

STUDENTS' SELF-ASSESSMENT ON THEIR SPOKEN INTERACTION USING CEFR

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Abstract

Assessment is one of the important parts in the teaching and learning process. For many students, assessment is something done to them by their teachers. But, students have to be involved in every assessment. Sometimes spoken interaction is scored by teachers but because of the limited time, teachers can ask students to assess their own spoken interaction. However, assessment conducted by the students still has many weaknesses even it is not trusted. This research studied about the students' self assessment on their spoken interaction using CEFR. The researcher employed three instruments; self-assessment, a questionnaire, and open-ended questions. The participants of this study were 30 student teachers. The researcher gave the self-assessment form, a questionnaire and open-ended questions to them. The self-assessment form was used to find out their spoken interaction data while the questionnaire was used to find out their attitude toward self-assessment and open-ended questions were given to support their attitude toward self-assessment. It can be concluded that students' self-assessment results were not too bad for new students and also they had good attitude toward self-assessment.

Keywords: assessment, spoken interaction, speaking, attitude, self-confident

Introduction

Communication takes oral, written and gesture form. It must be acknowledged that the most often used in communication is oral form or speaking. Speaking is a main tool of communication to others. Asdar (2011) stated that speaking is one of the ways to bring a message from one person to another. Communication will not be running well without speaking and it is essential way in which the speakers can express themselves through the language.

Many people are difficult to speak English, especially in discussing some topics. It is caused by some factors such as need of information, less frequent of practice, low self-confidence, lack of vocabularies and so on. Basically, students have much time to practice their English with their friends. They can practice in the classroom, in the canteen, in the school yard and whenever they meet each other on the street. But, Practicing English is not easy as we think. The students should encourage themselves to speak up. They have to be brave and have enough self-confident when they want to talk something.

Speaking is one of four basic skills that we should master if we want to be the expert in English. It is one of the productive skills that can be directly and empirically mastered. It can be monologs, speeches, telling the story, short conversation or reading aloud. Basically, the main point is about how to make another person understand what we say because this is the first skill that we use to communicate with others. According to Harmer (2007), there are some reasons why students need to speak in the

classroom; speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom, speaking tasks provide feedback both teacher and students then the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become. It means that if the students always practice their English in the classroom, they will be able to speak fluently without very much conscious thought and forcedly.

Brown (2004) mentioned five types of speaking performance; imitative, intensive, responsive, interactive, and extensive. First, the kids' ability to simply imitating a word or a phrase is called imitative but in the low level of words such as phonetic level of oral production, a number of prosodic, lexical, and grammar properties. The second, the ability to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship is called intensive such as a semantic level of oral production. The third type is responsive where kids can do the interaction and comprehension but at the somewhat limited level of very short conversation such as expressions. Interactive is the fourth type which includes multiple exchanges, multiple participants, long and complex interaction. The last is extensive where the kids can do high ability performance such speeches, oral presentations, reading aloud and storytelling even a monolog form of speaking.

Daily needs of speaking are almost about interactive or called spoken interaction which the length and complexity of the interaction are good enough. Especially in school, when the students perform this type they can understand more about the lesson because they can interact with the teachers directly when they have something confusing in their mind. Bogel and Torreira (2015) stated that conversational participants make use of deterministic and probabilistic knowledge about the nature of incoming turns and their situational context. It needs to consider intonation phenomena of phrasing along with other linguistic and communicative phenomena.

Teachers should prepare themselves to make the students more active in the classroom. They need to know how to make the students speak in the classroom. In order to reach it, teachers need to speak fluently and give a clear direction in every activity to the students. Nowadays, pre-service teachers should be taught well in order to teach well in the future. They should know that the first thing that they have to do when they want to teach is their ability to make the class interaction run well. Then, spoken interaction is the first interaction that they will perform in the classroom. So, they need to make sure that they can do best for that. Besides, teachers also should concern to the students more. They should not judge the students directly without asking for or digging their opinion. They need to include students in every activity including assessment.

Bennet (2016) mentioned that there are four important pillars of learning as the first process to be good teachers. They are learning to know, learning to do, learning to live together and with others and learning to provide a powerful platform for both educators and pre-service teachers to evidence transformative change over time. Pre-serving teachers should have the four pillars to develop their competence in preparing to be the English teacher in the future. Further special training development is needed to support teachers to develop their ability to make them good in teaching and to be professional teachers. It is critical that these new experiences build on earlier knowledge and skills, supporting teachers to take on new roles such as leading or mentoring other undergraduate students; practices that enable them to develop as active agents of change who can give more benefits to the society instead of teaching.

Assessment is an integral part of the teaching-learning process (James, McInnis, Devlin, 2002). For many students, assessment is something done to them by their teachers. But, it is contrast with Anderson (2012) who said that students have to be involved in assessment. This is supported by Griffiee (1997) in his research that students were assessing themselves in a manner similar to the teacher. It means that the score that students give to themselves is not too different to the score that teacher give them. Self-assessment will help the students to reflect on their own performance and judge how well they have performed based on the assessment criteria. The focus is not only to have students generate their own grades, but also to provide opportunities for them to know their ability whether it is good or not.

Butler and Lee (2010) stated that teachers must consider two key aspects in assessment. They must understand that not only how they are used for measurement but also how they are used in learning itself. The measurement aspect of assessment centers on how best to measure learners' degree of understanding or their mastery of knowledge and skills. The result is often used for summative purposes such as giving grades to students or examining the accountability of educational programs. In some cases, self-assessment has been used for placement purposes. Gardner and Miller (1999) suggested that generic assessments should contain information such as the purpose of the assessment, the benefit to the learner, the procedure for conducting the assessment, the procedure for marking the assessment, a suggested marking scale and a choice of follow up actions based on the score achieved.

Gardner (2000) explained that learners are particularly motivated or are able to see producing assessments as a learning experience, and then learner-produced assessments are a reasonable option, especially if other learners can reuse them. However, in a majority of cases it is generic assessments which are likely to be the most effective in terms of balancing the benefits against the pitfalls of self-assessment. While Rian, Hinkelman and Cotter (2015) said that students not only receive and reflect on feedback from their peers and teachers, but they also go through the cognitive process of thinking about, scoring, and giving feedback to their peers and to themselves.

Meihami and Razmjoo (2016) stated ELT teachers believed that implementing self-assessment and peer-assessment are challenging due to the practicality issues such as being time consuming and limitation in resources. The main role of this is the students' capability in implementing self assessment. It means that if the students do not know well the way to assess themselves, they just waste time. Effective implementation of self-assessment requires that self-assessment criteria form should be shared to the students before learning process in order to make them have clear understanding of the learning goal (Panadero, 2011, Panadero, E., and Alonso-Tapia, J. 2013, Panadero, E., and A. Jonsson., 2013, Panadero, E., A. Jonsson, and J. Strijbos., 2016).

This study used CEFR made by Modern Language Division to know about the students' spoken interaction performance. According to Council of Europe website (2016), the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. There are six stages or level of English proficiency based on CEFR, especially for spoken interaction. They are breakthrough level (A1) where the students can interact in a simple way, way stage user (A2) where the students can communicate in simple

and routine tasks, threshold user (B1) where the students can deal with particular situations, independent user (B2) where the students can respond to others fluently and spontaneously, competent user (C1) where the students can express themselves fluently without searching for expressions and good user (C2) where the students can take part in any conversation effortlessly.

The objective research of this study was to find out whether self assessment was effective to measure the students’ spoken interaction. Based on the objective research, this study would talk about the students’ self-assessment toward their spoken interaction. The problem statements of the research are; (1) how is the students’ self-assessment toward their spoken interaction using CEFR? And (2) how is the students’ attitude toward self-assessment? Then, the purpose of this research is to give an information about the effectiveness of using CEFR to the students.

This study involved the students who were first semester of English education department. The total of the students were 60, but the researchers only involved 30 students. The researcher decided that the design of this research is mixed method. The goal of this research is to find out the students’ self-assessment on their spoken interaction and their attitude toward self-assessment. There are three instruments that the researcher gave to the students. The first instrument is self-assessment form of spoken interaction adopted from CEFR. The second instrument is the questionnaire made based on experts’ statement about self-assessment. They are questionnaire about the students’ attitude toward self-assessment, open ended questions and form of self – assessment on their spoken interaction. These instruments were given to the students directly and online.

FINDINGS & DISCUSSION

Students’ self-assessment on their spoken interaction

The researcher used Common European Framework of Reference for Languages (CEFR) to know about the students’ spoken interaction ability. By giving the students form of CEFR assessment form, the researcher found the data below:

Table 1. Students’ result of self-assessment on their spoken interaction (A1 and A2)

Ss	A1							A2									
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10
S1	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√
S2	√	√					√		√	√		√	√		√	√	
S3	√	√	√	√	√	√	√				√	√	√	√	√	√	√
S4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
S5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
S6	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
S7		√							√								
S8		√			√	√	√		√					√		√	
S9	√																√
S10	√			√	√				√			√		√			√
S11		√			√	√	√		√								
S12	√	√		√	√	√	√		√			√	√		√		√
S13					√	√	√	√	√	√	√	√	√		√		
S14	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		

S15	√	√	√	√	√	√	√	√	√	√	√	√	√				√	
S16	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√
S17			√	√	√	√	√	√		√	√	√	√		√	√	√	√
S18	√		√		√				√			√	√					
S19	√	√	√	√			√		√				√	√	√	√	√	√
S20	√	√	√	√	√	√	√	√	√	√	√			√		√	√	√
S21	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
S22	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
S23	√	√		√	√	√	√	√	√		√	√		√	√	√	√	√
S24	√	√		√	√	√	√		√	√	√	√	√	√		√	√	√
S25		√	√	√	√		√		√		√	√	√	√	√	√	√	√
S26	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
S27	√	√		√	√	√	√	√	√		√	√		√	√	√	√	√
S28	√	√	√	√	√	√	√	√	√	√		√		√	√	√	√	√
S29	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√
S30	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

The first level of students’ spoken interaction based on CEFR is A1 or breakthrough level. We can see from the result of their self-assessment that only 14 students pass A1. It means that there are 16 students of English education study have low level of spoken interaction or they are on breakthrough level. In this level, students have basic capability to interact and exchange information in simple way. They need to practice more to increase their spoken interaction ability. But, we cannot deny that there were four students who can do all things in the A1 level except one activity. It may be caused of their misunderstanding about the statement. It was emphasized by Panadero (2013) that students should have clear understanding the learning goal so that teachers give them self-assessment first.

The second level of students’ spoken interaction based on CEFR is A2 or way stage user. We can see that only 6 students can pass A2 level or way stage user. In this stage, students have ability to deal with simple, straightforward information based on their context. They masters simple sentences such as “I want to go to school” and can write them. Another thing that they can do is to understand expressions related to intermediate level such as knowing how to offer or order something. They are also able to participate in a direct exchange of simple information and uses vocabulary that is generally taught in school. Unfortunately, It is just around 20% of the participant who can upgrade their level to B1 or threshold users. In this level, students can communicate to others with certain situation or interest or hteir daily life such as traveling, hobby, work, current issue and soo on. Although, no one can upgrade to the next level, It does not mean that the students cannot do activities in the next level. What they need to do is to complete the activities in every level to be categorized as that level such as B2, C1 and C2.

Table 2. Students’ result of self-assessment on their spoken interaction (B1 and B2)

Ss	B1													B2									
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9	10
S1		√		√	√	√	√	√	√		√		√	√	√			√	√	√			√
S2				√		√																	√

Table 3. Students' involvement in self assessment

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
I have to be involved in every assessment	16.7	73.3	10.0	0

Most of students agree that they should be involved in every assessment. It is supported by the result of questionnaire above. We can see that 73.3 percent of students agree and 16.7 percent of them strongly agree while 10 percent of them disagree that they should be involved in every assessment. Teachers need to consider about the students involvement in their assessment because the students is the centre of learning. Based on Anderson (2012), He said that students have to be involved in assessment. It indicates that the students have to be involved in every assessment however there are still many teachers do not include the students to take part in their assessment.

Table 4. Students' thought about self assessment

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
I am easy to do self-assessment if there is provided form.	6.7	80.0	13.3	0

Most of students thought that it was very easy if there was provided form. It is supported by the result of questionnaire above. We can see that 80 percent of students agree and 6.7 percent of them strongly agree while 13.3 percent of them disagree that it was not easy to do self-assessment. Teachers should explain more about how to do self-assessment for some students. Philips (1993) said that creating self-assessment to the students will make them easy to perform it. But, the form should be simple and easy to understand.

Table 5. Students' understanding in self assessment

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
I understand what I have to do when doing self-assessment.	13.3	63.3	20.0	3.3

Most of students thought that they understand what they have to do when they conduct self-assessment. It is supported by the result of questionnaire above. We can see that 63.3 percent of students agree and 13.3 percent of them strongly agree. However, it is around 20 percent of them disagree and 3.3 percent of them strongly disagree. It indicates that there are still some students who do not know what they have to do when they are doing self assessment. Basically, before giving the students

instruction to do self-assessment, the teachers should explain about self-assessment clearly to avoid the vague between the students' comprehension. It is supported in University of Reading website (2016) that students' involvement in the development and comprehension of assessment criteria is an important component of self-assessment. It means that the students need to know about the assessment criteria to assess their own performance well.

Table 6. Students' encouragement

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
I am totally encouraged when I assess myself.	26.7	56.7	16.7	0

Most of students thought that they are encouraged when they assess their selves. It is supported by the result of questionnaire above. We can see that 56.7 percent of students agree and 26.7 percent of them strongly agree. However, it is around 16.7 percent of them disagree. It indicates that there are still some students who are not encouraged when they assess their selves.

Table 7. Students' motivation

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
My motivation increases because of self assessment.	23.3	56.7	20.0	0

The table above showed that most of students thought that they are motivated when they perform self-assessment. It is supported by the result of questionnaire above. We can see that 56.7 percent of students agree and 23.3 percent of them strongly agree. However, it is around 20 percent of them disagree. It indicates that there are still some students who are not motivated when they are doing self assessment. The researchers such as Brown and Hundson (1998) agree with the result above that one of the benefits of self-assessment can increase the students' motivation.

Table 8. Students' accuracy towards self assessment

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
My assessment is more accurate when I do self assessment.	10.0	56.7	33.3	0

When the students perform self-assessment, some of them can assess themselves accurately but some cannot do it. It is supported by the result of

questionnaire above. We can see that 56.7 percent of students agree and 10 percent of them strongly agree. However, it is around 33.3 percent of them disagree. It was the higher negative opinion of the students about self-assessment. Those who thought that they cannot perform it accurately cannot guarantee their own ability. According to Brown (2004), he stated that students might have been too harsh on themselves and do not have necessary tools to make accurate self-assessment. In contrast, Bailey (1998) suggested that in the assessment of general competence, students' self-assessment may be more accurate.

Table 9. Students' next purpose after doing self assessment

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
I know my next purpose after doing self-assessment.	20.0	56.7	23.3	0

After doing self-assessment, some students know what they should do next but some do not know it. We can see that 56.7 percent of students agree and 20 percent of them strongly agree. However, it is around 23.3 percent of them disagree. Those who thought that they do not know what they should do next may not have motivation to be better students. But those who thought about their planning after doing self-assessment have strong motivation in learning because they know what they should do after doing it such as panning to overcome their anxiety and emotional obstacles (Brown, 2004).

Table 10. Students' awareness after doing self assessment

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
I can decrease my awareness when I do self-assessment.	13.3	56.7	30.0	0

Most of students can decrease their awareness when they perform self-assessment. However, almost one-third of students do not think so. We can see that 56.7 percent of students agree and 13.3 percent of them strongly agree. However, it is around 30 percent of them disagree. Those who thought that they cannot decrease their awareness feel burden when they perform self-assessment. But those who thought that they can decrease their awareness when they do self-assessment have a stable psychological stage. They can focus on their self-assessment without thinking other cases.

Table 11. Students' ability in self-assessment

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)

I can assess my understanding after I have do performance.	20.0	73.3	3.3	3.3
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Most of students can assess their understanding after doing performance. We can see that 73.3 percent of students agree and 20 percent of them strongly agree. It was surprising because only 3.3 percent of them disagree and 3.3 percent of them strongly disagree. It can indicate that students can assess their understanding about their own performance.

Table 12. Students' goal

Statements	SA	A	D	SD
	(%)	(%)	(%)	(%)
I have chance to think about the competence that I would like to reach.	16.7	83.3	0	0

After doing self-assessment, all students can think about the competence that they would like to reach. We can see that 83.3 percent of students agree and 16.7 percent of them strongly agree. It was surprising because no one disagrees or strongly disagrees about it. It can indicate that students think about their own goal.

Overall, the students' attitude toward self-assessment is good. We can see the highest percentage is about the students' goal. They already know what competence they want to reach for their own future. It is about 83.3 percent or five-sixth of the respondents thought about it. Then, the lowest percentages are about the students understanding and ability about their accuracy in assessing their own selves. One-third of the students think that they cannot assess themselves accurately. It can be caused of their insights about self-assessment; how to assess and what criteria they should assess.

Open ended questions were also distributed to them. They were given to the students to know more about their opinion on self-assessment. First, it is about the students' involvement in self-assessment. 27 students believe that students should be involved in assessment. Students are the objects of assessing so that they should be involved Anderson (2012) and also they are part of education. It can be seen from the following excerpt.

Excerpt 1

Students should be involved in self-assessment because they are objects of learning.

Excerpt 27

Students are part of education and they are involved on it so they should be involved in assessment.

It is apparent that students' involvement in self-assessment becomes one of students' considerations in learning foreign language. Being objects of learning, students should know how to assess their own selves. Some students believe that both students and teachers have the same right to be involved in self-assessment and it can be done alone by teachers only. It is supported by the following excerpt

Excerpt 2

In assessing someone, it should be involved teachers and students in order to make the assessment process transparent.

Excerpt 23

Assessment cannot be done unilaterally by teachers.

When the students conduct self-assessment, they would easily know about their performance whether it is good or not, their weaknesses and strengths and what their mistakes are. This is a way for them to make a good step for being better in the future performance. We can see the following excerpts

Excerpt 11

Everyone should do self-assessment in order to be better including students.

Excerpt 16

Students know about their weaknesses and strengths.

Excerpt 30

Students should involve in assessment in order to make them know what their mistakes are and to evaluate themselves.

Some students believe that when they perform self-assessment, they can describe their own characteristic so that the students will not feel criticized and free to explore their ability. We can look at the following excerpt

Excerpt 18

Teachers should know how their students score themselves so that their students will not feel criticized and don't care too much to uncare others' opinion.

However, some students do not think that they should be involved in self-assessment because it is better if teachers do it themselves without asking the students to do it. They believe that students' assessment is not accurate and trusted because they can score their own selves unfairly. This statement is supported by the following excerpt

Excerpt 3

Assessment conducted by the students is not trusted and inaccurate.

Second, it is about the advantage of self-assessment. Many students think that self-assessment give them many benefits. They can recognize, assess and measure themselves in order to know about what the best for them, their competence and weaknesses. When they know about their weaknesses, they can improve themselves and set goals that they would like to reach. These statements are supported by the following excerpts

Excerpt 1

We can recognize our selves

Excerpt 2

We can measure our selves.

Excerpt 5

We can know our weaknesses and strengths.

Excerpt 9

We can cover our mistakes and set the goal that we want to reach.

The result of self-assessment is also the reflection of them because they can know about their potential, interest and aptitude. Self-assessment is also one of ways to do self introspection because human generally understand about themselves and help them to find their personality. The last but not least, self-assessment can motivate them to do the best. These are sustained by the following excerpts

Excerpt 13

Self-assessment become our reflection

Excerpt 15

Self-assessment helps us to know about our potential, interest and aptitude.

Excerpt 18

The advantage of self-assessment is we can make it as our introspection tool because human know themselves than others and it can help them to know themselves deeply and find out their own identity.

Self-assessment can motivate the students to do better. It can be inferred from the following excerpt

Excerpt 20

Self-assessment can make us motivated to be better person.

The last, it is about the obstacles to perform self-assessment. Students face many obstacles to perform self-assessment. Some students were not sure about their assessment because they are confused when finding many choices and they are afraid to make mistakes when assessing themselves. They also do not realize themselves. These statements are supported by the following excerpts

Excerpt 5

The students are uncertainly about their self assessment.

Excerpt 6

Students can make mistake in their assessment

Excerpt 7

Too many choices do not make me easy but it makes me confuse in assessing myself.

Excerpt 19

Students are lack of realization of their own selves.

Some students also think that they are difficult to assess themselves honestly and they often think about their weaknesses rather than their strengths. Besides, they cannot understand themselves overall and their insights about assessment. All these obstacles make them lazy to do self-assessment and decrease their self confidence. These are supported by the following excerpt

Excerpt 8

I cannot know about my ability because of less practice.

Excerpt 18

People sometimes will write more about their weaknesses rather than their strengths.

Excerpt 10

The students are lack of self-confidence.

Excerpt 26

Laziness becomes the big enemy in self-assessment.

Conclusion & Suggestion

Students faced some troubles when they perform self-assessment. Being misunderstanding, they are difficult to perform it. But, most of them believe that self-assessment is very important for them because by performing it, they can know easily about their ability in spoken interaction. They also can know about their strengths and weaknesses so that they can do the best for the next performance. The result of their assessment on their spoken interaction are somewhat disappointed because they are English students but only 3 students are threshold users and the rests are the previous

stage or way stage users and breakthrough level. Even, there are some of them have not pass breakthrough level or the basic level of English spoken interaction.

The researcher hopes that teachers can use this type of assessment (CEFR) in order to know their students' spoken interaction performance. Besides, for the next researchers, it is better if they distinguish between the result of students' self-assessment and the teachers' assessment to know the gap between them.

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