

THE IMPLEMENTATION OF SELF-ASSESSMENT IN EFL STUDENT'S SPEAKING PERFORMANCE

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ABSTRACT

A lot of EFL students feel unconfident in performing their English-speaking performance and do not have a decent engagement in self-reflection of their speaking performance development. Self-assessment is one of the assessment techniques that requires students' participation in its process. The study was conducted to explore whether the implementation of self-assessment results a significant difference in EFL students' speaking performance. The researcher conducted a quantitative study with a Posttest-Only Control Design. 34 first-year EFL students became the participants in this study. Seventeen students took part in an experimental group and the other seventeen students took part in a control group, in English department at a university in Surabaya, Indonesia. The researcher analyzed data using an Independent Samples t-test. The findings of the Independent Samples t-test indicate that there is a significant difference in experimental group students' speaking performance after implementing self-assessment. Thus, the teachers are recommended to promote the use of self-assessment in facilitating students' speaking performance

Keywords: speaking performance, self-assessment, EFL student, English-speaking, E-portfolio

INTRODUCTION

English-speaking skill is an important skill that allows people to communicate with diverse people globally. Tseng & Yeh (2019) stated that English is an international medium of communication for English as a Foreign Language (EFL) students that allows them to exchange their logic and intuition with the global society which makes English speaking an important skill for students. Abdullah (2017) also claimed that speaking is seen as an important aspect of communication which can be an indicator of language learners' ability through their speaking performance

efficiency. In addition, all education levels have set English as a compulsory subject, which emphasizes the significance of mastering the language (Miskam & Saidalvi, 2019). Alghammas (2020) in his study also stated that speaking is considered a productive skill and it demands students to show their thoughts and discuss in daily conversational settings and authentic situations. The portrait of English-speaking is seen as a more prominent skill than other skills by many language students and they put English-speaking skills as their main goal (Askarzadeh, 2018). Students' speaking performance will benefit them for

academic and professional purposes. Based on the previous study, it can be stated that English speaking is a necessary skill to master since English becomes one of the important subjects at school worldwide and allows people around the world to communicate well by mastering English-speaking skills. Even in EFL countries, English-speaking is deemed as a lucrative ability that everyone should have to get better opportunities in academic and professional life.

Unluckily, EFL students in EFL countries are facing various challenges in developing their speaking performance. Chen, Hang, Yeh & Chang (2021) investigated that the EFL learners in some countries are facing challenges in enhancing their speaking performance due to a lack of opportunities to practice speaking, the educational system with test-oriented, and huge phonological differences between native languages and English. Yet, English speaking performance is a widespread problem for EFL students who are studying English (Abdullah, 2017). Since the students live in EFL countries, the exposure to English-speaking is lesser compared to English-speaking countries. Many EFL students only practice their speaking in class and they lack practice outside class.

Public speaking is one of the speaking skills that requires the students to perform for numerous audiences. Unfortunately, the fear of public speaking among EFL students is getting real which makes the students feel uncomfortable with public speaking. Miskam & Saidalvi (2019) explored that arranging sentences and communicating in English to other people are still obstacles for university students in an EFL country and this issue happens because EFL undergraduate learners feel the anxiety of public speaking, especially in a foreign language. Marinho, et al. (2016) asserted that speaking performance, specifically public speaking, starts becoming an activity that causes anxiety for university students. Besides, expectation and tension have an unavoidable role in rising speaking anxiety (Kalra & Siribud, 2020). Also, the students are less aware of assessments and their speaking performance development (Nash, Crimmins & Oprescu, 2016). We can conclude that the anxiety causes the students have less awareness of their development in speaking performance at every stage. Kalra & Siribud (2020) also found that the high language anxiety of students could be caused by the high fear of the assessment. This anxiety leads the students to avoid public speaking and have less engagement in their learning process.

To overcome the lack of opportunities for the students to engage in the learning process, the teachers need a method to help students practice their speaking performance. Abdullah (2017) investigated that many cases of teacher's domination in the language classroom cause the students have lack opportunities to practice their speaking performance and negatively affect their oral language development. Therefore, the teachers need a method to facilitate the students to monitor their development and give them chance to improve their speaking performance. The teachers need to promote students to get involved in their learning process. The more students engage in the class activities, the more students can learn, absorb information, and enjoy the school (Al-Bogami & Elyas, 2020). Thus, students' engagement in their speaking is very important to help them promote their academic performance.

Assessment of students' learning process is deemed as a good way to reflect on students' development. Self-assessment is one of the diverse assessments that allow students to explore, grow, and figure out their performance (Masruria, 2021). Sahebkhair (2018) in his study stated that to improve students' writing skills, a self-assessment portfolio can be the option which is a learner-centered method. The self-assessment practice requires the pupils

to engage in their studies and examine their learning results (Kalykbayeva et al., 2021). Thus, self-assessment should facilitate the EFL students to monitor their learning process and result to improve their learning performance.

Self-assessment allows the students to evaluate themselves objectively and requires them to have a better practice. Self-evaluation decreases anxiety and elevates individual and rational growth as well as social abilities (Kalykbayeva et al., 2021). A self-assessment of the portfolio facilitates learners to derive a thorough picture of learning results, analyze their strengths and shortcomings, and decide purposes for subsequent development (Sahebkhair, 2018). In addition, self-assessment takes part in increasing students' self-regulation of learning and provides the students with practice of their own and reflection on learning progression (Pastore, 2017).

Besides, teachers play a critical role in assisting students in their learning, including their speaking performance. Good communication between the teachers and students could create students' motivation and encouragement in the learning process when the teachers can encourage and deliver the material to the students properly (Khan et al., 2017). Additionally, the teachers have to introduce self-assessment

and familiarize its implementation to the students. According to Ratminingsih et al. (2018), self-assessment has three basic elements: assessment tasks, assessment criteria, and form. In assessment tasks, the teachers consider what learning activities that allow students to implement self-assessment. The teachers also consider what criteria students need to assess in each learning activity. Third, the form relates to the instrument of self-assessment that is used by the students.

When the teachers try to apply a self-assessment, the teachers need to provide a detailed format of the assessment rubric for the students. The EFL students depend on their teachers heavily in language learning because the teachers are expected as the facilitator in students' assessments (Lam, 2016). The assessment particularly in speaking performance still needs proper preparation and monitoring from the teacher since EFL learners are quite unfamiliar with self-assessment for L2. Greviana, Mustika, & Soemantri (2020) asserted that teachers' monitoring is important for students' development as it facilitates the students to have self-reflection with their performance more accurately and improve their engagement in the assessment process. The self-assessment process could be split into three: self-monitoring, self-judgment, and learning

target (Ratminingsih et al., 2018). First, self-monitoring requires the students to consider deliberately the external standard that they need to apply for self-assessment. For example, in speaking performance, the students pay attention to pronunciation, fluency, intonation, grammar, and word usage (Tseng & Yeh, 2019). Second, in self-judgment, the students judge their learning progress. Last, the learning target allows the students to consider what specific learning objective they need to improve. Therefore, self-assessment helps the students to engage more in their learning process from the first stage to the next stages.

Self-reflection in assessment through students' portfolios made the students know their strengths and weaknesses, so the students can monitor their development by comparing their results gradually and they can be more aware of their development (Ministri et al., 2020). This scenario can be implied in self-assessment practice for pupils' speaking ability. When the students see themselves performing their speaking, they will do a self-assessment. They start analyzing their pronunciation, fluency, accuracy, body language, expression, etc. The students will monitor their speaking development by themselves. The students only need to compare their speaking performances from their video portfolio and

repair the flaws in their latest speaking performance. The students will feel encouraged to speak more confidently when they have fulfilled their flaws.

Therefore, this research explored the self-assessment implementation to facilitate the students in their English-speaking performance. The role of self-assessment effectivity could be shown by seeing two conditions of the groups of participants, the group which implemented self-assessment and the group which did not implement self-assessment. Moreover, there were not many studies related to self-assessment for improving university students' English-speaking performance in Indonesia. In previous research, Ratminingsih et al. (2018) carried out research related to self-assessment in EFL junior high school students writing competency and showed a positive effect on students' writing. In addition, Masruria (2021) conducted qualitative research on self-assessment for senior high school speaking skills which resulted that the students perceived self-assessment could promote them to communicate with their teacher. Mistar (2011) also held research related to whether self-assessment correlated to a student's gender and found that gender did not correlate with self-assessment. Thus, this study focuses on investigating the differences in EFL undergraduate students'

speaking performance after implementing self-assessment.

Practically, this research is anticipated to serve as a resource for other English lecturers and teachers, curriculum developers, university students, and academicians to have better methods or treatment to improve EFL students' speaking performance. Theoretically, the study is expected to lead to future study and source of academic reading to encourage knowledge about EFL students' self-assessment and speaking performance.

The study facilitated students' self-awareness and self-evaluation to help their learning process. By making a video recording for E-portfolio, the students will listen to and watch their performance. The students examine their speaking performance in terms of their pronunciation, grammar, intonation, fluency, and many other things. This is a good habit to behave students to be aware of their speaking development. Moreover, the teachers can evaluate students' learning results from their self-assessments.

In this study, the researcher had a research question that need to be answered:

1. Does self-assessment result any significant difference in EFL student's speaking performance?

The study's objective was to explore if self-assessment might help EFL students

improve their speaking skills. If the outcomes show a significant difference in students who get the treatment, it could be an indicator that the self-assessment is a good treatment for the students to help them improve their speaking performance.

The researcher provided a hypothesis by the end of this study.

1. Self-assessment results a significant difference in EFL students' speaking performance.

The study's limitations are, first, the study used a small sample of participants, so the result may not be relevant to bigger and more varied participants. second, the study aimed at adult learners as the participants since self-assessment is considered as self-regulated learning. therefore, the result is applicable to adult learners, not to all stages of learners.

The researcher hopes there will be future studies related to self-assessment using various platforms for other skills and conducted gradually to derive a more accurate result. In addition, the study about self-assessment hopefully can be used for investigating its effect on other skills or learning objectives.

METHOD

Research Design

The researcher conducted an experimental study. The researcher

employed a Posttest-Only Control Design in this research. This design necessitated the researcher to have two groups: experimental and control. The experimental group was the group that got treatment (self-assessment) and the control group did not get any treatment (conventional) where the students did not do self-assessment. The researcher chose this design because the researcher wanted to highlight whether the self-assessment could help the participants to monitor and improve their speaking performance or not.

Participants

The researcher used a probability sampling technique with simple random sampling. The population of this study was approximately 154 first-year university students in two study programs at English Department in a university in Surabaya, Indonesia. The researcher took samples from 34 students in the 2nd-semester who were taking a public speaking class. The experimental group included seventeen pupils, whereas the control group included the remaining seventeen pupils. The chosen classes were the class that used video recording for speaking assignments or projects. The public speaking class was chosen because the subject related to this study and public speaking class allowed students to communicate and deliver their idea to numerous audiences. Before

gathering the participants, the researcher gathered the information related to the speaking-skill subject by interviewing some 2nd-semester students. After that, the researcher gathered randomly the participants from eight public speaking classes in which the students recorded their speeches. The researcher randomly asked four to five students from each class to derive 34 participants. Then, the researcher selected randomly the students as the experimental group and the control group from each speaking class. To ensure the prior ability of the student's speaking skill, the researcher conducted a homogeneity test of variances of the two groups.

Instrument

The researcher used two instruments in this study. The first one was a self-assessment sheet and the second one was a post-test questionnaire. In the self-assessment sheet, the researcher used an analytical scale rubric for speaking performance and additional open-ended questions to help students write the things that they need to improve specifically from their performance. Moreover, the post-test had 15 items and used a Likert scale of 1 to 5. The validity of the instrument was gained from the content validity test by using Pearson validity. A Cronbach's alpha formula was utilized by the researcher to test the instrument's reliability.

Table 1. Validity and Reliability test of Instrument Items

n	ITEMS				
	VALIDITY (Pearson Correlation)			RELIABILITY (Cronbach Alpha)	
35	The Level of Significance (5%)	Lower	Upper	Alpha (α)	Cronbach Alpha (α)
	0.334	.524	.797	0.6	.895

Table 1 displays the result of the validity and reliability of items. Before the items were implemented in this study, the items were trialed to 35 participants ($n=35$). Then, the researcher used value of level of significance 5% .334 ($r = .334$). The lowest result of the items is .524. It shows that the items are valid. According to Sujarweni (2014), questionnaire items are reliable if the Cronbach alpha value is upper than 0.6 ($\alpha > .6$). The value of Cronbach alpha in this study is .895 ($\alpha > .6$), which means that the items are reliable.

Procedure

The procedures of the study were, first, the researcher explained the steps of treatment to the participants. Then, the researcher explained the step of self-assessment of their video recording. In the experimental group, the researcher asked the students to make a speaking recording about a given topic in their speaking class. Then, the researcher gave the participants a self-assessment sheet to reflect their speaking performance. After that, the participants created their new video after

doing a self-assessment. After the participants created their final video recording, the researcher gave the posttest questionnaire for their speaking performance.

In the second group, the control group also made a speaking video. The researcher allowed the students to make their drafts as many as they wanted without asking them to do the self-assessment with a self-assessment sheet in the process. After they made their final draft, the researcher asked them to fulfill the post-test questionnaire for their speaking performance. At last, the researcher analyzed the experimental and control groups' post-test findings to see whether there were any significant changes.

Because of the short time available for completing the treatment in this research, the implementation of self-assessment was carried out once. The self-assessment was used in one topic or chapter of the assignment. However, to maximize its implementation, the students were able to watch their video several times and fulfill the self-assessment sheet as they want until the students feel satisfied with the final assessment for the speaking video.

Data Analysis

The researcher used a t-test for analyzing the data. Two conditions of pre-and-post treatment of the experimental and control group were determined by utilizing

a t-test. The test was used to analyze whether self-assessment affects pupils' speaking abilities. The researcher investigated the difference in EFL students' speaking performance before and after implementing self-assessment.

To answer the study question, the researcher used an Independent Samples t-test. The researcher then collected data from both the experimental and control groups after the tests were completed. Both groups' results were then formulated using an Independent Samples t-test formula.

DISCUSSION

Before analyzing the parametric statistic, the researcher did normality and homogeneity test. Since the number of samples in this study is 34, the Kolmogorov-Smirnov (K-S) test catered for the normality of the distribution. The researcher made sure that the two groups were homogeneous using a Levene test. After that, the data analysis was analyzed using an Independent Samples t-test with significance ($p = < .05$). The following tables showed the result of the homogeneity and the normality of the distribution.

Table 2. Homogeneous and Normality Distribution Test

Alpha (α)	(One-Sample Kolmogorov-Smirnov Test)	Test of Homogeneity of Variances (Levene)	
.05	.077	Lower	Upper
		.012	.019

The significant level for the study variables obtained by the K-S test is .77, which is higher than the stipulated value of .05 ($\alpha > .05$). This showed that the two groups have normal distributions. The result of homogeneity of variance Levene test results the lowest score of .012 and the highest score of .019 which are more than the specified value of .05 ($\alpha > .05$). This showed that the two groups have homogeneity. The table below displays the results of the independent t-test between the experimental group and the posttest-only control group.

Table 3. Results of Group Statistics

Group Statistics					
SPEAKING	GROUP	n	Mean	Std. Deviation	Std. Error Mean
	CONTROL	17	46.7059	8.83010	2.14161
	EXPERIMENTAL	17	57.5294	3.31884	.80494

Table 3 shows that the experiment was conducted in two groups: experimental and control. There were seventeen pupils in the experimental group and seventeen pupils in the control group. The average in the control group was 46.7059, whereas the average in the experimental group was 57.5294. The mean of the experimental group was higher than that of the control group. It shows that after doing the self-assessment, the experimental group got higher post-test results than the post-test

result of the control group which did not do the self-assessment.

Table 4. Results of Independent Samples t-test

Independent Samples Test						
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
SPEAKING	Equal Variances Assumed	6.883	.013	-4.731	32	.000
	Equal Variances not Assumed			-4.731	20.432	.000

Table 4 displays the findings of the t-test for both the experimental and control groups. The t-test demonstrates that the two groups differ significantly. The outcome of the two-tailed Sig. test is .000 ($p = .000 < .05$). Since the result of the two-tailed Sig. test is lower than .05, it indicates that both groups were significantly different (Askarzadeh, 2018; Nash et al., 2015). It also implies that the treatment, self-assessment in EFL students' E-portfolios, has a good impact on their speaking performance.

Based on the results above, the outcome was the same as the hypothesis, which claimed that self-assessment results a significant difference in students' speaking performance. On the posttest results, the students in the experimental group were upper than the students in the control group. It showed that after the implementation of self-assessment, the students could practice more in the speaking area that they want to

improve. In the self-assessment, the students had the chance to analyze their speaking performance by rewatching their video recordings several times as they need. They were encouraged to have their best final speaking performance. It made the students more aware of their strengths and weakness in their performance at the time. Thus, the findings showed that self-assessment promotes students to improve their speaking performance.

In a previous study, Mistar (2011) discovered that students' self-assessment had a favorable influence on their English competence proficiency, such as listening, speaking, and interactive skills. The finding of this study was also supported by a previous study by Khonamri et al. (2021) which conducted the experiment with a self-assessment group and resulted that self-assessment was a beneficial technique and created an effective role in students' speaking performance variables such as accuracy, fluency, and organization.

In addition, to optimize the result of self-assessment, both students and teachers need to have a deep understanding of the implementation process. Students' speaking performance might be improved by routine speaking proceedings, individual and peer tasks, and self-assessments (Wayan, et al., 2021). Self-assessment may not be the only thing students can do to improve their

speaking ability ahead of time, but it may help them identify their strengths and flaws, so they can know in what area they need to develop more. Focusing on self-assessment as concrete classroom tasks creates more accurate self-assessment practices and an essential classroom experience (Sadeghi, Mousavi, & Javidi, 2017). Providing the students' training sessions which goes together with the length of training could possibly increase the validity, reliability, and quality of the self-assessment data (Mistar, 2011). Thus, the role of both teacher and students are very important to succeed in implementing self-assessment in students' learning process of speaking performance.

CONCLUSION

This study investigated differences in EFL students' English-speaking performance after self-assessment implementation. The students' speaking performance in this study was comprised of five variables: pronunciation, fluency, grammar, intonation, and word usage. The results shows that the students who implemented the self-assessment could outperform the students with conventional assessment. Also, the students with the self-assessment practice result significantly difference from the students without the self-assessment practice. The researcher

found out that the implementation of the self-assessment of students' video recordings has positive effect for the students to improve their speaking performance in general.

After all, the students took an important role to regularly monitor their learning progress as independent learners. Based on the examinations of the self-assessment and the result of this study, it might be claimed that the students were required to actively engage in the portfolio creation and self-evaluation process, since the students took a crucial role to execute portfolio responsibilities and regularly monitor their learning development. In addition, the teachers' mastery of information and abilities to apply students' self-assessment methods were also important. Therefore, teachers were recommended to create a self-assessment culture to reflect themselves in speaking class to enhance the self-efficacy of students and improve their speaking performance.

This study resulted pedagogical implications and shed light on how EFL students could improve their speaking performance. Yet, this study does have certain drawbacks. First, a limited time of implementation of self-assessment might not be adequate to give students a better understanding and engagement, so a longer

period of study is suggested. Second, the results may not be relevant to bigger and more varied participants due to the short sample size, hence larger and more diverse individuals are recommended to acquire a more representative sample size. Third, the participants of this study were adult learners since self-assessment is considered as self-regulated learning. Thus, the treatment of the study might be applicable only for the same level of learner, adult learner, so looking at another level of participants may produce a different result. In addition, using a different design of study is also suggested. Since the researcher used a Posttest-Only Control Design, future studies could use another research design, such as Pretest-Posttest Control Group Design to hire more accurate results.

The researcher hopes that future self-assessment research will give teachers informative and persuasive data that will better influence classroom applications. After all, self-assessment is deemed ethical, people-centered, and long-term, allowing students to develop in a supportive environment to enable the students to have self-reflection and be independent learners.

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