

**SELF-ASSESSMENT AS A STRATEGY TO ENHANCE EFL
LEARNERS' SPEAKING PERFORMANCE IN INDONESIAN
SENIOR HIGH SCHOOL**

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ABSTRACT

Many learners struggle with speaking fluency and confidence due to limited classroom practice and insufficient feedback. To address this, structured self-assessment activities were integrated into speaking instruction to promote reflection and learner autonomy. This study explores the effectiveness of using self-assessment in improving EFL students' speaking performance in an Indonesian senior high school context. This is an experimental study involved eleventh-grade students (N=70), divided into control and experimental groups. Both groups completed pre-tests and post-tests assessing four aspects of speaking: fluency, pronunciation, grammar, and speaking style. While the control group followed teacher-led instruction, the experimental group applied self-assessment process guided by student-rubrics as the self-assessment guideline and reflection tasks. The findings revealed that students in the experimental group showed significantly greater improvement, particularly in fluency and speaking style. These results suggest that self-assessment enhances metacognitive awareness, reduces speaking anxiety, and supports learners' communicative competence. The study highlights the pedagogical value of integrating self-assessment into speaking activities to foster independent and reflective language learning.

Keywords: Self-assessment, Speaking skills, EFL learners, Fluency, Learner autonomy

A. INTRODUCTION

Speaking is a central component of communicative competence in EFL learning. As a productive skill, it plays a crucial role in enabling learners to engage in meaningful oral interactions, express ideas clearly, and participate in both academic and social communication. Thornbury (2019) emphasizes that speaking is more than the mechanical production of words; it involves constructing meaning in context, often in real-time. Similarly, Khabbzbashi and Galaczi (2020) highlights the value of speaking skills for effective classroom participation and interaction, while Derwing and Munro (2019) point to the global relevance of spoken English for academic advancement and career opportunities.

Therefore, the development of speaking proficiency is a key objective in EFL instruction, particularly in contexts where learners aim to compete in increasingly internationalized education and job markets.

Despite the acknowledged importance of speaking skills, many Indonesian EFL students experience persistent challenges in developing oral proficiency. These include limited exposure to English outside the classroom (real life language exposure), insufficient opportunities for practice, and high levels of speaking anxiety. Suryani and Argawati (2023) note that a lack of authentic interactional environments contributes to students' low fluency and poor confidence. Widiastuti et al (2022) further observes that the fear of making mistakes often inhibits students from speaking up during class activities, while Diner et al, (2023) attributes reduced oral participation to heightened anxiety and low self-efficacy. These challenges are worsened by conventional classroom approaches that emphasize form and grammatical aspects and written production over spoken productive skills, leaving students with limited time for structured oral practice and even fewer opportunities for meaningful feedback.

An initial study was conducted at the school where this study was carried exemplifies these issues. Students in this setting often receive minimal corrective feedback and rarely engage in reflective speaking tasks. Classroom activities are mostly focused on written grammar exercises, and speaking tasks, when assigned, are seldom followed by detailed performance evaluation. As a result, students struggle to monitor their speaking progress, identify their weaknesses, and improve their delivery. These conditions call for the adoption of learner-centered strategies that promote active engagement and self-regulated learning. Many solutions have been studied to improve students' speaking skill in higher school level. Andreas et al (2024) used play-based learning and figure out that the students easier to understand the lesson because they can directly practice it the game application in the learning process. Laoli (2021) used debate to force students actively speak. As result, the debate method has a positive effect on improving students' speaking skills. Nuraini and Mubarak (2025) found that English Board Game worked well with the students, it facilitated speaking practice. Making a speaking club at school also an option. Jayanti et al (2022) successfully helped who participate in speaking clubs make significant improvements in their English-speaking skills, including enhancements in pronunciation, vocabulary, and fluency in speaking English in general.

One promising strategy is self-assessment, which is believed to enable learners to reflect on their own performance, set goals for improvement, and become more autonomous. According to Harris and Brown (2018), self-assessment supports metacognitive awareness and helps learners take responsibility for their learning progress. Dewi et al (2024) confirmed that by engaging in structured reflection, students can develop a better understanding of their strengths and weaknesses. Compared to traditional teacher-led assessments, self-assessment allows learners to internalize performance criteria and apply them more meaningfully during speaking tasks. This process can also reduce speaking anxiety, increase self-confidence, and improve communicative competence (Masruria & Anam, 2021). Self-assessment in form of self-recording is meaningful for self-control, feedback, time-shifted assessment, equity, and fairness (Darong, 2024). Most students have positive felling by utilizing this self-assessment in raising their speaking skills (Anwar, 2024). Meanwhile there are some factors such as student age influenced the adaptation of Self-Assessment practices, with younger learners requiring more guided approaches (Fitriyah & Defianty, 2025).

The theoretical foundation for self-assessment lies in Zimmerman's Self-Regulated Learning (SRL) theory, which emphasizes learners' capacity to monitor, evaluate, and direct their own learning. Zimmerman (1990) asserts that SRL fosters improved academic outcomes by encouraging students to set goals, reflect on performance, and adjust learning strategies accordingly. In language education, self-assessment aligns well with SRL, as it encourages learners to become more intentional and reflective in their use of language (Panadero et al., 2018; Andrade, 2019). However, although self-assessment has been widely studied in higher education contexts, there is limited research on its application in secondary-level EFL classrooms in Indonesia. Most previous studies focus either on learner perceptions or general improvements in speaking performance (Komang, 2025), often neglecting specific speaking sub-skills and the unique challenges faced by high school learners. Furthermore, few studies combine reflective tools, such as rubrics or video recordings, with systematic evaluation of speaking outcomes.

This study addresses these gaps by implementing structured self-assessment tasks in an Indonesian senior high school and evaluating their impact on students' speaking performance using pre- and post-test data. Thus, this study aims to investigate how self-assessment can enhance the speaking skills of senior high school students in the EFL (English as a Foreign Language) context. Specifically, the study aims to examine whether integrating structured self-assessment activities into classroom instruction can foster learners' speaking fluency, pronunciation, grammar, and speaking style. It also seeks to identify which aspects of speaking are most significantly improved through self-assessment practices. These aims are motivated by the increasing demand for effective and autonomous language learning strategies in Indonesian secondary education.

B. METHOD

This study employed a quantitative research design using a pre-test and post-test control group model, aiming to examine the effectiveness of self-assessment in improving EFL students' speaking skills. The study compared the speaking performance of two groups, experimental and control, before and after the intervention to determine whether the integration of structured self-assessment significantly enhanced learners' fluency, pronunciation, grammar, and speaking style. The participants were 70 eleventh-grade students from one private secondary high school in Surabaya, Indonesia. The school was selected purposively due to its limited use of student-centered speaking activities, particularly self-assessment. Two existing classes with comparable English proficiency levels were chosen and randomly assigned to the experimental group (n=35) and the control group (n=35). The selection of intact classes aimed to preserve the natural classroom setting while controlling for potential variation in baseline speaking ability.

The instruments used in this study consisted of a set of speaking tests administered as both pre-test and post-test and assessment rubrics to evaluate students' speaking performance (teacher rubric for scoring while student rubric as self-assessment guideline). The speaking test required students to deliver a short-spoken monologue, which was recorded and evaluated based on four key criteria: fluency, pronunciation, grammar, and speaking style. The rubric was adapted from Setiawati et al (2024), with descriptors simplified for high school learners while maintaining alignment with pedagogical standards. The simplified descriptors ease the students during self-assessment process (non-scoring rubric), while at the same time the rubric was also used by both the teacher and a trained inter-rater to ensure

scoring consistency and minimize subjectivity. The experimental group participated in a structured self-assessment intervention over a period of four weeks. After completing each speaking task, students reviewed their own recorded performances using the student rubric as the self-assessment guideline and completed a guided reflection sheet. These activities were designed to enhance metacognitive awareness and support self-regulated learning (Zimmerman, 1990). In contrast, the control group received conventional instruction, with speaking activities assessed solely by the teacher. No reflective or self-assessment tasks were provided to this group.

Data were collected through online submissions of pre-test and post-test recordings. Scores from the teacher and inter-rater were averaged and statistically analyzed. The analysis included a paired sample t-test to examine within-group differences and an independent sample t-test to compare the gains between groups. Assumptions of normality and homogeneity of variance were checked using the Shapiro-Wilk and Levene's tests, respectively (Ojeda, 2024), confirming that parametric testing was appropriate. To ensure content and construct validity, the instruments were reviewed and validated by both a language education expert and a senior high school English teacher. Minor revisions were made based on feedback to improve clarity and usability.

C. FINDINGS AND DISCUSSION

1. The Effectiveness of Self-Assessment on Speaking Skills

This study aimed to investigate whether the integration of self-assessment into EFL instruction significantly improves students' speaking skills at the senior high school level. To evaluate students' progress, both the experimental and control groups were administered pre-tests and post-tests assessing four key components of speaking: fluency, pronunciation, grammar, and speaking style. Although both groups showed some level of improvement after the instructional period, the descriptive statistics reveal that the experimental group achieved a more substantial increase in mean scores across all speaking components. The detailed comparison of the pre-test and post-test mean scores for both groups is presented in Table 1.

Table 1. Comparison of Mean Scores in Speaking Components

Component	Group	Pre-test Mean	Post-test Mean	Gain
Fluency	Control	14.69	19.31	4.62
	Experimental	14.34	23.34	9.00
Pronunciation	Control	15.00	19.43	4.43
	Experimental	14.46	22.86	8.40
Grammar	Control	15.83	19.71	3.88
	Experimental	14.40	19.29	3.89
Speaking Style	Control	15.06	19.71	4.65
	Experimental	14.94	23.91	8.97

To validate the significance of the improvements, statistical tests were conducted. To determine whether the observed improvements were statistically significant, paired-sample and independent-sample t-tests were conducted. The results of these analyses are presented in Table 2.

Table 2. Results of Paired and Independent Sample T-Tests

Test Type	Group	t-value	Sig.(2-tailed)	Interpretation
Paired Sample T-test	Control	-4.007	0.000	Significant improvement
	Experimental	-21.742	0.000	Strong significant improvement
Independent Sample T-Test	Post-Test Scores (Control vs. Experimental)	-8.305	0.000	Significant difference between group

A paired sample t-test for the experimental group showed a significant difference between pre-test and post-test results ($t = -21.742$, $p < 0.05$), indicating that self-assessment had a measurable positive effect. The control group, however, did not show a statistically significant difference. Further comparison using an independent sample t-test between the two groups confirmed that the experimental group outperformed the control group significantly ($t = -8.305$, $p < 0.05$; mean difference = -11.229). These findings validate the hypothesis that self-assessment can significantly improve EFL students' speaking performance. The improvement observed among the experimental group supports Zimmerman's (1990) theory of Self-Regulated Learning (SRL), which posits that learners who actively monitor and evaluate their own learning processes are more likely to show academic improvement. In the present study, learners who used self-assessment rubrics were engaged in reflective practices that increased their metacognitive awareness, a key element of SRL. As Panadero et.al., (2018) emphasize, fusing formative assessment with self-regulation can empower students to become more autonomous, motivated, and intentional in their learning behavior.

Through structured self-assessment, learners in the experimental group became more conscious of their performance and set clear personal targets for improvement. This aligns with Andrade (2019), who argues that student-led evaluation using clear criteria encourages deeper engagement and more purposeful revision. Unlike teacher-led correction, self-assessment allows learners to reflect more frequently and make adjustments based on their own performance records, particularly when aided by tools such as checklists, rubrics, or recorded speech samples (Komang, 2025). Moreover, these findings resonate with studies by Masruria and Anam (2021), who found that self-assessment helps reduce speaking anxiety and encourages learners to take more ownership of their development. Students in the experimental group reported greater confidence in speaking activities and demonstrated more consistent delivery during their post-test tasks, suggesting that self-assessment not only improved technical proficiency but also impacted learner disposition.

The results also provide practical evidence for the pedagogical value of integrating self-assessment in EFL instruction, particularly at the secondary level where learners often lack exposure to English outside the classroom. In the Indonesian context, where summative testing and teacher-centered practices still dominate (Suryani & Argawati, 2023), incorporating structured reflection can fill the gap between instruction and independent learning. As the results indicate, students are capable of using assessment tools to evaluate their performance meaningfully and make adjustments based on that evaluation.

Additionally, the structured format used in this study—a combination of guided reflection, student-friendly rubrics, and performance recording—ensured that students were not left to assess their work arbitrarily.

The findings from this study confirm that self-assessment, when systematically implemented, significantly improves EFL students' speaking skills. The marked improvement in the experimental group demonstrates that reflection and structured self-evaluation can be transformative in helping learners gain confidence, regulate their progress, and achieve better outcomes. These results reinforce calls from scholars such as Panadero et al. (2018) and Mendoza (2022) to embed reflective assessment practices into routine language instruction—not only at the tertiary level, where most research has been concentrated, but also at the high school level, where learner autonomy must begin to take shape.

2. Component-Specific Improvements in Speaking Skills

Beyond the overall effectiveness of self-assessment in improving students' speaking performance, this study also examined which components of speaking skills—fluency, pronunciation, grammar, and speaking style—benefited most from the intervention. The analysis revealed that the most substantial improvements occurred in fluency and speaking style, followed by pronunciation, with grammar showing the least amount of gain. As illustrated in Table 1, students in the experimental group achieved an average gain of 9.00 points in fluency and 8.97 points in speaking style, compared to 4.62 and 4.65 points, respectively, in the control group. This indicates that self-assessment had a particularly strong influence on the development of performance-oriented, observable features of speaking.

The improvement in fluency is consistent with findings from Komang (2025) and Mendoza (2022), who argue that fluency is one of the most responsive speaking traits when learners engage in self-assessment supported by video recordings or structured rubrics. In this study, students used rubrics that explicitly guided them to evaluate their speech continuity, hesitation markers, and ability to sustain speech. As they monitored their own performance across tasks, they became more sensitive to disruptions in flow, such as overuse of fillers or awkward pauses. This self-awareness allowed them to make targeted improvements. The consistent gain in fluency supports Panadero et al. (2018), who emphasize that metacognitive regulation, a core element of self-regulated learning (SRL), is most impactful when applied to observable and repeated behaviors—such as speech rhythm and pacing.

Speaking style, which encompasses tone, intonation, and expressive delivery, was the second most improved component. This may be attributed to students' exposure to their own recorded performances, which enabled them to reflect on non-verbal and paralinguistic aspects of speaking. Students could visually and aurally perceive whether their delivery was engaging, confident, and appropriate to the task. According to Andrade (2019) and Pratiwi & Yulia (2025), reflection that incorporates multi-modal feedback (e.g., video-based reflection) promotes deeper awareness of delivery and presence—elements closely tied to speaking style. Furthermore, the rubric used in this study contained descriptors such as “uses appropriate tone” and “varies intonation to emphasize meaning,” which may have contributed to students' growing awareness and eventual enhancement of these skills.

The improvement in pronunciation, while still notable (gain of 8.40 in the experimental group), was slightly less than that observed in fluency and speaking style. One possible explanation is that pronunciation requires learners to have both auditory discrimination and articulatory control, which are not always fully developed at the senior high school level. However, because pronunciation involves auditory elements that students can detect with the help of recordings and rubrics (e.g., word stress, intonation, and clarity), self-assessment still offered benefits. This finding aligns with Derwing and Munro (2020), who suggest that intelligibility, rather than native-like accuracy, should be the primary goal of pronunciation instruction. The improvement observed in this study indicates that structured self-assessment supports intelligibility by helping learners identify pronunciation patterns that interfere with communication.

In contrast, the grammar component showed the least improvement, with a gain of 3.89 points in the experimental group—only slightly higher than the control group (3.88). This finding reflects a recurring issue in self-assessment literature: while learners are capable of noticing visible or performative features of language use, they often struggle to detect underlying syntactic or morphological errors without explicit instruction. As Ellis (2015) notes, grammatical accuracy in speaking requires both declarative knowledge (understanding rules) and procedural knowledge (applying them fluently in real time). These cognitive demands are not easily met through self-assessment alone, particularly when students lack the meta-linguistic awareness necessary to identify their own grammar errors during spontaneous speech.

Moreover, Huang (2016) cautions that learners' self-evaluations of grammar can be unreliable unless supported by guided analysis or peer feedback. In the current study, students were not given explicit corrective input on grammar, nor were they trained to recognize subtle errors such as verb tense inconsistencies or agreement issues. As a result, while they could identify surface-level delivery issues, they were less equipped to self-monitor grammar usage. This finding supports the idea that grammar, as a less perceptible and more rule-governed skill, may require external scaffolding to improve meaningfully.

These component-specific results provide important implications for classroom practice. First, they underscore the value of using self-assessment to target fluency and delivery-based components, especially in instructional settings where time constraints often limit oral feedback from teachers. By engaging students in structured reflection, educators can empower learners to take ownership of aspects of speaking that are most accessible and relevant to communicative success. As Masruria and Anam (2021) found, students who gain confidence and reduce anxiety through self-assessment are more likely to engage actively in speaking tasks, which reinforces improvements in fluency and expressive delivery.

Second, the relatively limited improvement in grammar highlights the need to complement self-assessment with teacher or peer-assisted feedback, particularly when focusing on structural accuracy. As Topping (2017) suggests, peer assessment can add another layer of insight, enabling learners to detect issues they might miss in their own performance. Additionally, the findings suggest that rubrics used for self-assessment in speaking tasks should strike a balance between observable delivery criteria and more abstract linguistic elements, ensuring that students have sufficient guidance to monitor both dimensions of speaking.

The study confirms that fluency, speaking style, and pronunciation benefit the most from structured self-assessment in EFL speaking tasks, while grammar remains a challenging area requiring further instructional support. These results contribute to the understanding of how self-assessment functions not only as a general strategy for performance improvement, but also as a differentiated tool that affects components of speaking in distinct ways. As reflective practices continue to gain attention in EFL pedagogy, recognizing the scope and limitations of self-assessment for various language skills becomes essential for optimizing its classroom application.

D. CONCLUSION

This study examined the effectiveness of self-assessment in improving the speaking skills of senior high school EFL learners. The findings revealed that students who engaged in structured self-assessment showed significantly greater improvement in their speaking performance compared to those who received conventional instruction. The experimental group demonstrated meaningful progress across all components of speaking, with the most substantial gains observed in fluency and speaking style. The results highlight the importance of involving learners in reflective practices that promote autonomy and self-awareness. By using rubrics and guided self-evaluation, students were able to monitor their own performance, identify specific areas for improvement, and make purposeful efforts to enhance their speaking skills. These reflective activities also contributed to increased confidence and reduced anxiety in speaking tasks.

Furthermore, the study found that different components of speaking responded differently to self-assessment. While fluency, pronunciation, and speaking style showed notable improvement, grammar remained the least affected. This suggests that while self-assessment is effective for developing observable and performative aspects of speaking, additional instructional support may be needed to address more abstract language features such as grammatical accuracy. In light of these findings, self-assessment can be considered a valuable pedagogical strategy in EFL classrooms. It offers a practical approach to fostering student-centered learning and can complement traditional instruction by encouraging learners to take a more active role in their language development. Implementing self-assessment practices in speaking instruction has the potential to improve learner outcomes and support the development of communicative competence in secondary education settings. However, this study is limited by its relatively short intervention period and its focus on a specific educational context, which may affect the generalizability of the findings. Future research is therefore recommended to explore extended interventions, the integration of peer feedback, and the use of digital tools to support reflective learning and address areas that are less responsive to self-assessment. Such efforts will contribute to the continued improvement of EFL speaking pedagogy and the development of more effective learner-focused strategies.

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