

**THE EFFECTIVENESS OF SELF ASSESSMENT TECHNIQUE  
IN IMPROVING STUDENTS' ENGLISH SPEAKING  
PROFICIENCY OF STAIN PALOPO**



**A THESIS**

*Submitted the s1 Tarbiyah Department of State College for Islamic Studies of  
Palopo in Partial Fulfillment of the Requirement for S.Pd Degree in  
English Teaching*

**IAIN PALOPO**  
By

**MUH. TAUFIK**

Reg. Num: 08.16.3.0024

**THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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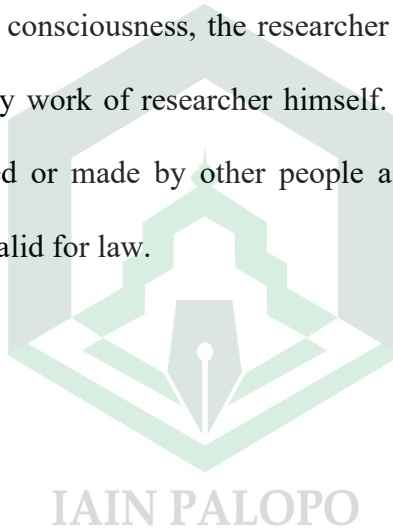
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(STAIN) PALOPO  
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## PRONOUNCEMENT

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## ABSTRACT

**Muh. Taufik, 2014.** The Effectiveness of Self Assessment Technique in Improving Students Speaking Proficiency of STAIN Palopo Thesis, English Study Program of Educational Department of State College for Islamic Studies (STAIN) Palopo. Consultants: Amalia Yahya, SE., M.Hum. as the first consultant and Muh. Irfan Hasanuddin, S.Ag., M.A as the second consultant.

Key Words, Speaking, Self Assessment

This study attempts to improve students' ability in speaking skill through self assessment technique at the third semester in English department students of STAIN Palopo. There was one research question that discussed, it is how is the good way in improve speaking ability toward the third semester in English department students of STAIN Palopo, especially class C.

This research was done through descriptive research, it was held in the questionnaire. This research took place in the third semester class C students of STAIN Palopo that consisted of 27 students in the classroom.

To apply the self assessment, researcher presented one opinion of Self Assessment. Researchers explained to students about the learning process use self assessment technique, then the process is done in a tests called self assessment test. After doing the test the research finding that the positive response are biggest than negative response.

The research result showed the positive response or "yes" answer is biggest than negative response or "no" answer, by the result from the research the researcher suggested to the English teacher in order to improve the students speaking skill by using many kinds technique. It was in order that students feel not bored by what given to them. And she also had to stay giving motivation for them in order to keep spirit in learning English.

# CHAPTER I

## INTRODUCTION

### *A. Background*

The English language in the era of globalization as it is needed for the planning of the international market by the Government demanding people to speak English in the face of a foreign society. Through learning the English language is being taught to students of STAIN Palopo in action it is expected that the student is able to apply it to the community via the education system.

In English language learning, there are four skills, namely listening, writing, reading, and speaking. Speaking and listening relate to language express through the oral medium and reading and writing are say to relate to language express through the visual medium.<sup>1</sup>

Speaking and listening, however, are more than that. They are the tools people use in more global activities. People talk in order to convey facts, ask for favors, and make promises, other listen in order to receive this information. These action in turn are the pieces out of which casual conversations, negotiations, and other social exchanges are formed. So speaking and listening ought to tell as great deal about social and culture activities too.<sup>2</sup>

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<sup>1</sup>Widdowson H. G., *Teaching Language as Communication*, (Oxford Unervisity Press, 1978), p. 57.

<sup>2</sup>Herbert. H, Clark, and Eve V. Clark , *Psychology and Language*,( New York; United Stated Of America,1997),p.3

Speaking skill is the first requirement skill for language learners. In academic level, the teacher's applies a method how to improve their speaking skill. There are many ways which can be done in improving students' speaking skill such as taking course, following Sunday meeting, discussing, debate, by role play and practice it in concrete situation, in this case self assessment are one of the sample of the practice in concrete situation. In university level, some students are still lack of speaking skill, especially in the third semester students of English study program Tarbiyah Department of STAIN Palopo. Based on the preliminary research, the student of the 3<sup>rd</sup> semesters of STAIN Palopo was still needed to improve speaking skill area.

Juan Jose Tari, that *Self-assessment exercises: A comparison between a private sector organization and higher education institutions* he say that Regarding the areas of similarity, these include that the steps for self-assessment were developed successfully in the cases analyzed, and therefore it appears that self-assessment is equally attractive to public services managers.<sup>3</sup>

Mark Christianson, Christopher Hoskins & Atsuko Watanabe on their articles under the title of "*Evaluating the Effectiveness of a Video-Recording Based Self-Assessment System for Academic Speaking*". The self-assessment process engages students in the analysis and evaluation of their performance; this strongly suggests it may be something that should be further incorporated in the

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<sup>3</sup>Juan Jose Tari, *Self-assessment exercises: A comparison between a private sector organization and higher education institutions*. (Spain; Department of Business Management, University of Alicante, PO Box 99, E-03080 Alicante), Accessed January, 29.2014

ELP.<sup>4</sup> According to Kevin Dela Rosa, Maxine Eskenazi that, *Self-Assessment in the REAP Tutor: Knowledge, Interest, Motivation, & Learning* they say that self-assessment can be a powerful tool because it is simple and quick, but administrators of these questionnaires must take care while using them as they often need tweaking or support from other evidence or tools depending on the application.<sup>5</sup>

Most of the students who become sample in this research have the weakness in English because the students are less aware of their ability in speaking as well as what things their able to explain use of English.

Based on the statement above, the researcher is interested in doing research about “*The Effectiveness of Self Assessment Technique in Improving Students’ English Speaking Proficiency of STAIN Palopo*”.

### **B. Problem Statement**

Based on the problem above, the researcher formulates the problem in the research namely: “Is the self assessment effective in improving the students speaking skills?”

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<sup>4</sup>Mark Christianson.,Christopher Hoskin., & . Atsuko Watanabe , *Evaluating the Effectiveness of a Video-Recording Based Self-Assessment System for Academic Speaking*, (Language Research Bulletin, 24, ICU, Tokyo) Accessed on January, 26,2014

<sup>5</sup>Kevin Dela Rosa, Maxine Eskenazi that, *Self-Assessment in the REAP Tutor: Knowledge, Interest, Motivation, & Learning*(International Journal of Artificial Intelligence in Education Volume# (YYYY) Number IOS Press) Accessed on January 26, 2014.

### ***C. Objective of The Research***

Based on the problem statement, the writer formulates the objective of the study is to find out whether by using self assessment method in improving students speaking skill are effective or not.

### ***D. Significance of The Research***

The result of the study is so expected be a good alternative method to improve students' speaking skill, furthermore so helpful to the English learning when teaching English lesson which is study about speaking skill and want to improve students' capability in English lesson especially in mastering English speaking skill. With this study, students' will be helped to learn English especially for them in mastering English speaking skill.

With the expected self assessment method for students to assess their learning ability, especially their ability, as well as speaking considering the problems encountered by students who sometimes doesn't know its own merits due to lack of practice of speaking.

### ***E. Scope of The Research***

This study focus on the effectiveness of self assessment method in improving speaking ability of the third semester students of STAIN Palopo in 2013-2014 academic years. The scope of this study is restricted to the self assessment effectiveness in improving student speaking ability by interviews and was given a test.

## CHAPTER II

### REVIEW OF RELATED LITERATUR

#### *A. Previous Research*

There are some previous articles conducted in relation to the students skill in speaking English. The previous findings were discribed to find out the good way and different techniques. Some of them are presented as follow:

Akbar in his thesis under the title of “*The effectiveness of oral drill in improving students’ speaking skill (an experimental research on first year students of tourism departement at SMKN 1 Palopo accademic year 2008/2009)*” suggested that in teaching speaking, the teacher should present material which can stimulate the students to speak more actively. Talking about the students personal data and their family could be one of the option.<sup>1</sup>

According to Yusuf in his thesis “*Improving student speaking skill in retelling story trough picture at the third semester student of STAIN Palopo*” suggested that to improve the quality in English speaking, the teacher should apply effective method or way for example retelling story trough picture method.<sup>2</sup>

Muhammad Amin in his thesis under the title of “*Improving students speaking skill at SMAN 1 Bone-Bone trough English supercam*” suggested that the

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<sup>1</sup>Akbar, “*The Effectiveness Of Oral Drill In Improving Students’ Speaking Skill (an Experimental Research on First Year Students of Tourism Departement At SMKN 1 Palopo Accademic Year 2008/2009)*”. A thesis S1, (Palopo: STAIN Palopo,2008).p.60

<sup>2</sup> Yusuf, “*Improving Students’ Speakinng Skill in Retelling Story Trough Picture at The Third Semester Students’ of STAIN Palopo*”. A thesis S1, ( Palopo: STAIN Palopo,2009). p.57

teacher should give many opportunities to the students' to overcome and share problems that happen whole student in learning English.<sup>3</sup>

Nurhajar in her thesis “ *Improving speaking skill at the first year students of STAIN Palopo by using the card of poker*” suggest that in teaching, the teachers suggested not only teach student with provide media of the school but the teachers are also expected to use anything in the environment surrounding the school.<sup>4</sup>

As a summary of all the researches above at which one stood on for their suggested that many ways in English teaching can be used to improve the students' speaking ability. Than the researcher tried to show that Self-Assessment could be used to improve the students speaking proficiency skill.

## ***B. Self Assessment***

### **1. Definition**

Self assessment is the value of oneself to find out some important aspect from that person. In social psychology, self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. Sedikides suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance

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<sup>3</sup>Muhammad Amin. *Improving Students' Speaking Skill at SMAN 1 Bone-Bone Trough English Supercamp*. A thesis S1, (Palopo: STAIN Palopo, 2008).p.69

<sup>4</sup>Nurhajar, *Improving Speaking Skill at The First Year Students of STAIN Palopo by Using The Card of Poker*. A thesis S1, (Palopo: STAIN Palopo,2013).p. 100

their certainty of their own self-knowledge.<sup>[5][6]</sup> However, the self-assessment motive could be seen as quite different to the other two self-evaluation motives. Unlike the other two motives through self-assessment people are interested in the accuracy of their current self view, rather than improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's self-esteem to be damaged.

So if through self-assessing there is a possibility that a person's self-concept, or self-esteem is going to be damaged why would this be a motive of self-evaluation, surely it would be better to only self-verify and self-enhance and not to risk damaging self-esteem? Trope suggests in his chapter "Self-Enhancement and Self Assessment in Achievement Behavior"<sup>7</sup> that self-assessment is a way in which self-esteem can be enhanced in the future. For example self-assessment may mean that in the short-term self-assessment may cause harm to a person's self-concept through realizing that they may not have achieved as highly as they may like; however in the long term this may mean that they work harder in order to achieve greater things in the future, and as a result their self-esteem would be enhanced further than where it had been before self-assessment.<sup>8</sup>

Within the self-evaluation motives however there are some interesting interactions. Self-assessment is found a lot of the time to be associated with self-

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<sup>5</sup>Sedikides, C.(1993)., *Assessment, enhancement, and verification determinants of the self-evaluation process*. Journal of Personality and Social Psychology, 65(2), 317-338, (<http://en.wikipedia.org/wiki/Self-assessment>). Accessed September 2, 2013.

<sup>6</sup>*Ibid.*

<sup>7</sup>*Ibid.*

<sup>8</sup>*Ibid*



enhancement as the two motives seem to contradict each other with opposing aims; whereas the motive to self-assess sees it as important to ensure that the self-concept is accurate the motive to self-enhance sees it as important to boost the self-concept in order to protect it from any negative feedback.

Sedikides and Strube, reviewed past research into the self-assessment motive and looked at whether participants would be more attracted to tasks that were high or low in accuracy about their characteristics, whether they would choose to take part in tasks that were more or less accurate and if they would prefer to create highly or less accurate tasks. This review showed that people are more attracted to taking part in tasks that are more accurate about them than those that are less accurate and would prefer to take part in higher accuracy tests. However, when only being asked if they would like to take part in high or low accuracy tasks does not give a complete accurate view of self-assessment; if there is no threat of actually taking part in the tasks the participants may not be as honest as if they actually had to take part. Brown therefore showed that self-assessment is can be seen when participants are asked to actually take part in tasks that will be high in their accuracy or low in their accuracy of a person's characteristics. This research found that participants were more likely to choose to take part in tasks that were higher in accuracy about their characteristics.<sup>9</sup>

The last area of self-assessment Sedikides and Strube reviewed was whether participants would want to construct highly or less accurate tasks and if participants would be more persistent or more likely to succeed if they were

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<sup>9</sup>*Ibid*

taking part in highly or less accurate tasks. The review showed that participants would prefer to make highly accurate tasks which measured their abilities; however they will be more persistent in tasks which are lower in accuracy. The review also showed though that participants were more likely to succeed on tasks that they were told were high in accuracy. It is suggested that this is because when completing tasks that are highly accurate about a person's characteristics there is more to gain from succeeding in a task as it will therefore give more information about the person's characteristics than if it was low in accuracy.<sup>10</sup>

Though self-assessment is one of the self-evaluation motives it could be suggested that it may not be the most popular one. Self- enhancement was displayed in each of the experiments conducted by Sedikides and self-assessment, and even self-verification to an extent was only displayed when it was teased out. This is not to say that self-assessment is not a self-evaluation motive, however most of the experiments conducted by Sedikides ended up with the participants reflecting on central traits rather than peripheral traits. This is unsurprising as they are the most important traits to a person's self-concept; however it is not therefore surprising that these are the traits that are enhanced rather than assessed as if someone assessed their special traits and found fault it would be more of an issue than finding a deficiency with a peripheral trait.<sup>11</sup>

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<sup>10</sup>*Ibid*

<sup>11</sup>*Ibid*

According to researcher self-assessment is the process by which someone is judging it self both in terms of employment, personal ability and the ability of their learning. Self-assessment can be done in several ways, either through writing as well as speaking.

## 2. The Benefit and Aim of Self Assessment

As some planning repair method, self assessment is not intends as a process to get appreciation but also may a bad news for someone if that remind as not something which can give the instant result, rather more than a long time strategy to motivate presence some cumulative repair.<sup>12</sup>

In learning process, self assessment use as an evaluation toward the result of education. Self assessment method is purpose to find out method or way that more effective in learning process which can give a good result in learning process.<sup>13</sup>

In this research, the writer conduct self assessment method to improve the students speaking ability from the result of students speaking ability before which find from the teacher.

## 3. Getting Learner Self-Assessment Going

Students can learn a great deal from self-assessment. It is important not to mix up learner self-assessment and learner peer-assessment; both processes pay dividends, but they are quite different, the following suggestion aim to giving you some ideas on how you can put learner self-assessment to optimum use in your program as follows:

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<sup>12</sup>[http://sydney.edu.au/education\\_social\\_work/groupwork/docs/SelfPeerAssessment.pdf](http://sydney.edu.au/education_social_work/groupwork/docs/SelfPeerAssessment.pdf)

<sup>13</sup>*Ibid*

a. Self-assessment does not have to 'count'. Many teachers are afraid to introduce learner self-assessment, in case there should be allegation that learners are being too generous to themselves, compromising the reliability of the assessment. (In practice, in fact, most studies show that that if anything learners tend to be over critical, not over generous, when assessing their own work). Beginning self-assessment as a developmental process only, without in contributing to a final mark, can be reassuring both for learners and for the school administration.<sup>14</sup>

b. Self-assessment is an excellent way of alerting learners to what is important. Applying assessment criteria to their own work helps learners to see how assessors' minds work, and helps them to tune their work to match what is being looked for by assessors.<sup>15</sup>

c. Train learner self-assessment. It is worth doing at least one or two whole class exercise, then facilitating learner self-assessment, so that any learners who are uncertain how best to go about measuring their own work can be helped. Such exercise can also help to convince learners that their own Self-Assessment can be just as accurate and valuable as assessment by an expert, such as a tutor.<sup>16</sup>

d. Be ready for 'but *your* job is to assess my work.' Some learners may hold the view that assessment is nothing to do with them. This is partly a question of educational culture, and you will need to be sensitive about the appropriacy of an innovation like self-assessment. However, you may be able to win learners over,

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<sup>14</sup>*Ibid*

<sup>15</sup>*Ibid*

<sup>16</sup>*Ibid*

by alerting them to how much they can learn from measuring their own work, and reassuring them that you will still be assessing it, too, but that you will be able to help them all the more when you see their own perceptions of how their work is progressing.<sup>17</sup>

e. Self-assessment can be done in the comfort of privacy. It is useful to get learners to self-assess some of their own work without having any inquest or debriefing. This allows learners to note areas of weakness without having anyone else being aware of them, and to address these areas privately before undertaking more public kinds of assessment.<sup>18</sup>

f. Explore the benefits of a self-assessment tutor dialogue. For example, get learners to self-assess exercises or tests before handing them in, and then give them feedback on the precision of their self-assessment. This is a good way of finding out those areas where learners lack awareness, and working out what to do to help learners to address such areas.<sup>19</sup>

g. Use self-assessment to speed up *your* assessments. Particularly with the assessment of learners' written work, it can be much faster to mark work that learners themselves have already self-assessed, than to mark 'raw' exercises or tests. It becomes easier to identify those areas where learners really need feedback

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<sup>17</sup>*Ibid*

<sup>18</sup>*Ibid*

<sup>19</sup>*Ibid*

from you and, for example, to plan further exercises to address issues that are causing most learners some difficulty.<sup>20</sup>

h. Allow self-assessment to deepen learning. It is highly productive to get learners themselves to work out what was good and what was problematic in their own work. This, at the very least, helps them to reflect on everything that they have done in a test or an exercise. At best, learners self-assessing often then see what they could have done to avoid mistakes. They then have the sense of ownership of such discoveries, and can be much more likely to build on this ownership than if someone else had assessed their work.<sup>21</sup>

i. Help learners to develop a culture of self-assessment. Learners who have become accustomed to the processes of self-assessment are able to extend them into their revision strategies. Revision is better focused if learners are continuously measuring their own performance, rather than trying to prepare for the unknown.<sup>22</sup>

j. Consider *sometimes* coupling learner self-assessment with peer-assessment. Although self-assessment is essentially quite different from peer-assessment, it is useful for learners to have some opportunities to compare the ways they are self-assessing their work with fellow learners. A way of bridging the gap is to use the occasional task or exercise that is first self-assessed, then peer-assessed, and to get

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<sup>20</sup>*Ibid*

<sup>21</sup>*Ibid*

<sup>22</sup>*Ibid*

learners to look for the things that they learnt from any differences that arose between the two approaches.<sup>23</sup>

### ***C. Self- Assessment of Foreign Language Speaking Proficiency***

#### **1. General Introduction**

These Self-Assessments of foreign language ability are intended to serve as informal guides for people who have not taken a U.S. Government-sponsored test but would like to have a rough estimate of their proficiency in Speaking, Reading, and/or Listening comprehension of the language. The self-assessment questionnaires will produce an estimate of your current foreign language ability but are in no way intended to be a replacement for an official government test using the ILR Skill Level Descriptions.<sup>24</sup>

To estimate your level of proficiency in one of the three skill modalities, start at the lowest level shown in the questionnaire and respond to each statement. For each statement, respond “yes” or “no.” A “yes” response means that you consistently perform the task or function described successfully. If a statement describes your ability only some of the time, or only in some contexts, you should answer “no.” If you can answer “yes” to every statement in the level, your ability is probably at least at that level. Move on to the descriptions at the next level. If you answer “no” to one or more statements at that level, then your ability is

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<sup>23</sup>*Ibid*

<sup>24</sup>Anonim, *Self Assessment of Speaking Proficiency*, A online Articles of Self-Assessment (<http://www.govtilr.org/Skills/speakingassessment.pdf>). Accessed on 15 September 2013

probably not at that level.<sup>25</sup>

If you answer “yes” to all the statements at one level, and also have a majority of “yes” answers at the next higher level, then your proficiency may be at a “plus” level. For example, if you answer “yes” to all the statements at Level 1, but have a mixture of responses at Level 2 (with a majority of “yes” answers), your self-assessed ability may be at Level 1+.<sup>26</sup>

The situations, tasks and functions indicated in the different statements are representative but not exhaustive of what an individual must be able to do to perform at the designated level.<sup>27</sup>

## 2. Self Assessing Foreign Language Speaking Ability: Speaking Proficiency.

In the context of the ILR Skill Level Description, Speaking involves the ability to interact and exchange meaning with a speaker or speakers of the language. Thus, it also involves the ability to comprehend what is said and respond appropriately. At lower and middle levels, it is expected that the speaker may need occasionally to request clarification of something said. Similarly, s/he may occasionally need to restate or paraphrase a message that was not understood.<sup>28</sup>

Speaking may also involve changing the style of speech to adjust to different social situations and different relationships. At middle and upper levels of proficiency, Speaking increasingly involves presentational use of language in

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<sup>25</sup>*Ibid*

<sup>26</sup>*Ibid*

<sup>27</sup>*Ibid*

<sup>28</sup>*Ibid*



addition to interactive use; in some contexts, such presentations may need to be extended, with or without prior preparation as follows:

<b>SELF-ASSESSMENT OF SPEAKING PROFICIENCY</b>		<b>Yes</b>	<b>No</b>
<b>S-1</b>	I can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office.		
<b>S-1</b>	I can order a simple meal.		
<b>S-1</b>	I can arrange for a hotel room or taxi ride.		
<b>S-1</b>	I can buy a needed item such as bus or train ticket, groceries, or clothing.		
<b>S-1</b>	I can ask and answer simple questions about date and place of birth status, occupation, etc.		
<b>S-1</b>	I can make social introductions and use greeting and leave-taking expressions.		
<b>S-2</b>	I can handle conversations about familiar topics in an organized way.		
<b>S-2</b>	I can produce speech with some organization on familiar topics that extend beyond my daily routine.		

S-2	I can describe my present or most recent job or activity in some detail.		
S-2	I can give detailed information about my family, my house, and my community.		
S-2	I can interview an employee, or arrange for special services (taking care of details such as salary, qualifications, hours, specific duties).		
S-2	I can give a brief autobiography including immediate plans and hopes.		
S-2	I feel confident that when I talk with native speakers on topics such as those mentioned above, they understand me most of the time.		
S-2	I can take and give simple messages over the telephone, or leave a message on voice mail.		
S-2	I can describe in detail a person or place that is very familiar to me.		
S-2	I can report the facts of what I have seen recently on television news or read in the newspaper.		
S-2	I can talk about a trip or some other everyday event that happened in the recent past or that will happen soon.		

S-3	I feel that I have a professional command, rather than just a practical one, of the language.		
S-3	There are few grammatical features of the language that I try to avoid.		
S-3	I rarely find myself unable to finish a sentence because of linguistic limitations (grammar or vocabulary).		
S-3	I find it easy to follow and contribute to a conversation among native speakers.		
S-3	I can speak to a group of educated native speakers on a professional subject and be sure I am communicating what I want to, without obviously irritating them linguistically.		
S-3	I can, on a social occasion, defend personal opinions about social and cultural topics.		
S-3	I can cope with difficult situations such as broken-down plumbing, an undeserved traffic ticket, or a serious social or diplomatic blunder made by a colleague or me.		
S-3	I can use the language to speculate at length about abstract topics such as how some change in history or the course of human events would have affected my life or civilization.		
S-3	In professional discussions, my vocabulary is extensive and precise enough to enable me to convey my exact meaning.		

S-3	I am able to adjust my speech to suit my audience, whether I am talking to university professors, close friends, employees, or others.		
S-4	I consistently use the language in a sophisticated and nuanced way to effectively communicate with great precision.		
S-4	I practically never make a grammatical mistake.		
S-4	I can carry out any job assignment as effectively as if in my native language.		
S-4	I can persuade someone effectively to take a course of action in a sensitive situation such as to improve his/her health, reverse a decision or establish a policy.		
S-4	I can prepare and give a lecture at a professional meeting about my area of specialization and debate complex aspects with others.		
S-4	I naturally integrate appropriate cultural and historical references in my speech.		
S-4	I can eloquently represent a point of view other than my own.		
S-4	I can lead the direction of the discussion (friendly, controversial, collaborative).		

S-5	My language proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of a country where the language is natively spoken.		
S-5	I can use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features,		
S-5	My pronunciation is typically consistent with that of well-educated, highly articulate native speakers of a standard dialect.		
S-5	My vocabulary is extensive and precise, allowing me to consistently convey complex ideas and details.		

A online articles of self-assessment speaking proficiency.<sup>29</sup>

#### D. *Autonomous Learner*

Over the past two decades, increasing attention has been drawn to the concept of autonomy in language learning. Autonomy has in fact become a buzzword and a central theme in language learning and teaching. Despite the growth of interest in autonomy for language learning, consensus on just what that autonomy involves remains elusive. In his discussions of different meanings of autonomy in language learning, Benson notes that there is a lack of concern with the fundamental theory of autonomous *language* learning in the field of applied

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<sup>29</sup>*Ibid*

linguistics. Benson argues for a theoretical reconsideration of the connection between the nature of language learning and the development of learner autonomy. In this paper, I re-conceptualize the concept of autonomy and propose a working definition of an autonomous language learner as one who uses language to learn and communicate, thereby demonstrating a capacity to take control of his or her learning.<sup>30</sup>

### 1. What is Autonomy

What is autonomy?, according to Benson, is probably the most difficult question to answer in language learning because any answer is likely to be subjective. Pemberton argues that the problem with the terminology in discussions of autonomy is that different terms are often used to refer to the same thing whereas the same term can mean different things.<sup>31</sup> *Self-directed learning* and *independent learning* are often used as synonyms for autonomy in language learning. However, both of these terms can also refer to self-instruction or ways of doing things on one's own. For Gardner & Miller, there are three reasons for the difficulty in defining the concept of autonomy:

First, different writers have defined the concepts in different ways. Second, there are areas of ongoing debate and therefore definitions are continuing to mature as more discussion takes place. Third, these concepts have developed

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<sup>30</sup>Benson, R. Li, E. Or, W. & Pierson H. *Taking Control: Autonomy in Language Learning*. (Hong Kong: Hong Kong University Press,1996),p.237

<sup>31</sup>*Ibid*

independently in different geographical areas and therefore they have been defined using different but often similar terminology.<sup>32</sup>

## 2. Self-Directed Learning

Holec is the first theoretician to seriously discuss autonomy and self-directed learning in the foreign language education of adult learners. He replaces the frequently used expression *autonomous learning* with *self-directed learning* to obviate its ambiguity.<sup>33</sup> The adjective *autonomous* can assume different meanings and is applied only to a person, not a process. Their distinction lies in that autonomy is “a capacity that learners possess to various degrees” but self-directed learning is what learners can do more or less effectively according to the degree of this capacity they possess. Consequently, autonomous learners do not necessarily imply self-directed learning, because they may not utilize their capacity to take charge of their learning. Different degrees of self-direction may be due to either “different degrees of autonomy” or “different degrees of exercise of autonomy”.<sup>34</sup>

In the context of foreign language learning, Holec defines autonomy as the ability to take charge of one’s own learning. The role of the teacher for autonomous learners is to help them to assume the responsibility for making decisions of their learning in 1) determining the objectives, 2) defining the

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<sup>32</sup>Gardner, D. & Miller, L. *Establishing Self-Access: from Theory to Practice*. (Cambridge: Cambridge University Press,1999).p.153

<sup>33</sup>Holec, H. B. & James, C. V, *Foreign Language Learning: Meeting Individual Needs*. (Oxford: Pergamon, 1980), p.132

<sup>34</sup>*Ibid*

contents and progressions, 3) selecting methods and techniques to be used, 4) monitoring the procedure of acquisition, and 5) evaluating what has been acquired.<sup>35</sup>

Holec reports the European application of autonomy and self-directed learning in a dozen educational experiments. The twelve experiments are conducted in a variety of institutional contexts such as school, university, adult education and teacher training. The participants range from pupils who start to learn a foreign language in their first year of secondary education to adults of beginners and non-beginners. Different languages are taught and learned including English, French, and German. Given the findings, one can no longer claim that self-direction is impossible with children, difficult languages, adults of lower levels and exam-led institutions. Previous doubts about the no-go areas of self-directed learning are thus resolved.<sup>36</sup>

### 3. Independent Learning

Independence is also used as a synonym for autonomy in language learning. It is perceived as the opposite of dependence, characterized as learners' reliance on the direction of teachers or learning materials. The concept of autonomy and independence exists in both Western and Eastern philosophies. In the Kantian tradition, autonomy is viewed as a product of human beings' rational independence because a purely rational person makes independent decisions in a purely democratic state. Pierson cites a prominent philosopher of the Confucian school, Chu Hsi who advocates autonomy as follows:

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<sup>35</sup>*Ibid*

<sup>36</sup>*Ibid*



“If you are in doubt, think it out by yourself. Do not depend on others for explanations. Suppose there was no one you could ask, should you stop learning? If you could get rid of the habit of being dependent on others, you will make your advancement in your study”.<sup>37</sup>

Benson avoids using the term *independence* in his book because independence can be opposed to *interdependence*. Within the last decade, the concept of interdependence has become a particularly challenging development in the theory of autonomy. Interdependence implies a responsibility for one’s own social conduct and an ability to cooperate with other people in order to solve problems in constructive ways.<sup>38</sup>

Little considers a social-interactive perspective of autonomy in language learning by adopting notions from zone of proximal development which implies successful learning to entail autonomy or “independent problem solving”, but new levels of autonomy must grow out of dependence “under adult guidance or in collaboration with more capable peers”. Therefore, interdependence, always balanced between independence and dependence, is the essential condition of humans as social beings.<sup>39</sup>

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<sup>37</sup>Chi Yen Chiu, “*Autonomy and Language Learning: Two Ideas in Search of A Definition*” [http://sparc.nfu.edu.tw/~af11/2006%20TESOL%20PAPER/Chi\\_Yen%20Chiu\\_Paper%5B1%5D.d](http://sparc.nfu.edu.tw/~af11/2006%20TESOL%20PAPER/Chi_Yen%20Chiu_Paper%5B1%5D.d) Accessed on 15 March 2014

<sup>38</sup>Benson, *Ibid.*

<sup>39</sup>Little. D, *Autonomy in language learning some Theoretical and Practical Considerations.* (Cathercole; CILT, 1990), p.310

#### 4. Self-Access Language Learning

In recent years, self-access language learning (SALL) centers have increased to the extent that self-access language learning is often treated as a synonym for autonomous language learning. One of the first SALL centers is the *Centre de Recherches et d' Applications en Langues* (CRAPEL) at the University of Nancy in France. CRAPEL provides learners with services that can be used without teacher supervision such as audio-active comparative equipments, listening-comprehension tape services, videotape services and recorded anthology facilities. In certain respects, SALL centers evolved from the language laboratories established during the fifties and sixties. These laboratories were based on the learning theories of behaviorists that emphasize drill-and-practice exercises whereas the emergence of SALL centers is a manifestation of newer concepts from autonomous or self-directed learning.<sup>40</sup>

Nonetheless, researchers themselves have not reached a consensus on the relationship of SALL and autonomous language learning. Some hold a positive view of their relevance. For instance, Gardner & Miller define SALL as an environment in which learners take more responsibility for their language learning and move towards autonomy.<sup>41</sup> Within this learning environment of self-access, learners can enjoy various degrees of autonomy or self-direction. Other researchers do not see a direct connection between autonomy and SALL. For

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<sup>40</sup>Chi Yen Chiu, *Ibid.*

<sup>41</sup>Gardner, D. & Miller, L. *Establishing Self-Access: from Theory to Practice*. (Cambridge: Cambridge University Press, 1999), p.373

Benson & Voller, there is no necessary link between learning in a SALL center and the development of learner autonomy. A SALL center could have teacher-directed activities or materials while they are in no way related to autonomous or self-directed learning.<sup>42</sup>

### 5. Learner Training

Learner training is another term relevant to the concept of autonomy in language learning. While European researchers promote the idea of learner training, North American scholars similarly work on projects of strategy training (including cognitive strategies, Meta cognitive strategies, affective strategies and communication strategies). In CRAPEL, the application of learner training is a central element to the development of autonomous learners. However, some researchers like Sheerin prefer the term *learner development* to learner training because training can imply something done to someone else as an impartation of pre-defined skills.<sup>43</sup>

The goal of learner training is to help learners achieve effective learning to become so-called “good” language learners. Good or successful language learners are autonomous because they have learned how to use their strategies independently. Less effective learners need training to improve their language learning by adopting or using those strategies of good language learners.<sup>44</sup>

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<sup>42</sup>Benson & Voller.P, *Autonomy and Independence in Language Learning*, (Harlow; Longman,1997),p.87

<sup>43</sup>Sheerin, S. *State of the art self-access Language Teaching*, ( Harlow; Longman, 1991),p.75

<sup>44</sup>Chi Yen Chiu, *Ibid.*

Nonetheless, there has been controversy over the use of learner strategy/training as a synonym for autonomous language learning. Benson warns that the use of learner training can implicitly mould learners to some approved patterns of behavior in a process of ideological construction. In other words, learners of strategy training could possibly be trained to follow certain teacher expectations and if they do not, they will feel like poor language learners or not even language learners at all. Therefore, the acquisition of good learning strategies is not the same as the development of learner autonomy if it does not enhance learner's capacity for autonomous learning.<sup>45</sup>

#### 6. What Autonomy is Not

The diverse and ambiguous interpretations of learner autonomy explain why Little considers it important to clarify what autonomy in language learning is not. He points out that the most widespread misconception is the use of self-instruction as a synonym for learner autonomy. Autonomy differs from self-instruction in that the latter is limited to learning without a teacher. If self-instruction can sometimes help learners to achieve a certain degree of autonomy, not every learner who learns without a teacher becomes autonomous.<sup>46</sup>

Autonomy can also be misinterpreted as an abdication of responsibility on the part of the teacher, especially with reference to the classroom context. This abdication of teacher responsibility in language classroom can lead to an organizational fallacy that encourages teachers to relinquish all their initiative and

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<sup>45</sup>*Ibid*

<sup>46</sup>Little, *Ibid*.

control. Third, autonomy is not what teachers do to learners, that is, it is not a new teaching method. In other words, autonomy is not an approach to enforce a particular way of learning but it should be seen as an educational goal.<sup>47</sup>

Another misconception is to perceive autonomy as a single, easily described behavior. Autonomy cannot be easily described because it may manifest in many different forms. Finally, because their performance can never be guaranteed, autonomy is not a steady state achieved by some learners a learner who is highly autonomous in one circumstance may be not autonomous at all in another.<sup>48</sup>

#### 7. Characterization of Learner Autonomy

Benson classifies perspectives on autonomy in applied linguistics into three versions: technical autonomy, psychological autonomy and political autonomy. He relates these three versions, respectively, to three major approaches to knowledge and learning in modern humanities and social sciences: positivism, constructivism and critical theory.<sup>49</sup>

Technical autonomy is characterized by the act of language learning *outside* an educational institution without the intervention of the teacher. This perspective on autonomy appears principally in discussions of learner strategy and learner training. Its main concern is to equip language learners with the skills they need to manage their learning outside the classroom. Positivism is associated

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<sup>47</sup>*Ibid*

<sup>48</sup>*Ibid*

<sup>49</sup>Benson, *Ibid*

with technical autonomy because positivists generally support drill-and-practice approaches to language learning.<sup>50</sup>

The *psychological* version of learner autonomy conceptualizes autonomy as learners' capacity to take responsibility for their learning. This version is generally consonant with ideas in self-directed learning and self-access language learning. The development of psychological autonomy is usually perceived to be "an internal transformation within the individual".<sup>51</sup>

This helps to explain why psychological autonomy is associated with constructivism which sees knowledge as the construction of meaning. Constructivism values individual freedom in thinking and acting as well as individual responsibility for decision-making on learning.<sup>52</sup>

Political autonomy is characterized by learners' control over the process and content of their learning. It not only asserts the rights of language learners to take control of what and how to learn, but also problematic the barriers between target language communities and second language learners. The fundamental idea within this version of autonomy "is that of authoring one's own world without being subject to the will of others". Because it relates language learning to the issues of power and control in critical pedagogies, critical theory supports the political version of learner autonomy.<sup>53</sup>

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<sup>50</sup>*Ibid*

<sup>51</sup>*Ibid*

<sup>52</sup>*Ibid*

<sup>53</sup>*Ibid*

In a critique of Benson's categorization of autonomy summarized as Approach A and Approach B, Holliday proposes another approach (Approach C) to autonomy. He sees Approach A as *native-speaker* in that "native-speaker" teachers perceive their students to be from other cultures outside their own. Holliday links this approach to Benson's two non-political versions of autonomy in which autonomous learners are believed to behave in ways that "conform to an image of the native speaker and his or her culture"). Approach B is *cultural relativist* which represents autonomy as a Western phenomenon non-native students should not adopt because of their own cultural origins. This culturist approach is associated with Benson's political autonomy which relates language learning to issues of power.<sup>54</sup>

Holliday adds a third category or Approach, *social autonomy* representing autonomy as "a pre-existing social phenomenon" that treats people equally as people. This approach escapes the trap of culturist of the first two approaches by:

- 1) Not presuming autonomy as the domain of a Western or any other culture.
- 2) Trying to see through and beyond the professionalism of TESOL under the influence of native-speakers, and.
- 3) Presuming that autonomy is a universal construct and that if autonomy is not immediately evident in learner behavior, there may be something that prevents teachers from seeing it.<sup>55</sup>

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<sup>54</sup>*Ibid*

<sup>55</sup>*Ibid*

In opposition to Benson and Holliday, Sinclair considers it important to establish a broad and realistic description of the concept. She identifies thirteen aspects of autonomy that accommodate the different dimensions of autonomy recognized in the domain of language teaching and learning:

1. Autonomy is a construct of capacity;
2. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning;
3. The capacity and willingness of learners to take such responsibility is not necessarily innate;
4. Complete autonomy is an idealistic goal;
5. There are degrees of autonomy;
6. The degrees of autonomy are unstable and variable;
7. Autonomy is not simply a matter of placing learners in situations where they have to be independent;
8. Developing autonomy requires conscious awareness of the learning process, ie, conscious reflection and decision making;
9. Promoting autonomy is not simply a matter of teaching strategies;
10. Autonomy can take place both inside and outside the classroom;
11. Autonomy has a social as well as an individual dimension;
12. The promotion of learner autonomy has a political as well as psychological dimension;



13. Autonomy is interpreted differently by different cultures.<sup>56</sup>

Sinclair's description of autonomy covers both Benson's and Holliday's, but she approaches the conceptualization of autonomy from a variety of perspectives. In her description, concepts 1-3 describe the conceptualization of autonomy as a capacity of the learner. Concepts 4-6 are related to degrees of learner autonomy. Concepts 7 and 9 explain what autonomy is *not* with respect to language learning. Finally, concepts 10-13 are about the applications of autonomy in a diversity of learning or teaching contexts.<sup>57</sup>

#### 8. Rethinking Autonomy In Language Learning

Ironically, to date “no theory of autonomous *language* learning” has been found inasmuch as no one has developed “a version of autonomy that specifically takes account of the nature of language and language learning”. A review of the literature reveals the definitions of autonomy in language learning to deal mainly with two issues:

- a) Who is responsible for the learning?
- b) Who takes control of the learning?

Dickinson, for example, defines autonomy as a situation in which learners are completely responsible for their learning. Benson, on the other hand, prefers to define autonomy as learners' capacity to take control of their learning because the construct of *control*, for him, is more open for investigation than that of *responsibility*. However, both definitions fail to address the concept of

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<sup>56</sup>Sinclair. B, *Learner Autonomy The Cross Cultural Question*. (Newsletter; IATEFL,1997),p.139

<sup>57</sup>*Ibid*

autonomy with specific reference to language learning. The views of the various scholars from language education surveyed in this paper are summarized in the Table below:

Definitions of Autonomy in Language Learning

AUTHOR	DEFINITION
Holec	"To say of a learner that he is autonomous is therefore to say that he is capable of taking charge of his own learning and nothing more."
Dickinson	"This term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a teacher or an institution. And the learner is also independent of specially prepared materials."
Boud	"The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction."
Little	"Autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action."
Wenden	"In effect, 'successful' or 'expert' or 'intelligent' learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes

	that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous.”
Dam	“Learner autonomy is characterized by a readiness to take charge of one’s own learning in the service of one’s needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person.”
Littlewood	"We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness.”
Benson	“In this book, I prefer to define autonomy as the capacity to take control of one’s own learning, largely because the construct of ‘control’ appears to be more open to investigation than the constructs of ‘charge’ or ‘responsibility’”. <sup>58</sup>

Nunan points out that the idea of autonomy in language learning can be linked to communicative language teaching (CLT) both historically and theoretically. In the literature of second language acquisition, the emergence of autonomy in language learning is associated with a reaction against the drill-and-practice theories of behaviorism. It is this rejection of behaviorism that leads to

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<sup>58</sup>Chi Yen Chiu, *Ibid*

the rise of CLT in which language functions, learner needs and learner autonomy are emphasized.<sup>59</sup>

At the theoretical level, a few researchers have made attempts to include communicative assumptions in their discussions of learner autonomy. Holec describes the objective of autonomy-based teaching as that of helping learners to acquire the communicative and linguistic competencies they themselves define.<sup>60</sup> Littlewood identifies three domains of foreign language learning in which communication is primary: 1) *autonomy as a communicator* or the ability to communicate more independently, 2) *autonomy as a learner* or the ability to learn more independently and 3) *autonomy as a person* or the ability to be more independent as individuals. He brings up the notion of autonomy as a communicator to help learners develop the ability to use language creatively and apply their personal learning strategies.<sup>61</sup>

For Little, autonomy implies both learner self-management in language learning and learner self-reliance in their second “language learning using”. He suggests that language learning and language use are in a two-way relationship. Therefore, the development of communicative proficiency depends on learners’ language use and each occasion of language use furthers their language learning.

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<sup>59</sup>Nunan, D. *Autonomy in language learning*. Plenary presentation, (Cartagema; Colombia,2000),p.156

<sup>60</sup>Holec,*Ibid.*

<sup>61</sup>Littlewood, W. *“Autonomy”: an anatomy and a framework* (Cambridge, Cambridge University,1996),p.241

This view of the language learning process in fact echoes that detailed for communicative language teaching.<sup>62</sup>

Like Nunan cited above, Benson sees the development of autonomy as closely tied to that of a communicative orientation towards language learning. At the University of Hong Kong, Benson and Nunan interview 31 freshmen on their English experiences from the earliest to the most recent stages of learning (cited in Benson). They conclude that the intention of these students to take control of their language learning almost always arises out of their experiences of communication although expressing intention of taking control is not equivalent to gaining autonomy. For instance, one student, Alison, mentions that learning English is not the same as learning other school subjects in that she has to go out and practice in language learning. However, when she thinks back to primary school, English is no different from other subjects because she never used English for communication at that time.<sup>63</sup>

Therefore, I propose a working definition of an autonomous language learner as *one who uses language to learn and communicate, thereby demonstrating a capacity to take control of his or her learning*. Communication, defined as the expression, interpretation and negotiation of meaning, is itself self-directed and interdependent. *Self-directed*, in language education, is opposed to *teacher-directed* or *other-directed*. For instance, lecturing a writing class is teacher-directed instruction. Passing a TOEFL test is an example of other-directed activity. Interdependence implies Halliday's interpersonal or social

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<sup>62</sup>Little, *Ibid.*

<sup>63</sup>Nunan, *Ibid.*

function of language. Through this function, teachers and learners are able to establish, maintain and change their role relationships in teaching or learning contexts.<sup>64</sup>

The promotion of learner autonomy is in fact an integral component of communicative language teaching, which aims to develop learners' communicative competence, or "the interpretation, expression, and negotiation of meaning" in both spoken and written language.<sup>65</sup>

The focus of CLT is on the learner, and the role of the teacher in CLT can be said to be that of a communication facilitator. Whereas the teacher in CLT is "the facilitator of the communication process", learners are negotiators who both give and receive.<sup>66</sup>

### ***E. Some Pertinent Ideas***

#### **1. Theories of Speaking**

Speaking a language is especially difficult for foreign language learners. The effective oral communications requires the ability to use language appropriately in social interactions. Speaking is fundamentally an instrument act. Speakers talk in order to have some effects on their listener. They assert things to change their state of knowledge. They ask them to provide information. They request things to get them to thing for them. Speaker begins whit the intention of

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<sup>64</sup>*Ibid*

<sup>65</sup>*Ibid*

<sup>66</sup>*Ibid*

affecting their listeners in a particular way, and they select and utter a sentence they believe will bring about just this effect.<sup>67</sup>

Speaking ability is the ability to speak appropriately and effectively in real communicative situation in order to communicate ideas to other.<sup>68</sup> Spelling to express a personal intention is not a sequential or learner process on items generations the next throughout the utterance.<sup>69</sup>

Speaking is used for many different purposes, and we each purpose involve different skills, in some situation we use speaking to give instruction or to get thing done. Divides the first skill above, the first is into medium with listening and speaking acquiring in the spoken medium, reading and writing in the written medium.<sup>70</sup>

## 2. The Role of Speaking in Communication

Speaking is a means of communication. Communication is contact relation between human beings individually or groups. According to Richards and Wili A. Renandya stated that speaking is one of the central elements of communication. Communication is the effective giving and receiving information. To be effective, the message must be understood by both the communicator and

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<sup>67</sup>Herbert, *Speaking Skill*, (New York: Oxford University Press, 2001), p. 269

<sup>68</sup>Heaton Wijaya, *Writing English Language Test*, (New York: Longman Inc.,1988), p. 87

<sup>69</sup>Wilga M River, *Teaching Foreign Language Skills*, (London: The University of Chicago Press), p. 102

<sup>70</sup>Jhonson, *an Introduction to English Foreign Language Learning and Teaching*, (England: Longman, 2001), p. 269

the received.<sup>71</sup> Speaking are not the receiver a meaning clothed in words, but by our words we are causing what in the receiver's association which will enable that person to form an interpretation of the intention of our message.<sup>72</sup>

### 3. Speaking as Productive Skill

Speaking is only simple productive when it is conserve of in terms in used. But when we speak normally in the course of a natural communicative interaction we do not only use our vocal organs.<sup>73</sup>

Speaking is said to relate to language expression through the aural medium, another way prevent this skill is by the reference not to the medium but the activity of the language user. It explains that speaking is active or productive and making use of the aural medium. To begin with, an act of communication thought is commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchanged what is said, therefore, is depend on an understanding of what else have been said in interaction for example, it is said something in the course of a conversation it will not isolate. Remark which has not references to what has been said previously but will in some way.<sup>74</sup>

Deriving of understanding of what other people have ready said, speaking is an instance of use, therefore, is part of reciprocal exchange in which

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<sup>71</sup>Kroehnert Gary, *BASIC TRAINING for Trainers, A handbook for new trainers*, (McGraw-Hill Book Company Australia Pty Limited, 1995), p. 102

<sup>72</sup>Wilga M. Rivers, *Opcit.* p. 222

<sup>73</sup>Widdowson, *The Teaching Of English as Communication*, (Oxford University Press, 2001), p. 269

<sup>74</sup>Widdowson H. G., *Teaching Language as Communication*, (Oxford University Press, 1978), p. 59



but reception and production playing a part, in this sense of the skill of speaking. Involve but receptive and productive participation. Speaking feeds on listening, this precedes it. Usually, one person speaker and the other respond through attending by means of the listening process in fact, during interaction every speaker plays double role both as a listener and as a speaker. The act of speaking involves not only the production of sound but also the use of gesture, the movement of the muscles of the face and indeed of the whole bodies. All of these non-vocal accompaniments of speaking as communicative activities are transmitted through the visual medium.<sup>75</sup>

At any point in a speech event speakers can rephrase what they are saying: they can speed up and slow down, this will often to be done in respond to the feedback they are getting from the listener who will show through a variety of gestures expressions and interruptions that they do not understand and in face to face interaction the speaker can use a whole range of facial expression, gesture and generally body language to convey the message. Communicative competence becomes the central element to improve the learners' ability in speaking prophecy communicative competence includes.

#### a. Grammatical Competence

Grammatical competence is umbrella concepts which include increasing expertise in the grammar (morphology, syntax, vocabulary, and mechanics), the term mechanics refers to the basic sound of letter and syllable, pronunciation of words, intonation, stress, and fluency.

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<sup>75</sup> *Ibid*,p. 59

#### b. Discourse Competence

Which are concerned with inferential relationship in this course, weather formal and informal the roles of cohesion and coherency applying. Which aid in holding communication in a meaningful way? Effective speaker should acquire a large reporter of structures and discourse markers to express ideas, show relationship of time, and indicate cause contras and emphasize.

#### c. Sociolinguistic Competence

Learners must have competences which involve knowing what is expected socially and culturally by users of the target language. That is learners must require the roles and norms governing the appropriate timing and realizations of speak acts. Understanding the sociolinguistics side of language help learners to know what comment appropriate.

#### d. Strategic Competence

Strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems.

Rating value the degrees of learners speaking ability the rating scales includes accuracy, fluency and comprehensibility.<sup>76</sup> Base on the statement, the writer divides speaking skill into three main components, as follows:

##### 1) Fluency

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<sup>76</sup>J. B. Heaton, *Writing English Language Test*, (Longman Group, UK: England,1991), p. 100

Fluency is the ability to produce one wish to say smoothly and with undue hesitation. Speaking without to great and effort with a fairly wide ranges of expression in the pass researchers Tasyid and Nur found that in the students speaking skills there were fairly fluent in interaction with speak of 75 – 89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

## 2) Accuracy

Accuracy is the ability which use target language clearly intelligible pronunciation, particular grammatical and lexical and accuracy brown says that achieved to some extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

## 3) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and repsasily. Comprehension is exercise to improve one understanding.

The first point the Emphasize that speech production take place in real time and is therefore essentially linier. Words follow words phrase follow phrase. Speech is produced utterance, in responds to the word by word and utterance by utterance production of the person we are taking. Base on the point speaking involved.<sup>77</sup>

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<sup>77</sup> *Ibid*,p. 2

#### 4. The Difficulties of Speaking

Some characteristic of spoken Language can make oral performance easy as well in some difficult, as Brown demonstrates some of the characteristics.

##### a) Clustering

Fluent speech in phrasal, not word-by-word; learner can organize their output both cognitively and physically (in breath groups) through such clustering.

##### b) Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

##### c) Reduced form

Contraction, elisions, reduces vowels, etc. All form special problems in teaching spoken English. Students who do not learn colloquial construction can sometimes developed a stilted bookish quality of speaking that in stigmatize them.

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#### ***D. Conceptual Framework***

The conceptual framework these are seven concepts of Self Assessment as follows:

On the basis of that experience and research, I set forth seven concepts here to define the kind of self assessment that is not merely a matter of self-grading nor of an occasional summative analysis of a series of one's performances. It is an ongoing process of evaluating one's performance in a way that makes it a sustained and sustaining essential part of lifelong learning.

The first of these concepts is the understanding and practice of self assessment as a developmental process that, like understanding itself, is never exhausted in its ability to grow. Our research in self assessment has formally revealed what we've all probably experienced that a beginning student "makes judgments on her own behavior when someone else points out concrete evidence to her and "expects the teacher to take the initiative in recognizing her problems and approaching her about them".

After several years of consistent practice in self assessment throughout her academic program, a student "emphasizes reliance on self assessment," "gives evidence of internalizing standards of self assessment," and "shapes her aspirations realistically commensurate with her abilities". These indications of growth suggest that with self assessment, as with any other ability, understanding increases with practice and further understanding refines practice.

A second concept essential to the kind of self assessment that underpins lifelong learning is the use of observable performance as the basis or evidence for judgment. Ideally, students assessing themselves for effectiveness in teamwork in science experimentation, for instance, judge it on the basis of a series of observable performances. Within a perhaps overall uneven pattern of effectiveness, they are able to discern patterns of strengths and weaknesses that can assist them in their plans for improvement.

Two more concepts that define the kind of self assessment called for here are careful observation and reflective analysis. Several basic sub skills involved are distinguishing observation from inference and discerning detail that is apt to

be overlooked. The challenge of precise observation lies especially in the ability to separate one's expectations from actual performance, for our research has uncovered the tendency in a beginning student to "experience evaluation of her performance as general affirmation or rejection of herself." Typically, a student's perception of his or her own speaking ability can be that it is nonexistent. That student will find it very hard to discern what might be excellent articulation or any other signs of effective speaking even in a video recording of his or her performance, much less in a performance recorded only in memory. For this reason it is important to assist a student to understand that each self assessment is an evaluation, not of the person, but of a performance in a specific context or a series of performances in various contexts. The self is doing the judging as the agent rather than being judged as the object.

For an understanding of one's observations, reflection plays an essential role in self assessment. Getting at the how and why of one's actions seems an obvious preliminary to avoid leaping to judgment. Boud, Keogh, and Walker say it well, in identifying the role of reflection in relation to self assessment as a concern "with how the learner works on the experience, links new knowledge with old, reexamines the initial experience in light of his or her own goals, integrates knowledge into his or her existing framework, and rehearses it with a view to subsequent activity."

A fifth concept incorporated into self assessment as a developing process is that of the use of criteria that are gradually internalized. These criteria are constantly refined by instructors, who initially articulate the criteria, and by

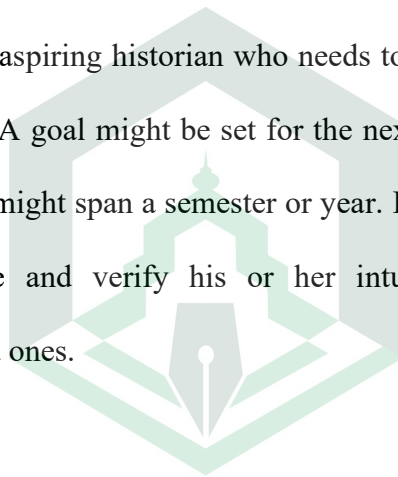
students, who at first might or might not be able to express some criteria. Both keep coming to an increased understanding of the sought abilities and knowledge the criteria represent. Part of students' learning to self assess is their seeing criteria (in effect, shared mental models) as specifically defining the nature of an ability or a cluster of abilities. A given student might know that effective organization is a criterion for good writing, but it takes some time to understand exactly what that means in performance, how context and audience require it to vary, and how one integrates its myriad nuances and varieties and levels of expression.

The development of criteria is enhanced by instructor and peer feedback, which is the sixth defining concept identified here as essential to the kind of self assessment needed for lifelong learning. Through such feedback, a student expands his or her operational understanding of what constitutes effective performance. Anne Brockbank and Ian Mc Gill stress the point that, without the interaction of thought brought about by external dialogue, "critically reflective learning may not happen. Feedback from instructors and peers can highlight points the student missed, can discover gaps in the student's analysis, can provide other perspectives from which to view a performance, and can raise questions that might lead to further understanding."<sup>78</sup>

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<sup>78</sup> [http://cft.vanderbilt.edu/files/vol15no2\\_self\\_assessment.html](http://cft.vanderbilt.edu/files/vol15no2_self_assessment.html) , accessed on 15 march 2014.

The final concept for defining self assessment in relation to lifelong learning is planning for improvement. Clearly the process of careful observation and reflective judgment, if recorded, can provide valuable information for ongoing improvement. Specifically, it can assist students to transform vague hopes into realistic goal setting. Directed assignments for self assessment designed and administered by the classroom instructor can encourage students into a habit of articulating goals for improvement, whether the student is an aspiring scientist who needs to raise questions that evoke thinking rather than factual answers or an aspiring historian who needs to analyze assumptions before drawing conclusions. A goal might be set for the next single performance until it becomes a habit or it might span a semester or year. In any case, it encourages the student to reexamine and verify his or her intuitive decisions as well as intentionally informed ones.



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## CHAPTER III

### RESEARCH METHOD

#### ***A. Method of the Research***

The research method is essentially a scientific way to get the data with a specific purpose and usefulness. To achieve that goal required a method that is relevant to the purposes to be achieved.

This research is done through a quantitative approach with the use of relevant statistical methods to find out *“The Effectiveness of Self Assessment Technique in Improving Students’ English Speaking Proficiency of STAIN Palopo”*.

#### ***B. Research Design***

Design of this research is descriptive quantitative. The writer should take one class in the third semester students in English department of STAIN Palopo as sample to giving the Self-Assessment method. This design was presented as follows:

1. Observation.
2. Interviews
3. Questionnaire

### ***C. Students***

In this research the researcher was taken class C in the third semester students of English department of STAIN Palopo 2013/2014 academic year as subject and was given the questionnaire. The students of English department from the third semester class C are 27 students.

### ***D. Instrument of the Research***

The research instrument is an instrument used to measure the natural and social phenomena are observed, specifically all of phenomenon called the research variables.

Instrument of the data in this research were providing observation, interview, and questionnaire.

1. Observation; it was used to collect data from sample directly to know the condition of sample condition.

2. Interviews; It was used to get data collection about the students' problem, that the problem faced by students in third semester in speaking mastery.

3. Questionnaire; Method that used with making list question then was given to the respondent by letter answered by letter too. In this case the researcher use two alternative choice as follow:

- a. Yes
- b. No

### ***E. Procedure of Collecting Data***

Data collection techniques used in this research is expected to provide accurate data and more specifically, with regard to the techniques used are:

#### **1. Observation**

Observation is the first step made by the researcher prior to carrying out research to find out and get to know the third semester students majoring in English department of STAIN Palopo later determine grade that will be set as the object of research.

#### **2. Interview**

After finished the observation and choose classes that will be made of class then a researcher was did interview to students who will be scrutinized to determine more clearly the problems speaking students, in this study the researchers had chosen a three-semester students of class C Department of United Kingdom on STAIN in action.

#### **3. Questionnaire**

Then the last step performed researchers in this study is to provide the questionnaire to students.

In the questionnaire students will provide a checklist in the column "yes" or "no" according to the abilities of each student based on the statement contained in the columns Speaking of 1, 2, 3, 4 and 5 (S1-S5) as the function to know the effectiveness of self assessment.

### ***F. Technique of Data Analysis***

The purpose of this research was to find out the effectiveness of self assessment technique in improving the students speaking proficiency in their semester students of English department of STAIN Palopo whether the effectiveness was very high, high, medium, low or very low classification.

To find out the effectiveness of self assessment technique, the researcher used data analysis the respondent response, that was one of a technique that use to find the positive and negative response by the respondent.

Based on the purpose above we would know the effectiveness of self assessment technique by use classification as follows:

Table 3.1

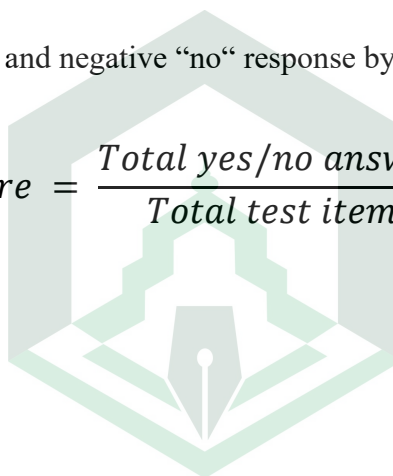
Interpretation respondent positive and negative response

Response classification	Interpretation
< 100.00	The effectiveness of self assessment is excellent
Between 80.00-100.00	The effectiveness of self assessment is very good
Between 60.00-79.00	The effectiveness of self assessment is good
Between 40.00-59.00	The effectiveness of self assessment is

	average
Between 20.00- 39.00	The effectiveness of self assessment is low
>5.00-19.00	The effectiveness of self assessment is very low

Based on the table of classification above the reseacher was used formula to count the positive “yes“ and negative “no“ response by the following formulas:

$$Score = \frac{\text{Total yes/no answer}}{\text{Total test item}} \times 100$$



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## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### *A. Findings*

This chapter deals, with finding and discussion about the result of the research, based on the research test that have been. How is the effectiveness of self assessment technique in improving the students speaking proficiency of STAIN Palopo. The researcher use descriptive Statistical Program of the Social Science (SPSS) a Software version. 17.0 for Windows to find out the mean score of this research.

1. The result of students' positive response.

To get the students score in positive response the researcher gave the self assessment test to the sample and the result saw the following table:

**Table 4.1**  
**The Informants Scales in Positive Response**

Respondent	Positive Answer					Total
	S1	S2	S3	S4	S5	
I-1	4	9	5	5	3	26
I-2	3	8	6	7	3	27
I-3	5	10	8	6	2	31
I-4	3	9	9	7	3	31
I-5	4	7	7	8	2	28

I-6	4	6	6	8	2	26
I-7	4	9	9	7	3	32
I-8	5	8	8	6	2	29
I-9	3	7	9	8	2	29
I-10	3	9	7	8	2	29
I-11	3	5	8	8	3	27
I-12	5	7	9	7	2	30
I-13	5	8	6	8	3	30
I-14	3	6	8	6	2	25
I-15	4	9	7	8	3	31
I-16	4	8	9	7	1	29
I-17	5	7	8	7	3	30
I-18	4	6	7	8	3	28
I-19	5	7	9	6	2	29
I-20	4	9	8	5	3	29
I-21	4	8	7	4	2	25
I-22	3	7	5	6	3	24
I-23	5	8	6	7	1	27
R24	4	9	9	4	3	29
I-25	3	8	8	5	2	26
I-26	5	6	7	3	2	23

I-27	4	7	6	7	3	27
Total	108	207	201	176	65	757

Based on the positive response to the score table the number of informants as much as 27 students, were the classification in 5 levels of questions then the total of informants in are 757 score. To calculate the mean score of positive answers above by using the Statistical Program of the Social Science (SPSS) a Software version. 17.0 for Windows as well as in the following table:

**Table 4.2**  
The Score in Positive Response

N	Valid	27
	Missing	0
Mean		28.0370
Std. Error of Mean		.44171
Median		29.0000
Mode		29.00
Std. Deviation		2.29517
Variance		5.268
Minimum		23.00
Maximum		32.00
Sum		757.00

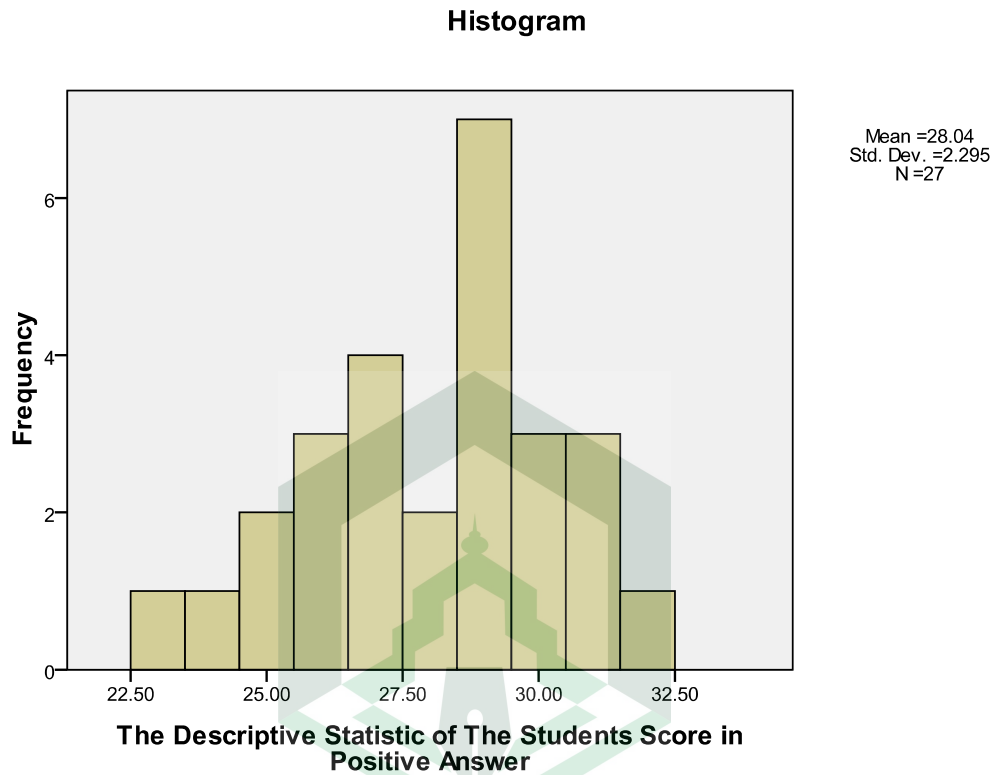


As described in table 4.1 researchers then calculate the mean score of the positive response by the informants that on 27 table 4.2 above, the mean score are 28,0370 standard deviation 2,29517, with maximum valid score are 32.00 and a minimum valid score are 23.00.

**Table 4.3**  
**The valid percent in Positive Response**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 23.00	1	3.7	3.7	3.7
24.00	1	3.7	3.7	7.4
25.00	2	7.4	7.4	14.8
26.00	3	11.1	11.1	25.9
27.00	4	14.8	14.8	40.7
28.00	2	7.4	7.4	48.1
29.00	7	25.9	25.9	74.1
30.00	3	11.1	11.1	85.2
31.00	3	11.1	11.1	96.3
32.00	1	3.7	3.7	100.0
Total	27	100.0	100.0	

After calculate the mean score on the positive response on the table 4.2 than to know valid percent of positive response can be seen in table 4.3 above. After learning of valid percent then it can be illustrated in the form of a histogram as follows:



As the results appear in the calculation of the mean score of positive response in the table 4.2 with the result that appears on the histogram above that the mean score are 28, 04 with standard deviation 2,295 by the number of respondent as much as 27 students.

2. Scoring the negative response by using table as follow:

**Table 4.4**

**The Informants Scales in negative Response**

Respondent	Negative Answer					Total
	S1	S2	S3	S4	S5	
I1	2	2	5	3	1	13
I2	3	3	4	1	1	12
I3	1	1	2	2	2	8
I4	3	2	1	1	1	8
I5	2	4	3	0	2	11
I-6	2	5	4	0	2	13
I-7	2	2	1	1	1	7
I-8	1	3	2	2	2	10
I-9	3	4	1	0	2	10
I-10	3	3	1	0	2	9
I-11	3	6	2	0	1	12
I-12	1	4	1	1	2	9
I-13	1	3	4	0	1	9
I-14	3	5	2	2	2	14
I-15	2	2	3	0	1	8
I-16	2	3	1	1	3	10

I-17	1	4	2	1	1	9
I-18	2	5	3	0	1	11
I-19	1	4	2	2	2	11
I-20	2	2	2	3	1	10
I-21	2	3	3	4	2	14
I-22	3	4	5	2	1	18
I-23	1	3	4	1	3	12
I-24	2	2	1	4	1	10
I-25	3	3	2	3	2	13
I-26	1	5	3	5	2	16
I-27	2	4	4	1	1	12
Total	54	91	68	40	43	299

Based on the negative response to the score table the number of informants as much as 27 students, were the classification in 5 levels of questions then the total of all informants in are 299 score. To calculate the mean score of positive answers above by using the Statistical Program of the Social Science (SPSS) a Software version. 17.0 For Windows as well as in the following table.

**Table 4.5**  
The score in Negative Response

N	Valid	27
	Missing	0
Mean		11.0741
Std. Error of Mean		.49478
Median		11.0000
Std. Deviation		2.57093
Variance		6.610
Minimum		7.00
Maximum		18.00
Sum		299.00

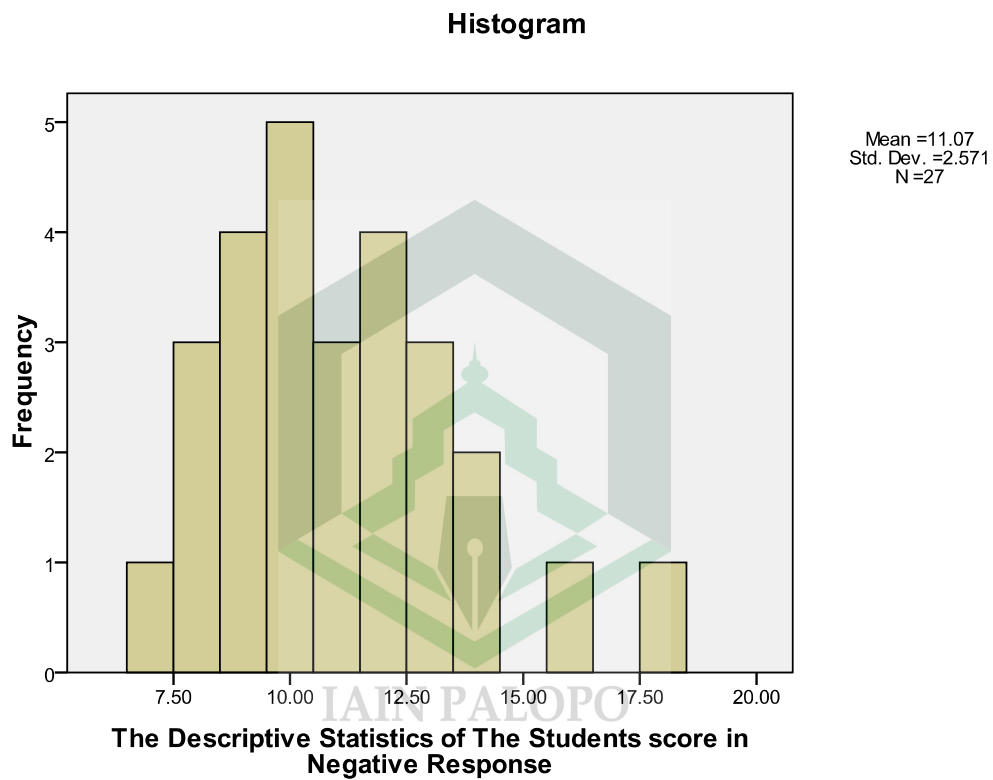
As described in table 4.4 then the researchers calculate the mean score of negative response by 27 informants that on table 4.5 above, the mean score are 11,074 standard deviation 2,570, with maximum valid score are 18.00 and a minimum valid score are 7.00.

**Table.4.6**  
**The Valid Percent in Negative Response**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7.00	1	3.7	3.7	3.7
8.00	3	11.1	11.1	14.8
9.00	4	14.8	14.8	29.6
10.00	5	18.5	18.5	48.1
11.00	3	11.1	11.1	59.3
12.00	4	14.8	14.8	74.1
13.00	3	11.1	11.1	85.2
14.00	2	7.4	7.4	92.6
16.00	1	3.7	3.7	96.3
18.00	1	3.7	3.7	100.0
Total	27	100.0	100.0	

After calculate the mean score on the positive response on the table 4.5 next to know valid percent of positive response can be seen in table 4.6 above.

After learning of valid percent then it can be illustrated in the form of a histogram as follows:



As the results appear in the calculation of the mean score of positive response in the table 4.5 with the result that appears on the histogram above that the mean score are 11, 07 with standard deviation 2,571 by the number of respondent as much as 27 students.

3. Calculate the total score from the positive and negative response as follow:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total yes/no answer}}{\text{Total test item}} \times 100 \\
 &= \frac{1056}{5} \times 100 \\
 &= 21120 \\
 &= 145,327
 \end{aligned}$$

### ***B. Discussion***

Based on the result of data analysis, the researcher interpreted that self-assessment is effective and one of technique to develop students' speaking at the third semester students in English department of STAIN Palopo.

After giving the test to students on the statement I can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office a statement speaking 1 (S-1) students give answers "yes" on the grounds they had received the material speaking telling about the place, then on the second statement I can order a simple meal at speaking 1 (S-1) students give answers "yes" on the grounds that relate to their daily activities which tell about foods, on the third of speaking 1 (S-1) I can arrange for a hotel room or taxi ride, most students give the statement "yes" by reason of such things often experience so that they learn to explain it and some students give



the statement "no" with the reason they've never experienced it, on the fourth statement speaking 1 (S-1) I can buy a needed items such as bus or train ticket, groceries, or clothing, some students gave the answer "yes" by reason of the vocabulary used has been memorized and part providing answers no to the reason they haven't memorized the vocabulary to explain it, on the part of fifth speaking 1 (S-1) I can ask and answer simple questions about date and place of birth status, occupation, etc, there are some students the few who was able to explain it in English with the reason the students speaking abilities are very good because they often follow the course and memorize vocabulary that they will probably always use and there are also some students who gave the answer "no" because of a lack of vocabulary that they memorized to explain such matters, on the sixth statement speaking 1 (S-1) I can make social introductions and use greeting and leave taking expressions of the students being able to explain it well into English because it is associated with the Introduction of self to others.

After explaining the reasons the students answered "yes" and "no" on speaking 1 (S1) researchers then analyze the results answer on speaking 2 (S-2) as the first statement I can handle conversations about familiar topics in an organized way, the students was given answered "yes" because they always make discussion with English forums so the can explained with easy, the second statement speaking 2 (S-2) "I can produce speech with some organization on familiar topics that extend beyond my daily routine Saturday the Student gives an answer give different answer as most students admitted to not being able to remember the vocabulary they used in

describing it, the third statement speaking 2 (S-2) I can describe my present or most recent job or activity in some detail "the students given the answer" yes "because it is related to their self identity, as well as on the third statement above, in the fourth statement of speaking 2 (S-2) "I can give detailed information about my family, my house, and my community mark" give the answer "yes" for the same reason with the third statement, on the fifth statement speaking 2 (S-2)" I can interview and employed, or arrange for special service (taking care of details such as salary, qualifications, hours specific duties) just little from the students was given answered "yes" because they still low vocabulary to explain about that, then on the sixth statement speaking 2 (S-2) "I can give a brief autobiography including immediate plans and says" the students was given "yes" answer because the statement closely relation with the courses that they have received the telling about holiday planning, after giving an answer on the sixth statement, some students gave answers "yes" and the other give an answer "no" on the seventh statement "I feel confident that when I talk with native speakers on topics such as those mentioned above, they understand me most of the time "on the grounds that the statement has a vocabulary which has not been memorized by some students, eighth statement "I can take and give simple messages over the telephone, or leave a message on voice mail "students give answers" yes ", because it's already been given lessons learned at speaking in school classrooms; but not all students give answers "yes" because the ability to memorize vocabulary and speaking students are lacking, on the next statement "I can describe in detail a person or place that is very familiar to me" the students give answers "yes"

because previous research has held recording that discuss people's self-describing self-describing place, then the next statement saying "I can report the facts of what I have seen recently on television news in the newspaper" the student gives an answer "yes" and "no" with reason because they're a lot of memorization and practice using that method, the next statement "I can talk about a trip or some other everyday events that happened in the recent past or that will happen soon" some student was given answered "yes" and some more was given "no" is answered because they can't afford vocabulary to describe it.

After the students finish explaining the reasons they give answers of "yes" and "no" then they answer speaking 3 (S-3) by reason of their respective statements on the first statement speaking 3 "I feel that I have a professional command, rather than just a practical one, of the language" most students give answers "yes" because they master the vocabulary used to describe it and some gave the answer "no" because not knowing vocabulary they should use to explain it, then in the statement "There are few grammatical features of the language that I try to" • avoid most among the students give the answer "no" because the student is still lacking grammatical control allows to give an explanation of this passage, the next statement "I rarely find myself unable to finish a sentence because of linguistic limitations (grammar or vocabulary)" students too much gives the answer "no" for the same reason the previous statement in a statement, "I find it easy to follow and contribute to a conversation among native speakers, answers students give answers" yes "because they've been used to doing in listening and assume it can explain the brand, after answering the above statement

then the students give answers on the statement "I can speak to a group of educated native speakers on a professional subject and be sure I am communicating what I want to obviously, without irritating them linguistically" some students was given the "yes" and "no" because some students have learned about that subject and some more low vocabulary to explained, the next statement "I can, on a social occasion, defend personal opinions about social and cultural topics of the students answered "yes" and "no" because they feel they should be able to explain about social and cultural and ethnic culture in particular have their own regions so that they easily learn and explain the reasons they give answers ""yes and no." on the statement, then on the next statement "I can cope with difficult situations such as broken down plumbing, and undeserved traffic ticket, or a serious social or diplomatic blunders made by a colleague or me" more students who given answers "yes" than "no" because they are less understood the purpose statement in the questionnaire, the next statement "I can use language to speculate at length about abstract topics such as how some change in history or the the course of human events would have affected my life or civilization" the students was given a "no" answer because they can not understand about the statement, the next statement "in professional discussions, my vocabulary is extensive and precise enough to enable me to convey my exact meaning" some students was given the answer "yes" because they have good basic skill to and explained about the statement above and some more was given "no" because they said can not explained the statement with English, the difficulties to students was explained about the three speaking because their low vocabulary skills and their

pronunciations still lack, the next statement in speaking three "I am able to adjust my speech to suit my audience, whether I am talking to university professor, close friends, employees, or others, the students were able to give an answer" yes "because they sure are able to do so even though there has been no opportunity to speak with the professor of a university.

After given answered in the speaking three above the students doing the speaking four with the same way, in the statement " I consistently use the language in a sophisticated and nuanced way to effectively communicate with great precision" the students was given "no" answer because they can not understand meaning of the statement, next statement "I practically never make a grammatical mistake" the students was given "no" answered because they said that their grammatical still low and need to improved, next statement "I can carry out any job assignment as effectively as if in my native language" some students was given "yes" answered because they think that's important to studied and some more of the students was given "no" answered because they can not explain about the subject, next statement of speaking four "I can persuade someone effectively to take a course of action in sensitive situation such as to improve his/her health, reverse a decision or establish a policy, the students was given "no" answered because they can not memorize all about the vocabulary to explain that in the next statement "I can prepare and give a lecture at a professional meeting about my area of specialization and debate complex aspects with others" the students was given "yes" answer because the have learn to be a guide and some students was given "no" answer because they never studied about

that, next statement “I naturally integrate appropriate cultural and historical references in my speech” the student was given “yes” answered because they know the vocabulary of that subject and some more was given “no” answer because their vocabulary still low, in the statement “I can eloquently represent a point of view other than my own” the students given “yes” answer because they said this is a part from introduction self so this is so easy to explained, than the statement “I can lead the direction of the discussion (friendly, controversial, collaborative)” they said that is difficult to explained because they never did something like that so they was given “no” answered, than the next statement “My language proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of country where the language is natively spoken” the students was given “no” answered because they can not explained that statement, next statement “I can use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features” the students was given “yes” and “no” answered because some student get trouble to explained the statement but some students can explained that easily, the next statement “My pronunciation is typically consistent with that of well-educated, highly articulate native speakers of a standard dialect” the students was given “yes” answer because some students really good in their pronunciation and some more was given “no” answered because they don not have a good pronunciation, in the last statement “My vocabulary is extensive and precise, allowing me to consistently convey complex ideas and details” some students was given “yes” answer because they really

good vocabulary and some students was given “no” answered because their vocabulary still low.

Based on the result of findings the effectiveness of self-assessment is accepted to the students learning process and this is a good method for giving to the students learning process.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusions*

After finding data analysis and discussion, the researcher concluded that there are many ways to improve speaking skill. Self-assessment was good technique in teaching speaking at the third semester the students of STAIN Palopo. Based on data analysis and discussion of the findings, it could be concluded the mean score in the two items that is positive and negative items are 98,74. It means that self-assessment technique could improve the students speaking ability.

Therefore it could be said that self assessment technique could improve speaking ability at the third semester students of STAIN Palopo.

#### *C. Suggestion*

Based on the conclusion above, to reach the aim and objective in increasing the quality of students, generally students of the third semester of STAIN Palopo especially in the class C, the researcher has some suggestions for English teacher and students, as follows:

1. Teacher

As an English teacher, we should apply an appropriate way or technique in learning process, in order the students can understand and they would not be bored in learning. To improve the students' speaking, the English teacher should give more



speaking practice in creative ways to enlarged students' competence in mastering speaking process. The researcher suggested the teachers to try this method in teaching process because this is a good method for the students in improving their motivation in learning.

## 2. Students

As an students, to be a mastery in every studies they should be seriously in accepted every subject were given by the teacher especially in English mastery, they should be more active in the class room and much to learn about their self, because if the students know about their self ability they would be more and more study.

## 3. Suggestion to other future researcher

For future researcher, they can read this thesis as a literature to guide them when want to do the similar research. Although this research has been done but because of limited time it still has many weakness. Therefore, any researcher who is interested in doing the same research are suggested to do deep analysis and focus on the self assessment to improve the students speaking abilities in order to contribute educational field.

## Test of Self Assessment

Name :

Class :

<b>SELF-ASSESSMENT OF SPEAKING PROFICIENCY</b>		<b>Yes</b>	<b>No</b>
<b>S-1</b>	I can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office.		
<b>S-1</b>	I can order a simple meal.		
<b>S-1</b>	I can arrange for a hotel room or taxi ride.		
<b>S-1</b>	I can buy a needed item such as bus or train ticket, groceries, or clothing.		
<b>S-1</b>	I can ask and answer simple questions about date and place of birth status, occupation, etc.		
<b>S-1</b>	I can make social introductions and use greeting and leave-taking expressions.		
<b>S-2</b>	I can handle conversations about familiar topics in an organized way.		

S-2	I can produce speech with some organization on familiar topics that extend beyond my daily routine.		
S-2	I can describe my present or most recent job or activity in some detail.		
S-2	I can give detailed information about my family, my house, and my community.		
S-2	I can interview an employee, or arrange for special services (taking care of details such as salary, qualifications, hours, specific duties).		
S-2	I can give a brief autobiography including immediate plans and hopes.		
S-2	I feel confident that when I talk with native speakers on topics such as those mentioned above, they understand me most of the time.		
S-2	I can take and give simple messages over the telephone, or leave a message on voice mail.		
S-2	I can describe in detail a person or place that is very familiar to me.		

S-2	I can report the facts of what I have seen recently on television news or read in the newspaper.		
S-2	I can talk about a trip or some other everyday event that happened in the recent past or that will happen soon.		
S-3	I feel that I have a professional command, rather than just a practical one, of the language.		
S-3	There are few grammatical features of the language that I try to avoid.		
S-3	I rarely find myself unable to finish a sentence because of linguistic limitations (grammar or vocabulary).		
S-3	I find it easy to follow and contribute to a conversation among native speakers.		
S-3	I can speak to a group of educated native speakers on a professional subject and be sure I am communicating what I want to, without obviously irritating them linguistically.		
S-3	I can, on a social occasion, defend personal opinions about social and cultural topics.		

S-3	I can cope with difficult situations such as broken-down plumbing, an undeserved traffic ticket, or a serious social or diplomatic blunder made by a colleague or me.		
S-3	I can use the language to speculate at length about abstract topics such as how some change in history or the course of human events would have affected my life or civilization.		
S-3	In professional discussions, my vocabulary is extensive and precise enough to enable me to convey my exact meaning.		
S-3	I am able to adjust my speech to suit my audience, whether I am talking to university professors, close friends, employees, or others.		
S-4	I consistently use the language in a sophisticated and nuanced way to effectively communicate with great precision.		
S-4	I practically never make a grammatical mistake.		
S-4	I can carry out any job assignment as effectively as if in my native language.		
S-4	I can persuade someone effectively to take a course of action in a sensitive situation such as to improve his/her health, reverse a decision or establish a policy.		

S-4	I can prepare and give a lecture at a professional meeting about my area of specialization and debate complex aspects with others.		
S-4	I naturally integrate appropriate cultural and historical references in my speech.		
S-4	I can eloquently represent a point of view other than my own.		
S-4	I can lead the direction of the discussion (friendly, controversial, collaborative).		
S-5	My language proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of a country where the language is natively spoken.		
S-5	I can use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features,		
S-5	My pronunciation is typically consistent with that of well-educated, highly articulate native speakers of a standard dialect.		
S-5	My vocabulary is extensive and precise, allowing me to consistently convey complex ideas and details.		



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