SELF-ASSESSMENT IN ENGLISH FOR PRESENTATION

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ABSTRACT

This study explores self-assessment in English for Presentation as a subject course. The objective is to examine how students in the English for Presentation Class evaluate their own performance. The self-assessment criteria provided to the students consist of a series of questionnaires focusing on aspects such as voice usage—covering word stress, sentence stress, intonation, and chunking—as well as presentation structure and signposting. The study involves participants enrolled in the online English III course, English for Presentation, a mandatory subject at a private higher educational institution in Bandung, Indonesia. Data were collected through questionnaires completed by participants by the end of the course term. The finding indicates that the most of participants expressed positively towards self-assessment regarding the implementation of self-assessment, and the content they learned in English for Presentation: Voice Usage as pronunciation features and Presentation skills.

Keywords*:* self-assessment. voice usage, the presentation structures and techniques, signposting, English for Presentation

INTRODUCTION

In the 21st century, learners are expected to possess skills that encompass the 4 Cs (Critical Thinking and Problem Solving, Creative Thinking, Collaboration, and Communication). These skills involve the ability to think critically, solve problems effectively, think creatively, work collaboratively with others, and communicate well. Therefore, educators, in this context at the higher education level, are expected to equip and train students with these skills so that the students and those who graduate from higher educational institutions possess good 4C abilities.

Critical thinking, one of the 4C, which can be practiced through activities of doing self-assessment in classroom. The activities of self-assessment assess students' own understanding and measure their own learning progress. This helps them think critically by reflecting on what they understand towards the lessons and what they still need to learn, how good they can perform skills practiced in the class. Implementing self-assessment in the classroom is expected to train students to think critically, take responsibility for their learning progress, and become autonomous learners. Being autonomous learners play as an important aspect in achieving a successful learning. This means learners control what they want to

learn and measure their learning progress. Then they manage and employ their strategies to learn and select relevant materials to learn.

Gibbons (2002) highlights the importance of engaging students in evaluating their language proficiency and setting personalized learning goals, fostering autonomy in language learning. In the context of English as a compulsory subject course there is an issue that students come from different background of English ability level and different level of motivation. These aspects seem to contribute to process of autonomy in their learning. This can vary from autonomous, semi-autonomous, potential to become autonomous, or less autonomous levels. However, designing relevant learning activities are needed to take into account applied in the class to lead students to make a process to be autonomous learners so that students are guided and motivated to work on it.

A study from Khonamri , Fatemeh, et al (2021) involved a group of five EFL students who underwent a pretest, posttest, and four sessions of treatment, incorporating the self-assessment technique. The findings demonstrate the positive effects of self-assessment on oral skills and providing insights into the effectiveness of the technique in promoting learner autonomy and self-monitoring. The study's implications suggest that self-assessment can be a valuable tool for teachers to incorporate in language classrooms, encouraging students to take greater responsibility for their learning and providing opportunities for self-reflection and improvement. Another study is from Baleghizadeh,and Atieh (2014). The study aimed to investigate the influence of self-assessment on the self-efficacy of EFL learners. The participants, 57 Iranian EFL learners, administered into experimental and control groups. The experimental group completed a biweekly self-assessment questionnaire throughout the semester. The findings showed a significant improvement in the self-efficacy of the experimental group, suggesting that applying self-assessment in an EFL setting leads to increase students' self-efficacy. These study shows that self-assessment can be a valuable tool to support students to take their responsibility for their own learning and lead to increase their self-efficacy.

As self-assessment is an activity to lead students to become autonomous learners, incorporation of self-assessment into classroom assessment needs to take into account and regularly implemented in learning and assessing activities. Therefore, the present study is to aim to investigate students' self-assessment in English for Presentation: in the area of their self-assessment (1) on their English speaking ability level, voice usage, presentation skills, and their self-assessment (2) on their

ability to demonstrate voice usage, and presentation skills and (3) their perception on doing self-assessment.

LITERATURE

Self-assessment

Self-assessment is referred to the active involvement of students in establishing standards and criteria for their work, making judgments about the extent to which they have met these criteria (Boud, 1995:1). In line with Boud, Dragemark (2006:169) defines self-assessment as the act of monitoring one's work against clearly defined criteria. Both perspectives emphasize the learner's role in evaluating progress based on established criteria. Self-assessment is a valuable tool for students to identify strengths and weaknesses, allowing them to focus on areas for improvement (Zakian et al., 2012). This means that students are actively involved to measure their learning's progress and manage their learning's improvement.

Teachers implementing self-assessment, as recommended by Munoz and Alvarez (2007), should consider four key aspects. Firstly, self-assessment should be continuous with ongoing guidance from teachers. Secondly, there is a need to enhance the cultural acceptance of self-assessment. Thirdly, students require support in using self-assessment to identify cognitive and metacognitive learning strategies. Lastly, teachers themselves need training to support student autonomy. Munoz and Alvarez (2007) highlight the importance of teachers playing three roles: helping students understand the benefits of self-assessment, providing consistent guidance, and aiding in the interpretation of self-assessment results.

One notable benefit of self-assessment is the cultivation of self-regulated and autonomous learners, as suggested by Dann (2002), Oscarson (1989), and Paris and Paris (2001) in Butler and Lee (2010:6). This indicates that self-assessment serves as a tool for teachers to guide students towards becoming independent learners.

Additionally, self-assessment contributes to the development of metacognition. Schraw (1998) emphasizes the role of metacognition in successful learning, allowing individuals to manage their cognitive skills and identify areas for improvement. However, Jager, Jansen, and Reezigt (2005) point out that metacognitive practices in language learning do not naturally develop in all students. Teachers, according to Larkin (2010:6), should actively incorporate metacognition into their teaching, fostering reflective practices and promoting metacognitive awareness among students. This involves integrating metacognitive strategies into the teaching and learning process.

English Speaking Skills & Presentation skills

The term "speaking skills" refers to the capacity to generate language for the purpose of conveying ideas, opinions, and messages to others. Proficiency in speaking involves actively using language to articulate meaning, ensuring that others comprehend the intended message (Cameron, 2001: 40). Components of speaking skills encompass fluency, accuracy, pronunciation, and vocabulary (Brown, 2001).

One of the component of speaking skills is pronunciation. According to Richards and Richard (2002) It is the method of producing certain sounds. Essential pronunciation features cover sounds, speech chunk (chunking and pausing), stress (word stress and sentence stress), intonation, connected speech, vocal features, voice quality (UTS: HELPS, 2016).

A form of verbal communication involves presenting information before a group of individuals or an audience. To attain the objectives of a presentation and effectively communicate the intended message to the audience, presenters must possess the capability to deliver presentations in a systematic and impactful manner. There are four aspects as suggestion when delivering presentations (Sukmiarni, 2023: 110): (1)Structure and stages of the presentation. (2) Signposting, (3) Non-verbal communication (such as voice modulation, eye contact, facial expressions, etc.)

Presenting in English presents its unique set of challenges, as students must not only practice English speaking skills but also cultivate proficiency in delivering presentations.

Study Description:

The participants in this study were taken from 2 classes and the number of the participants were 34 students enrolled in English III, a compulsory subject at a private university in Bandung. As part of the study, students were tasked with conducting self-assessment by the end of the term in June 2023. The self-assessment involved reflective activities, prompting students to evaluate their understanding of the main lesson objective: voice usage and presentation skills.

This research adopted a quantitative design, utilizing a questionnaire to gauge students' perceptions of the lesson they discussed and practiced. The questionnaire delved into some aspects related to the implementation of self-assessment, including: (1) their perception towards the voice usage and presentation skills in the English for Presentation course; (2) their skills in demonstrating voice usage

and presentation skills; (3) their English ability level. The questionnaire were categorized into three major criteria. First, it employed a response format of the Likert scale 1-7 : asking their perception on voice usage and presentation skills in their presentation and their perception on the implementation of self-assessment: really agree—agree—rather agree—doubtful—rather disagree—disagree—really disagree. Second, it employed a response format of the Likert scale 1-7 asking their ability to demonstrate their voice usage and presentation skills: very well—well--rather well—doubtful—rather poorly—poorly—very poorly. Third, their perception on their own English ability.

RESULTS AND DISCUSSION

Students'self-assessment on their English ability.

The data from questionnaire shows most of students perceived their English ability in the level of Basic English. The result of questionnaire as seen in table 1 below;

Table 1 : The levels of students' English Speaking Ability

No	Criteria	Basic (%)-(N)	Pre-Intermediate (%) -(N)	Intermediate (%) - (N)	Advanced (%)- N)
1	My English level ability	47.1- (18)	20.6- (7)	29.4-(10)	2.9 – (1)

As it is indicated in the table 1 indicates that 10 students perceived their English speaking ability at the basic level and 7 students at the Pre-Intermediate level; 10 students at the Intermediate level; and 1 student at the Advanced level.

Students self-assessment on their voice usage in their presentation.
The data from questionnaire shows most of students know how to implement the voice usage in their presentation. The result of questionnaire as seen in table 2 ;

Table 2 : Students' self-assessment towards the usage of voice in their presentation (%).

No	Criteria	Really agree	agree	rather agree	Doubtful	Rather disagree	disagree	Really disagree
	I know :							
1	I know the use of word-stress	11.8	52.9	23.5	8.8	2.9	-	-
2	I know the use of sentence stress	11.8	55.9	20.6	11.8	-	-	-
3	I know the use of chunking	23.5	50	23.5	2.9			
4	I know the use of intonation	26.5	50	11.8	11.8			
	Mean	18.4	52.50	19.85	8.83	0,7		

As it is shown in the table 2 indicates that most of students know how to implement the voice usage in their presentation. Most of them agree that they know how to implement the voice usage 52.50%, and they really agree 18.4% and they rather agree 19.85.4%. However, there are still few numbers of the students feeling doubtful 8.83% whether they know or do not know on how to implement the voice usage in their presentation, and the least amount of percentage shows fairly disagree, 0.7%.

Students self-assessment on their presentation skills in their presentation.

The data from questionnaire shows that based on students' self-assessment most of them know the presentation skills. The result of questionnaire is as seen in the table, below ;

Table 3 : Students' understanding towards Presentation skills(%)

No	Criteria	Really agree	agree	Rather agree	Doubtful	rather disagree	disagree	Really disagree
	I know							
1	How to organize ideas for presentation into introduction-body-closing	20.6	55.9	20,6	2.9	-	-	-
2	How to elaborate introduction part into introduction's stages	11.8	67.6	11.8	8.8	-	-	-
3	How to elaborate introduction part into content's stages	8.8	64.7	20.6	5.9			
4	How to elaborate introduction part into closing's stages	14.7	64.7	17.6	3			
5	Signposting	17.6	47.1	23.5	11.8			
6	The use of gesture, posture, facial expression, eye contact in presentation	22.3	55.9	14.7	5.9			
7	How people can feel anxiety	47.1	44.1	7	1.8			
	Mean	20.60	57.14	16.50	5.73			

As it is seen from table 3 indicates that most of students know how to implement presentation skills in their presentation. Most of them agree that they know how to implement these skills, 57.14%, and they really agree that they know about these

skills, 20.60% and they rather agree 16.50% . However, there are still few numbers of the students feeling doubtful 5,73% whether they know or do not know these skills.

Students' self-assessment on their ability demonstrating their voice usage in their presentation.

The data from questionnaire shows that based on students' self-assessment most of them can do the voice usage well in their presentation. The result of questionnaire as seen in table 4 ;

Table 4: Students' Perception towards their ability demonstrating the usage of their voice in their presentation (%)

No	Criteria	Very well	well	Rather well	Doubtful	Rather poorly	Poorly	Very poorly
1	I can use word-stress	2.9	35.4	44.1	17.6			
2	I can use sentence stress	5.9	47.1	32.4	14.7		-	-
3	I can use chuncking	8.8	41.2	38.2	11.81			
4	I can use intonation	11.8	38.2	29.4	20.6			
	Mean	7.35	40.48	36.03	16.2			

The data from questionnaire shows most of students can demonstrate the voice usage in their presentation. The result of questionnaire as seen in table 4 indicates that most of students think that they can assess their ability to demonstrate their presentation skills well as it is reached 40.48%. Then, those assessing their ability to demonstrate to implement the voice usage well, 7.35%, and rather well, 36.03. There are few students who are still doubtful –16.2%--whether they are able to demonstrate the voice usage well or not well in their presentation.

Students self-assessment on their ability to demonstrate presentation skills in their presentation.

The data from questionnaire shows that based on students' self-assessment most of them are able to demonstrate the presentation skills. The result of questionnaire is as seen in table 5;

Tabel 5: Students' Perception towards their ability demonstrating presentation skills in their presentation

No	Criteria	Very well	Well	rather well	Doubtful	rather poorly	poorly	Very poorly
1	I can make a draft of presentation	8.8	47.1	41.2	2.9			

	(introduction-body-closing)							
2	I can use signposting in my presentation draff.	8.8	35.3	41.2	14.7	-	-	-
3	I can include the use of gesture, posture, facial expression, eye contact in my presentation	2.9	35.3	47.1	14.7			
4	I can manage my anxiety	5.9	29.4	50	11.8	2.9		
5	Overall, my presentation	5.9	26,5	44.1	23.5			
	Mean	6.46	34.72	44.7	13.5	0.58		

As it is indicated in the table 5 indicates that most of students are able to demonstrate presentation skills in their presentation. Most of them agree that they are able to demonstrate these skills well –34.72%, and those who are able to demonstrate these skills very well reaches 6.46. Meanwhile, those who are able to demonstrate the presentation skills rather well reaches 44.7% whereas those who are still feeling doubtful 13.5% and a less amount of percentage shows rather poorly when demonstrating the presentation skills.

Table 6 : Students' perception on self-assessment (%)

No	Criteria	Really agree	agree	rather agree	Doubtful	Rather disagree	disagree	Really disagree
1	Doing self-assessment	29	59	9	3			

Based on the table 6, most students perceive doing self-assessment positively. Thus, from the discussion of the result above, they assessed by themselves their English speaking ability is at the Basic level. Next, based on the data from self-assessment in English for Presentation in the area of (1) the voice usage, the presentation skills are responded positively and (2) their ability to demonstrate the voice usage, and the presentation skills are also responded positively and (3) their perception on doing self-assessment is responded positively by the students,

CONCLUSION

The positive responses from the students on doing self-assessment in English for Presentation are expected to be one of ways to make the learning easier. As they assessed by themselves their English speaking ability is at the Basic Level, they need to emerge in the class of English for Presentation which requires students to

perform presentations in English. However, by doing self-assessment, although they are at the basic level, they are aware of what they have understood and have known the lessons they learned, and measure how well they can demonstrate the skills they have acquired. This finding supports the previous study (Sukmiarni, 2013) investigated developing English speaking ability through online English for Presentation class perceived positively by all the students, (N)=17. They perceived the employment of using voice—word stress, sentence stress, intonation, chunking—the presentation structure, and signposting, can help those at low level of English speaking ability develop their speaking skill.

The incorporation of self-assessment in learning English needs to consider by teachers since the positive responses is shown by the learners. It is highly recommended for those who have

There are no sources in the current document. an interest in self-assessment to correlate the implementation of self-assessment with the scores of formative and, or summative tests gained by the students.

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