

## SELF-ASSESSMENT AMONG YOUNG LEARNERS OF ENGLISH

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### Article History:

Received: October 1, 2015  
Accepted: October 19, 2015

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**Abstract:** The implementation of self-assessment among young learners becomes a challenging issue to include in English classroom assessment. The common belief that children cannot self-assess accurately as adults do seems to yield that the inclusion of self-assessment in TEYL is still not prevalent yet. Self-assessment is an assessment involving the ability in assessing one's own performance in learning. This is strongly related to one's metacognition development. The tendency of earlier research investigating metacognitive capacities of young children concludes that metacognition in children is a late developing skill (Lai, 2011). In fact, more recent empirical studies conclude that young children have capability of simple metacognition thought (Lai, 2011). Hence, the inclusion of self-assessment in TEYL can be implemented as an assessment supporting other assessment conducted in classroom. Self-assessment is beneficial in improving students's own awareness of their learning progress. In Indonesian context, English as a foreign language, has been taught in elementary school since 1994 and generally formative and summative assessments as classroom assessments are employed to assess student's progress in learning. Self-assessment is an assessment that needs to be considered to include in classroom assessment. This paper discusses self-assessment among young learners, in this context elementary school students studying English.

**Keywords:** alternative assessment, self-assessment, young learners, metacognitive awareness

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## INTRODUCTION

Assessment plays an important aspect in teaching and learning. Effective and relevant assessments are required to employ in classroom to identify students' strengths and weaknesses and to assess students' learning progress. Moreover, assessment is also

used as information for teachers to improve instruction in their teaching. Teachers are responsible for collecting evidences of their individual students to make a report of their students' learning progress and achievement. Therefore, such assessment is called classroom assessment or teacher assessment that refers to assessment conducted by teachers in classroom (McKay, 2006).

Two common types of assessment are summative and formative assessments. Summative assessment is assessment conducted at the end of the school semester and it is intended to measure students' learning progress after a certain period of teaching and learning. In English classes in elementary school summative assessment are conducted through mid and final tests. The types of both tests are usually in multiple choice, filling gaps, and close-ended questions etc. The results of summative assessment are needed not only by teachers but also by other parties, such as school administrators, parents who need to know students' progress and achievement in learning. The next type of assessment is formative assessment. Formative assessments are conducted during teaching and learning. It is ongoing and usually informal assessment to inform teachers how well their students are learning (McKay, 2006). In English classes in elementary schools formative assessment were usually conducted through quizzes, daily observation etc.

Self-assessment is one of alternative assessments conducted in classroom assessment. Alternative assessment refers to non-traditional tests (traditional test such as standardized tests: filling gaps, multiple choices). Self-assessment is an effective way for learning as it is stated that "self-assessment has been assumed to be effective for learning because it promotes learners' self-regulatory learning and autonomous learning" (e.g., Dann, 2002; Oscarson 1989; Paris and Paris, 2001 cited in Butler and Lee, 2010: 6). Self-regulated learning refers to learning that 'emphasizes autonomy and control by the individual who monitors, directs, and regulates toward goals of information acquisition, expanding expertise, and self-improvement' (Paris and Paris, 2001, p. 89 in Butler and Lee, 2010). Meanwhile, "autonomy is the ability to take charge of one's learning" (Holec, 1981:3 in Gardner, 2000). Furthermore, Gardner states that "autonomous learners decide what to learn, when to learn, and how to learn". It can be inferred that if self-assessment is regularly carried out by students, the result will lead them to become self-regulated learners and autonomous learners. To become self-regulated learners and autonomous learners they cannot reach it in a short period of time. Therefore, doing self-assessment, simple self-assessment, regularly delivered in English lesson among young learners of English is expected to make them accustomed to it.

Self-regulation is learnable (Andrade: 2010: 95). This notion was supported by studies shown that all kinds of students can learn to monitor and regulate their own learning effectively (p.95). Furthermore, It is found that all kinds of students are also included those who have mild to moderate cognitive impairment (Brown and Palinscar, 1982 in Andrade, 2010:95). Accurate self-assessment of what is known or not known is a key to execute effective self-regulation during process metacognition (Schoenfeld, 1987; in Zhang and Jun Zhang, 2011: 163). From these statements it can be concluded that self-assessment plays an important role in achieving self-regulated learning based on students' knowledge.

The tendency of earlier research investigating metacognitive capacities of young children concludes metacognition in children is a late developing skill (Lai, 2011). In fact, more recent empirical studies conclude young children have capability of simple metacognition thought (Lai, 2011). The study of metacognition was introduced by Flavell in the late 1970s (Lai, 2011). Metacognition means “ cognition about cognitive phenomena’, or in other words “thinking about thinking” (Flavell, 1979:906 in Lai 2011). Metacognition cannot develop automatically in all students (Jager, Jansen, dan Reezigt, 2005). Larkin (2010: 6) states that metacognition is often seen as the reflective part of a teaching session. Lai further says that metacognition is practiced through reflecting what children have learned, verbalizing how they solved the problem, evaluating how difficult or easy they found the work and thinking about how they cope the problem in the future. It can be said through self-assessment students' metacognition can gradually develop and this activity should become a part of their habit by conducting it on a regular basis.

A number of studies in self-assessment in foreign and second language education have been conducted and mostly in the area of investigating the validity of self-assessment. The correlations between self-assessment scores and scores obtained through various types of external measurements such as objective tests, final grades, and teacher's ratings (Butler and Lee, 2010). However, the investigation of self-assessment implementation in classroom for young learners of English seems to be limited, notably in teaching English to young learners in Indonesian context.

In Indonesian context, as mentioned in previous discussion common assessments conducted in English class in elementary school are such as mid and final tests, quizzes, classroom observation. The involvement of self-assessment explicitly in English class seems not popular yet. It may be because English teachers in elementary school have not been well-informed about a concept of self-assessment as well as how to implement it in

class. For this reason, this paper is aimed to discuss the inclusion of self-assessment among elementary school students studying English incorporated with other assessments.

## DISCUSSION

### Young Language Learners and Language Learning

Teachers need to know an appropriate view of who children are because almost all pedagogical decisions the teachers would make based on this view (Musthapa, 2010). Young language learners are defined as children whose age ranging from 5 to about 12 (Rea-Dickins, 2000; Cameron, 2001). Similarly, Scott and Ytreberg (1990: 1) define children are between 5 and 10 or 11 years. Brown (2001:87) differentiates very young children ranging of 4 to 6 from pre-pubescent children of 12 to 13. He further said that many cases of six- to twelve -year old children still have difficulty in acquiring a second language. Meanwhile, Pinter (2006) suggests a continuum of younger and older learner's characteristics instead of grouping age.

The age of children who come to elementary education ranges from six or seven to 11 or 12 years old in some contexts, while in other contexts there are primary schools lasts from 5 to 11 years of age (Pinter, 2006). They come to the language classroom with them a set of instincts, skills, and characteristic which will help them to learn another language (Halliwell, 1992). Characteristics of children are they own such a particular need and capacity for play, fantasy, and fun, a relatively short attention span, and any sense of failure which can discourage them (Hasselgreen, 2000). McKay states that their cognitive, social, emotional and physical aspects are still growing and their literacy still develops, and also they are vulnerable from being failed (McKay, 2006). This special characteristic of young language learners should be taken into account as a consideration when teachers design classroom activities as well as their classroom assessment. By knowing of this special characteristic of young language learners, teachers will be more aware of how to select and run effective assessment of young language learners and also how to give appropriate feedback that will not discourage them.

As mentioned in the previous discussion, teachers are responsible for collecting evidences of assessing their students of how far their students make progress in learning and achievement. Self-assessment is as one of alternative assessment providing distribution of the responsibility of assessing students' learning progress. It means that it is not only teachers' task in assessing students' learning progress, but also students themselves take part in assessing their own learning progress.

After knowing who children are, teachers should know how children learn (Mustapha, 2010). The language teaching to young learners is drawn from the nature language learning. The theories of language learning are viewed from the theory of how children learn: e.g. Piaget's and Vygostky's theories of learning. Piaget, a theorist of developmental psychology, summarized the main characteristic of children development within each "Piagetian Stage" (Pinter, 2006).

1. Sensory-motor stage (from birth to two years)
2. Pre-operational stage ( from two to seven years of age)
3. Concrete operational stage (from seven to eleven years of age)
4. Formal operational stage (from eleven years onwards)

In "Formal operational stage" children are able to think more abstract terms. Children under seven years of age were lacking ability in logical thinking. However, in the Vygostky's theory a child constructs knowledge through the process of social interaction with their surrounding whereas in the Piagetian's theory it is excluded (Cameron, 2001). In Vygostky's theory children can be able to reach the next level of knowledge in doing task by guidance or assistance from a more knowledgeable peer or adult and it is called Zone Proximal Development (ZPD) (Pinter, 2006).

Jerome Bruner, an American psychologist, and his colleague introduced the term 'scaffolding' in 1976 (Pinter, 2006). Bruner (1978:19 in Hammond, 2001:3) describes that scaffolding is '... the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring'. It means children are led to focus their attention on the task and use their ability to accomplish the task by the assistance provided.

The term scaffolding is described by Maybin, Mercer, and Stiere (1992; 186 in Hammond, 2001:3)) in the context of classroom interaction as 'temporary but essential nature of the mentor's assistance' in supporting learners to carry out tasks successfully". This means a teacher as a scaffolder in a classroom provides the momentary assistance for their students to be able to complete their task and to develop their new understanding to complete a similar task by themselves. Furthermore, they said scaffolding is not just only assistance which helps a learner accomplish a task, but also help to enable a learner to accomplish a task which they would not have been able to manage on their own way (Maybin, Mercer, and Stiere, 1992 in MacKay, 2006).

Pinter (2006: 12) states scaffolding is "essentially an instructional strategy which ensures the child can gain confidence and take control of the task. Pinter further says during the interaction taking place in ZPD, encouragement to children is provided with

praise, possible difficulties are pointed and distractions are avoided (12). This means providing scaffolding is providing support given to students to develop their cognitive and language support through a task which help them to learn (McKay, 2006, p. 17).

It can be concluded from the discussion that children can be able to attain the next level from meaningful support provided by adults (ZPD). It means the ability of children in logical thinking may appear under 11 with the help or meaning support provided by a more knowledgeable adult. It is in line with what Paris and Newman (1990 in Butler and Lee, 2010) found in their research. They reported that the ability to self-reflect and self-assess their performance appears to improve around years 8 to 12 (p.8). Therefore, conducting student' self-assessment in teaching English as a foreign language to young learners is worthwhile, in this context implementing student self-assessment to elementary school students. Considering the concept of ZPD and age of elementary school students around 6 - 11 years old, teachers should provide guidance or scaffolding when delivering self-assessment to their students.

### **Self-Assessment for Young Learners**

Self-assessment is defined as “the involvement of students in identifying standards and or criteria to apply to their work, and making judgment about the extent to which they have met these criteria and standards” (Boud, 1995:1). The definition suggests two things in doing self-assessment: identifying criteria and making judgement how well that students can engage with the criteria. In line with this definition, Dragemark (2006: 169) states that self-assessment is as monitoring one's work and how to approach it to clearly defined criteria. These discussions of self-assessment share similar way to allow learners to involve in judging their progress in learning based on criteria established.

Self-assessment is one of strategies developed in metacognitive strategies. and metacognitive strategies are strategies developed in 'learning to learn' (Pinter, 2006). Learning to learn is to start to raise children's awareness in their learning (p.99). Metacognitive strategies refer to activities intended to develop students' awareness in learning by reflecting how well they involve in activities and starting understand why activities are used in classroom (p.104). In other words, metacognitive awareness is being aware of what one thinks and does. Self-assessment is also assessment used to assist learners to foster their awareness to think about their strengths and weaknesses (Jayne, 2000). Children can be encouraged to participate actively in the process of self-assessment, if guidance is provide to ask them think about their own performance (McKay:2006). This discussion suggests that self-assessment is assessment can potentially raise their awareness

of what they are doing and why they are doing and if these activities become students' habit, this will lead them to become autonomous learners (Gardner, 2000).

McKay (2006) states that if they are aware of the criteria being used, they begin to become conscious of the quality of their work and more responsible for their own learning. This means that doing self assessment by children can foster their awareness what they understand and know about their learning through criteria established. In line with this discussion Pinter (2006) defines self-assessment as assessment when children are asked to think about their own performances and achievement on a regular basis. Printer further emphasizes that employing self-assessment needs a careful and gradual training and the ability of children to assess themselves cannot be neglected and short criteria are used in self-assessment sheets to give them confidence and a sense of safety (p.136). This means that teachers need to provide students with a training of how to deal with self-assessment and moreover criteria set in self-assessment sheet can use simple items.

From discussion of self-assessment, it can be drawn a conclusion that self-assessment is assessment that can potentially raise students' awareness of what they learn and why they learn. To help them foster their awareness, a set of criteria are established in self-assessment. Hence, they will be aware of their strengths and weaknesses of what they have learnt. If doing self-assessment is conducted regularly, it will become their habit and they will be responsible for their learning progress. For long run, self-assessment can shape them to become autonomous learners. Hence, self-assessment is a tool supporting autonomous learning (Gardner, 2000; Gardner and Miller, 1999; Harris, 1997; Tudor, 1996). In addition, teachers cannot leave children without help when doing self-assessment. Therefore, they need a careful and gradual training to do self-assessment or in other words scaffolding is provided by teachers when doing self-assessment. This is also in line with the notion of ZPD from Vygotsky.

### **Types of Self-Assessment for Young Learners**

There are different types of self-assessment for young learners. The following table are examples of self-assessment sheets. Table 2.1 is an example of a self-assessment sheet/questionnaire using criteria to reflect what learners have learned and problems that they face during their learning.



**Table 1 Self-Assessment sheet** (Scarino, Vale, McKay and Clark, 1988, Book 3, p.53 in McKay, 2006:165)

Name .....	Class .....
Task:	
What I learned:	
Problems I encountered:	
<b>How I can solve the problems:</b>	

The table 1 shows a self-assessment sheet to help children focus on their learning and the problems faced in a certain task. They are asked to complete charts about their performance and what they have learned. These kinds of activities can be conducted in the target or first language.

Another assessment-sheet uses criteria or competencies that raise students' awareness to think of their progress in learning and how much they make progress (see table 2).

**Table 2 Self-assessment sheet (McKay, 2006:168)**

When SPEAKING I can	Not so well	OK	Quite well	Really well
<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer questions</li> <li>• Introduce myself</li> <li>• Make a request</li> <li>• Talk about my family</li> <li>• Apologize when I do something wrong</li> <li>• Describe something</li> </ul>				
Etc.				

The table 2 shows a self-assessment sheet which provides children to check their abilities against set criteria or competencies. These criteria may come from the objective of the course, and therefore raise awareness about what they should be learning, and how much they have achieved so far (McKay:165). Teachers might sometimes use 'yes, mostly, a bit, no' as alternatives to guide answer. Interviews between teachers and individual children can develop self-assessment skills, and also give feedback about the child's motivation and interests.

**Table 3 A Simple Self-Assessment Tool (Pinter, 2006:136)**

Rate yourself on this scale	Very Good ****	Good **	Try Again *
I learnt all the words from this unit.			
I can talk about my family			
I can count to 50			



The table 3 shows a self-assessment questionnaire using simple criteria and the rating scale is used to assess learners what they have known and learned.

Brown (2004) provided students the opportunity to think about the extent to which they have reached a desirable competency level in the specific objectives of the unit by giving checklist. Table 4 shows a sample of this “checklist” feature. Through this technique, students are reminded of the communication skills they have been focusing on and are given a chance to identify these that are essentially accomplished, that are not yet fulfilled, and those that need more work. The teacher follow-up is to spend more time on items on which a number of students checked “sometimes” or “not yet”, or possibly to individualize assistance to students working on their won points of challenge.

**Table 4 Self-Assessment of lesson objectives** (Brown 1999, p.59 in Brown 2004 p. 274)

I can	Yes !	Sometimes	Not Yet
Say the time in different ways			
Describe an ongoing action			
Ask about and describe what people are wearing			
Accept or decline an offer of help			
Ask about and describe the weather and seasons			
Write a letter			

Harris (1997) suggests the integration of self-assessment with everyday classroom activities is the effective of self-assessment implementation. He further said that the integration of self-assessment fits into time, equipment and the busy schedule of language classroom in a formal setting. Furthermore in line with what Harris’s suggests , Butler & Lee (2006 in Butler & Lee, 2010) showed in the result of their research which self-assessment items that are assessed to immediate task objectives are found to be more accurate.

Harris (1997) further suggests that more guided questionnaires and more simple rating are needed to include in self-assessment for younger language learners. He also suggests that young learners may be less resistant to the concept of self-assessment than more experienced learners (p.18). It means that self-assessment implementation to students in elementary school need more simple self-assessment sheet and more trained to consider students’ reluctance to the concept of self-assessment.

To make self-assessment simple the first language is used in self-assessment as what Oscarson (1997) in Butler & Lee (2010) suggests that the young learners can more accurately self-assess, if the items of self-assessment is delivered in their first language

compared to their target language. Therefore, in Indonesian context, criteria or items asked in self-assessment in elementary school can be designed in Bahasa Indonesia as the National language. This is more helpful especially for students who just start experiencing with self-assessment.

### **Benefits of Self-Assessment**

Cameron (2001: 233-234) points five benefits of doing self-assessment. These following benefits of self-assessment for young learners are very useful to create meaningful learning for them. However, Cameron further says these benefits still need some thought when self-assessment is applied to young learners of foreign language. The benefits are as follows:

1. Learners can understand more about the learning process;
2. Learners can be motivated towards more involvement in their learning;
3. Teachers can understand more about individual pupils;
4. Learners will be better prepared to carry on learning,
5. A more equal relationship is created between teachers and learners.

It means self-assessment will yields as meaningful experience of assessment for young learners providing that teachers have and skill when delivering self-assessment to their students.

Other benefits of student self-assessment when correctly implemented are promoting intrinsic motivation, fostering internally controlled effort, achieving a mastery goal orientation, and creating more meaningful learning (McMillan and Hearn, 2008). Intrinsic motivation is related to behavior performed to experience pleasure and satisfaction, such as doing an activity that makes one satisfied or satisfied one's curiosity (Dornyei, 2001:27). The involvement of students in self-assessment enhances their motivation because they feel a sense of ownership and responsibility in learning (McMillan and Hearn, 2008). Besides, self-assessment controls and regulates efforts to improve one's learning and understanding of what he is learning.

Achieving a mastery goal orientation is related to the theory of goal-orientation. This theory was initially developed to explain children's learning and performance in school setting (Dornyei, 2005) but currently it is involved in research on students' motivation in classrooms ( Pintrich and Schunk, 1996 in Dornyei 2005). According to Ames (1992 in Dornyei, 2005) goal-orientation theory has two features, first is mastery and performance orientations. The former focuses on learning the content or called 'mastery goal' and the former focuses on the outcome or called "performance goal'.

Therefore, self-assessment is related to a mastery goal since the orientation of a mastery goal involves cognitive processes such as thinking, self-monitoring, and regulating effort and find strategies to improve learning. Hence, having intrinsic motivation will lead one to control his efforts in pursuing a mastery goal and to attain achievement and success and all these make learning more meaningful.

Another benefit is that fostering self-regulated and autonomous learners. Self-assessment has been assumed that it promotes effective assessment for promoting learners' self-regulatory learning and autonomous learning (e.g., Dann, 2002; Oscarson 1989; Paris and Paris, 2001 in Butler and Lee, 2010: 6). To become self-regulated and autonomous learners students need to make efforts to reach that level. It cannot happen in a short period of time. Students need to experience self-assessment on a regular basis in order they can become self-regulated learners and autonomous learners.

### **Related Empirical Studies to Self-Assessment among Young Learners**

Research conducted by Butler and Lee (2010) investigated the effectiveness of self-assessment among 250 young learners, 6th grade students at elementary school, learning English as a foreign language in South Korea. The implementation of self-assessment was employed to the treatment group on a regular basis called Unit Based SA (self-assessment) and a summative SA, whereas the control group was employed only a summative SA. The employment of Unit-Based SA was done after each unit was finished and Summative SA is administered before and after the term for one semester. The criteria of Unit-Based SA were designed based on the content covered in each unit in the textbook while criteria of Summative SA were general format in Unit-Based SA. The result showed that the students improved their ability to self-assess their performances more accurately after conducting self-assessment regularly for one semester in the treatment group compared to the control groups. Next, it showed that there were some positive effects of self-assessment found on the students' English performance and their confidence in learning English, but not on other effective domains and also some marginal effects on students' English performance when their English performance was measured by two objective tests. The study also indicated that teachers and students have different perception towards self-assessment depending on their teaching/learning contexts.

Another research from Butler and Lee (2006) investigated the validity of two types of assessments, namely On-task and Off-task self-assessments among Korean students at the elementary school learning English as a foreign language. In on-task self-assessment

students were asked to self-evaluate their performance as soon as they finished their English tasks whereas in off-task self-assessment they were asked to self-evaluate their overall performance in a general format of on-task self-assessment. In another words on-task self-assessment is carried out in a contextualized way while off-task self-assessment is done in a decontextualized way. The results showed that students can self-assess their oral performance more accurately in an on-task self-assessment compared to counterparts. The next finding indicated that it revealed that the on-task self-assessment was generally less influenced by student attitude/personality factors than was the off-task self-assessment.

Research of self-assessment among learners in elementary school was also conducted by Farahani and Khezrlou (2009) adapting the self-assessment questionnaires from the previous research Butler and Lee (2006). They investigated the effectiveness of the use of on-task versus off-task self-assessment among 25 elementary students in Iranian context. The twenty-five students were asked to self-assess in decontextualized way or deal with off-task self-assessment and to self-assess themselves in a contextualized way or on-task self-assessment. Both of off task and on-task self assessments are adapted from Butler & Lee (2006). In off-task self-assessment was also to find out the attitude/personality questionnaires. The result showed that students performed better in the on-task self-assessment compared to the counterpart. The next finding indicated that on-task self-assessment had a higher correlation with the Teacher Assessment as a criterion measure.

The result shared similar finding with Butler and Lee (2006) that there was a difference between learners' personality factors particularly motivation, sociability, and confidence. However, in Farahani & Khezrlou those personalities got strengthened in on-task format while in Butler and Lee (2006) these personality factors were getting stronger in off-task assessment.

From all results above show that implementing self-assessment among children in primary school can be conducted on a regular basis both Unit Based Self-assessment and Summative Self-Assessment. The accuracy in self-assessing students' performance improved after Unit-Based Self-Assessment was regularly conducted. The level of students' confidence and performance on the students' foreign language learning indicated on increase. The effect size had some marginal when the students' English performance was measured by two objective tests, but still there were positive effects. Furthermore, students' ability in self-assessing their oral performance is more accurate in On-Task self-assessment compared to Off-Task Self-assessment. It can be concluded that conducting self-assessment should be done on a regular basis after one unit lesson is finished and also after all lessons are completed.

## How to Implement Student Self-Assessment for Young Learners

To achieve success of implementing self-assessment, the appropriate implementation of students' self-assessment is required to carry out in classroom. Ross (2006) poses four dimensions to make self-assessment more useful when it is implemented.;

1. Defining the criteria that are used to assess by students.
2. Teaching students how to apply criteria.
3. Providing students' feedback on their work
4. Giving students help in using self-assessment data to improve their performance.

In line with what Ross (2006) recommends in making self-assessment more useful, Rolheiser (1996, in McMillan and Hearn (2008: 46-47) identifies four stages of teaching student self-assessment to help teachers implement student self-assessment in classroom.

Establishing Criteria → How to Apply Criteria → Providing Feedback → Setting learning goals and strategies

Rolheiser more specifically divides different stages of implementation into three levels: beginning, intermediate and full levels of implementation. Since young learners' metacognitive awareness are still developing, the beginning level of implementation is used as a guidance in implementating student self-assessment.

The Begining Level of Implementation

	Stage 1	Stage 2	Stage 3	Stage 4
Level of Implementation	Establishing Criteria	Teaching Students How to Apply Criteria	Providing feedback to students application of Criteria	Setting Learning Goals and Strategies
Beginning	Criteria given to students for their reaction	Examples of applying criteria given to students	Teacher provides feedback	Goals and strategies determined by teacher

Table. 5 Growth Scheme for Teacher Implementation of Stages of Student Self-Assessment. Adapted from Rolheiser (1996, in McMillan and Hearn, 2008: 47)

The first stage is 'criteria given to students for their reaction'. It is also stated in this stage that using student's language in naming and describing criteria is important. Using students' language is also suggested by Oscarson (1997 as cited in Butler and Lee, 2010).

It means that students are provided by the criteria that teachers have set up rather than they are asked to involve in determining criteria. It is due to the fact that self-assessment for students in the beginning level will be the first experience. Therefore, the criteria were labeled and described by using students' language to make them easier understand the criteria.

The second stage is examples of applying criteria given to students. It indicates students are helped to familiarize and to understand the criteria in self-assessment and guide them how to deal with it (McKay, 2006: 165; Kosel, 2006:203). It is important to do since teachers' explanation of each criterion, teacher modelling of criteria application, and student practice in applying the criteria are more powerful strategies (Ross, 2006).

The third stage is teachers provide feedback. Feedback is needed in promoting learning and achievement (Bangert-Drowns, Kulik, and Morgan, 1991; Brinko, 1993; Butler and Winne, 1995; Crooks, 1988 in Andrade and Valtcheva, 2009). In this stage feedback required in this process is not about feedback of an answer or product is correct but rather than feedback of how well students understand and apply the criteria. It means feedback is given by teacher to their students when they are doing self-assessment. This is expected that gradually students will be able to initiate their feedback and start discussing it with their teacher in the next level. In the beginning level it is obvious that teachers' responsibility in giving feedback to their children dominates in this process,

The fourth stage is that 'goals and strategies determined by teachers'. It means after students understand the defined criteria by teachers, and practice the criteria as well as they are provided feedback from their teachers, teachers give feedback of their students' self-assessment and what learning goals and strategies need to be developed to improve their performance. Raising students' awareness to apply relevant learning strategies can promote their students' self-motivation learner strategies (Dornyei, 2001: 132). It is expected that students have the ability to set their own learning goal and strategies with teacher' guidance and they will get less guidance in the next levels.

In implementing self-assessment, the role of teacher is very important. Gardner (2000: 55) highlights three roles of teachers in self-assessment process. First, teachers have to raise awareness among learners of benefits gained from self-assessment. Second they have to provide guidance on their students when their students are doing self-assessment, prepare materials for, and also conduct self-assessment. Third they provide learners help to understand the significance of the results. It means teachers play a crucial aspect in conducting self-assessment. Their willingness to conduct self-assessment in their classes

and sufficient knowledge in how to implement self-assessment become an important thing to meet the benefit of self-assessment.

## CONCLUSIONS AND SUGGESTIONS

The inclusion of self-assessment among young learners in elementary school should be conducted in an effective and meaningful assessment. Self-assessment is one of alternative assessments that develops students' metacognitive awareness. They need to experience self-assessment on a regular basis in order that self-assessment can become a part of their habit in learning. A careful and gradual training should be conducted when teachers implement self-assessment for young learners in their teaching. Simple self-assessment is needed to be delivered, notably for young learners who are not accustomed with self-assessment and this can be done by designing a set of more guided criteria asked in self-assessment. Furthermore, teachers should decide what relevant types of self-assessment for their students. Teachers also should know their role and procedures in implementing self-assessment. The concept of self-assessment is promoting students' awareness in learning. They are expected to be aware of what they have known and learnt and what they have not. It is considered that if self-assessment is carried out on a regular basis, it is expected to become students' habit in learning and in long run it can foster self-regulated learners and autonomous learners. Hence, English teachers in elementary schools should consider on implementing self-assessment in their teaching. It is highly recommended to incorporate self-assessment with other assessments. More studies on self-assessment among young learners of English in Indonesian context need to be conducted in order to gain more evidence to be discussed.



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