



Evaluation of The First-Year Students' Speaking Skill Through Google Drive at MAN 1 Jepara

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Abstract

Technology-based Assessment (TBA) reflects the use of technology as a tool to organize assessment data or the use of technology to conduct an assessment. With the progression of technology in the education arena, Google Drive as an electronic assessment has emerged to be a growing popular assessment genre to date. This study aims to evaluate first-year students' speaking skills through Google Drive. To that end, a descriptive qualitative case study will be employed in this study by using a videography study design. This study design is considered suitable because it allows us to capture not only what the participant said but also what the participant (W. J. Creswell & Creswell, 2018). The subject of this study will be implemented in which 31 first-year students of MAN 1 Jepara have taught the English subject for at least five years. The data will include the students' interviews, questionnaires, and students video recordings in the digital portfolio platform Google Drive. The result shows that there are five procedures in implementing Google Drive to assess speaking skills; identifying the goals of teaching and learning English, developing teaching and learning activities, identifying students' activity, designing and implementing appropriate strategies to help students' difficulties, conducting students' video recording through Google Drive. The majority of students report using Google Drive extensively for various school-related tasks, including storing notes, writing essays, and completing assignments. One of the most frequently mentioned benefits is its effectiveness for group projects, allowing real-time collaboration and easy file sharing among team members.

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INTRODUCTION

Speaking anxiety is a multifaceted phenomenon that can stem from various factors, including fear of negative evaluation, communication apprehension, test anxiety, and fear of making mistakes (Horwitz, 2021). Cultural norms and societal expectations can also contribute to this issue, as some cultures may place a higher emphasis on conformity and avoidance of perceived embarrassment (Peng, 2014). Additionally, a lack of practice opportunities and authentic speaking situations can further exacerbate students' anxiety and hinder their ability to develop confidence in their speaking skills (Başöz & Erten, 2020).

At MAN 1 Jepara, a preliminary study revealed that first-year students were grappling with similar challenges in their journey to develop proficient speaking skills. Despite ideal expectations, students often struggle, such as lacking confidence, being inadequately prepared, and having limited exposure to the target language (Umisara et al., 2021). Many students reported feeling anxious and lacking confidence when asked to speak in front of their classmates, a situation that often arises in language classrooms (Suleimenova, 2023). This anxiety manifested itself in various ways, such as hesitation, excessive self-correction, and avoidance of spontaneous speech (Marzec-Stawiarska, 2015). Consequently, students' ability to effectively communicate and practice their speaking skills was hindered, potentially impeding their overall language proficiency (Shumin, 2002).

This study aims to evaluate first-year students' speaking skills through Google Drive. To that end, a descriptive qualitative case study is employed in this study by using a videography study design. To gain a deeper understanding of the specific challenges faced by the students at MAN 1 Jepara, the researcher conducted a preliminary investigation. This investigation employed a mixed-methods approach, combining quantitative data from a speaking anxiety questionnaire (Woodrow, 2021) with qualitative data gathered through semi-structured

interviews and classroom observations. The findings of this preliminary study corroborated the existing literature on speaking anxiety and highlighted the need for innovative strategies to address this issue.

One proposed solution was to incorporate the use of Google Drive, a cloud-based storage and collaboration platform, as a means for students to record themselves speaking and receive feedback from their teachers and peers. The use of Google Drive for speaking practice offers several potential advantages. First, privacy. Students can record themselves in a private setting, eliminating the pressure and anxiety associated with speaking in front of a live audience. This aligns with the concept of a "safe house" environment, which has been shown to reduce speaking anxiety and promote more risk-taking in language production (Khonamri & Soltani, 2021). Second, flexibility. Students can record and re-record their speeches at their convenience, allowing them to practice and refine their skills without the time constraints typically imposed in a classroom setting. This self-paced approach caters to individual learning styles and preferences, promoting greater autonomy and self-regulation (Reinders, 2020). Third, feedback: Teachers and peers can provide constructive feedback on the recorded speeches, helping students identify areas for improvement and promoting self-reflection. Effective feedback is a crucial component of language learning, as it facilitates the development of metacognitive awareness and supports the acquisition of new skills (Hattie & Timperley, 2022). Fourth, is accessibility. Google Drive is a widely available and user-friendly platform, ensuring that all students have access to the necessary tools for this activity. This addresses issues of the digital divide and promotes equitable access to educational resources (Resta & Laferrière, 2022).

By leveraging the potential of Google Drive, this study aims to evaluate the effectiveness of this approach in improving the speaking skills of first-year students at MAN 1 Jepara. Specifically, it seeks to explore whether this method can help alleviate students' anxiety, boost their confidence, and ultimately enhance

their overall speaking proficiency. Speaking anxiety has been extensively studied in the field of second language acquisition, and numerous researchers have highlighted its detrimental impact on language learning (Horwitz et al., 2021; Pappamihel, 2022; Woodrow, 2021). The seminal work of Horwitz, (2021) introduced the concept of foreign language anxiety, which encompasses communication apprehension, test anxiety, and fear of negative evaluation. Since then, researchers have explored various strategies to mitigate speaking anxiety, including the use of technology-enhanced learning environments (Huang et al., 2021; Satar & Özdener, 2020).

Several studies have explored the use of video recording and video feedback as a means of improving speaking skills and reducing anxiety (Y. J. Hung & Huang, 2020; Satar & Özdener, 2020). Hung & Huang, (2020) reported that video recording activities helped students become more aware of their speaking weaknesses and facilitated self-reflection. Similarly, Satar & Özdener, (2020) found that video-based self-study materials had a positive impact on students' speaking performance and reduced their anxiety levels.

While these studies demonstrate the potential benefits of video recording activities, they primarily focused on self-study or classroom-based implementations. The use of cloud-based storage and collaboration platforms, such as Google Drive, for speaking practice, has received relatively less attention in the literature.

Google Drive offers a unique opportunity to combine the advantages of video recording with the affordances of cloud computing, such as accessibility, collaboration, and flexibility (Blau & Peled, 2012). By leveraging this technology, students can record themselves in a private setting, free from the anxiety of speaking in front of a live audience. Additionally, the ability to share these recordings with their teacher and peers facilitates feedback and self-reflection, which are crucial components of language learning (Hattie & Timperley, 2022).

The use of Google Drive for speaking practice also aligns with the principles of learner autonomy and self-regulated learning (Reinders,

2020). By allowing students to record and re-record their speeches at their convenience, this approach promotes self-paced learning and encourages students to take an active role in their language development. Moreover, the ability to receive feedback from multiple sources (teachers and peers) can foster a collaborative learning environment and enhance metacognitive awareness (Azevedo & Aleven, 2013).

While the potential benefits of using Google Drive for speaking practice are promising, empirical study in this specific context is limited. This study aims to contribute to the existing body of knowledge by evaluating the effectiveness of this approach in improving the speaking skills of first-year students at MAN 1 Jepara, with a particular focus on alleviating speaking anxiety and boosting confidence.

Regarding the background, this study is written to explain the procedure and to show the students' perception of the implementation of Google Drive to assess speaking skills. Several previous studies are relevant to the study to be carried out, namely, Affective factors such as anxiety, shyness, and lack of confidence were identified as significant barriers to effective oral communication (Al-Nofaie, 2020; Dinçer & Yeşilbursa, 2021; Mahdi, 2020). Additionally, linguistic limitations, including limited vocabulary, grammatical inaccuracies, and interference from the learners' mother tongue, were found to contribute to speaking difficulties (Boonma & Sompong, 2021; Lestari & Suhartawan, 2021), another study talks about improving students' speaking skill through Play-Based Learning (Andreas, Regina & Riyanti, 2024). It states that Play-Based learning can improve students' speaking skills more easily. Most of the prior studies focused on the use of dedicated e-portfolio platforms or tools like digital storytelling to promote oral skills. However, this study specifically investigates the use of Google Drive, which is a widely available cloud-based storage and file-sharing service, for evaluating first-year students' speaking skills. The novelty of this study lies in its investigation of a commonly available, potentially more accessible tool (Google Drive) for the specific purpose of

evaluating first-year students' speaking skills, which has not been the primary focus of the prior studies presented.

METHOD

This study employs a qualitative approach to evaluate the first-year students' speaking skills through an E-portfolio assessment at MAN 1 Jepara. Most notably, this study design can record language, expressions, and gestures used by the participant in a more detailed and reliable way (J. Amos Hatch, 2023). Overall, this study design aims to provide a detailed and comprehensive understanding of teacher and student evaluation during the use of E-portfolio assessment Google Drive at MAN 1 Jepara and contribute to the field of education study. In this study, the population is the first-year students of the academic year 2022/2023 at MAN 1 Jepara, which consists of 12 classes with a total of 420 students. Purposive sampling is used to identify and select information-rich cases for the most effective use of limited resources. The sample of this study is 31 first-year students of MAN 1 Jepara who have implemented an e-portfolio assessment in the first semester.

This study uses several data collection methods to obtain the information needed and answer the problem statements, including student interviews, questionnaires, audiovisual recording, and video analysis. The researcher analyzes the data by using five steps of data analysis by McKiernan. Those steps are: assembling the data, coding the data, analyzing the data, building interpretation, and reporting the outcomes.

RESULTS AND DISCUSSIONS

The procedure of the implementation of Google Drive to assess speaking skills

1. Identify goals and objectives of teaching and learning English, especially students' speaking skills.

The objective of teaching and learning English, especially students' speaking skills at MAN 1 Jepara is to use English in their daily

communication and have English proficiency as a tool to enter the next education level. The subject chosen is class X.E2. The researcher considered X.E2 as the subject of this study because 1) X.E2 is one of the best programs in this school 2) Most of them have learned English since the fourth grade of Elementary School 3) The researcher is the facilitator of the English Proficiency Program at this school 4) The researcher is the homeroom teacher at X.E2 5) The teacher and student have a long interaction duration, therefore they have good bonding.

Teachers play an important role in strengthening students' speaking skills and confidence by establishing positive relationships and bonds. Teachers' role is much broader than traditional teaching methods when it comes to improving students' speaking skills. Teachers build a foundation of trust, motivation, and support that is important for effective speaking improvement. A strong teacher-student bond, highlighting the importance of this relationship in the educational journey, is the basis for personalized feedback, emotional support, and a positive learning environment.

2. Develop lessons and learning activities.

Based on the English learning objectives, the school has a policy to remove the teaching and learning in the classroom. This policy supported the students to have full speaking activities outside class. In line with this school's objective, the English Morning program becomes the best program to facilitate students in enhancing speaking skills. English Morning program is held every day from 6.30 a.m till 7.55 a.m. During the duration, the teachers and students do some activities in speaking practice.

In addition, based on the chosen class identification, the researcher developed activities to catch the students' attention, deepen students' motivation, develop students' involvement, and create a fun learning atmosphere. There are three main activities in English Morning: students' speech continues with a question and answer session, vocabulary building, and peer conversation. During the activities, the researcher found challenges in students' performances when speaking in front of friends or peers. Therefore,

the researcher initiates to identify the students' speaking challenges and difficulties in deeper study.

3. Identify the students' difficulties.

To identify the students' difficulties, the researcher conducted a preliminary study during the first-week meeting in August. There are impromptu questions to identify the students' speaking difficulties and to know students' viewpoints of their students; capabilities in speaking. The interview was done with some students as a sample.

After the interviews were applied, and those results were analyzed, the students found out that anxiety becomes the main factor in speaking. They mentioned that English is fun but to speak English is hard. Based on the interview, there are reasons why the students are not confident in speaking English. First, speaking in front of the public makes them nervous. Because of nervousness, their sentences are not delivered properly. Second, the students think of correct grammar. Third, the students lack of vocabularies. This result brings the researcher to design and implement an appropriate strategy to help the students solve their difficulties.

4. Design and implement appropriate strategies to help students' difficulties.

The researcher designed a comprehensive assessment system for the speaking assessment. The assessment includes three types of assessment to arrive at an accurate portrait of a student as a learner: knowledge, processes, and performances (Susan et al., 2008)

First, knowledge assessment consists of scores from traditional or standardized tests, which focus on mastery of students' knowledge of English. Knowing the students' knowledge about the theory and content is necessary and appropriate. Before applying the students' e-portfolios, I focused on the student's grammar and vocabulary improvement. The second type of assessment focuses on the processes the student uses to achieve the academic goals. Giving students motivation and knowing students' academic backgrounds is essential before conducting students' e-portfolio. The teacher

needs to know the students' goals in their academic process. Knowing the background

of the students in the e-portfolio helps the students to do a formative assessment. Process assessments tend to provide formative feedback to students and teachers while students are learning concepts, knowledge, and skills. The third assessment type focuses on student performance. The students' performance assesses the student's ability to apply the knowledge, content, and skills they have learned to become

Evident. Performances allow students to demonstrate that they can transform the knowledge and skills in the subjects studied into action.

5. Conduct students' video recordings through Google Drive.

First things first the researcher aligned the topic of the videos. There are four topics for the speaking. There are How's your first midterm test? With 3-minute durations, It's time to review my favorite product with 4-minute durations, My two weeks' holidays after the Final Examination with 5-minute durations, and How do you feel about your speaking skill right now? with 5-minute durations. There were also guidances during the video creation process. Students will be given the freedom to record in comfortable locations. After that, they will upload their four videos to their Google Drive and send the link to me.

Conducting the assessment to evaluate first-year students' speaking skills through Google Drive can be an effective and innovative approach. First, setting up the Google Drive. In this step, each student creates a dedicated folder or shared drive on Google Drive for their speaking portfolio. Within the folder, students upload their speaking videos and rename them with different speaking topics for each video. Second, recording speaking samples. Students record themselves delivering their speaking tasks with four different topics using video recording tools. The recorded files are then uploaded to their respective folder in their speaking portfolio folder on Google Drive. Third, self-reflection and teachers' evaluation and feedback. The students' video recording folders were shared with the

teachers, allowing for evaluation and feedback. The teachers access the e-portfolio folders on Google Drive and review the student's speaking videos. Rubrics and evaluation criteria can be developed to assess various aspects of speaking skills, such as fluency, pronunciation, language use, content, and overall performance. The teachers provide written feedback within the e-portfolio, highlighting strengths and areas for improvement. This collaborative aspect can foster a supportive learning environment and encourage self-reflection.

Last, progress tracking and goal setting. Over time, students could track their progress by comparing their speaking samples and feedback from different assessment points throughout the academic year. Based on the feedback received, students could set specific goals for improving their speaking skills and incorporate those goals into their subsequent students' video recording submissions.

The study on implementing students' video recording through Google Drive to evaluate first-year students' speaking skills at MAN 1 Jepara provides a valuable practical example of how e-portfolios can be effectively integrated into language learning, specifically for the development of speaking skills. The study findings on implementing students' video recording through Google Drive to evaluate first-year students' speaking skills at MAN 1 Jepara demonstrate strong alignment with various theories proposed by experts regarding the use of e-portfolios in language learning. Firstly, the study supports the theory (Mirzakhanyan & Tovmasyan, 2020), which emphasizes the role of self-video recording in enhancing learner autonomy and self-regulation. By allowing students the freedom to record speaking samples in comfortable locations and manage their e-portfolio folders, the study empowered students to take ownership of their learning process.

This autonomy and self-regulation can increase motivation, engagement, and perseverance in language learning. They argued that fostering learner autonomy through self-video recording can lead to more effective and sustainable language acquisition, as students

become active agents in their learning journey. It is also supported by Y. Kim & Yazdian (2014) who highlighted the role of self-video recording as students' e-portfolios in promoting self-reflection and self-evaluation among language learners. In the MAN 1 Jepara study, students were actively involved in reflecting on their speaking abilities and evaluating their performance through the students' video recording process. By recording themselves delivering speaking tasks on various topics and uploading these videos to their e-portfolio folders, students had the opportunity to critically assess their strengths and weaknesses. This self-reflection and self-evaluation process is crucial for language learners as it fosters metacognitive skills, self-awareness, and a sense of ownership over their learning journey.

Furthermore, the study at MAN 1 Jepara exemplifies the collaborative and feedback-driven nature of Google Drive as a tool to collect the students recording, as emphasized by Y. Kim and Yazdian (2014), Hamad and El-Masri, (2021), and Ishtaiwa and Abusafiya, (2021). The students' video recording folders in Google Drive were shared with classmates and teachers, allowing for peer evaluation and constructive feedback. This collaborative aspect not only encourages a supportive learning environment but also aligns with the principles of social constructivism, where learners construct knowledge through interactions and shared experiences. By receiving feedback from peers and teachers, students could identify areas for improvement and adapt their learning strategies accordingly.

Another key aspect highlighted by Y. Kim and Yazdian (2014) is the ability of Google Drive to facilitate progress monitoring and goal setting. In this present study, students had the opportunity to track their progress by comparing their speaking samples and feedback from different assessment points throughout the academic year. This longitudinal perspective is invaluable for language learners as it allows them to visualize their growth trajectory and celebrate their achievements. Additionally, by reflecting on the feedback received, students could set specific

goals for improving their speaking skills and incorporate those goals into their subsequent speaking video submissions. This cyclical process of goal setting, implementation, and reflection is essential for sustained language development.

Moreover, this study demonstrates the potential of students' video recording through Google Drive to create authentic and contextualized learning experiences, as emphasized by Y. Kim & Yazdian (2014). The speaking tasks assigned to students were designed to be relevant and meaningful, such as expressing opinions about holidays or favorite products. By engaging with these authentic contexts, students could develop language skills that are more transferable to real-life situations, enhancing the overall relevance and applicability of their learning.

Furthermore, this study is also aligned with Y. Kim & Yazdian's (2014) emphasis on the versatility and adaptability of e-portfolios in language learning contexts. The study demonstrates how students' video recordings through Google Drive can be tailored to specific language skills, such as speaking, and integrated into various instructional approaches and assessment strategies. This flexibility allows educators to leverage the benefits of students' video recording through Google Drive while aligning them with their unique pedagogical goals and curricular requirements.

Regarding the speaking skills evaluation, the study's approach to assessing speaking skills through self-video recording on Google Drive resonates with D. Brown's (2004) framework for evaluating speaking competence. Brown emphasizes the multidimensional nature of speaking skills, encompassing fluency, pronunciation, grammar, vocabulary, comprehension, and pragmatic competence.

Moreover, Google Drive played a pivotal role in facilitating the students' video recording process, as highlighted by Rabbani Yekta and Kana'ni (2020). Specifically, the study leveraged Google Drive's cloud-based storage and sharing capabilities, allowing students to upload their video recordings to dedicated folders within their individual Google Drive spaces. This

digital platform enabled seamless collaboration between students and teachers, providing teachers with convenient access to students' speaking samples for evaluation and feedback.

Furthermore, the study's approach resonates with Al-Marroof et al.'s. (2021) emphasis on the benefits of e-portfolios in promoting student engagement, facilitating feedback, and supporting authentic assessment. Along these lines, the interactive nature of the e-portfolio platform on Google Drive facilitated ongoing dialogue between students and teachers, enabling timely feedback and guidance throughout the learning process. Additionally, the authentic nature of the assessment, which involved real-world speaking tasks and contexts, aligned with the principles of authentic assessment advocated by Al-Marroof et al. (2021).

The knowledge assessment component focused on evaluating students' theoretical understanding of grammar and vocabulary, laying a foundation for effective speaking. On the other hand, the process assessment aspect involved understanding students' backgrounds, motivations, and goals, enabling teachers to provide formative feedback and support throughout the learning journey. Finally, the performance assessment component, which involved students' video recordings, allowed for the evaluation of their ability to apply the acquired knowledge and skills in authentic speaking contexts. By incorporating these three assessment components, the study recognized the multifaceted nature of speaking skill development and the need for a holistic approach that addresses both the cognitive and practical aspects of language learning.

Students' perception of the implementation of Google Drive to assess speaking skills

Based on the interview responses, it's clear that Google Drive is widely used and appreciated among students for various academic purposes. Many students (including 1, 2, 4, 6, 9, 10, 11, 15, 17, 19, 21, 23, 24, 25, 27, 28) highlight its usefulness for collaboration on group projects, allowing real-time editing and easy sharing of documents. Several students (1, 6, 11, 18, 21, 24,

28) mention using it for personal organization, storing notes, essays, and other school-related documents. Some students (3, 12, 14, 30) note that their teachers require them to submit assignments through Google Drive. Regarding device usage, laptops are the most commonly mentioned device for accessing Google Drive, with many students (1, 3, 4, 6, 9, 10, 11, 12, 17, 18, 21, 23, 24, 25, 28, 30, 31) citing it as their primary or sole device. Phones are also popular, with several students (1, 4, 6, 9, 10, 14, 17, 19, 21, 24, 25, 28) mentioning they use their phones for quick access or on-the-go edits. Tablets are less frequently mentioned but still used by some students (2, 7, 15, 20, 24, 27) for accessing Google Drive. A few students (3, 12, 18, 20, 25) indicate that they are relatively new to using Google Drive, having started using it in the current school year. Overall, the responses suggest that Google Drive has become an integral tool for many students in their academic work, particularly for collaboration, organization, and assignment submission.

Of 31 students, 7 students are still relatively new to using Google Drive for their schoolwork, but they recognize its potential benefits. Most students mention that they haven't used Google Drive extensively for classwork yet, but they understand its usefulness for backing up files, organization, and collaboration. All the students seem to be primarily using Google Drive on their laptops at this point. A few students, like Student 29, initially didn't see the point of Google Drive but have come to appreciate its convenience as they've started using it more. Even though they are unfamiliar with Google Drive for classwork, they still mention the advantages of Google Drive. From the interview results, they highlighted the benefits of Google Drive into four categories; Backing up important files, keeping work organized, accessing files from anywhere, and sharing and editing group work collaboratively. Overall, while usage of Google Drive among these students is still in the early stages, they seem to recognize its value for academic work and are open to increasing their use of it, particularly on their laptops which appear to be their primary devices for now.

Google Drive has become an essential tool for many students in their academic lives. The majority of students report using Google Drive extensively for various school-related tasks, including storing notes, writing essays, and completing assignments. One of the most frequently mentioned benefits is its effectiveness for group projects, allowing real-time collaboration and easy file sharing among team members. Students access Google Drive through various devices, with laptops being the most common. Many also use their smartphones for quick edits or accessing files on the go, while some prefer tablets for their portability. The adoption of Google Drive seems to have increased significantly in recent years, with several students mentioning that they started using it more extensively in the current school year. Teachers are also encouraging its use, often requiring students to submit assignments through the platform. Overall, Google Drive is widely appreciated for its organizational capabilities, ease of use, and collaborative features, making it a valuable asset for students in managing their schoolwork and group projects.

In addition, the study's implementation of Google Drive aligns with Mirza's (2020) advocacy for e-portfolios as effective assessment tools. Mirza asserts that e-portfolios empower students to take ownership of their learning by actively curating and reflecting on their work. In this case, the process of recording, uploading, and organizing video samples within an e-portfolio fostered self-reflection and metacognitive awareness among students. By reviewing their past performances and receiving feedback from teachers, students could identify areas for improvement and set targeted goals for enhancing their speaking proficiency.

CONCLUSION

In conclusion, the study's implementation of students' video recordings for evaluating speaking skills through Google Drive seamlessly aligns with contemporary theories and best practices in language teaching and evaluation. By leveraging the affordances of digital tools and

embracing principles of authentic assessment, self-reflection, and learner autonomy, the study presents a comprehensive and innovative approach to assessing and nurturing students' speaking proficiency. In essence, the findings contribute to the ongoing discourse on effective language assessment practices and showcase the potential of technology-enhanced learning experiences in the field of language education.

By implementing students' video recordings through Google Drive, students easily organize and share their speaking samples, receive feedback from peers and teachers, and monitor their progress over time. This approach promotes self-reflection, collaboration, and continuous improvement of speaking skills in a digital environment.

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