

CHAPTER I

INTRODUCTION

A. Background

Assessment plays a crucial role in evaluating students' abilities within the educational context. Therefore, assessments should be effectively integrated into learning practices to function as an essential tool for accurately measuring students' learning outcomes. Currently, student-based assessments such as self-assessment are widely applied in the learning process. Self assessment is a form of assessment which facilitates the students to evaluate the quality of their work.¹ In other words, through self-assessment, students can reflect on and evaluate the quality of their work and learning, identify and review the strengths and weaknesses in their work.

There are six reasons why self-assessment can be beneficial to language learning, including: promotion of learning, raised level of awareness, improved goal orientation, expansion of range of assessment, shared assessment burden, and beneficial postcourse effects.² Furthermore, self-assessment could help students recognize their potential, build a positive self-image, and boost their self-confidence, while also distinguishing between competence and performance and encouraging thoughtful reflection on their

¹ Heidi Andrade et al., "Rubric-Referenced Self-Assessment and Middle School Students' Writing," *Assessment in Education: Principles, Policy & Practice* 17, no. 2 (May 2010): 199–214.

² Mats Oscarson, "Self-Assessment of Language Proficiency: Rationale and Applications," *Language Testing* 6, no. 1 (June 1989): 1–13.

strengths and weaknesses to guide their future efforts.³ Therefore, self-assessment become a valuable tool for students in assessing their ability. Self-assessment has been utilized frequently in English language testing to measure students' language proficiency in the four English language proficiency areas, including speaking, reading, writing, and listening.⁴ In the context of the class of university, the English proficiency assessment is conducted by the lecturer.

Although self-assessment has benefits, it is not without restrictions. One issue is that some students have a propensity to inflate their ratings and scores by overestimating their performance and talents.⁵ Self-assessors may score more leniently than other assessor groups for three possible reasons: If they were not actively involved in the development of the assessment tool, they might misinterpret what is expected of them, they might lie to themselves about their talents, or they might score based more on their perception of their potential than on their actual abilities.⁶ Furthermore, If self-assessors receive insufficient training or unclear instructions on how to use the assessment criteria, they may struggle to fully understand and apply them effectively. However, students are more likely to attempt to be as accurate as possible if

³ George M. Blue, "Self-Assessment of Foreign Language Skills: Does It Work?" *CLE Working Papers (University of Southampton)* (1994): 18–35.

⁴ Y. Hung, "Bridging Assessment and Achievement: Repeated Practice of Self-Assessment in College English Classes in Taiwan," *Assessment and Evaluation in Higher Education* 44, no. 8 (2019): 1191–1208.

⁵ Sari Lindblom-Ylänne, Keith Trigwell, and Paul Ashwin, "How Approaches to Teaching Are Affected by Discipline and Teaching Context," *Studies in Higher Education* 31, (2006): 285-298.

⁶ A Evans, C McKenna, and Martin Oliver, "Towards Better Understanding of Self-Assessment in Oral and Maxillofacial Surgery," *Medical Education* 35, (2001): 1077.

they are aware that their teachers would be checking their ratings.⁷ Student self-assessors overrated themselves because they thought they should be given better ratings because they had put in a lot of effort and had worked hard, but also because they thought they had met the evaluation requirements.⁸

In EFL classrooms, emphasis is placed on a learner-centered approach, wherein students play an active role in both the learning process and assessment. While the lecturer as a facilitator guiding the learning journey and final scores are still provided by the lecturer at the conclusion. Part of lecturers' responsibility is to download students' evaluative knowledge so that students eventually become independent of the lecturer and intelligently engage and monitor their own development⁹. However, which was explained earlier, incorporating the results of student-based assessment in determining students' final scores is still debatable because some studies suggests that student-based assessment and teacher assessment are not align and tend to be questionable.

Several studies have been conducted to compare student-based assessment with teacher assessment, particularly in the context of English as a Foreign Language (EFL) learning. Meihami and Esfandiari compared self-assessment, peer assessment, and teacher assessment in the area of EFL writing

⁷ John A Ross and Michelle Starling, "Self-Assessment in a Technology-Supported Environment: The Case of Grade 9 Geography," *Assessment in Education: Principles, Policy & Practice* 15, no. 2, (2008): 183–199

⁸ Nicki Kirby and Colleen Downs, "Self-Assessment and The Disadvantaged Student: Potential for Encouraging Self-Regulated Learning," *Assessment & Evaluation in Higher Education* 32, (2007): 475-494.

⁹ Paul Black and Dyan William, "Inside the Black Box: Raising Standards through Classroom Assessment," *The Phi Delta Kappan* 80, no. 2 (1998): 139–148.

performance, and found that self-assessment scores tended to be higher than those given by teachers.¹⁰ Similarly, Al-Rashidi *et al.* conducted a comparative study of self-assessment, peer assessment, and teacher assessment focusing on writing and speaking performance, specifically on aspects of complexity, accuracy, and fluency (CAF). Their findings revealed that learners in the self-assessment group achieved higher writing post-test scores than those assessed by teachers.¹¹

In contrast, Movahedi and Kiasi examined the effects of teacher versus learner assessment on Iranian intermediate EFL learners' writing ability. Their study showed that the group assessed by teachers obtained better scores than the group that performed self-assessment¹². Thawabieh, in a study titled *A Comparison between Students' Self-Assessment and Teachers' Assessment*, investigated general academic performance and found a statistically significant correlation between teacher assessments and student self-assessments, with a significance level of 0.01¹³. Similarly, Prasetyo and Hima, in their study *Student-Based Assessment Vs. Teacher Assessment: Is There Any Consistency?*, explored overall scoring consistency and found a very

¹⁰ Hussein Meihami and Rajab Esfandiari, "Comparative Effects of Self-Assessment, Peer-Assessment, and Teacher Assessment on EFL Learners' Writing Performance," *Xlinguae* 13, (2020): 91-107.

¹¹ Anwar Hammad Al-Rashidi, et al., "Learner-oriented assessment (LOA) practice: the comparative study of self-assessment, peer assessment, and teacher assessment on EFL learners' writing complicity, accuracy, and fluency (CAF), speaking CAF, and attitude," *Language Testing in Asia* 12, (2022): 1-22.

¹² Neda Movahedi and Ghasem Kiasi, "The Effect of Teacher vs. Learner-Assessment Activities on the Iranian Intermediate EFL Learners' Writing Ability," *International Journal of Research in English Education* 6 (2021): 49-63.

¹³ Ahmad Thawabieh, "A Comparison between Students' Self-Assessment and Teachers' Assessment," *Journal of Curriculum and Teaching* 6, (2017): 14.

strong correlation between scores from self-assessment and teacher assessment in writing.¹⁴

The divergent results in the previous studies examining the level of agreement between self-assessment and teacher assessment indicate that this area needs further research to provide valid information. The results of previous studies indicate that peer and self-assessment scores often differ from those provided by teachers. This discrepancy suggests a difference in perception between students and teachers when assessing pronunciation abilities, which may be influenced by various factors, including the assessment criteria used and students' understanding of the expected standards. By implementing these improvements, the research document will become clearer, more structured, and easier to understand, thereby providing a more significant contribution to the understanding of the relationship between self-assessment and lecturer assessment in the context of English education students. Numerous studies have been conducted on this topic, particularly in the area of writing, such as the study by Al-Rashidi et al., and in speaking, as seen in the research by Tang, Shikama, and Otani. Other studies, like those by Meihami, Esfandiari and Prasetyo, Hima offer broader comparisons across multiple skills or general language assessment. However, research specifically examining pronunciation remains limited, even though pronunciation plays a critical role in oral communication, where mispronunciation can lead to misunderstanding and communication breakdowns. This theoretical gap

¹⁴ Setiawan Adi Prasetyo and Aninda Nidhommil Hima. "Student-Based Assessment Vs. Teacher Assessment: Is There Any Consistency?." *ELT Echo: The Journal of English Language Teaching in Foreign Language Context* 4, no. 2 (2019): 158-133.

highlights the need to investigate how accurately students can assess their own pronunciation and how their evaluations align with those of their lecturers. The problem identification in this study lies in the lack of attention to pronunciation in previous self-assessment research, particularly in university-level EFL contexts. This study focuses on the correlation between *students' self-assessment* and *lecturer assessment* in measuring pronunciation. The sample is drawn from first-semester students of the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung in the 2024/2025 academic year, because the *Phonetic and Pronunciation Practice* course is only offered in the first semester. Moreover, the *Phonetic and Pronunciation Practice* course in this university has already implemented self-assessment as part of its learning and assessment process, making it the most appropriate context to conduct this research. Therefore, this research focuses on exploring **The Correlation between Students' Self-Assessment and Lecturer-Assessment in Measuring Pronunciation of English Education Students of UIN Sayyid Ali Rahmatullah Tulungagung 2024/2025.**

B. Formulation of Research Question

Based on the background of the study, the problem formulation of this study is:

Is there any correlation between *students' self-assessment* and *lecturer assessment* in measuring pronunciation of English Education students of UIN Sayyid Ali Rahmatullah Tulungagung 2024/2025?

C. Purpose of the Study

Based on the background of the study mentioned above, the objective of this study is:

To determine the correlation between *students' self-assessment* and *lecturer assessment* in measuring pronunciation of English Education students of UIN Sayyid Ali Rahmatullah Tulungagung 2024/2025

D. Hypothesis

1. Ho : There is a no correlation between *students' self-assessment* and *lecturer assessment* in measuring pronunciation of English Education students of UIN Sayyid Ali Rahmatullah Tulungagung 2024/2025
2. H1 : There is a correlation between *students' self-assessment* and *lecturer assessment* in measuring pronunciation of English Education students of UIN Sayyid Ali Rahmatullah Tulungagung 2024/2025

E. Significance of the Study

- a. For students, this study offers a deeper understanding of different assessment methods, such as self assessment and lecturer assessment.
- b. For teachers, this study provides valuable insights into refining assessment that better reflect students' true pronunciation competency and promote their language learning progress.
- c. For future researcher, this study could be a reference for conducting subsequent research.

F. Scope and Limitation of the Study

Researcher want to limit the scope of the study to avoid misunderstandings. This study focuses on analyzing the correlation between *students' self-assessment* and *lecturer assessment* in measuring pronunciation, especially first semester student of English Education Department of UIN Sayyid Ali Rahmatullah Tulungagung 2024/2025. The methodology employed includes data collection through pronunciation test to measure students' pronunciation, in the form of score. Statistical analysis will be conducted to determine the level of correlation between these two types of assessments.

G. Definition of Key Terms

This section contains several explanations related to the title mentioned above. The title is: “The Correlation between *Students' Self-Assessment* and *Lecturer Assessment* in Measuring Pronunciation of English Education Department of UIN Sayyid Ali Rahmatullah Tulungagung 2024/2025”

To avoid misunderstanding from readers, it is important to explain key terms such as the following:

1. Correlation

Correlation refers to a statistical relationship between two or more variables. In simpler terms, it measures the extent to which two variables change together. The result is expressed as a number between -1 and +1, where a value close to +1 indicates a strong positive relationship, while a value close to -1 indicates a strong negative relationship.

2. Assessment

In teaching and learning, assessment is defined as a procedure applied by instructors and students during instruction through which teachers provide necessary feedbacks to modify ongoing learning and teaching to develop learners' attainment of planned instructional aims¹⁵. Assessment is the process of gathering, analyzing, interpreting data to make decisions, and provide stakeholders with the feedback.¹⁶ Assessment also described as a crucial element of learning and teaching, "a systematic process of data gathering" regarding students' advancement.¹⁷ In conclusion, assessment is an essential process in teaching and learning that involves gathering, analyzing, and interpreting data to provide feedback, guide instruction, and support students' progress toward achieving educational goals.

3. Students' Self-Assessment

Students' self-assessment is the judgment that students make of their own learning.¹⁸ Self-assessment is proposed to respond to opposition to the traditional sorts of assessments. The practice of accepting responsibility for learning and assessment enables the student to develop

¹⁵ Alan Robinowitz, "From Principles to Practice: An Embedded Assessment System," *Applied Measurement in Education* 13, no. 2 (2010): 181–208.

¹⁶ Allam, *Measurement and Educational Assessment in Teaching Process* (Amman: Dar Al-Masira, 2007).

¹⁷ H. Dhindsa, K. Omar, and B. Waldrup, "Upper Secondary Bruneian Science Students' Perceptions of Assessment," *International Journal of Science Education* 29, no. 10 (2007): 1261.

¹⁸ M. R. Dikel, "A Guide to Going Online for Self-Assessment Tools," 2009, <https://www.vault.com/blogs/job-search/aguide-going-online-for-self-assessment-tools>.

greater autonomy and self-governance.¹⁹ Self-assessment seems to be a tool well-suited to helping learners to develop appropriate goals and self-regulate or monitor their efforts accordingly.²⁰ From those definition, it can be concluded that self-assessment promotes greater autonomy and self-regulation by motivating students to take ownership of their education. In the end, this technique improves students' educational development by assisting them in setting relevant goals and tracking their achievement.

4. **Lecturer assessment**

Lecturer is an teacher of a college student. Lecturer assessment of individual students happens when the lecturer observes students over a period of time and evaluates which skill steps a student demonstrates. Because they assess student learning with the end objective in mind, lecturer have a big influence on students' learning when it comes to lecture assessment²¹. From the definitions above, the conclusion is lecture assessment involves observing and assessing students' skills over time, with instructors playing a key role in influencing student learning and progress toward the learning objectives.

5. **Pronunciation Ability**

¹⁹ Yu-Shen Chen, "The Positive Effect of Green Intellectual Capital on Competitive Advantages of Firms," *Journal of Business Ethics* 77 (2008): 271–286.

²⁰ Bonnie Mary Warnie, "Writing Steps: A Recursive and Individual Experience," *English Journal* 97, no. 5 (2008): 23–27.

²¹ Grant Wiggins and Jay McTighe, *Understanding by Design*, 2nd ed. (Alexandria, VA: Association for Supervision and Curriculum Development, 2005), quoted in *Colombian Applied Linguistics Journal* 19, no. 1 (2017): 140–142.

Pronunciation is the way in which a language spoken; the way in which a word is pronounced; the way a person speaks the words of language.²² Dalton defines the pronunciation as production of significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use.²³ Pronunciation is one of the most salient features of language and that which contributes perhaps most strongly to speakers' identities.²⁴ In conclusion, pronunciation ability refers to the ability of students when pronounced English word.

²² A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1987), 497.

²³ Iddris Hassan, "Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology," *English Language and Literature Studies* 4, no. 4 (2014): 31.

²⁴ Martha C. Pennington, *Phonology in English Language Teaching: An International Approach*, 1st ed. (London: Routledge, 1996).