Perception towards English Paper 3: Speaking as Summative Assessment for Lower Secondary Learners

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Abstract
English has become one of the most dominant languages in the world, and it is clear that mastering the language is crucial in many fields. In Malaysia, the introduction of the Common European Framework of Reference for Languages (CEFR) in secondary schools has emphasized the importance of enhancing students' English proficiency in the four key skills: reading, writing, listening, and speaking. The school- based assessment in accordance with the CEFR covers all four skills equally to holistically evaluate students' proficiency. However, the inclusion of speaking skills as part of the summative assessment has raised concerns among teachers and students. Malaysian students still struggle to achieve the minimum score for speaking proficiency. This study examines the perceptions of teachers and Form 2 students towards English Paper 3: Speaking as a summative assessment in a suburban school. The researchers used open-ended questionnaires, semi-structured interviews, and observations to analyse the data. The findings reveal that both teachers and students face similar challenges, including students' motivation, limited vocabulary, and lack of exposure to subject content. Based on these findings, it is evident that a comprehensive approach is needed to enhance students' English proficiency in the speaking component of the summative assessment.
Keywords: English Language, Speaking Skills, Summative Assessment, ESL.

Introduction
Language is the primary means of the thought process and exchange of meanings among human beings with each other, whether spoken, written, or through sign language. According to Rao (2019), the eminence of language has grown to the extent that other languages are also practiced and taught besides the native language. The English language has outgrown most languages in the world and obtained the status of one of the most important languages to be acquired by mankind. This factor of the language has contributed to the necessity of utilising the language throughout the nation for many decades. In order to achieve overall English language acquisition, one must be able to understand the four

skills involved in the language. As for speaking skills, the presence of the skill allows the message to be conveyed verbally with effectiveness and efficiency, which makes communication with other people better, as we know that there are four skills in English, namely listening, speaking, reading, and writing (Sari & Wahyudin, 2019). Darmi et al (2017) have stated that among all language skills, speaking is the main element of communication, as it is the benchmark for how fluent a person is. Therefore, speaking effectively in a second language is getting more widespread recognition as a significant skill for various life matters (Fan & Yan, 2020).

The advancement of language in education has stepped up in Malaysia with the adaptation and implementation of the latest syllabus known as the Common European Framework of Reference for Languages (CEFR) in schools since the beginning of 2017. The introduction of CEFR into the Malaysian Education Blueprint 2013–2025 has brought a new transformation to the Malaysian ESL education system, transforming it to a more action-oriented approach from an exam-oriented approach (Abdul Hakim et al., 2018). The change in assessments based on the four skills has impacted both teachers and students. The teachers are constantly encouraged to adopt and adapt their practices in teaching and learning in order to cater to the students' language proficiency. The students, on the other hand, are exposed to a variety of new aspects of content and lessons, which allow them to explore the new syllabus and adhere to the requirements.

In this study, English Paper 3 is the core assessment for the evaluation of speaking skills among the students. Students must possess speaking skills because the success of learning to speak can be measured through their ability to convey their ideas orally (Wahyuni & Utami, 2021). The right speaking assessment- related model needs to be adapted in order to access the students based on their speaking skills and to provide adequate scores. Based on different research, the adaptation of McNamara's model can be seen in the process of speaking as summative assessment and the evaluation by the teachers in schools. According to Zhao (2013); McNamara (1996) puts forward a model to demonstrate the interactional nature of performance assessment with a focus on the rating process. This model describes how the teacher, as an interlocutor, evaluates the student's performance and how the teacher, as a rater, rates the student's performance (Figure 1). It places performance in a central position. The arrows indicate that performance is influenced by several factors, including the tasks that drive the performance and the raters who judge the performance using rating scales and criteria. The final score can therefore only be partly seen as a direct index of performance. The interactions between candidate and task, candidate and interlocutor, and candidate and rater are displayed in the model.
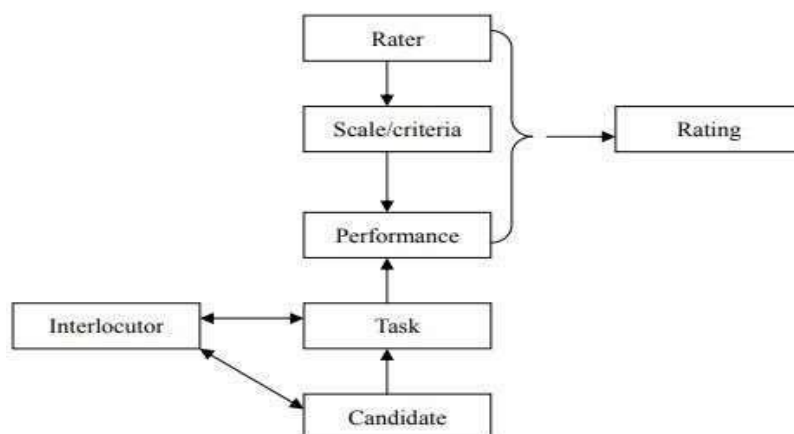
Figure 1. McNamara's Model

In the field of English language assessment, considerable research attention and efforts are much needed to research CEFR speaking assessment in Malaysia. This is evidenced by the small number of research papers with a focus on CEFR speaking assessment in Malaysia that have been published in the leading journals in the field, especially on the perceptions of both teachers and students towards the acceptance of the assessment as a whole. The following are the aims that are intended to be achieved

1. The perceptions of both the teachers and students towards the existence of English Paper 3 as Summative Assessment.
2. The perceptions among the teachers and students towards the speaking paper in general.

Methodology
This section further explains the research design used in this study, sample population and instruments.

Research Design
The goal of this research is to obtain teachers' and students' perceptions towards the implementation of English Paper 3: Speaking as Summative Assessment. This study applied a qualitative research method in collecting and analysing the data to achieve reliable results and valid conclusions. These are then used for data analysis.

Respondents
The respondents in this study consisted of 5 English teachers and 10 Form 2 students with different proficiency levels from SMK Tengku Idris Shah in Selangor, Malaysia. The respondents are 3 female teachers and 2 male teachers who teach English at SMK Tengku Idris Shah. 2 of them have teaching experience of more than 10 years, and 3 of them have less than 10 years. As for the students, the respondents are 5 male students and 5 female students from Form 2. They were assessed according to the CEFR assessment format back in Form 1; they have sat for all four skills-based summative assessments. Their scores have been collected from their English teachers, who are the respondents for this study. The respondents are selected using a purposive sampling method. According to Neuman (2014), purposive sampling is carried out by selecting cases with a specific purpose in mind.

Table 1
Profile of the teachers

Respondent	Sex	Professional qualification	Teaching experience
T1	F	TESL	14 years
T2	F	TESL	5 years
T3	F	TESL	7 years
T4	M	TESL	8 years
T5	M	TESL	17 years

Table 2
Profile of the students

Respondent	Sex	Obtained Score for Speaking Paper (Summative Assessment)	Respondent	Sex	Obtained Score for Speaking Paper (Summative Assessment)
S1	F	18 / 20	S6	M	10 / 20
S2	F	14 / 20	S7	M	15 / 20
S3	F	10 / 20	S8	M	17 / 20
S4	F	9 / 20	S9	M	11 / 20
S5	F	13 / 20	S10	M	8 / 20

Instrument
Open-ended questionnaires and semi-structured interviews were adopted for answering both the research questions by the teachers and students. The questions designed in both the open-ended questionnaire and interview are based on the concept of McNamara's model. The open-ended questionnaire was adapted and edited according to the problem statements. According to Creswell (2014), an open-ended questionnaire is asked so that the respondents can freely share their experiences without being constrained by past research findings or by any perspective of the researcher. The open-ended questionnaire consists of two sections. The first section focuses on the personal information of the teachers and students. The second section consists of questions about the speaking paper. The open-ended questionnaire was created using Google Form and distributed to the five teachers to answer. As for the students, an open-ended questionnaire was printed out for them to give their answers.

The semi-structured interview was conducted to gain a better and deeper understanding of teachers' and students' perceptions towards English Paper 3. The interview consisted of four questions, and all of them were open-ended. This enabled the respondents to provide their own personal responses based on their previous experience of adapting the assessment format. Physical interviews were carried out with both the teachers and students.

Findings and Discussion
This section explains the respondents profile and the findings obtained to answer the two research questions.

RQ1: How do the teachers and students perceive the existence of English Paper 3 as Summative Assessment?

The utilization of an open-ended questionnaire serves as a qualitative research method aimed at addressing research question number one. Drawing inspiration from Nikolopoulou et al (2021), the questionnaire comprises two distinct sections tailored to gather comprehensive insights from both teachers and students. In the initial section, participants are prompted to provide personal information, allowing for the contextualization of responses within the demographics of the study cohort. This section aids in understanding the diverse backgrounds and experiences of the participants, thereby enriching the subsequent analysis. The second part of the open-ended questionnaire delves into the intricacies of the speaking paper, leveraging the first-hand experiences and perceptions of both teachers and students. Teachers are presented with Question 1 through 3, encompassing various aspects of the speaking assessment process, such as assessment criteria, instructional methodologies, and challenges encountered. Conversely, students are assigned Questions 4 through 6, which solicit their perspectives on the speaking paper, including their preparation strategies, perceived difficulties, and suggestions for improvement.

Question 1: How do you prepare your lessons related to the speaking assessment?

Instructors' reliance on a variety of instructional materials and collaborative strategies underscores the dynamic nature of lesson preparation for speaking skills. For instance, three teachers highlighted their consistent use of existing resources such as textbooks, the Standards-Based Curriculum and Assessment Document (DSKP), and the Scheme of Work (SoW) to scaffold their lesson planning process. These foundational materials provide educators with structured guidelines, ensuring alignment with curriculum standards and assessment criteria. By incorporating these materials into their lesson plans, teachers can maintain coherence and progression in students' language acquisition journey.

Conversely, four teachers emphasized the value of peer and group discussions as integral components of their lesson preparation strategy. Engaging in collaborative dialogue with colleagues enables educators to exchange ideas, share best practices, and collectively brainstorm innovative approaches to teaching speaking skills. Such collaborative efforts not only enrich the quality of lesson content but also foster a supportive professional learning community, where educators can draw upon collective expertise to enhance instructional effectiveness.

Furthermore, the unanimous agreement among all five teachers regarding the significance of sample questions from workbooks and reliable online sources underscores the instrumental role of supplementary materials in enriching speaking lesson content. By leveraging sample questions, instructors can provide students with authentic practice opportunities, thereby reinforcing speaking skills acquisition and bolstering confidence in oral communication. The accessibility of online resources further expands educators' access to a diverse array of materials, allowing for greater flexibility and adaptability in lesson planning.

Moreover, the emphasis placed by two teachers on incorporating differentiated tasks based on students' proficiency levels highlights a student-centered approach to instruction. By tailoring tasks to accommodate learners' diverse needs and abilities, instructors can foster inclusivity and promote equitable learning outcomes.

Question 2: How does the introduction of the speaking paper helps your students to speak in class?

The unanimous consensus among all five teachers regarding the initial overwhelming response of students to the introduction of the speaking paper highlights a common challenge faced in language education. The observed lack of motivation among students to articulate responses to speaking prompts at the outset underscores the inherent apprehension and anxiety often associated with oral communication tasks. This initial reluctance may stem from various factors, including fear of making mistakes, self-consciousness about pronunciation or grammar, or a lack of confidence in one's language proficiency.

However, the positive trajectory noted by three teachers, wherein students displayed progress and increased engagement in speaking-related activities over time, is indicative of the transformative potential inherent in effective language instruction. Through repeated exposure and practice, students gradually acclimate to the demands of the speaking paper, gaining confidence in their ability to express themselves orally. This gradual shift from reluctance to enthusiasm reflects not only an improvement in linguistic proficiency but also a growing recognition among students of the intrinsic value of speaking skills for personal and academic development.

Moreover, the observation by three teachers that students came to recognize the importance of speaking basic English for their self-development underscores the instrumental role of language proficiency in empowering individuals to navigate various social and professional contexts.

Question 3: How does the speaking paper helps you to assess your students' speaking skills?

The consistent adoption of provided scoring rubrics by all five teachers underscores their commitment to objective and standardized evaluation methods in assessing students' speaking skills. By utilizing predetermined criteria such as content, organization, communication accuracy, and language proficiency, instructors ensure a systematic and comprehensive assessment process. This structured approach not only promotes fairness and transparency in grading but also provides students with clear performance expectations, facilitating their understanding of the assessment criteria and enhancing their accountability in language learning.

Furthermore, the variation observed among teachers regarding the allocation of extra points reflects the nuanced approach to assessment within language instruction. While three teachers prioritize rewarding spontaneous speaking, acknowledging the value of creativity and adaptability in oral communication, the remaining two instructors prioritize fluency and pronunciation, recognizing the importance of clear and coherent verbal expression. This

diversity in assessment priorities highlights the multifaceted nature of speaking proficiency, encompassing various dimensions such as linguistic accuracy, fluency, coherence, and pronunciation clarity. By considering different aspects of speaking competence, educators can provide holistic feedback that addresses students' diverse needs and fosters well-rounded language development.

Question 4: How do you prepare yourself before attempting the speaking assessment?

The unanimous acknowledgment among all ten students of their engagement with various reading materials, both online and printed, underscores the multifaceted approach they employ to enhance their language proficiency. By diversifying their reading sources, students not only expose themselves to a wide range of vocabulary and language structures but also develop critical thinking skills and expand their knowledge base. Furthermore, the specific mention by three students of their utilization of model essay reference books highlights their proactive approach to gaining insights and ideas related to speaking topics. By analysing model essays, students can glean valuable strategies for organizing their thoughts and articulating their ideas effectively, thereby enhancing their speaking proficiency.

Moreover, the preference expressed by five students for peer and group discussions as a preparation strategy underscores the value of collaborative learning in language acquisition. Engaging in discussions with peers provides students with opportunities to practice speaking in a supportive and interactive environment, thereby building their confidence and fluency. The observation by two students that such discussions reduce their fear of speaking during assessments speaks to the efficacy of peer interaction in mitigating performance anxiety and fostering a positive learning experience. Additionally, the reliance of all students on available sample questions, both online and in printed materials, underscores the instrumental role of practice in speaking skill development. By familiarizing themselves with sample questions, students can simulate speaking scenarios, refine their responses, and build confidence in their ability to communicate effectively. Furthermore, the utilization of online video platforms such as YouTube by four students to improve their speaking skills reflects the evolving nature of language learning in the digital age. By watching videos, students can observe native speakers' intonation, pronunciation, and conversational styles, thereby honing their speaking abilities and enhancing their oral communication proficiency.

Question 5: How does the introduction of the speaking paper helps you to speak in class?

The unanimous agreement among all ten students regarding the challenges posed by the introduction of the speaking paper underscores the widespread apprehension and discomfort associated with oral communication assessment. Despite variations in their speaking proficiency levels, none of the students expressed a preference for being evaluated based on their speaking skills. This reluctance to engage in speaking assessments highlights the pervasive fear of judgment and performance anxiety commonly experienced by language learners. Even those who scored above average in the speaking summative assessment expressed reservations, suggesting a broader issue of confidence and self-perception in oral communication abilities among students.

However, the observations made by four students who scored average or below average in the speaking assessment underscore the potential of such assessments as valuable learning opportunities. By viewing speaking assessments as a chance to practice and refine their speaking skills, these students demonstrate a growth mind-set and a willingness to embrace challenges as opportunities for improvement. This proactive approach to skill development reflects a resilience and determination to overcome obstacles, laying the groundwork for continued progress and success in language learning. Furthermore, the experiences shared by five students who noted improvements in their speaking abilities and increased motivation through the assessment process highlight the transformative impact of structured assessment on language acquisition. As they gained confidence and received constructive feedback, these students found themselves more motivated to engage in speaking activities and explore more insightful content, thereby deepening their understanding of the language and enhancing their overall proficiency.

Question 6: How will you evaluate yourself if you were given an opportunity to self-assess your speaking skills?

The unanimous agreement among all students regarding the concept of grades and marks as indicators of their speaking abilities reflects a recognition of the importance of assessment in gauging progress and fostering improvement. By receiving grades and marks, students gain valuable feedback on their performance, allowing them to assess their current speaking level and identify areas for growth. This self- awareness empowers students to set goals and strive for continuous improvement in their speaking skills, thereby enhancing their overall language proficiency. Additionally, the acknowledgment by three students that grades and marks serve as motivators to put in greater effort in subsequent speaking assessments underscores the role of assessment as a driver of student engagement and achievement. The tangible feedback provided by grades and marks reinforces the value of speaking proficiency and incentivizes students to invest time and energy in honing their oral communication skills.

Moreover, the recognition by two students of the efficacy of reward systems in incentivizing speaking practice and improvement highlights the importance of positive reinforcement in language learning. By receiving rewards such as stars on a Reward Board or small gifts, students experience a sense of accomplishment and validation, which boosts their confidence and morale. This positive reinforcement not only fosters a supportive and encouraging learning environment but also reinforces desirable behaviors, such as active participation in speaking activities and efforts to improve speaking proficiency. Furthermore, the impact of such encouragement extends beyond the classroom, as students are motivated to practice speaking English outside of formal assessments, thereby facilitating continuous growth and development in their language skills.

RQ2: 2.   What are the perceptions among the teachers and students towards the speaking paper?

In addressing research question number two, a semi-structured interview format was employed as the research instrument. This method comprised four questions posed to teachers (Question 1 – 4) and an additional set of four questions directed towards students (Question 5 – 8). The structured nature of the interview allowed for consistent data collection

while providing flexibility for participants to elaborate on their responses, thus yielding rich qualitative insights into their experiences and perceptions related to the speaking paper and its implementation. By engaging both teachers and students in the interview process, researchers were able to gather diverse perspectives and first-hand accounts, enabling a comprehensive exploration of factors influencing speaking skills acquisition and assessment within the educational context. The questions adapted from Borg & Al-Busaidi (2012) and the findings are as followed:

Question 1: Do you like the speaking paper? How do you evaluate the students?

Among the interviewed teachers, there was a divergence of opinions regarding the efficacy of the speaking paper as an assessment tool. While three teachers expressed favour towards the speaking paper, appreciating its role in exposing students to varied speaking tasks beyond traditional question-answer sessions and simple presentations, the remaining teachers harboured reservations. These teachers cited concerns over the pressure imposed on both students and teachers to perform well in the speaking assessment, which they perceived as a potential deterrent to effective learning. Despite this disparity, all teachers consistently utilized the provided scoring rubrics throughout the academic year, emphasizing its importance in facilitating consistent monitoring and grading of students' speaking skills. However, three teachers highlighted the need for supplementary evaluation methods beyond the scoring rubrics to comprehensively assess students' speaking proficiency. To address this, they implemented a reward system in their classrooms, with two teachers employing score boards for speaking skill evaluation and another providing gifts to students upon achieving the minimum requirement after every three speaking tasks conducted in class. These additional measures reflect a commitment to fostering student motivation and engagement in speaking activities, thereby complementing the structured assessment framework provided by the scoring rubrics.

Despite differing perspectives on the speaking paper, the adoption of scoring rubrics as a common assessment tool underscores a shared commitment among teachers to maintain consistency and objectivity in evaluating students' speaking abilities. Moreover, the implementation of reward systems by three teachers highlights proactive efforts to enhance student motivation and reinforce desired behaviors in speaking skill development. By incorporating supplementary evaluation methods alongside the provided rubrics, these teachers demonstrate a holistic approach to assessing speaking proficiency, aiming to not only monitor students' progress but also incentivize and recognize their achievements. Through these combined efforts, educators strive to create supportive and conducive learning environments that facilitate students' growth and success in mastering speaking skills.

Question 2: What do you think about your students' acceptance towards the speaking paper?

The perspectives shared by the interviewed teachers shed light on the evolving attitudes of students towards the speaking paper and its associated tasks. Four teachers noted a positive shift in students' acceptance of the speaking paper, citing increased participation in speaking-related activities as evidence. They observed that a greater number of students actively engage in speaking tasks in class, indicating a growing acceptance and willingness to practice speaking skills. Furthermore, these teachers remarked on the noticeable progress exhibited

by students over time, suggesting that exposure to speaking tasks has contributed to improvements in their speaking abilities. Additionally, three teachers highlighted instances where students proactively sought out opportunities to engage in speaking tasks, expressing a desire for additional practice and exposure to enhance their proficiency before formal assessments. However, a notable challenge identified by three teachers was the reluctance of certain students to participate in speaking tasks despite the introduction of the speaking paper. Despite efforts to encourage involvement, these students continue to struggle with accepting and improving their speaking skills, demonstrating the ongoing need for targeted support and intervention to address barriers to engagement and participation.

The observed variations in students' responses to the speaking paper underscore the complex interplay of factors influencing language acquisition and proficiency development. While some students demonstrate enthusiasm and initiative in embracing speaking tasks, others grapple with apprehension and resistance, presenting a challenge for educators in fostering a supportive learning environment. Addressing the needs of reluctant students requires a nuanced approach that combines encouragement, scaffolding, and tailored support to help build confidence and overcome barriers to participation. By acknowledging and addressing these challenges, educators can strive to create inclusive classrooms where all students feel empowered to develop and express their speaking skills, ultimately fostering a positive and enriching language learning experience for all.

Question 3: What do you think are the challenges in adapting speaking skill as a summative assessment?

The unanimous agreement among all five teachers regarding the lack of motivation both among teachers and students highlights a significant challenge in the effective implementation of speaking skills instruction. Three teachers emphasized the crucial role of consistent motivation in guiding students with varying proficiency levels and learning styles. Without sustained motivation, teachers find it difficult to engage and support students effectively, particularly those with lower proficiency levels who may require additional encouragement and scaffolding. Additionally, two teachers identified a lack of exposure to content as a barrier to students' speaking skills development. Lower proficiency students often struggle to articulate their thoughts coherently due to limited exposure to relevant vocabulary and content knowledge. This results in students feeling clueless or unable to provide meaningful responses during speaking tasks, impeding their progress in developing speaking skills.

Furthermore, all teachers highlighted time constraints as a major challenge in adapting speaking skills as a summative assessment. Planning and executing speaking tasks require significant time and effort, which can be particularly challenging given the diverse needs and learning paces of students. Teachers expressed concern that not all students are able to understand and perform tasks instantly, necessitating a flexible and differentiated approach to instruction. Balancing the need for thorough preparation with the constraints of limited instructional time poses a formidable challenge for teachers, underscoring the complexity of integrating speaking skills assessment into the curriculum. Addressing these challenges requires a concerted effort to provide ongoing support, resources, and professional development opportunities for teachers to effectively implement speaking skills instruction and assessment while accommodating the diverse needs of students.

Question 4: What do you think are the benefits of having speaking skill as one of the summative assessment in schools?

The teacher with the most years of teaching experience noted a visible improvement in students' verbal participation and confidence since the introduction of the speaking assessment. Despite making mistakes in pronunciation and grammar, students have become more vocal and willing to express themselves orally. This suggests that the speaking paper has provided students with a platform to practice and refine their speaking skills in a supportive environment, fostering a sense of confidence and self-assurance in their ability to communicate effectively in English. Additionally, other teachers echoed similar observations, noting increased self-realization among students regarding the importance of speaking in English. This awareness reflects a positive shift in students' attitudes towards oral communication and language learning, indicating a growing appreciation for the role of speaking skills in their academic and personal development.

Furthermore, some students expressed gratitude to one of the teachers for the opportunity to speak more in class due to the presence of the speaking skill assessment. This feedback underscores the perceived value and impact of the speaking paper in facilitating greater student engagement and participation in oral communication activities. By providing students with structured opportunities to practice speaking and receive feedback, teachers empower them to develop and refine their speaking skills, thereby enhancing their overall language proficiency. The positive response from students highlights the importance of incorporating speaking assessments into language education curricula to foster a supportive and interactive learning environment where students feel encouraged and motivated to actively engage in oral communication tasks.

Question 5: Do you like the speaking paper? You can use the 5-star rating concept to justify your liking; 5 for liking the paper a lot and 1 for not liking it at all.

The rating concept implemented based on students' performance in their previous speaking assessments reveals insights into their self-perceived proficiency levels and attitudes towards speaking skills. With two students awarding themselves the highest rating of 5 stars, and four students rating themselves 4 stars, there appears to be a recognition of competence and confidence among a majority of students. Conversely, the two students who rated themselves 2 stars, along with the two who rated 3 stars, likely reflect a lower level of confidence or self-assessment of proficiency, particularly considering their previous average or below-average speaking assessment scores. This distribution of self-ratings underscores the variability in students' perceptions of their speaking abilities, influenced by their past performance and individual levels of confidence and self-efficacy. As students engage in self-reflection and self-evaluation, these ratings provide valuable insights into their self-awareness and serve as a basis for targeted support and intervention to address any perceived gaps in speaking skills.

Question 6: What do you think about your teachers in facilitating you to attempt the assessment?

The feedback provided by the students underscores the pivotal role of teacher guidance and support in facilitating their mastery of speaking skills and preparation for assessments. Four students noted the significant guidance offered by their teachers, indicating a structured approach to skill development and assessment readiness. This guidance likely includes targeted instruction, practice activities, and feedback tailored to individual learning needs, enabling students to build confidence and proficiency in speaking English. Additionally, two students highlighted the importance of consistent reminders from their teachers to practice speaking outside the classroom, emphasizing the value of ongoing reinforcement and encouragement in fostering speaking skills development. By promoting regular practice and providing opportunities for students to engage in spoken English beyond the classroom setting, teachers empower students to take ownership of their learning and actively work towards improving their speaking abilities.

Moreover, the observations made by five students regarding teachers' focus on weaker students versus advanced students highlight the need for a balanced approach to classroom instruction. While acknowledging the importance of supporting struggling peers, students express a desire for equitable attention and support from teachers to enhance their own speaking skills. This underscores the importance of differentiated instruction that addresses the diverse needs of all students, regardless of proficiency level, ensuring that each student receives appropriate guidance and opportunities for growth. Additionally, the provision of speaking techniques related to assessments by two teachers is commended by students, indicating the value of specific strategies and tools provided by teachers to enhance their speaking performance. By equipping students with effective techniques and resources, teachers empower them to navigate speaking assessments with confidence and proficiency, ultimately fostering a positive and supportive learning environment conducive to language acquisition and skill development.

Question 7: What do you think are the challenges in answering the questions verbally during the assessment?

The unanimous agreement among all students regarding the impact of lack of motivation as a major challenge in assessment performance underscores the critical role of motivation in driving effective learning outcomes. Seven students elaborated on how lack of motivation can exacerbate difficulties during assessments, noting that even simple questions can become daunting when motivation is lacking. This suggests that intrinsic motivation plays a crucial role in enhancing cognitive engagement and performance, highlighting the interconnectedness of affective factors with academic achievement. Additionally, students identified various factors contributing to their lack of motivation, including difficulty understanding assessment content, limited vocabulary repertoire, and inadequate preparation. These challenges highlight the multifaceted nature of motivation and its influence on students' ability to effectively engage with assessment tasks. By addressing these underlying factors and fostering a supportive and motivating learning environment, educators can empower students to overcome obstacles and achieve success in their speaking assessments.

Moreover, the concerns expressed by three students who scored below average in previous assessments regarding their understanding of assessment content reflect the importance of clarity and comprehension in assessment tasks. When students struggle to grasp the main

idea of assessment questions, they may experience cognitive dissonance and become hesitant or silent during assessments. Similarly, the limitations imposed by a limited vocabulary repertoire can pose challenges for students, impeding their ability to express themselves coherently and confidently during assessments. Furthermore, two students acknowledged the significance of preparation in speaking assessment performance, underscoring the importance of thorough review and practice in building confidence and readiness for assessment tasks. By addressing these underlying issues through targeted support and instruction, educators can help students develop the necessary skills and strategies to navigate speaking assessments with greater confidence and proficiency.

Question 8: What do you gain while attempting the speaking paper as an assessment?

The primary benefit reported by all students is a noticeable improvement in their ability to speak English more confidently and fluently. Three students expressed a significant increase in their daily English conversations, indicating a heightened comfort level and proficiency in using the language in everyday interactions. Additionally, another three students highlighted an expansion in their vocabulary repertoire, attributing this growth to consistent practice and application of newly acquired words and knowledge. By actively incorporating learned vocabulary into their speaking, these students demonstrate a proactive approach to language acquisition and skill development. Furthermore, two students reported feeling less nervous and apprehensive when speaking in front of their peers, suggesting a newfound sense of confidence and self-assurance in their speaking abilities. This increased confidence likely stems from regular practice and exposure to speaking tasks and assessments, underscoring the positive impact of structured speaking activities on students' overall speaking proficiency and confidence levels.

Conclusion
This study analysed the perceptions of both the teachers and Form 2 students towards English Paper 3: Speaking as a summative assessment. Their preference and perception were analysed based on these aspects: acceptance, challenges, and benefits. The results based on open-ended questionnaires and semi- structured interviews conducted show that both teachers and students accept the introduction of speaking skills as one of the summative assessments based on the latest CEFR syllabus. More teachers and students find the speaking paper necessary for the improvement of the students' language proficiency in English speaking.

This study also drew attention to both the teachers and students' perceptions of the implementation of the speaking tasks in the class, which mostly agreed with the adaptation and implementation for the long term. Teachers mentioned that their students show gradual, positive progress in their speaking skills, but some still need to be polished in order to attempt the assessment with at least an average score. Students also mentioned that the exposure to speaking through the summative assessment allowed them to cultivate their motivation for speaking, and some were still hesitant to attempt the assessment with a minimum score. Both the teachers and students face similar challenges in the adaptation of the speaking paper. In order to enhance and maximise the outcome of the speaking skill as a summative assessment, teachers and students need further assistance in the long run. Overall, speaking papers as a summative assessment need a comprehensive approach to enhance students' English proficiency.

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