

Analyzing the Effectiveness of Formative and Summative Assessments for EFL Speaking Skills: A Qualitative Study at Hamzanwadi University

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*Yogi Didi Yadi, Muhammad Husnu, Ahmad Yusri, Zahratul Fikri^{abcd} 

¹²³⁴Universitas Hamzanwadi, Indonesia

Corresponding Author: ogyebot805@gmail.com

ABSTRACT

This study investigates the use of formative and summative assessments in enhancing the speaking skills of sixth-semester EFL students at Hamzanwadi University. Although numerous studies have explored assessment practices in language learning, limited attention has been given to how both formative and summative assessments specifically influence EFL learners' speaking performance in the Indonesian higher education context. To address this gap, the study employed a qualitative descriptive design, collecting data through questionnaires and interviews to explore students' perceptions, experiences, and reflections regarding both assessment types. Findings reveal that formative assessment has a greater positive impact on speaking performance, offering regular feedback, progressive practice, and improved confidence while reducing anxiety. Summative assessment, while motivating, often induces stress, limits feedback, and may not fully reflect students' actual abilities. The study concludes that formative assessment is more effective in supporting speaking development and recommends a balanced approach that emphasizes formative processes while using summative evaluation as a complementary measure.

Keywords: *Formative Assessment, Summative Assessment, Speaking Skills, EFL, Student Perceptions*

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INTRODUCTION

Assessment plays an important activity in the process of learning English, both for teachers and students, because through assessment we can identify and improve students abilities in understanding the lessons, which in turn helps teachers evaluate the teaching and learning process for better outcomes. According to Ningsih et al., (2025), assessment is one of the important activities in helping students to optimize their English competency and skills. Furthermore, assessment is an important process in education that aims to gather information to make informed decisions regarding students, curriculum, programs, and education policies (Maqsood et al., 2024). In addition, assessment is important in language teaching because it allows teachers to see how well their students are grasping the concepts presented in class (Winna & Sabarun, 2023). In means that, assessment is an important of the learning process that serves to collect information about students' success in understanding the taught concepts, which can then inform curriculum development or policy decisions to optimize students' competence and skills.

In the context of English as a Foreign Language (EFL) learning, two major types of assessment are commonly used: formative and summative assessment. Formative assessment refers to ongoing evaluation conducted during the learning process with the purpose of providing feedback, guiding improvement, and supporting students' skill development (Sol, 2022). Summative assessment, by contrast, is typically administered at the end of a course or instructional unit to measure overall achievement against established learning outcomes (Khaled & Khatib, 2020). In EFL speaking classes, formative assessment allows learners to

engage in continuous practice, build confidence, and reduce anxiety through regular feedback, while summative assessment evaluates overall proficiency but may also induce stress and provide limited opportunities for feedback.

At Hamzanwadi University, particularly in the Speaking course of the EFL program, the implementation of assessment is still predominantly summative assessment in nature. Evaluation in summative assessment is typically conducted through individual or group presentations at the end of the semester as a form of final assessment. Unfortunately, this process is rarely supported by ongoing formative assessment throughout the learning process. As a result, students receive only a final grade without sufficient feedback to fully understand the development of their speaking skills. Consequently, they face difficulties in identifying their specific weaknesses that need improvement and the strengths that should be maintained and enhanced, which makes the learning process less effective.

The condition has an impact on the low self-confidence of students in actively participating in class, especially in discussions or other speaking exercises. Students tend to focus only on the final results being assessed, rather than on the learning process itself. The lack of feedback received by students during the learning process make it difficult for them to gradually improve their speaking skills, so the speaking skills that should be developing instead stagnate or even decline. This situation becomes a serious problem because speaking ability is one of the main skills in mastering English.

To overcome the problems of low self-confidence in actively participating in class, especially in discussions or other speaking practices, it was necessary to implement an assessment approach that not only focused on final outcomes but also accompanies students learning processes continuously. A formative assessment approach was a relevant solution, as it provided regular feedback and helped students to recognize their strengths and weaknesses in speaking skills. Formative assessment provides valuable insights for both teachers and students to improve instruction and (Dewa Ayu Made Meilani, 2024). Through the implementation of formative assessment strategies such as staged speaking exercises and self-reflection, students were likely to become more actively engaged in the learning process, feel more confident, and had more opportunities to improve their skills before the final evaluation.

In line with these issues, research conducted by Ismail et al. (2022) showed that the application of formative and summative assessment had an important role in the English learning process, especially in improving teaching quality and students' motivation. In the study, it was explained that formative assessment allowed students to understand their weaknesses during the learning process, while summative assessment provided a picture of the final achievement that could be used as a benchmark. This finding was relevant to the focused of the current study as both highlight the importance of balance between formative and summative assessment in EFL learning. However, this study was specifically analyzed the effectiveness of both types of assessments on students speaking skills at Hamzanwadi University.

The purpose of this study is to determine the effectiveness of formative and summative speaking assessment in improving students speaking ability in English at Hamzanwadi University. The study also aims to provide recommendations on how formative and summative speaking assessments can be used effectively in English language learning at Hamzanwadi University.

This study provides valuable insights into the effectiveness of assessment methods in EFL education. The findings help educators at Hamzanwadi University and other institutions improve their assessment strategies, thereby enhancing students' learning and academic success. Additionally, this research contributes to the broader field of EFL education by providing empirical evidence on the role of assessments in language learning.

METHOD

This research employed a qualitative descriptive design to explore how formative and summative assessments influence the speaking skills of EFL students at Hamzanwadi

University. A qualitative approach allowed for an in-depth understanding of students' experiences, perceptions, and reflections regarding the implementation of both types of assessment in their speaking courses (Jang et al., 2024)

Respondents

The participants of this study were sixth-semester students in the English Education Study Program at Hamzanwadi University during the academic year 2024/2025. Using a random sampling technique, in which every member of the population had an equal chance of being selected, a total of 20 students were recruited to complete the questionnaire. From these respondents, 6 students with three males and three females were further selected to participate in in-depth interviews. Random sampling was applied to reduce researcher bias and enhance representativeness, even within a qualitative context. Although qualitative studies often employ purposive sampling, this approach was chosen to ensure diverse perspectives from students with varying levels of achievement, participation, and learning experiences.

Instruments

Data in this study were collected using two main instruments:

Semi-structured Interviews

These allowed participants to express their experiences and perceptions freely while still being guided by a set of predetermined questions related to formative and summative assessments. The interviews aimed to explore how students perceive the feedback they receive, the pressures of testing, and their development in speaking performance.

Questionnaires

Questionnaires were distributed to gather individual reflections and perceptions regarding assessment practices. These allowed participants to respond freely and in writing, offering another medium to express thoughts and experiences related to formative and summative assessments in speaking.

Procedures

The data for this study were collected through questionnaires and semi-structured interviews, implemented sequentially to obtain both quantitative and qualitative insights into the research problem. First, questionnaires were distributed to all selected participants to gather baseline information about their perceptions, attitudes, and experiences related to the research topic. The questionnaire consisted of Likert scale items to capture measurable trends among the participants. Following the questionnaire phase, semi-structured interviews were conducted individually with the participants. These interviews allowed for deeper exploration of the responses obtained from the questionnaires, enabling participants to elaborate on their experiences and perspectives. The use of open-ended questions provided flexibility for probing and clarifying responses, ensuring rich and detailed data.

Data analysis

The data analysis process follows the thematic analysis method proposed by Braun & Clarke, (2006), which includes the following steps:

Familiarizing with data (reading and re-reading interview transcripts)

Generating initial codes

Searching for themes

Reviewing themes

Defining and naming themes

Producing the report

The analysis aimed to identify patterns in how students experience formative and summative assessments, how these assessments affect their speaking skills, and what challenges or benefits are perceived.

FINDINGS AND DISCUSSION

The results of data collection and analysis revealed that students generally perceived greater benefits from formative assessments than from summative assessments, particularly in improving their speaking ability, confidence, and active classroom participation.

The interview data revealed that most students believed formative assessments had a significant positive impact on their learning process. They felt that regular speaking practice, coupled with direct feedback from lecturers and peers, made them more aware of their errors in pronunciation, grammar, and clarity of ideas. One participant described formative assessment not merely as an evaluation tool but as “guided practice” that helped them understand what needed improvement and how to improve it. Another respondent mentioned that the feedback was not only verbal but also written, and sometimes included audio recordings of their own voice, which were later discussed with the lecturer. This reflective practice underlines the holistic and developmental nature of formative assessment.

In addition to improving technical speaking skills, formative assessments were said to significantly boost students confidence. Five out of six interviewees stated that they felt more courageous and self-assured when expressing their ideas in English. In the questionnaire, 14 out of 20 respondents agreed or strongly agreed that they felt more confident because of formative assessments. This shows that supportive, non-judgmental assessment practices had a powerful psychological impact on students and helped build a positive self-image in speaking.

In contrast, summative assessments received mixed responses. While some students acknowledged that summative assessments motivated them to study more seriously and prepare thoroughly, most reported feeling stressed, anxious, and fearful of speaking final tests. The questionnaire revealed that more than half of the respondents (11 out of 20) agreed that they felt nervous during summative speaking assessments. The pressure from summative assessments stemmed not only from grade expectations but also from the high-stakes nature of the task, which provided no opportunity for revision.

Another issue raised was the lack of feedback after summative assessments. Eight of twenty respondents stated that they rarely received any feedback following their final exams. As a result, students were left unclear about which areas of their performance needed improvement. This lack of post-assessment reflection interrupts the learning process and diminishes the educational value of the assessment itself.

How do formative and summative assessment affect the learning outcomes of EFL students at Hamzanwadi University?

To support the finding, semi-structured interviews were conducted with five sixth-semester students from the English Language Education Program at Hamzanwadi University. The interviews aimed to explore their personal experiences and opinions regarding formative and summative speaking assessments. Each participant answered eight open-ended questions related to fluency, confidence, anxiety, feedback, and challenges. Their responses are summarized in Table 1 using initials for anonymity.

Table 1. Interview Summary Table

Interview Question	SA	MA	BH	AH	MF
1. Does formative assessment help improve your speaking fluency and accuracy?	Yes, helps identify mistakes	Yes, focus on progress	Yes, improves accuracy	Yes, because I practice regularly and get clear guidance on my weaknesses.	Yes, more practice
2. Does formative assessment increase your confidence in speaking?	Yes, more confident	Yes, feel supported	Yes, accustomed to feedback	Yes, I feel more confident because I get used to speaking and being corrected.	Yes, sometimes it helps me
3. Do you feel nervous during formative speaking assessments?	Yes, but less than summative	Not too much	Yes, especially early on	Sometimes I do, especially when I'm not fully prepared, but not as much as in summative exams.	Yes, sometimes forget content

4. Does formative assessment provide useful feedback to improve your speaking?	Yes, verbal + written + audio	Yes, corrections help	Yes, helps identify mistakes	Yes, my lecturer often gives suggestions for pronunciation, grammar, and fluency.	Yes, boosts confidence
5. Does summative assessment motivate you to study and practice speaking more seriously?	Yes, motivates preparation	Yes, aware of weaknesses	Yes, leads to serious study	Yes, because it affects my final grade and encourages me to prepare more.	Yes, prepared more seriously
6. Do you feel more anxious during summative assessments than formative ones?	Yes, very nervous	Yes, summative is tense	Yes, pressure of final score	Yes, I feel more pressured and formal during the test, which makes me more nervous.	Yes, more tense than formative
7. Do summative assessments accurately reflect your speaking ability?	Not always, depends on mood	Yes, but anxiety affects	Sometimes yes, sometimes no	Sometimes yes, but sometimes no if I get nervous and forget what I prepared.	Maybe, varies
8. What challenges do you face in summative assessments (e.g., vocab, time, nervousness)?	Yes, nervous, vocab, time	Yes, time limit and anxiety	Yes, vocabulary and nervousness	Yes, I struggle with limited time and sometimes forget vocab when anxious.	Yes, vocab and nervousness

Explanation Based on Interview Summary Table:

The interview data were analyzed thematically to explore students' perceptions of formative and summative assessments in developing their EFL speaking skills. The responses from the six participants revealed recurring themes related to fluency, confidence, nervousness, feedback, motivation, anxiety, performance accuracy, and challenges. These themes provide deeper insights into how different types of assessments influence students' learning experiences, speaking performance, and psychological well-being. The following section presents the findings based on each theme identified.

Fluency and Accuracy Development

All respondents unanimously agreed that formative assessments greatly helped to improve their speaking fluency and accuracy. Respondent SA stated that formative assessments helped her identify speaking mistakes clearly. MA emphasized that the benefit lied in focusing on learning progress rather than the final result. BH explained that formative assessment improved the accuracy of her speaking over time. AH stated that he regularly practiced and received clear guidance on his weaknesses from the lecturer, which led to improvement. MF shared that formative assessments gave her more chances to practice speaking, which naturally improved her fluency.

Building Speaking Confidence

All five respondents expressed that formative assessments contributed positively to their speaking confidence. SA reported feeling more confident as a result of regular feedback. MA shared that he felt supported rather than judged during formative tasks. BH felt more at ease over time due to continuous feedback. AH explained that being accustomed to speaking activities and receiving corrections helped him build confidence. MF agreed that formative assessments sometimes helped boost her self-confidence, especially when she received encouragement from her lecturer.

Formative Speaking-Related Nervousness

While some nervousness was reported, the overall intensity was significantly lower than during summative assessments. SA admitted to feeling nervous, but less than in formal tests. MA noted that he did not feel very nervous because of familiarity with the process. BH

recalled being nervous during the early stages but became more comfortable over time. AH said he occasionally felt nervous, especially when he was unprepared, though not as much as during summative assessments. MF explained that nervousness sometimes caused her to forget parts of her speaking content.

Feedback in Formative Speaking Assessments

All participants confirmed that formative assessment provided valuable and practical feedback. SA highlighted that she received not only verbal and written feedback but also voice recordings that allowed her to reflect on her own performance. MA appreciated the corrections given by his lecturer, which directly addressed his weaknesses. BH found that feedback helped her identify what she needed to fix. AH described how his lecturer frequently gave suggestions about pronunciation, grammar, and fluency. MF said that receiving constructive feedback gave her a confidence boost and guidance on how to improve.

Summative Assessment as Motivation

All five students agreed that summative assessments served as a strong motivator. SA mentioned that she prepared more seriously because she knew the results affected her grade. MA said that summative tests made him aware of the areas he needed to improve. BH shared that knowing she was graded pushed her to study and practice more. AH stated that the final grade's importance encouraged him to prepare thoroughly. MF echoed similar thoughts, explaining that she took speaking activities more seriously before the final exam.

Anxiety in Summative Assessment

All respondents reported higher anxiety levels during summative assessments compared to formative ones. SA admitted she felt very nervous during final speaking tests. MA described the atmosphere of summative tests as tense and formal. BH mentioned feeling pressure because the score was significantly impacted her final grade. AH said that the formal setting and high stakes of the test made him more nervous. MF noted that summative tests felt more intense and stressful than formative activities.

Summative Assessment as Performance Measure

Responses to this question varied. SA expressed that the result did not always reflect her ability, especially if she was anxious. MA stated that while the assessment could be accurate, anxiety sometimes negatively impacts performance. BH answered that sometimes it did reflect her ability, but not always. AH felt the same saying that when nervous, he forgot his preparation, and the result was not be a true reflection of his skill. MF said the accuracy could vary depending on her condition at the time of assessment.

Challenges in Summative Assessment

All respondents identified challenges during summative assessments. SA reported problems such as nervousness, limited vocabulary, and time pressure. MA noted time constraints and nervousness as major obstacles. BH said that nervousness often caused her to struggle with vocabulary recall. AH shared that limited time and anxiety made it difficult to perform at his best. MF experienced similar issues, stating that nervousness and vocabulary limitations often disrupted her performance.

Based on the responses, all participants consistently expressed that formative assessments were highly effective in improving speaking skills and building confidence. The feedback process, regular speaking practice, and supportive environment helped reduce anxiety and promote progress. In contrast, summative assessments, while useful for encouraging preparation, tend to trigger higher levels of stress and nervousness, and may not always reflect a student's actual speaking ability due to exam-related pressure and limitations.

What are the perceived benefits and challenges of formative and summative assessments from the students perspectives?

To complement the data obtained from the interviews, the researcher also distributed questionnaires to 21 sixth-semester students in the English Education Study Program at Hamzanwadi University. The questionnaires aimed to explore students' perceptions and experiences with formative and summative assessments, especially related to speaking skill development. Each item in the questionnaire was presented in the form of a Likert scale,

allowing respondents to express their level of agreement with various statements regarding assessment practices.

Table 2. Questionnaires Result

Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I often receive feedback after speaking activities	5	15	0	0	0
The feedback helps improve my speaking skills	6	13	1	0	0
I feel more confident because of formative assessment	5	9	6	0	0
Formative assessment helps me identify my speaking weaknesses	6	10	4	0	0
My speaking improves through step-by-step practice	6	12	2	0	0
I feel comfortable during speaking activities with immediate evaluation	3	10	7	0	0
I feel nervous during the final speaking exam	3	8	8	1	0
I rarely receive feedback after the final speaking test	2	6	10	2	0
My speaking does not improve much with only final assessments	5	9	6	0	0
I prefer to be assessed only at the end of the course	2	3	10	4	1

Explanation Based on Table 4.2 Questionnaires:

I often receive feedback after speaking activities

All respondents agreed or strongly agreed with this statement (5 strongly agree, 15 agree), indicating that formative assessment is consistently applied in their speaking classes. This suggests that lecturers frequently provided feedback, making formative assessment a regular part of the learning process.

The feedback helped improve my speaking skills

Almost all students (6 strongly agree, 13 agree) believe that feedback received after speaking activities significantly contributes to improving their speaking performance. This supported the view that formative assessment, when accompanied by constructive feedback, was highly effective in supporting learning.

I feel more confident because of formative assessment

While the majority (5 strongly agree, 9 agree) agreed that formative assessment builds their confidence, 6 students remained neutral, suggesting that for some students, confidence development might depend on other factors such as personality, speaking anxiety, or classroom environment.

Formative assessment helped me to identify my speaking weaknesses

a strong majority (6 strongly agree, 10 agree) reported that formative assessment helped them to recognize their weaknesses, such as pronunciation, vocabulary use, or fluency. This confirmed the diagnostic function of formative evaluation in language learning.

My speaking improved through step-by-step practice

The vast majority (6 strongly agree, 12 agree) viewed speaking improvement as a result of continuous and scaffolded learning. Only 2 students remained neutral, and none disagreed, which reinforces the value of formative, process-based instruction.

I felt comfortable during speaking activities with immediate evaluation

Only 3 students strongly agreed and 10 agreed, while 7 were neutral. This indicates that although many students felt comfortable with immediate feedback, a notable portion may still feel anxious or unsure, particularly during real-time speaking evaluations.

I felt nervous during the final speaking exam

Most respondents (3 strongly agree, 8 agree) admitted to feeling nervous during summative speaking assessments, while 8 students chose neutral and

only 1 disagreed. This shows that final exams tended to provoke anxiety, which might hinder students from performing at their best.

I rarely received feedback after the final speaking test

Only 2 students strongly agreed and 6 agreed, while half of the respondents (10) remained neutral. This reflects were inconsistency or lack of structured feedback following summative assessments, limiting students' opportunity to reflect and to improve after the exam.

My speaking did not improve much with only final assessments

Most respondents (5 strongly agree, 9 agree) agreed that summative assessment alone was insufficient to enhance speaking skills. Students appeared to recognize the need for continuous practice and feedback rather than relying solely on final exams.

I prefer to be assessed only at the end of the course

Only a small number (2 strongly agree, 3 agree) preferred assessment solely at the end, while 10 students were neutral and 5 disagreed or strongly disagreed. This indicates that most students did not support relying only on summative assessments, reinforcing the importance of integrating formative evaluation throughout the course.

The results from Table 4.2 demonstrate that students highly value formative assessment practices, particularly in receiving regular feedback, building confidence, and improving their speaking gradually. While summative assessments served as necessary final evaluations, they were often associated with stress and do not provide enough follow-up feedback. These findings affirmed that a balanced assessment system combining formative and summative methods was essential to support both the development and evaluation of speaking skills in EFL contexts.

Discussion

This section presents a comprehensive discussion of the research findings based on two data sources questionnaires and interviews and aligns them with the theoretical framework outlined in the proposal. The discussion highlights the comparative effectiveness of formative and summative speaking assessments among EFL students at Hamzanwadi University, focusing on students' perceptions, experiences, and learning outcomes.

Questionnaire Discussion

The results obtain from the questionnaire revealed that the majority of students perceives formative assessment as more beneficial for developing their speaking skills than summative assessment. Almost all students agree that they frequently receive feedback after speaking activities, and most considered this feedback helpful in improving their speaking performance. This finding supports the theory of Carney et al., (2022), who emphasize the importance of formative assessment in promoting learning by providing timely and relevant feedback that enables learners to monitor their progress and adjust their strategies.

Moreover, students report that formative assessment helps them to recognize their specific speaking weaknesses, such as pronunciation, grammar, or fluency. These results validate the view that formative assessment serves not only as a tool for measuring progress but also as a diagnostic instrument that allows students to identify and address areas needing improvement. Furthermore, many students agree that step-by-step speaking practice contributes to their overall development, reinforcing the idea proposed by Br Sembiring & Dewi, (2023) that continuous formative engagement is essential for building fluency and confidence.

Another important aspect observed in the questionnaire is the impact of assessment type on students' psychological state, especially their confidence and anxiety. While 14 out of 20 students state that they feel more confident as a result of formative assessment, a significant portion also reports nervousness during summative speaking exams. This outcome is consistent with studies by Bulut et al., (2025), who argued that formative assessments tend to reduce anxiety by creating a low-stakes environment that encourages experimentation and

learning, whereas summative assessments often increase pressure due to their final and evaluative nature.

Additionally, students express concern about the lack of feedback after summative assessments, which hinders post-assessment reflection and improvement. Despite preparing seriously for final speaking tests, many students indicate that they rarely receive comments or evaluations afterward. As Khaled & Khatib, (2020) pointed out, summative assessments that do not include feedback have limited educational value because they merely quantify achievement without fostering further learning.

Interestingly, even though many students acknowledge that summative assessments motivate them to study, only a small number preferred to be assessed exclusively at the end of the course. Most students either disagree or remain neutral when asked if final-only assessments are sufficient, highlighting the need for a more balanced evaluation approach that includes both formative and summative strategies throughout the semester.

Interview Discussion

The interview findings supported and enriched the questionnaire results by providing deeper insights into how students personally experience both types of assessment. All five interviewees confirmed that formative assessment have a clear and positive impact on their speaking skills. They describe how frequent practice, along with personalized feedback both oral and written enable them to become more aware of their speaking errors and more confident in expressing ideas in English. One participant even highlighte the benefit of receiving audio recordings for self-reflection, indicating a level of metacognitive engagement that is rarely achieved in summative assessments.

The interviews also reveale that formative assessment helps to build psychological safety and confidence. Several students share that they feel less afraid to make mistakes during formative tasks because these assessments are seen as part of the learning process rather than formal evaluations. This confirms the theory that formative assessment fosters a supportive classroom atmosphere where students are more willing to take risks and develop their language skills.

In contrast, all interviewers agree that summative speaking assessments caused significantly more anxiety. Factors such as time constraints, formal settings, and fear of grades contributed to this nervousness. As a result, some students admitte to forgetting what they have prepared or performing below their actual ability. These reflections support the argument by Dolin et al., (2018) that summative assessments, although necessary, often create stress that impairs performance rather than enhances it.

Another key issue raise in the interviews was the inconsistent delivery of feedback after summative assessments. Similar to the questionnaire findings, students express dissatisfaction with the lack of follow-up commentary or guidance after final exams. They feel uncertain about their mistakes and missed the opportunity to reflect and grow. This undermines the potential of summative assessment as a meaningful learning experience and reinforces the need for integrating formative feedback even after final evaluations.

Despite the stress, students acknowledge that summative assessments still play a motivational role, particularly in encouraging more serious preparation. However, some question whether the results accurately reflect their real speaking ability, citing nervousness and pressure as disruptive influences. This sentiment echoes the theoretical claim that assessments should balance validity and fairness, ensuring that students performances are measured under conditions that allow them to demonstrate their actual competence.

Synthesis

Combining the insights from both the questionnaires and the interviews, it is evident that formative assessment contributes more substantially to students speaking development than summative assessment. While summative assessments fulfil administrative and evaluative functions, they are not sufficient on their own to support language learning. Formative assessment, with its ongoing feedback and developmental orientation, enhances both cognitive and affective dimensions of speaking competence.

These findings supported by the works of Colomer et al., (2018), which emphasize that effective assessment must be continuous, reflective, and learner-centered. Therefore, in EFL classrooms, especially in skill-based subjects like speaking, it is essential to integrate both formative and summative assessments in a complementary way to achieve maximum impact on learning outcomes

CONCLUSIONS

This study investigated the effectiveness of formative and summative assessments in enhancing the speaking skills of sixth-semester EFL students at Hamzanwadi University, using a qualitative descriptive approach through questionnaires and interviews. The findings indicate that formative assessment plays a more significant role in improving students' speaking performance by offering regular, constructive feedback, enabling step by step practice, and helping learners identify and address weaknesses. It also builds confidence and reduces speaking anxiety, which are crucial for effective oral communication. Conversely, while summative assessment can motivate students to prepare more seriously, it often creates high anxiety, provides limited feedback, and may not accurately reflect true speaking ability. The results highlight the importance of integrating both assessment types, with a stronger emphasis on formative practices to guide learning, while using summative assessment as a complementary tool for final evaluation.

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