. It is aimed to know whether or not the activity that is done in speaking is effective.

4. Setting

Usually, speaking is done in certain condition like setting. By knowing the setting, the students can make sure whether or not the condition in doing speaking is appropriate. In setting, there are some considerations like place, time, weather, the size of room, position, and equipments.

5. Participant

Understanding and knowing who will be the participant, the students have to know how to speak with them. Different participant effects different treatment. The participant will be classified as the age, gender, ethnic, or social status. Taken as an example when the students want to speak with the children, they have to make the treatment different when they want to speak with an old people.

6. The kinds of message

It effects the content in our speaking. Taken as an example when the students want to speak with the other people, they have to know what the language that will be used. They have to
make sure whether or not the message uses the appropriate language.

7. The content of message or reference

In delivering the message to other people, the students have to know the content of their message whether or not it will be communicated.

8. The sequences of thing that will be done in speaking activity.

Sequences is important in speaking in order to make sure an activity is done as the students want. It consists of the way how they greet the people, how to make this activity be comfortable.

9. The rules of interaction

In this case, knowing the rules of interaction is also important in doing speaking activity. The students have to know not only the things that they have to do but also the thing that they have to avoid in this activity.

10. The norm of interpretation

It consists of knowledge, things that must be understood, and something that must be rejected.

On the other hand, Prijosasksono and Sembel (2002) as cited in Aries (2011: 96-97) described that speaking has other models of components: (1) sender, (2) message, (3) delivery channel, (4) receiver, (5)
feed back. From all of those components, it is realised in 5 things of communication:

1. Respect
   It is a kind of a behavior to the audiences. The speaker has to have a good behavior to be a respect person.

2. Emphaty
   It is a skill to place themselves in appropriate situation and condition that is faced by another people. Emphaty makes the speaker able to tell the message by technique that can make the audience easy to understand.

3. Audible
   It means that can be listened or understood better. In this case, the message that is told by the speaker have to be understood by the audience.

4. Clarity
   The message not only be understood but also be explained better.

5. Humble
   It has a correlation between humble and respect. To be respect with others, basically, we have to be humble. By this condition, the speaker can catch the attention, respond, and feedback from the audiences.
In this research, the indicator of speaking skill is only in two components, which are the content of the message and how the message is conveyed.

5. TEACHING SPEAKING

Burkart (1998: 1) explained that Language learners need to recognize that speaking involves three areas of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Teaching speaking is very important part of second language learning. The ability to communicate in second language clearly and efficiently contributes to the success of the students in school and success later in every phase of life. Based on the description mentioned previously, a good teacher has to know how to teach speaking easily and to make the
students interest in it. The teacher has to create a classroom environment where students have real promote oral language.

The goal of teaching speaking is to communicate efficiently. Students have to be fullest, they have to avoid confusion in this activity due to faulty pronunciation, grammar, or vocabulary. It is also used to observe the social and cultural rules that apply in each situation.

B. ASSESSMENT

1. THE DEFINITION OF ASSESSMENT

Assessment is a part of teaching learning process activities. In formal school, the teacher has to be responsible to the result of students’ activities. The teacher has to have skill to do an assessment to evaluate the students’ knowledge. In this case, the teacher has to measure whether or not the lesson that the students got is clear (Aries, 2011: 1).

2. KINDS OF ASSESSMENT

A good assessment is not only be seen from cognitive aspect but also from other side. Carin (1993) as cited in Aries (2011: 7-9) described that there are three kinds of assessment based on the goal:

a. Diagnostic assessment

It is given to the students that have a problem in joining the learning especially in a certain lesson. The teacher guides the students using appropriate approach so that the students have
self-confidence. Written test may be used to do diagnostic assessment. This test is called as pre-test. Another way to do diagnostic test is spoken test. Both of written and spoken tests depend on the questions that is arranged by the teacher to produce a good assessment. Diagnostic assessment helps the teacher in identifying the students’ interest, strengths, and weaknesses in each lesson. Diagnostic data helps the teacher to know whether or not the students need the teacher’s help.

b. Formative assessment

It is done when teaching learning process is doing to know whatever the students got. It is also used to get feedback from the students whether or not it needs to modify the teaching method and lesson plan. It also gives feedback in guiding the students in finishing their assignments. Sometimes, the teacher need to do an assessment in the middle of teaching learning process if the teacher feels that the students have difficulties in facing difficult concepts. If it is happened, the teacher has to do this assessment to get the data, how to modify the teaching learning process. It can be done if the students have problem in finishing their assignment.

c. Summative assessment

It is done after finishing the teaching learning process. It is used to know how much the material that is got by the students
and to get the score. This assessment is done especially to get the final score, to get the data whether or not the students understand with the material. In general, the technique of assessment depends on the students’ need and the teacher’s opinion. Assessment can be done individually or in group. If it uses test, it uses spoken, written, or performance.

In this research, summative assessment is selected to be one of the assessments that can be used in speaking class.

3. THE GOAL OF ASSESSMENT

Assessment is very important for evaluating what we had done. As a technique in teaching learning process, assessment has many goals. According to Scriven in Anderson Lorin and David R. Krathwohl (2010: 370-371), he described that there are two goals of assessment. It is used to:

a. Monitor the students’ learning and improve their learning. It is done to the students’ need individually and collective. It is called as formative assessment because the main goal of this assessment is to help the students in learning even there are time and opportunity for the students to improve their learning.

b. Give score to the students who have done in joining the sequences of teaching learning process. It is called as summative assessment because the main goal of this
assessment is to conclude the students’ learning at the end of teaching learning process.

4. ALTERNATIVE ASSESSMENT

Aries (2011: 34-43) said that there are some techniques of making assessment as follows:

A. Portfolio

A good assessment is not only done in the certain situation but also it can be done continuously. It consists of process and the improvement of knowledge, behavior, and skill that will be got by the students. Based on this condition, it needs to improve portfolio based assessment system. Portfolio is a collection of special material that give information for an evaluation objectively based on the indicator in curriculum or qualifications of quality that is decided. There are some aspects in making an assessment by using portfolio. It is described by Depdiknas as cited in Aries (2011: 35):

a. Appropriateness

1. Is portfolio consist of the material based on the assignment (that is hoped)?

2. Is portfolio arranged systematically?
b. Clarity

1. Is portfolio arranged clearly and based on grammar?

2. Is the main idea and argument easy to be understood?

c. Information

1. Is the information that is shown in portfolio valid?

2. Is the information consist of the important concepts?

d. Presentation

1. Is portfolio shown attractively?

2. Is portfolio consist of creative presentations?

e. Documentation

1. Do the main things of portfolio are documented better?

2. Are the sources of portfolio relevant and suitable to be used?

3. Do the students write the sources of quotation if there is a quotation in portfolio?

f. Reflection

1. Is portfolio give the illustration that the students think carefully when they write down in portfolio?
2. Do the students show that they had studied from their experience in making portfolio?

B. Observation sheet

Observation sheet is used to collect the data about an affective aspect that is happened by the students. It consists of the students’ participation, their special behavior, or their respond. Observation sheet is also used to write the problems that is faced by the students in joining teaching learning process. The right information depends on the right observation technique.

C. Journal

Journal is used to get the information about the history of the students when they join in teaching learning process independently. There are some steps to improve journal:

a. Identify the competence and sub competence.

b. Identify the question, experience, feeling, and problem that the students have.

c. Identify the treatment that the students need.

In writing journal, we have to write some questions as a guide in order that journal can be analyzed.
D. School documentation

School documentation is a teacher’s documentation about the students both of academic and non academic to know the students’ behavior.

E. Interview

Interview is a way to get the information by using question-answer to the interviewee. Interview can be done in two ways:

a. Independent interview

Interviewee is free to give their opinion without limitation.

b. Dependent interview

Is an interview that the questions had been made by the interviewer.

F. Quotation of job

Quotation of job is an evaluation that the students have to demonstrate their skill both of the meaning or the real thing that can be shown as an assignment.
C. SELF-ASSESSMENT

Speaking is difficult to learn, but it can be avoided by using an appropriate technique. One of the technique is assessment. This assessment has been used in general, but it can not represent what students’ problems are. Self-assessment is one of the appropriate techniques that help the students easier in joining the lesson particularly in speaking English.

1. THE DEFINITION OF SELF-ASSESSMENT

Self-Assessment technique 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).

On the other hand, self-assessment technique is the process of critically reviewing the quality of ones own performance and provision (http://www.qualityresearchinternational.com/glossary/). R. Ebel in Aries (2011: 1-2) explained that test was a better selection to be done to measure the students’ goal individually. It was aimed to make the teaching learning process effective. Assessment was used to know the students’ achievement.

Stanchina and Holec (1985) as cited in Haris (1997: 12) described that evaluation was related to the students’ character. It meant that evaluation was expected to make the learning activity better than before and to help the students in gaining their achievement.
On the other hand, there were some opinions about self-assessment. It meant that there were some previous studies that could be used to support this research about self-assessment. In one of the pilot study about self-assessment, it could be explained that self-assessment technique was effective of class participation. It might be judged effective in having a positive impact on a significant number of students' active class participation (White, 2009: 101). Further, Hung (2009: 140) described that this study investigated how EFL learners exercised self-assessment strategies when writing in their electronic portfolios.

Based on the statement mentioned, it can be concluded that self-assessment technique is one of techniques that can be used to assess the students. It can be used as a tool to measure whether or not the students understand the lesson that is given by the teacher.

2. THE ADVANTAGES AND DISADVANTAGES OF SELF-ASSESSMENT

2.1. ADVANTAGES

Self-assessment technique is very useful particularly for the students as a subject of learning. According to Aries (2011: 3-4), there are some advantages of using self-assessment technique in teaching learning process. It is used:
a. To diagnose the students’ strengths and weaknesses. The diagnostic test is held to know whether or not the certain competence has been known by the students.

b. To be learning plan. If the result is not appropriate with the planning, the teacher can uses the more appropriate method. This assessment is able to identify the competences that the students have.

c. To determine the result of selection. This result is used to determine whether or not the students can be accepted in the certain program.

Furthermore, Nurgiyantoro (2000) as cited in Aries (2011: 4) elaborated the benefits of using self-assessment technique in teaching learning process: (1) to know how far the goals of education that had been got in teaching learning process, (2) to give the objectivity of observation to the students’ behavior, (3) to know the students’ skill in certain topic, (4) to decide whether or not the students are suitable to be continued to the next level or graduate from their study, (5) to give feedback for teaching learning process activity.

Additionally, Suwandi (2011: 136) said that self-assessment has some advantages. It can be used to:

a. Increase the students’ confidence because they are given the opportunity to evaluate themselves.
b. Know their strengths and weaknesses because when they evaluate themselves, they have to understand with their strengths and weaknesses.

c. Support the students in doing evaluation, make it usual, and exercise them to be honest because honesty is the important thing in giving their evaluation.

In short, the benefits of self-assessment can be summarized (Aries, 2011: 7) as:

a. A tool to plan, guide, and enrich the teaching learning process.

b. A communication tool with the students, administrator, and parents.

c. A tool to monitor the development, result, and improvement learning.

d. A tool to improve the curriculum.

From the description mentioned previously, it can be concluded that the use of self-assessment technique in teaching learning process helps students to know their strengths and weaknesses particularly in speaking skill.
2.2. THE DISADVANTAGES

There are some disadvantages of using self-assessment technique (http://assess09.wordpress.com/2009/11/28/advantages-and-disadvantages-of-using-self-assessment/). It can be seen as follow:

a. It can be fairly unreliable if students do not trust the teacher, or if grading is in stakes; e.g., if students know that if they give themselves a bad grade this will impact their score.

b. It can be time-consuming if not planned adequately.

c. It can be taken as an opportunity to attack the teacher.

d. It depends on the students’ maturity, it might not be taken seriously, and thus seen only as a means from the teacher to waste time as if he/she had nothing else to do.

e. It requires from the students to be trained in order to work adequately.

f. It is difficult to apply in lower levels.

g. If not done orally, sometimes, e.g., in writing, it can be ignored and thus rendered worthless.
3. THE PROCEDURES IN DOING SELF-ASSESSMENT

Aries (2011: 15-16) described that the procedures of making self-assessment can be explained as follows:

- **Deciding the goal**
  - Identify the thing that will be observed, the concept, and the clear indicator.

- **Choosing the strategy**
  - Choose the kind of strategy based on concept and indicator that had been formulated.

- **Developing the strategy**
  - The content of strategy is adapted with the thing that will be observed.

- **Doing**
  - Do the assessment appropriate with the planning.

- **Resulting or recording**
  - Make a recorder that consists of the result of doing assessment.

Note:

a. understanding the wrong steps will effect wrong strategy. The right definition that will be evaluated will effect for the right steps.

b. the right steps are guarantee the result of validity especially in the content of assessment.
c. the right steps are guarantee the result of assessment reliability.

d. the next step is to give the guarantee the result of validity especially in the empirical of assessment.

A number of different procedures can be used in self-assessment, it is described by Ramelan (1990: 109):

a. evaluation by means of subjective questionnaires.

b. Self-administration of formal tests (with key answers provided).

c. Evaluation in groups.

d. Evaluation by means of close circuit television and video recordings.

e. Informal discussions between the teacher and pupils about performance and grade.

f. Making over-all impressionistic and introspective judgments about own language performance.

4. TYPES OF SELF-ASSESSMENT

According to Ramelan (1990: 109), he said that there are four types of self-assessment:
a. Type A form

The type A self-assessment form consists of a tenpoint scale ranging from complete mastery of the skill in question down to zero ability, with only these two ‘anchor point’ being described verbally.

Example: Put a cross in the box which corresponds to your estimated level

```
LISTENING

I understand practically everything that is said to me in English

10

9

1

0

I do not understand spoken English at all
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b. Type B form

The type B self-assessment form a modification of type A by supplying descriptions of concrete situations each of which requires mastery of particular language skill.

Example:
Instruction: put a cross in the boxes corresponding to your estimated proficiency levels. Only one cross for each skill.

LISTENING

Imagine that you are sitting watching an episode of an English TV series such as Full House, Fun House, Border Town, etc. Suddenly the Indonesian subtitles disappear. How much would you understand of what was said if the programme continued without any Indonesian text?

- Everything 10
- 9
- 8
- 7
- 6
- 5
- 1
- 0

Self-Assessment Technique to Improve..., Titis Purnamasari, FKIP UMP 2012

c. Type C form

The type C is a form in which all points on the scale are defined in concrete terms. This is intended to make it easier for the learners to estimate their language proficiency levels.
Example:

Instruction: put a cross in the boxes corresponding to your-level in each of the four skills. Only one cross for each skill.

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I speak English as well as a well educated native speaker</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4,5</td>
</tr>
<tr>
<td>I speak English fluently and for the most part correctly. I have a large vocabulary, so I seldom have to hesitate or search for words. On the other hand I am not completely fluent in situations in which I have had no practice with the language.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3,5</td>
</tr>
<tr>
<td>I can make myself understood in most everyday situations, but my language is not without mistakes and sometimes I cannot find the words for what I want to say. It is difficult for me to express myself in situations in which I have had no opportunity to practice English. I can give a short summary of general information that I have received in my native language.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2,5</td>
</tr>
<tr>
<td>I can make myself understood in simple everyday situations, for example asking and giving simple directions, asking and telling the time, asking and talking about simpler aspects of work and interests. My vocabulary is rather limited, so it is only by a great deal of effort that I can use English in new and unexpected situation. I am sometimes misunderstood because of faulty pronunciation and using words wrongly.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1,5</td>
</tr>
<tr>
<td>I can just about to express my very simple things concerning my own situation and my nearest surrounding, for example asking and answering</td>
<td>1</td>
</tr>
</tbody>
</table>
very simple questions about the tie, food, housing, and directions. I only have a command of very simple words and phrases.

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not speak English at all</td>
<td>0</td>
</tr>
</tbody>
</table>

It should be kept in mind that learners might have different interpretation of the descriptions. Learners should therefore be given the opportunity to have adequate practise. With slight modification the scales can be used to rate others performance. Instead of using personal statements in the description, impersonal construction would be used.

d. Type D form

The self-assessment form of type D is the topics questionnaire of which its development has been based on the threshold behavioural specification of topics.

Example:

Instruction: imagine that you meet an-English speaking person from another country, he does not know anything about you and Indonesia. Indicate your estimated command of the language by putting a cross in the appropriate box (Yes or No) for each statement.

1. I can tell his when and where I was born.  □ Yes □ No
2. I can spell my name in English  □ Yes □ No

3. I can describe my home to him  □ Yes □ No

4. .................

30. I can tell his where he can eat and drink.  □ Yes □ No

Total number of crosses:  □ Yes □ No

Evaluation: If your total number of Yes crosses is (25) or above, and if your judgement of your English ability is fairly accurate, you are likely to have reached Threshold level in English.

There are some aspects that can be measured with the scale 0-10 model. There are:

1. An accurate information

2. The correlation of information

3. An accuracy of structure and vocabulary

4. Fluency

5. The sequences

6. Stile of spelling
Based on the six aspects above, Nurgiantoro (2001) as cited in Aries (2011: 100-101) made a model of scoring as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An accurate information</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>2</td>
<td>The correlation of information</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>3</td>
<td>An accuracy of structure and vocabulary</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>5</td>
<td>The sequences</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>6</td>
<td>Stile of spelling</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>..................</td>
</tr>
</tbody>
</table>

Another model is called as 1-6 scale model with 5 descriptors. It means that if the students have a bad speaking, it means that they will get point 1. If they have a good speaking, it means that they will get 6. The aspects that will be measured are:

1. Stressing
2. Grammar
3. Vocabulary
4. Fluency
5. Understanding
Nurgiantoro (2001) as cited in Aries (2011: 101-105) said that both of two models above, it can be modified become 4 scale model. It can be shown as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An accurate of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The correlation of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>An accuracy of structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A clear spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Understanding of the content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The aspects can be developed as needed.
D. TEACHING SPEAKING THROUGH SELF-ASSESSMENT

Aries (2011: 98) described that Self-assessment is needed in speaking activity to get the information about the students’ speaking achievement. It is used to know the problems faced by the students. The students have to produce or share what they have thought in speaking activity. They can not share their ideas if they do not understand their weaknesses and reflect of how to minimise them. Self-assessment technique can be applied in speaking activity as a technique to know whether or not speaking is difficult for them. As a teacher, he or she has to know the students’ problem. Here are some steps in applying self-assessment in speaking activity (Aries, 2011: 98):

1. The teacher has to investigate the students’ problem particularly in speaking activity. It can be done by giving them an assessment like self-assessment. By doing this activity, the students can explore what their problem in speaking.

2. The teacher has to understand what the students’ need to improve their speaking.

3. From the students’ statement in self-assessment’s paper, the teacher has to do something different in teaching speaking to make them more easily about English particularly to speak in English.
E. BASIC ASSUMPTION

Self-assessment technique gives the students to make their achievement in speaking English better. By doing self-assessment technique in teaching-learning process, the students know whether or not they understand in speaking activity. Beside that, the students are able to communicate and interact by using English.

F. HYPOTHESIS

Based on the basic assumption mentioned previously, the hypothesis of the research is: “Self-assessment technique is effective to improve students’ English speaking achievement in teaching speaking”.