Self-Assessment of high school students' Oral Performance in a Public Institution

(es) **Autoevaluación de la ejecución oral de estudiantes de secundaria de una Institución Pública**
(port) **Autoavaliação do desempenho oral de alunos do ensino médio em uma instituição pública**

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Abstract

In learning English as a Foreign language, one of the skills that requires attention is speaking. The participants of this study has difficulties and participated very little when they had to speak in English. Thus, the aim of this study is to establish how self-assessment enhances speaking performance in A1 leveled students of a public high school. This action research with a quasi – experimental design lasted six weeks. The number of participants were 25, they belonged to two different classes, one of them was the control group and the other the treatment one. The purpose of this investigation was to measure the oral performance of these two groups and establish the impact self- assessment has in the treatment group. The participants recorded audios at the beginning and at the end, they served as pretest and a posttest. A rubric was implemented to evaluate the recordings and determine the result of the study. Descriptive statistics were used such as the mean, the standard deviation and the p value. Also, a questionnaire was applied to know the students' perspectives about the use of self-assessment and their oral performance. The main findings were that self- assessment improved students' oral performance. It lowered their affective filter as a result of knowing what specifically to improve. All of the students recognized the benefit of using self-assessment and recommended its use in class. To conclude, this technique should be applied to increase students' self-assurance and get better results in oral performance in a second language.

Keywords: *Self-assessment; speaking; English as a Foreign Language; action research.*

Resumen

En el aprendizaje de inglés como lengua extranjera, una de las destrezas que requiere mucha atención es la oral. Los participantes de este estudio mostraban muchas dificultades y poca participación cuando tenían que hablar en inglés. Por ello, el objetivo de este estudio es establecer como la auto evaluación mejora la destreza de hablar de los estudiantes de un colegio público con un nivel A1. La investigación acción cuasi experimental duró seis semanas. El número de participantes fue de 25 estudiantes de dos cursos diferentes, el uno es el grupo de control y el otro el experimental. El propósito era medir la ejecución oral de estos dos grupos y establecer el impacto de la autoevaluación en el grupo experimental. Los participantes grabaron audios de inicio y final, los cuales sirvieron como pretest y un posttest. Una rúbrica fue implementada para evaluar las grabaciones. Fue usada la estadística descriptiva como la media, la desviación estándar y el valor p. También fue aplicado un cuestionario para saber las perspectivas de las estudiantes acerca auto evaluación y su desempeño oral. Los hallazgos principales fueron que la autoevaluación mejoró el desempeño de los estudiantes. Bajó el riesgo de angustia porque sabían que mejorar de forma específica. Los estudiantes reconocieron el beneficio de usar la autoevaluación y recomendaron usarla en la clase. Para finalizar, esta técnica debería ser aplicada para incrementar la auto confianza y lograr mejores resultados para hablar in un segundo idioma.

Palabras clave: *Auto-evaluación; habilidad oral; Inglés como Lengua Extranjera; investigación acción.*

Resumo

Na aprendizagem do inglês como língua estrangeira, uma das habilidades que requer atenção é a fala. Os participantes deste estudo apresentaram dificuldades e participaram muito pouco quando tiveram que falar em inglês. Assim, o objetivo deste estudo é estabelecer como a autoavaliação melhora o desempenho oral em alunos de nível A1 de uma escola pública de ensino médio. Esta pesquisa-ação com delineamento quase-experimental teve duração de seis semanas. O número de participantes foi de 25, pertencentes a duas turmas diferentes, uma delas o grupo de controle e a outra o grupo experimental. O propósito desta investigação foi mensurar o desempenho oral desses dois grupos e estabelecer o impacto da autoavaliação no grupo experimental. Os participantes gravaram áudios no início e no final, que serviram como pré-teste e pós-teste. Uma rubrica foi implementada para avaliar as gravações e determinar o resultado do estudo. Estatísticas descritivas foram utilizadas, como a média, o desvio padrão e o valor p. Além disso, um questionário foi aplicado para conhecer as perspectivas dos alunos sobre o uso da autoavaliação e seu desempenho oral. Os principais resultados indicaram que a autoavaliação melhorou o desempenho oral dos alunos. Isso reduziu o filtro afetivo, uma vez que eles passaram a saber exatamente o que precisava ser aprimorado. Todos os alunos reconheceram os benefícios da autoavaliação e recomendaram seu uso em sala de aula. Em conclusão, essa técnica deve ser aplicada para aumentar a autoconfiança dos alunos e obter melhores resultados no desempenho oral em uma segunda língua.

Palavras-chave: *Autoavaliação; expressão oral; inglês como língua estrangeira; pesquisa-ação*

Introduction

To learn English, four skills should be mastered. Reading, Writing, Listening and Speaking. Their importance is described as follows: Reading is the correlation among words to understand the context of the text (Mohseni & Ahmadi, 2017). It is the skill that helps learners to discover intricate, interesting and informative resumes or creations of different authors. It also helps learners to demonstrate understanding and knowledge acquired through the application of different strategies. The second is Writing, Ali (2022) considered this skill complicated since it demands more linguistic knowledge. The third one is Listening which is a skill underdeveloped and underappreciated; however, it is the support of the speaking skill as it improves fluency and pronunciation (Ali, 2022).

The skill that stands as the key of operative communication is Speaking (Leong & Ahmadi, 2017). Rao (2019) estimated that, speaking is the most relevant if someone wants to learn another language. According to Alam (2016), speaking becomes more important than writing, the other productive skill. One of the reasons is that every person who learns a language tries to communicate orally with other speakers the first time they meet. Thus, both authors support the idea that it is the skill that helps to communicate and it is the one that allows students to demonstrate their knowledge in real situations.

Speaking English has become relevant around the world for that reason the Ecuadorian government determined a goal for public schools. Students should reach the B1 level within the six school years. To achieve this goal, the Communicative Approach was implemented   (Villafuerte & Mosquera, 2020). However, in 2023, the number of English hours per week were lowered in public school. It went from 5 hours per week to 3 hours per week. Thus, achieving students speak English becomes more difficult to bring about.

To help students overcome their problems, it is suggested to apply Communicative Language Technique (CLT). Considering that the main porpoise of learning a language is communication and that speaking is a productive skill that requires the assistance of a proper technique. Thus, the main aim of this research is to demonstrate that self-assessment aids to have better results in students' oral performance in English as a Second Language.

To achieve this porpoise, students will be trained to evaluate their own progress during the intervention and they are going to be part of the speaking process. Additionally, students will have the opportunity to track their progress and recognize what exactly it is necessary to improve because they know what is going to be evaluated. Due to the previous reasons, this action research posits the following research questions: What is the impact of using self-assessment to promote speaking skill? and, what are the students 'perspectives concerning to self- assessment, the checklist and the impact in speaking skill?

Literature Review

According to Leong and Ahmadi (2017), speaking is undervalued by teachers because there are a few opportunities to practice in class and there is little or no contact with it after school. In some cases, oral exams are not taken in class. Thus, a poor proficiency in this skill would affect communication and can cause confusion, misunderstandings and lack of communication.

For this reason, according to Hue (2019), teachers should include different strategies and plan for the different learning styles to overcome any drawback. In the same line, Kehing and Yunus (2021) mentioned that teachers should lead students to have constant contact with the language. One of the main challenges is to get the students experience real situations to practice speaking in class. Furthermore, teachers should remember that speaking is connected to sending appropriate messages as it is the application of all the content a student has learned so only practice can make them to master at this skill. Previous studies list different factors that causes students to experience problems when they speak in English; for example, low motivation, lack of self-assurance, nervousness and shyness (Paneerselvam & Mohamad, 2019). Anxiety is another one due to teachers 'high expectations related to students' performance (Krashen interviewed by Young, 1992, as cited in Saad, 2020). Another factor to be considered is the one that can cause

The other problems for second-year students of baccalaureate are related to being scared of making mistakes, failing in accuracy and having little knowledge about vocabulary and grammar. These problems sometimes cause that students to freeze up when they try to speak.These insecurities related with not handling the language correctly causes nervousness which increases student´s affective filter. In this regard, Dos Santos et al. (2020) mentioned that speaking becomes difficult for the students due to their negative emotions when they have to orally perform in English. To help students reduce their affective filter, teachers should avoid possible failures because pupils' states of minds impact the way they see things, their awareness, and even their attitude (Herz, et al., 2020). Professors should welcome any mistake as a natural learning process for acquiring a language to create a comfortable environment.

On the other hand, considering that A1 level students have a low foundation of grammar and vocabulary, Yasin et al. (2017) pointed out that these gaps result in students' low participation in class. Askhatova, (2020) found that grammar and vocabulary are necessary in speaking lessons. Vélez et al. (2023) also highlighted that all the skills require a specific procedure in order to achieve higher standards. The author contributed with three important aspects to consider: "conceptualization, formulation and articulation" (p.28).

Thus, experience demonstrates that grammar and vocabulary become the support of formulation, as both of them back up coherently and cohesively ideas. Thus, it is necessary to create good basis in grammar which is "…a small number of items and patterns frequently repeated…". (Carter & McCarthy,

1995, p.5). Patterns and items that can be analyzed in dialogues, speeches or short presentations to reduce the risk of persisting obstacles that students have to face when they have to speak English. In this regard, Prasatyo et al. (2021) considered that grammar is the support of good speaking. Applying grammatical rules will make accurate utterances and avoid misunderstandings. The ideal way to teach grammar is through sequential patterns that help students connect previous ideas due to exposure to the same patterns or similar ones several times (Bodie et a. 2006).

Another drawback in speaking is that students do not have a good range of vocabulary. According to Bangun and Simanjuntak, (2022), teachers' number of words used in class is limited so students do not have real exposure to vocabulary, besides the use of a dictionary is not always the solution as the students require the teacher´s help to know the real meaning of a word. Even when they use the dictionary, it is difficult to choose the correct option. For these reasons, vocabulary is another important part to be considered to raise speaking. Afna (2018) mentioned that, speaking and vocabulary are linked because the best performance in speaking is thanks to the acquisition of more vocabulary and the mastery of it can improve the speaking performance. In fact, Suryanto et al. (2021) considered that someone who has a variety and high quality of vocabulary will excel in speaking. Palupi (2021) pointed out that vocabulary also gives the students the opportunity to add information that allows them to give their viewpoint about different topics.

Talking about pronunciation, Vélez et al. (2023) mentioned articulation as another aspect that contributes to have "meaningful ideas" (p.28). Pronunciation aids to achieve a good articulation of what English learners want to say. Consequently, pronunciation which is related to sound should be well developed to contribute to correct communication. Indeed, pronunciation is undervalued; and it is one of the main problems that causes stress among students and insecurities to speak (Burns & Seidlhofer, 2019). Thus, teachers should pay attention to this problem and find ways to implement different activities in class. For example, a diagnostic test can be performed at the beginning of the school year to know the real level of the students. Teachers could check what pupils are doing well or not and have the students use the new words outside the class to practice pronunciation. Have them self- evaluate their pronunciation (Hansen et al, 2021). Therefore, teacher´s creativity plays an important role in implementing activities to practice pronunciation. Teachers also should notice that any effort is valuable because student´s pronunciation will improve (Wei, 2006)

Communicative Language Teaching (CLT) is an approach that focuses on developing communication competences, implementing a student-centered class, applying task-based learning and using authentic material (Rafidiyah et al., 2018). Thus, implementing these principles in class will promote oral performance. The idea is to have students use English as much as they can through engaging realistic and significant contexts where they learn to do it by themselves. Analyzing the principles of this approach, the porpoise is to have autonomous learners and self-assessment, as a formative assessment, becomes a good technique to accomplish this porpoise and improve speaking performance.

There are several reasons to apply self-assessment in class. First of all, Weisi and Mohammad (2013) considered that self-assessment developed a process that is focused in students so it is student-centered. This is a new way to innovate in class as teachers should not be the center of the class. Additionally, self-assessment has other benefits as it is described in the following paragraphs. According to Jin (2021). this technique let students to self-monitor their progress, set their own goals, judge what is going well or bad in their learning and make the necessary improvements or changes through applying strategies to improve performance. This point of view is shared by Babaii et al (2016) who said that learners can develop their capacities to self-assess which led to an improvement in learning. The author also mentioned that it is the tool to avoid mismatching between what the teacher expects from the students in comparison to what the students believe it is expected from them. That promotes a good classroom environment.

Another reason Karakaya et al., (2017) mentioned is that self-assessment also allows students analyze their advance periodically so it becomes a challenge to overcome themselves. Furthermore, it gets the students to become independent learners. Additionally, SA encourages students to participate in class, especially in speaking activities as they become aware of what is going on in the class so they start setting new goals in their learning (de Saint Léger, 2009). Thus, the better they make it, the better they feel about their own performance. Masruria (2021) stated that "…self-assessment teaches students the value of assistance and commitment required to achieve their aims, create various methods, and use them effectively" (p.393). Also, the author considered that as the students take control of their learning it keeps them positive, so it also helps to increase motivation.

On the other hand, there are instruments that can facilitate teacher´s evaluations as they are time consuming, for example the checklist. According to Jamrus and Razili (2019), students reflect on their performance in class and judge what they did with the foundation of a criteria that the teacher should provide to the students before the assessment. In order to scaffold self-assessment in the class, students need an instrument which should have clear and specific criteria.

According to Hales and Pronovost (2006), the checklist contains a list of criteria systematically order and the goal is the user to accomplish all of them. Thus, it is a tool for the students to monitor their own performance and at the same time to know what was good or what should be improved. It could be said that it is students' friendly and the best support to self-assess. Students also require good training to use the checklist so teachers should include examples in their lesson plan. The students need appropriate feedback, so they know they are using the instrument correctly. They should practice as much as possible to master the technique (Jamrus et al., 2019).

Using checklists or recording audios can support the teachers work (Luoma, 2004; Hughes 2011 cited in Jankowska & Zielińska, 2014). My experience applying audio recordings indicates that teachers have time to evaluate the performance of the students avoiding rushes or bias that do not help to evaluate

fairly. Additionally, the teacher will have the opportunity to listen more than once the student´s participation and recheck in order to have a good view of the results.

A positive aspect of self-assessment is that this technique supports teacher-students relationship because the student knows what the teacher assesses and can give students timed feedback. It gives the students time to fix any mistake at the appointed time. Self- assessment also helps teachers and students to have a good relationship due to the process of confidence they get in the process because of the discussion of the results and the feedback in the right moment (Alek et al. 2020).

Additionally, it can promote motivation because the students identify their mistakes and improve to have better results. According to Ramirez and Viteri (2023), topics related to pupil's interest or real experiences motivate them to speak. In contrast, there are some research who believe that self - assessment is not a valid due to some aspects. For example, Ross (2019) stated that students can overestimate their performance due to the lack of knowledge or enough information to qualify themselves. Another drawback is that students can be too generous when they self-assessed or too strict. Lastly, controversy can be created if there is not agreement between the teacher and the student.

Methodology

This action research with a quasi-experimental design collected qualitative and quantitative results. It was applied in a high school of Quito where the researcher works. It lasted for a month and a half. It started on January 3rd, 2024 and finished on February 8th. The proposed number of participants were 25 students, students of high school (BGU). They were divided into a control and a treatment group. The idea was to establish a comparison between these two groups to see the effects on self-assessment in oral expression in English; for this reason, the technique was only applied to the treatment group. However, the lesson plan was applied to both groups without any other difference.

After the first hour of intervention, both groups took an oral pre-test that had to be recorded. This corresponded to the pretest and was used to establish their oral abilities at the beginning of the intervention. Students were trained to use a checklist. Part of the training was that students heard a listening provided by the teacher to assess it. Then, they recorded their oral performance twice, these recordings were done during the intervention. A last recording (posttest) was done at the end of the intervention.

This action research answered these questions: What is the impact of using self-assessment to promote speaking skill? and What were the students´ perspectives concerning to self- assessment, the checklist and the impact in speaking skill?

This study was focused in a group of 2nd BGU course of 16 years old graders' oral performance in a public institution from Quito- Ecuador. About their gender, 16% are men, the rest were female students. The control group was made up of 15 students and 10 students were in the experimental group. All participants belonged to middle social class and their parents had average incomes. All of the students' native language is Spanish and, now of the research, their English level was A1. This research was intended to be applied to a larger group, 45 students; however, the government ordered that the classes should be virtual for some weeks in January because Ecuador faced security instability, so some students could not connect due to their lack of internet. As a result of this problem, some of them were not able to continue being part of the intervention and only 25 students could participate in the intervention.

The instruments that were used to support this research were: a pretest and posttest, a rubric and a questionnaire. The last one was presented in L1 due to the fact that the students have an A1 level. The pretest and posttest consist of two recordings. The first one was delivered after the first class of the intervention and the second one at the end of the intervention. They should last for one minute and they should be sent to the teacher via WhatsApp.

Another instrument that was used to collect the data is the checklist. This instrument had categories that were connected to the rubric. The checklist criterion was based on the rubric criterion: grammar, vocabulary and pronunciation. The checklist was the instrument that helped the students to monitor their performance in each audio during the intervention. The checklist was used only for the experiment but the control group.

Table 1.
Categories of the Checklist.

1	I can use negative sentences in simple present tense appropriately.
2	I can use affirmative sentences in present tense appropriately.
3	I can apply conjunctions correctly.
4	I use sequence words in real context.
5	I can include action verbs in my descriptions.
6	My pronunciation is good.
7	My ideas are developed coherently and clearly.
8	I can describe and talk about my daily life orally.

The next instrument is rubric. Lane and Tierney (2008 as cited in Reddy & Andrade, 2010) highlighted that these instruments include criteria of expected performance described in levels and are effective to clarify expected academic performance. They are used by teachers to score tasks and provide

feedback. For Bukhari et al. (2021), they are useful for giving a description for the students work, for its reliability in the results and, for its utility to grade and to examine results. They are helpful for teachers to avoid bias. The rubric provided the data required to assess the students as well as the results of the action research implemented in the treatment group in comparison to the control group. The rubric was based in the requirements established by the Ministry of Education and proposed in the National Curriculum Standards. It was focused in production rather than interaction.

The data will be analyzed using excel and will provide information about the pretest results and the post-test results based on a rubric with criterion based on grammar, pronunciation and vocabulary. They will be evaluated with the following descriptors: poor, fair and satisfactory. The highest grade will be ten. There will also be an analysis of the result to make a comparison of both pre- test and post-test of each group, the control and experimental group. The information contains data as the medium, the maximum, the minimum grade, the standard deviation, and the p value.

Results

The quantitative data was obtained from the results of the rubric from both the pretest and posttest applied to the control and the treatment group. These data answered the question What is the impact of using self-assessment to promote speaking skill?

In the treatment group, the minimum grade obtained in the posttest is higher in comparison to the pretest, although the difference is minimum. Meanwhile, in the control group the pretest and posttest show the same results. In regard to the maximum, there is a great difference. Comparing the results between the control and the treatment group, the results show that the control group improved in two points, it went from 8 to 10. However, the treatment group improved in 4 points. It went from 5 to 9 (table 2). Although both groups improved, the treatment group make it better considering they got lower results at the beginning of this intervention. It meant that they had a lowered level handling English as a whole group.

Regarding the mean, although, the control group had better results in the pretest in comparison to the treatment group, the treatment group, the one that used self-assessment, got a higher improvement. Indeed, the control group got lower results in the post test in comparison to the treatment group that got 5,95. Furthermore, the mean shows that the improvement is 1.2 for the control group, meanwhile, the mean for the treatment group is 1.95 of differences. It is almost two points higher. (table 2)

In conclusion, the results were in favor of the question. The mean result surpassed with 1.95 to the pretest. The results showed that the $p < 0.00$ supports the results of the research which means that the use of self-assessment impacted students' oral performance. (Table 2).

Table 2.
Treatment Group and Control Group

T. G.	N	Min	Max	M	SD	*p* value
Pretest	10	2.50	5.00	3.00	0.94	0.00
Post-test	10	3	9	5.95	2.14	
C.G.						
Pretest	15	2.50	8.00	4.47	2.13	0.00
Post-test	15	2.50	10	5.67	2.26	

The results per criteria also support the improvement gotten with self - assessment. As can be seen the maximum grade was 2 in the pretest but after the intervention the maximum grade in grammar was 4. The same improvement can be noticed with vocabulary and pronunciation. The results are higher in the posttest. In the three-criterion considered for the assessment, most of the students got a poor level but after the intervention the rank goes between fair and satisfactory for most of the students. The p value is 0.00 in grammar, pronunciation and vocabulary. (Table 3).

Table 3.
Speaking Results per Criteria- Treatment Group

Pre – test	N	Min	Max	M	SD	p value
GRAMMAR	10	1.00	2.00	1.20	0.42	0.00
VOCABULARY	10	0.00	1.00	0.50	0.24	0.00
PRONUNCIATION	10	1.00	2.00	1.30	0.48	0.00
Post – test						
GRAMMAR	10	1.00	4.00	2.60	1.17	
VOCABULARY	10	0.50	2.00	1.15	0.47	
PRONUNCIATION	10	1.00	3.00	2.20	0.79	

To reinforce the advantages of using self – assessment, the next information supports the results gotten with the treatment group. Analyzing the results gotten in each criterion by the controlled group, it is possible to see that the group does not have a significant advance in each criterion. For example, in grammar, comparing the pretest and the post test, there is only one point higher. In pronunciation and vocabulary, the students remained with the same level or grades as a whole group, there is no advance. Meanwhile the treatment group improved in these criteria (table 4). The p value is 0.01.

TABLE 4

Speaking Results per Criteria- Controlled group

Pre – test	N	Min	Max	M	SD	p value
GRAMMAR	15	1.00	4.00	2.07	1.16	0.01
VOCABULARY	15	0.50	2.00	0.80	0.41	0.01
PRONUNCIATION	15	1.00	3.00	1.60	0.74	0.01
Post – test						
GRAMMAR	15	1.00	5.00	2.60	1.40	
VOCABULARY	15	0.50	2.00	1.10	0.51	
PRONUNCIATION	15	1.00	3.00	2.00	0.53	

Qualitative Results

What is the students' perspective concerning to self- assessment, the checklist and the impact in speaking skill?

Some questions were asked to the students to support the quantitative data. The first questions were related to how grammar, vocabulary and pronunciation, the three main aspects considered in the checklist, aid to improve oral performance. To this criterion, 90% of the students said that grammar facilitated their understanding of the sentences as well as the creation of sentences in their minds. In regard to the vocabulary, 100% of the students mentioned that it was useful to understand words and pronounce them well. In regard to pronunciation, it was suitable for a 50 % of the students. Some of them said that "it generated confidence in them to speak." (5 students).

The next three questions were linked to the checklist. The first one asked if the checklist supported the students in their oral improvement. From 1 to 10, 70% of the students assigned more than 7 to the instrument and its utility. Students mentioned, "It helps us to know what mistakes we are making" (students number 8 and 9). In general, they mentioned it guided them to know what to improve. To the question, if the checklist guides to know what the teacher expect from the students or how the teacher will evaluate them in an oral lesson. All of the students answered that it was beneficial. The reasons varied, some referred to how it supported them to know what to study, and the teacher knew how to help them if they did not do it great. They added that it was a guidance for them to make an effort. The last question was related to the role of the checklist in self-assessment and the whole group agreed and considered it supported them to know how to evaluate themselves, how to progress in their oral performance and to know if they were receiving a fair grade.

The next three questions were associated to self-assessment. The students considered that their performance was better because they realized what their mistakes were, so it was worthy to known what exactly they had to improve (70%). The same criteria as they had about the checklist. They also mentioned that self-assessing their recordings raised security to speak English. Finally, 90 % of the students recommended this technique because if the students know exactly what their mistakes are and what is going to be evaluated, they will have the opportunity to progress in their oral performance. However, student number 6 mentioned an important detail. She said that she noticed that she was nervous when she had to speak and that feeling affected her oral performance.

The last question was based on the student´s opinion to determine if they improve their oral performance. Thus, they were asked how they catalog their oral performance after the intervention. The categories were: good, average, and not so good. 20% of the students said that it was good because they got more than satisfactory results, 70% of the students think they have achieved a medium level; however, they believe they still must practice more.

Another aspect that the researcher realized is that some students need more time to learn. For example, time to practice vocabulary, pronunciation and apply more exercise to get the best of this technique. I noticed something else; I realized that the students require to see the vocabulary or certain explanation written to memorize and understand the information. It is possible that this happened due to the different intelligence that causes some students require a visual part, through graphics and letters to visualize the vocabulary learned.

Discussion

The present research started with a goal, to try to find solutions to some problems that second year students of baccalaureate face when they have to speak English. To solve the problem the innovation

applied was to have students self- assessment to improve speaking. The present discussion will be based on two questions:

The first question is, what is the impact of using self-assessment to promote speaking skill? As the quantitative results showed, self-assessment helped the students to improve their speaking performance. Indeed, the comparison made between the control and the treatment group, the pretest and the posttest, demonstrated that the treatment group got higher grades. and the analysis let the researcher know that part of the results is due to what Weisi and Mohammad (2013) said about a student-centered class. Thanks to self- assessment, the students were active participants in the class as they have to monitor their progress, week after week, assessing themselves. Furthermore, Jamrus and Razil (2019) mentioned, that self-reflection about own performance, have the student get involve in the class being an active participant in the learning process, this is a motivation for them.

Paneerselvam & Mohamad (2019) stated that students feel nervous, insecure and shy when they have to speak. Krashen considered that this is due to the high expectations teachers have about the performance of the students, so this is another drawback lowered due to the use of self-assessment because the researcher was able to create a checklist based on the rubric to obtain the qualitative data. Thus, the checklist facilitated students to self-evaluate. According to Alek et al., (2020), this instrument gave the students the opportunity to ask the teacher specific questions based on the criterion. It also gave the teacher the possibility to tell the students what exactly they have to improve. These opinions made the researcher believe that it was enabled a good relationship between teacher and students in the class as students prefer not to ask questions.

Askhatova, (2020) considered that students have better performance in speaking if they have a good foundation in grammar and vocabulary. Thus, another result that supports self- assessment benefits are the ones obtained for the treatment group after self – assessing their performance. Indeed, grammar is the one that that got better outcomes, so it is in line to what Prasatyo et al. (2021) pointed out that grammar is the support of good speaking and fluency.

Bangun and Simanjuntak, (2022) mentioned that students require a good number of words to interact in English. Based on this, to give a range of words to the students to use in their participation in class and the practice they applied each week after noticing that they still had problems handling the word, made the students improve the way they express their ideas, so vocabulary was the second one that got better supporting. Afna (2018) said that speaking and vocabulary are linked because the best performance in speaking is thanks to the acquisition of vocabulary. Also, the students mentioned how beneficial it was to have a list of vocabulary as a useful starter point.

On the other hand, although pronunciation also improved in student´s participation, it continues being the one that causes students to doubt. Burns and Seidlhofer, (2019) confirmed that pronunciation

causes insecurity and stress becoming one of the aspects to work more to avoid it disturbs the process of speaking. As a finding it can be said that to improve pronunciation it is necessary more time and more interaction with foreign pronunciation through listening practices.

What is the students' perception concerning to self- assessment, the checklist and the impact in speaking skill?

First of all, students mentioned how useful self-assessment was. In fact, some students mentioned that they could improve their pronunciation, their presentation and grammar. It means that they monitor and critic their performance to speak better which line with Jin (2021) assertion that said self-assessment help students to monitor and judge their progress by themselves. As a result, the students improved their learning (Babaii et al., 2016).

According to Jin (2021), students are also able to notice what their mistakes are and correct them, so most of the students also mentioned that self- assessment helped them to realized what their errors were and make it better for the next participation. Babaii et al., (2016)   stated that self-assessment motivates students to look for strategies to perform much better and that is what the students mentioned because they said that once they found their errors, they started practicing more vocabulary, they look for their mistakes to avoid repeating them the next presentation.

In regard to grammar, Carter and McCarthy (1995) supported the idea that grammar is necessary to improve speaking. Meanwhile, Afna (2018) mentioned how speaking and vocabulary are fundamental to improving speaking. These assertions are linked with the student´s opinions. For example, student 10 said it helped to order a sentence much better, and student 7 said that it helped to understand the context much better. Vocabulary on the other hand, aided them to develop ideas, think of sentences to say, understand the vocabulary they could use. In general, all of them value the vocabulary given.

Another aspect students reported with self-assessment is how important it is to keep working in vocabulary and pronunciation because their insecurity at the moment of handle these two criteria causes them feel not comfortable. As a result, anxiety and frustration interfered with their progress. This interpretation is shared by Yasin et al. (2017) when they referred to students who do not participate in conversations due to their lack of vocabulary or accurate pronunciation.

Talking about pronunciation, students still keep seeing pronunciation as a skill that have to be improved which supports what Burns and Seidlhofer, (2019) said about pronunciation, that is one of the problems that stress the most to the students and causes lack of self-confidence to speak.

It is also important to point out that self – assessment, associated with the checklist gave students the opportunity to reflect as well as regulate their learning process to speak much better. It also reinforced their learning and security to speak. These results are supported by Bourke and Mentis (2011 cited by Ndoye, 2017) who made noticeable that self- assessment gets students to have a goal guided by their "dynamic self-regulation and self-reflection"

Babaii et al., (2016) mentioned that self - assessment avoid teacher being misjudge by the students when they are graded, so the checklist help to avoid this problems because as the students mentioned they knew what the teacher expected from them due to the checklist so they felt more comfortable to talk to the teacher and ask questions.

Analyzing students point of view there is an opinion of a student that referred to her state of mind, she considered it affected her at the moment of speaking. Although only one pupil made this assertion, it is evident that the students felt nervous because it can be noticed in the tone of their voices in the audios. Self-assurance affects their speaking performance so it is one of the drawbacks that has to be overcome or control to succeed. Indeed, Richards and Renandya (2002) mentioned that tongue-tied or lost in words is the result of anxiety and this causes low performance.

Conclusions

As a result, it has been proved that self-assessment raised the oral performance due to the self-regulation that let students know their progress and the possible drawbacks in their speaking participation. Self-assessment creates confidence in the students and as a consequence their motivation and self-involvement in the activities develop in class is more constant.

Self-assessment motivates students to self -regulate their learning process and feel part of the class as active participants Students recommended to use self - assessment as well as the criterion to monitor their own progress and to have best outcomes. Students also acknowledge that self-assessing gave them self - assurance to speak. Moreover, it has them realized the grammar, pronunciation and vocabulary obstacles they had to overcome. It is important to notice that grammar, vocabulary and pronunciation are necessary for students to have a good foundation but they have to be taught to the students and to do it.

It is necessary to create more practices in class with active strategies that focuses more in student-center activities. It is also necessary to implement activities that represent an authentic input in class that give the students a reason to learn another language.

It also improves the relationship between teacher and students because students are accustomed to be assessed by the teacher but when the pupils know how they are going to be assessed, the checklist is an example, this instrument permit to avoid misjudging teacher´s grades because the students also had

the criterion to analyze the teachers' decision. Moreover, the relationship between teacher and student improves.

Furthermore, when the students self-assess, they felt part of their advancement in the learning process. Thus, self- assessment constitutes a key element to having students be involved in learning a new language and will also give them enough self - esteem once they notice the advances they are getting at the learning process through being sincere thanks to a confident critical thinking and self-reflection.

The recordings were also a good support for self-assessment as they use the recording to hear their oral performance and support their changes to improve. Furthermore, to listen to themselves give them a clearer idea of their pronunciation or the lack of vocabulary as well as the mistakes in grammar that affect their progress.

As a finding, it is relevant to cite Krashen (cited in Saad, 2020) who said that, "… speaking can cause high anxiety level and one of the reasons for this is that teachers expectations for students to perform beyond their level of proficiency". To avoid these it is necessary to congratulate the students their progress even if we as teacher believe it is not a big change but for them it is. This helps to create a good class environment.

It was noticeable that anxiety reduced due to students know from the beginning how they were going to be evaluated and the confidence they gain in the process to ask questions about their performance in class. That happened because providing students with good foundations to self- assess through a checklist gave them the starting point to perform much better and feel confident to speak.

Pronunciation keeps being a problem for the students so it is necessary that teachers implement more practices in class. It is also necessary to see pronunciation as natural as it can be to avoid students feel shy. Avoid student interfering with the others in their participation.

Aspects to consider

To start with, the first challenge was to apply part of the lesson plan on line due to the problems that took place in January so the government change the in-person class to on-line classes. For some students, it was difficult to connect via zoom or have a good connection. Although the intervention was planned to be applied for four weeks, it took more time due to the on-line class so the process and content of the class were at a slow pace.

Time was a limitation because some students needed more time to learn due to the differences in learning. Some of them required more practices and more classwork because they were not good working alone. It is vital to provide more time for the interventions. Two to four weeks is not enough due to the lack of vocabulary of the students especially in lower levels and the problems to assimilate pronunciation.

Due to the lack of knowledge, confidence or interest of some students who require to work with another person not alone create more practices in class with the vocabulary that is the one that blocks students' expression, Considere this aspect as an opportunity to practice pronunciation.

For a future replication of this research, it is suggested including writing in the intervention and not only speaking and self-assessment. It is helpful for the students to visualize the words in letters to help their brains process the information by listening and writing.

YUYAY Vol. 5. N.2

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