

Empowering EFL Learners: A Comprehensive Approach to Enhancing Speaking Skills through Self-Assessment in Indonesian Higher Education

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Abstract : This study examines the effects of using a self-assessment method, including a rubric, on twenty-two participants' public speaking skills in a student-teacher training program for EFL. The study thoroughly examined test scores, oral interviews, and rubric-based assessments to examine the capacity for transformation of the self-assessment approach. The results demonstrate a significant and persistent enhancement in the participants' oral communication skills, highlighting the strategy's effectiveness. The statistical analyses, which include a paired t-test, highlight the statistical significance of the observed improvements. Student interviews indicate a rise in self-awareness and confidence and reduced anxiety associated with public speaking. The study suggests the integration of self-assessment speaking rubrics in foreign language teaching to improve intrinsic motivation and overall academic achievement. This study contributes to understanding successful pedagogical methods for enhancing language proficiency and communication skills within educational environments.

Keywords : self-assessment, speaking skills, public speaking, rubric

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