

**USING ENGLISH VIDEO PROJECT ASSIGNMENT
TO ASSESS STUDENTS' SPEAKING SKILLS
AT SMPN 22 SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Mardiyatul Maula

NIM D75214042

**ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING**

**UIN SUNAN AMPEL
SURABAYA**

2019

PERTANYAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Mardiyatul Maula

NIM : D75214042

Fakultas /Prodi : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

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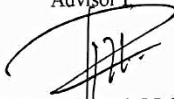

Mardiyatul Maula
NIM. D75214042

ADVISOR APPROVAL SHEET

This thesis by Mardiyatul Maula “Using English Video Project Assignment to Assess Students’ Speaking Skills at SMPN 22 Surabaya” has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya, January 4th, 2019

Advisor I



Rizka Safriyani, M. Pd

NIP. 198409142009122005

Advisor II,



Drs. Muhtarom, M. Ed, Grad. Dip. TESOL.

NIP. 196512201992031005

EXAMINER APPROVAL SHEET

This thesis by Mardiyatul Maula “Using English Video Project Assignment to Assess Students’ Speaking Skills at SMPN 22 Surabaya” has been examined on January 15th, 2019 and approved by the board of examiners



Dean,

Prof. Dr. H. Ali Mas'ud, M. Ag. M. Pd. I

NIP. 196301231993031002

Examiner I,

Dr. Siti Asmiyah, M. TESOL

NIP. 197704142006042003

Examiner II,

Hilda Izzati Madjid, MA

NIP. 198602102011012012

Examiner III,

Rizka Saffrivani, M. Pd

NIP. 198409142009122005

Examiner IV,

Rakhmawati, M. Pd

NIP. 197803172009122002



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Mardiyatul Maula
NIM : D75214042
Fakultas/Jurusan : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
E-mail address : maulamardiya@gmail.com

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Penulis

(MARDIYATUL MAULA)
nama terang dan tanda tangan

ABSTRACT

Maula, Mardiyatul. (2019). *Using English Video Project Assignment to Assess Students' Speaking Skills at SMPN 22 Surabaya*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: **Rizka Safriyani, M. Pd,** and **Drs. Muhtarom, M. Ed, Grad, Dip. TESOL.**

Key Words: *Video project assignment, speaking skill assessment, perception*

Nowadays, the video is widely used in the English lesson. The teacher can use video as media and project in the teaching-learning process. Through a video project, the teacher can assess the students' speaking skills. This study is aimed to examine the use of English video project assignment to assess students' English speaking skills and the students' perception toward the use of English video project assignment. This study was taken in SMPN 22 Surabaya at IX-E grade students. This study is descriptive qualitative research. The data is collected through classroom observation, documentation and interview. The researcher used two research instruments, checklist and interview guideline. The result of this study shows that the teacher use this video project to assess students' speaking skill by giving instructions that the video content allows the students to do speaking as much as possible and make the assessment focus on speaking skills. Then, the teacher gives the students assessment in the final meeting or in summative evaluation aspect. It is also indicated from the teacher scoring rubric that the criteria of the speaking skills are: pronunciation, fluency, grammar, and comprehend. The teacher uses this video project assignment as portfolio evaluation, then the teacher implements the overview of evaluation and formative evaluation aspect. The students' perceptions toward the use of English video project assignment to assess students' speaking skills are interesting and useful. The students are interest because they can work outside the class and the video project is useful because they can learn any knowledge, especially in pronunciation.

ABSTRAK

Maula, Mardiyatul. (2019). *Using English Video Project Assignment to Assess Students' Speaking Skills at SMPN 22 Surabaya*. Skripsi. English Teacher Education Department, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: **Rizka Safriyani, M. Pd**, and **Drs. Muhtarom, M. Ed, Grad, Dip. TESOL**.

Kata Kunci: *Tugas proyek video, penilaian kemampuan berbicara, persepsi*

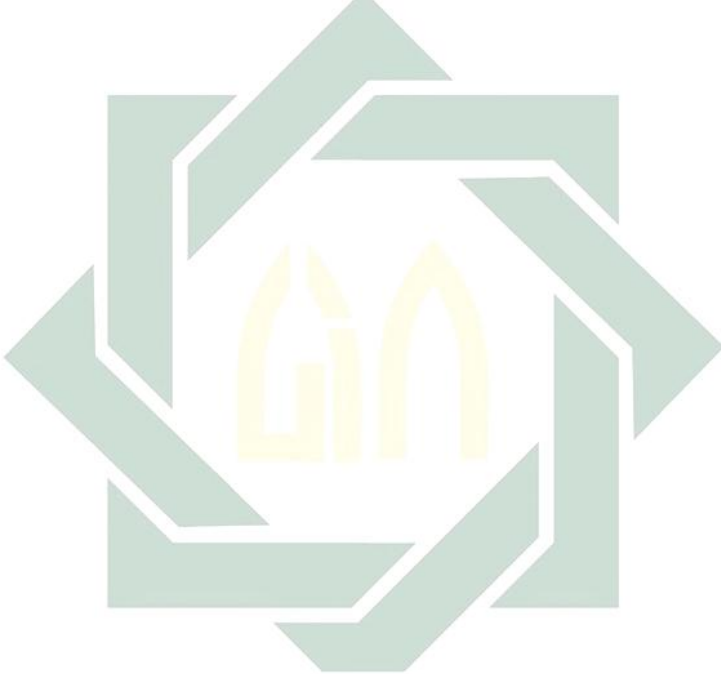
Saat ini, video banyak digunakan dalam pelajaran bahasa Inggris. Guru dapat menggunakan video sebagai media dan proyek dalam proses belajar-mengajar. Melalui proyek video, guru dapat menilai keterampilan berbicara bahasa Inggris siswa. Penelitian ini bertujuan untuk menguji penggunaan tugas proyek video Bahasa Inggris untuk menilai keterampilan berbicara siswa dan persepsi siswa terhadap penggunaan tugas proyek video Bahasa Inggris. Penelitian ini dilaksanakan di SMPN 22 Surabaya pada siswa kelas IX-E. Penelitian ini adalah penelitian deskriptif kualitatif. Data dikumpulkan melalui observasi kelas, dokumentasi dan wawancara. Peneliti menggunakan dua instrumen, yaitu ceklis dan pedoman interview. Hasil penelitian ini menunjukkan bahwa guru menggunakan proyek video ini untuk menilai keterampilan berbicara siswa dengan memberikan instruksi tentang konten video yang memungkinkan siswa untuk melakukan speaking sebanyak mungkin dan membuat penilaiannya focus pada kemampuan berbicara siswa. Kemudian, guru memberikan penilaian pada pertemuan akhir atau dalam aspek evaluasi sumatif. Hal ini juga ditunjukkan dari rubrik penilaian guru bahwa kriteria keterampilan berbicara adalah: pengucapan, kelancaran, tata bahasa, dan pemahaman. Guru menggunakan penugasan proyek video ini sebagai evaluasi portofolio, kemudian guru mengimplementasikan evaluasi tinjauan umum dan aspek evaluasi formatif. Persepsi siswa terhadap penggunaan tugas proyek video Bahasa Inggris untuk menilai keterampilan berbicara siswa adalah menarik dan bermanfaat. Para siswa tertarik karena mereka dapat belajar diluar kelas dan proyek video ini bermanfaat karena mereka dapat belajar banyak hal, khususnya pada pelafalan.

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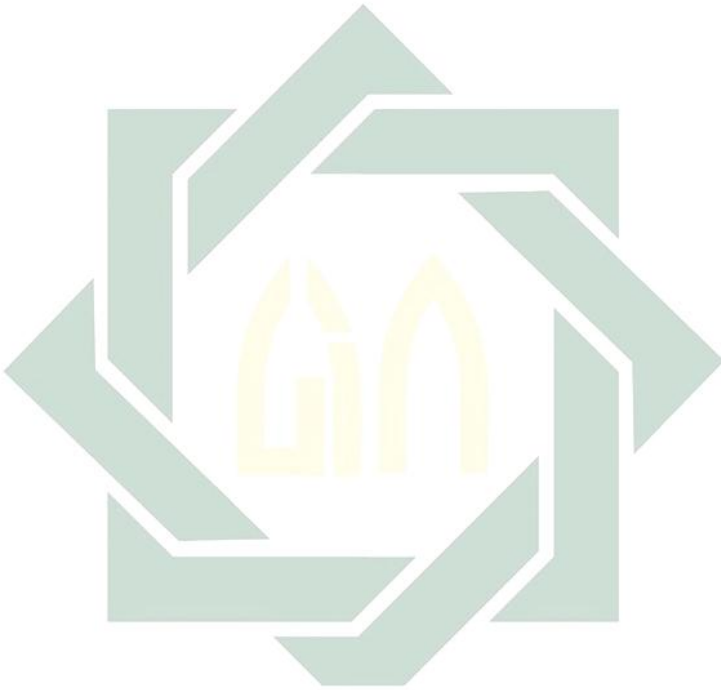
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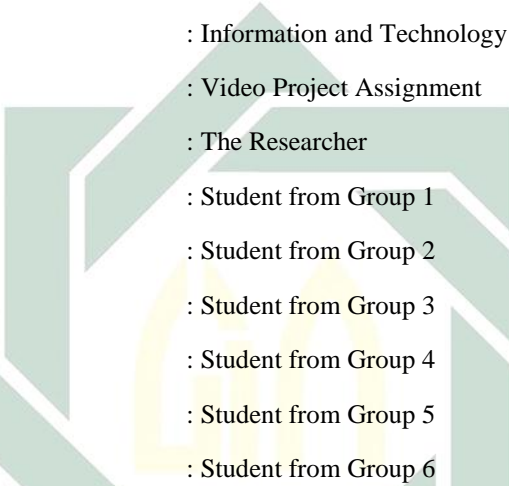


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LIST OF ABBREVIATIONS



SMP	: Sekolah Menengah Pertama
PBL	: Project-Based Learning
IT	: Information and Technology
VPA	: Video Project Assignment
R	: The Researcher
G1	: Student from Group 1
G2	: Student from Group 2
G3	: Student from Group 3
G4	: Student from Group 4
G5	: Student from Group 5
G6	: Student from Group 6

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CHAPTER I

INTRODUCTION

This first chapter discusses the introduction of the research. This chapter provides some information related to the background of the study. This chapter elaborates the research background, research question, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Research Background

Today, the ability to easily, quickly, and inexpensively record, edit, and share digital moving images has been revolutionary for amateur videographers of all ages include the students.¹ The video is widely used by almost every human in the world. People can access video through the internet and YouTube. Digital video is taking its place alongside other forms of purpose, including the use of video in educational fields. Certainly, the aid of wireless network service (WiFi) and the development of smartphones and tablets production, the ways of capturing and sharing videos on social media i. e. Instagram, Facebook or Twitter has never been so easy.

A video is one of the technologies that can be used as a teaching media. Therefore, the use of video assignment in English lesson is closely related to project-based learning. It refers to language learning activities which ask students to actually perform language Skill or ability.² The development of technology and new curriculum, demand the teacher to integrate the technology into English lesson at school, a project using technology for the students is also important to apply. In consequence, it can be a challenging activity for learners since they are asked to directly activate their language.

¹ Glen L Bull and Lyne Bell, *Teaching with Digital Video: Watch, Analyze, Create* (Washington DC: ISTE, 2010), 127.

² Penny Ur, *A Course in Language Teaching: Practice and Theory* (Great Britain: Cambridge University Press, 1996), 123.

According to Thomas, project-based learning (PBL) is a model that organizes learning around projects. He specifies projects as complex tasks that are based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigate activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.³ Moreover, Tomkova et al. cited in Kalabzova add that PBL is mainly based on active student's approach towards their own learning which enables a complex development of students' skills, knowledge, and personality.⁴ It can be said that teacher can make a project for their students which can cover all those aspects so that the students also get experience in doing a meaningful and useful task where the students as the main role in the assignment process.

In the English lesson, the use of a video can be a project for the students to create a documentary video about themselves in English. Through practicing their speaking skill in front of a camera, they accustomed to speaking English. Through a video project, the students are expected to understand the material easily. By watching their own documentary videos, they can get feedback from their performances in delivering speeches, understand more about the topic which is being discussed, and perform self-reflection on their performances.⁵ Besides, they learn to speak English and understand the material, they will also face some challenges in producing their video project and learn how to solve it. The ability in composing the video content is very important to produce a video that appropriates with the teacher instruction and assessment.

Related to the use of video in English lesson, the teacher can use video to assess students' speaking skills. Harmer states that the ability to speak fluently is not only knowledge of

³ John W. Thomas, "A Review of Research on Project-Based Learning" (California: The Autodesk Foundation, 2000), 1.

⁴ Milena Kalabzova, "The Application of Project Based Learning in the English Classrooms" (University of West Bohemia, 2010), 13.

⁵ Riski Aninda Sari, "Students' Perceptions of the Video Project in Their Speaking Class: A Study of 11th Grade of SMAN 1 Kasihan Students" (Universitas Sanata Dharma, 2016), 2.

language features, but also the ability to process information and language ‘on the spot’.⁶ In assessing speaking skills, the teacher can use any kind of task or project. It is also related to the project-based-learning activity which the students-centered is important. The teacher can decide they will focus on what kind of aspects, skills, criteria, categories and etc. in giving an assessment to their students it depends on the condition and the curriculum requirement. In this case, the teacher in SMPN 22 Surabaya was implemented a Project-based learning activity through English video project assignment to assess students’ speaking skills. The video assignment is asked the students to work in a group but every students should make a story or a conversation about advertisement so in one group there are some story with different product which every students should present it. The teacher make assessment for every individual and also group assessment. Essentially this video project can be used by the teacher to assess students’ speaking skill, which is appropriate to the stages or process in the project-based learning activity.

Considering those phenomena, the researcher decided to analyze the use of English Video Project Assignment to assess students’ speaking skills and also the students’ perceptions about this project. The success of teaching and learning English is influenced by the students’ perception. If the teacher knows the students’ perception in teaching and learning process, they are able to decide the appropriate teaching approach. According to Kleinke in Sari, a perception is important for both teachers and students because it influences the teaching and learning process.⁷ The students will have positive and negative perceptions is depend on the teacher. If the students have a negative perception, the teacher should modify or even change the approach. If the students have a positive perception they will be motivated and interested in the learning process.

The subject of this research is the teacher and 9th-grade students in one class at SMPN 22 Surabaya. This school is one of

⁶ Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, 4th ed. (London: Pearson Longman ELT, 2007), 284.

⁷ Riski Aninda Sari, “Students’ Perceptions of the Video Project in Their Speaking Class: A Study of 11th Grade of SMAN 1 Kasihan Students,” 8.

a favorite state school in Surabaya. SMPN 22 Surabaya is "Sekolah Kawasan" and also "Sekolah Adiwiyata" which has some different programs with other public schools in general, especially in the use of technology. Sekolah Kawasan is a school designated by the Department of Education to be a school pilot in terms of quality and facilities, to register in Sekolah Kawasan, prospective students should have a National Examination score 8, 5. In addition, the prospective students are required to take the Academic Potential Test, the weight is determined by 60%, while the National Examination value has a weight of 40%.⁸ Then, Sekolah Adiwiyata is one of the Ministry of environment programs in order to encourage the creation of knowledge and consciousness of school citizens in environmental preservation efforts.⁹ In SMPN 22 Surabaya, the students' ability are also very competent and supported in the use of gadgets and other modern tools which allow the teachers to give any assignments related to the utilization of technology. In this junior high school, actually, the teacher is often to use video as a project for the students, not only in English subject but in other subjects. The students' activity in producing video project can be seen in the school area and sometimes it is easy to be found.

There are some research regarding this issue that has been widely conducted. Anita Nur Masyi'ah has conducted the research entitled *improving the Speaking Ability of Grade VIII C Students of SMP Negeri 3 Depok Yogyakarta Through the use of Video*. This study is aimed at improving students' speaking ability used action research method which the study showed that the use of video as the teaching media in speaking activities was proven to be effective.¹⁰ Another research is done by Norina Jabar and Afiza Mohammad Ali entitled *Cultural Video Project Assignment (VPA) through the Eyes of Young ESL Learners: A Multi-Modal Vocabulary Learning Approach*. This study

⁸ "Sekolah Kawasan," Education, SMPN 22 Surabaya, 2016, (<https://smpn22surabaya.wordpress.com/sekolah-kawasan/>).

⁹ "Sekolah Adiwiyata," Surabaya, 2016, (<http://www.surabaya.go.id/berita/14623-data-sekolah-adiwiyata-2016>).

¹⁰ Anita Nur Masyi'ah, "Improving the Speaking Ability of Grade VIII C Students of SMP Negeri 3 Depok Yogyakarta Through the Use of Video" (State University of Yogyakarta, 2014).

investigates the effectiveness of video project assignments (VPA) on a young learner's vocabulary learning in an ESL reading class.¹¹ Another research was done by Adelia Puspa entitled *Student-Made Video Project to Enhance Students' Learning Experience*. The objective of this research was to find out the most developed English skills in each phase of video project implementation, as well as to analyze whether the students perceive student-made video project as positive learning experiences.¹² These previous studies have mainly focused on the implementation of video project in affecting some English skills but have not yet touched upon the specific issue at the use of English video project to assess speaking skills.

In sum, this study is conducted to make differences with the previous studies. This study will focus on analyzing the use of English video project assignment to assess students' speaking skills at SMPN 22 Surabaya in order to find out the teacher use of English Video Project Assignment to assess students speaking skills and also the students' perceptions about the English Video Project Assignment to assess speaking skills.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following question:

1. How does the teacher use of English video project assignment to assess students' English speaking skills?
2. What are the students' perceptions towards the use of English video project assignment to assess English speaking skills?

C. Objectives of the Study

Based on the statement of the problem above, it can be figured out the purpose of the study as follows:

¹¹ Norina Jabar and Afiza Mohammad Ali, "Cultural Video Project Assignment (VPA) through the Eyes of Young ESL Learners: A Multi-Modal Vocabulary Learning Approach," *Indonesian Journal of EFL and Linguistics* 1 No. 2 (2016).

¹² Adelia Puspa, "Student-Made Video Project to Enhance Students' Learning Experience", Proceedings of the Fourth International Seminar on English Language and Teaching," *ISELT* 4 (2016).

1. To describe the use of English video project assignment to assess students' English speaking skills.
2. To describe the students' perceptions towards the use of English video project assignment to assess English speaking skills.

D. Significance of the Study

To know more how the researcher gets the significance, here the researcher states below. This result of the study is expected to give contribution for teachers, learners and also the next researcher.

1. For English teacher, the result of this study is expected to give some information about the use of English video project especially to assess English speaking skills, through an interesting yet useful way to develop students' creativity and more chance to learn about English pronunciation.
2. For the learners, the result of this study are expected to give some information about the way on developing their video project and English speaking skills, with good experience in producing video project hopefully the students able to create good video project and develop their English speaking skills in an interesting way outside the class.
3. For the future researchers, the result of this research is also useful for the future researcher who wants to do research in the same field. It means that this research can be as the previous study for the researchers who want to do research related to video project assignments and English speaking assessment.

E. Scope and Limitation

The scope of this study is using English Video Assignment to assess students' English speaking skills. This study analyzed the teacher use the English video project assignment to assess students' English speaking skill which includes the instruction about the project, the aspect of the assessment, and teacher scoring rubric for this project and also

analyze the students' perceptions about English Video Project Assignment to assess students' English speaking skill.

Furthermore, the study limited to 9th-grade students of SMPN 22 Surabaya, specifically in IX – E class in academic year 2018/2019. The topic of the video depends on the material which the teacher gives to the students.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study:

1. Video Project Assignment

A video project is an audiovisual media which produces sounds and images.¹³ In this study, a video project assignment is an English audiovisual media assigned by English teacher.

2. Speaking Skill Assessment

Speaking assessment is an ongoing process that encompasses a much wider domain, whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.¹⁴ In this study, speaking skill assessment is the students' responds to video project instructions that the teacher use to measure the students' performance.

3. Perception

Perception is the process of people organize the stimulation of sensory receptor in the eyes, nose, tongue or skin to produce a meaningful experience of the world.¹⁵ In this study, perception is the students' meaningful experiences and opinions in English video project assignment that they received from their five sense.

¹³ Hafner Christoph A and Lindsay Miller, "Fostering Learner Autonomy in English for Science: A Collaborative Digital Video Project in a Technological Learning Environment," *Journal of Language Learning & Technology* 15 No. 3 (2011): 69.

¹⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Longman, 2004), 4.

¹⁵ Jerry Anak Ahen, *Student's Perception toward English for Self Expression* (Malaysia: University of Malaysia Sarawak, 2009).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that will support this research. The theory below is used for consolidating the discussion. This is divided into four subtitles: (1) Video Project Assignment, (2) Using English Video Project Assignment to Assess Students' Speaking Skills, (3) Perceptions. Besides, the previous studies will explain the other different studies with this research.

A. Review of Related Literature

1. Video Project Assignment

Video projects is one of the products that can be produced by the students in a project based – learning final results. Today, the use of video has been very common in education. Many teachers utilizing the power of the video in the classroom. The power is even enhanced by concentration on short sequences. The motion pictures with the audio-visual concept will attract the students' rather than a textbook. Dealing with the increase of technology, a video has become easier to be used and created.

a. The Use of Video and Video Project Assignment

The use of video in teaching is not only as media but also it can be as assignment or project for the students. The students' activities related to the use of video and video project in the subject area of language learning are:¹⁶

- 1) Watching video clips of everyday conversations in films or television broadcasts or music that can be replayed and processed in multiple ways.
- 2) Interacting with native speakers through live video conferencing.

¹⁶ Lyne Bell and Glen L. Bull, "Digital Video And Teaching. Contemporary Issues in Technology and Teacher Education," *ISELT* Vol. 10 Issue 1 (2010).

- 3) Creating a video of student conversations or skits or narration of past events that demonstrate language mastery.

Using a video project in speaking activity has many advantages. The videoing activity can increase the student's self-confidence with good preparation students can use the video project for knowing their weakness in speaking. There are some points which are useful to use video project in speaking activity: preparing equipment, explaining procedures, videotaping or recording the video, checking the video, presenting the video, and having an evaluation.¹⁷

Through the development of technology and the used of gadget, the students are easy to do a video project assignment. Moreover, if the students are competent in finishing the project it will become a challenging and meaningful project.

b. The Advantages of Using Video Project Assignment

There are some advantages related to the use of video project to some principle of teaching the English language which can be listed as follows:¹⁸

- 1) The use of video production can involve communicative activity, such as problem-solving and role play.
- 2) It provides the opportunity to use the target language in the authentic and meaningful setting.
- 3) It lets students express their ideas and opinions.

¹⁷ Lyne Bell and Glen L. Bull.

¹⁸ Michael Dal, "Digital Video Production and Task-Based Language Learning," *Rousterjnurit Netlu-Menntakvika*, 2010, 3 – 5, www.learntechlib.org.

- 4) The process of video making will enable students to activate their target language without excessive anxiety because they will have enough rehearsal and do it outside the class, even they can develop critical thinking and organization of idea.
- 5) It provides more time to expose speaking which is limited to the classroom.

A video project assignment is also meaningful for the students, based on Fraser and Oram there are five reasons why a video project is meaningful.¹⁹ The first is active because the students can put all their creativities in creating the video. The second reason is constructive, it is the way the students relate video projects as a new experience with their previous experiences. The third reason is intentional, it makes the students should set goals to achieve. The fourth reason is authentic, the students have to be able to decide on the real issues. The last reason is cooperative, it is usually needed when students work in groups, and they need to understand the method and stages they will use in creating a video project.

c. Video as Project Based Learning Activities

As we know that in accomplishing a project teacher can implement some methods. One of the method or activity for planning a project is project-based learning. According to Thomas, project-based learning is a model that organizes learning around projects. He specifies projects as complex tasks that are based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigate activities; give students the opportunity to work relatively autonomously over extended periods of time; and

¹⁹ Pate Fraser and Barney Oram, *Teaching Digital Video Production (Teaching Film and Media Studies)* (California: BFI Education University of California, 2003).

culminate in realistic products or presentations.²⁰ In project-based learning, the teacher can make the students active in doing the project because this project is student-centered and also teacher can integrate the technology.

A project-based learning classroom allows students to investigate questions, propose hypotheses and explanations, discuss their challenge the ideas of others, and try out new ideas.²¹ Kajcik and Phyllis also build for major learning science ideas when using project-based learning; Active construction, situated learning, social interactions, and cognitive tools. Project-based learning is generally done by groups of the student working together toward a common goal. Project based learning teaches students not just content, but also important skills in ways students have to be able to function as adults in our society. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and critical thinking.²² Moursund analyzed there are six ways from a student's point of view about project-based learning:²³

- a. It is learner-centered and intrinsically motivating.
- b. Encourages collaboration and cooperative learning.
- c. Allows students to make incremental and continual improvement in their product, presentations, or performances.

²⁰ John W. Thomas, "A Review of Research on Project-Based Learning," 1.

²¹ Joseph S. Kajcik and Phyllis C. Blumenfeld, *The Cambridge Handbook of the Learning Sciences* (New York: Cambridge University Press, 2011), 328.

²² Brandon Goodman, "Project-Based Learning" (Educational Psychology, 2010).

²³ David Moursund, *Project-Based Learning Using Information Technology*, 1st ed. (Oregon: International Society for Technology in Education, 2016), 12.

- d. Designed so that students are actively engaged in doing things rather than in learning about something.
- e. Requires students to produce a product, presentation, or performance.
- f. Challenging, with a focus on higher-order skills.

It can be concluded that project-based learning allows students to reflect their own ideas, and opinions, and make decisions that affect project outcomes and the learning process in general also the teacher takes on the role of a facilitator rather than a leader.

In project-based learning, there are several final results in the form of products that can be produced by the students. In his book, Moursund mentions several products that can be created by the students and they will present it as a result of their project, this product can be in the multiple forms can be in written or posts that can be displayed, including: reports, newspapers, blogs, posters, information sharing via email or various platforms and also video recording or video projects.²⁴ All the final products are related to IT assist project-based learning.

Related to the project-based learning activity, one of the project-based learning which can be used in learning a language is a video project. Harmer says that an activity which can develop speaking skill is creating a video project (making recording).²⁵ A project-based learning puts the students in the situation which need the authentic use of language to communicate with each other. Through a project-based learning, students can

²⁴ David Moursund, 13.

²⁵ Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, 361.

develop their critical thinking to the target language.

2. Using English Video Project Assignment to Assess Students' English Speaking Skills.

In recent years, ideas such as authentic assessment, performance-based assessment, and portfolio assessment have received a lot of attention. At the same time, many schools still an emphasis on traditional assessment like paper and pencil test. In this modern era, the teacher should has good planning and clear instruction to make good project for the students. Here the researcher cover the instruction and the aspect of the assessment in the English video project assignment that the teacher can be used in the English classroom based on the theory:

a. The Instruction Technique

According to Harmer there are some possible activities that the teacher can apply in the use of video in English classroom to support students speaking skills. Here the researcher took some possible instruction which related to the use of English video project assignment to assess students' speaking skills:²⁶

1) Using Classroom English during the Teaching and Learning

The purpose of this instruction is to make students more familiar with English. In English language learning the teachers should activate the English knowledge of the students, one of the way is using English language in the classroom environment. Then, the use of the classroom English without mother tongue was effective because the students were more familiar

²⁶ Jeremy Harmer, 286.

with the English words.²⁷ It brought their sense about materials learned during the teaching and learning process easily.

2) Presenting Materials and Giving Project Focus on Specific Skills

In presenting the materials, the teacher can do it step by step. The steps is depending on the conditions or the material presented. It aims to make the students more understand the material before the teacher evaluate them by giving projects or assignments.²⁸ After that the teacher can give projects to the students that is focused on the material and also on the skill that to be achieved. For example, giving English video project which focus on students speaking skills and performances.

3) Asking the Students to Perform in front of the Class

Give instructions to the students to present their work in front of the class is very important especially if it used to assess speaking.²⁹ The reason because the teacher and other students will know how the result of the project, the teacher can also giving direct assessment to the result. The students who have been working on the task will also feel appreciated on their result.

4) Giving Feedback and Assessment to the Students' Performances

Giving feedback and assessment to the students' performance and result is also important. One the purpose of the teacher giving project to the students is to assess

²⁷ Jeremy Harmer, 286.

²⁸ Lyne Bell and Glen L. Bull, "Digital Video And Teaching. Contemporary Issues in Technology and Teacher Education," 34.

²⁹ Rahmi Rahayu, "The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill" (Syarif Hidayatullah State Islamic University, 2016), 26.

and evaluate the students understanding about the materials. Feedback was useful to evaluate the students' performance before the final result, the student will learn from the teacher feedback to evaluate themselves.³⁰ Then, according to Jones cited in Thomas, assessment is central to the process of effective teaching and learning.³¹ So it is inevitable that assessing the students' performance is one of the important instruction that the teacher should do in a students' project.

b. The Aspect of Assessment

In using English video project assignment to assess students' speaking skills need a structured plan in kind of aspect which includes the teacher assessment. The four stage aspect model by David Moursund provides an example of how the teacher can use to assess students in authentic assessment. The researcher uses this model to analyze the teacher use of English Video Project Assignment to assess students' speaking skills, the use of video which include an IT product in this assignment.³²

1) Authentic Content and Assessment

The first stage is the teacher should ensure that the project is authentic. The teacher doing assessment needs to think about the purpose of the assessment. This will help shape the evaluative information that will need to be gathered and the way this evaluative information will be used in the assessment. The students' stakes are modest as a teacher wanders purposefully

³⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Longman, 2004), 105.

³¹ John W. Thomas, "A Review of Research on Project-Based Learning" (California: The Autodesk Foundation, 2000), 7.

³² David Moursund, *Project-Based Learning Using Information Technology*, 67 – 76.

around the classroom, watching students work in groups on a project. The teacher makes mental and written notes about activities of individuals and the groups. The students' stakes are likely to be somewhat higher on major projects that engage students over a period of weeks.³³ A significant portion of a student's grade may depend on producing the project. Both the students and the teacher should have a clear understanding of the level of the stakes in a particular assessment. That is one aspect of authentic assessment.

2) Overview of Evaluation

In the overview of the Evaluation, the teacher start to introduce the project to the students. The teacher explain about the goal of the project, the content of the video, the skill of the assessment, the teacher decided that the students should work in group or individually, and the due date time for completing the video project. In this aspect, the teacher start to decide when and how the assessment for the students will be.

In the overview of evaluation, the evaluative data and information will be both quantitative and qualitative.³⁴ It will cover both the processes students carry out during the project and the final product, presentation, or performance.

In overview of the evaluation the project content is often interdisciplinary. Usually, different students emphasize different aspects of the content area.³⁵ It means that the students' creativity in doing

³³ David Moursund, *Project-Based Learning Using Information Technology*, 69.

³⁴ *Ibid*, 70

³⁵ Milena Kalabzova, "The Application of Project Based Learning in the English Classrooms," 70.

the project can be out of the teacher expectations, the result will be varied depend on the students' interest and idea. Then, the teacher can decide the main focus in the students' skills, such as: speaking skills and IT skills.

Then, in overview of evaluation, the teacher can decide will evaluate the students individually or in a group. In a groups project, there are typically both individual and team processes and components of the final product. Cooperative learning and collaborative problem solving are. Teacher should give clear instruction and practice however, students will learn to take more and more responsibility for defining the topic, developing an outline of the tasks and subtasks, setting goals and milestones, deciding on needed resources, allocating the resources that are available, and completing a complex project in a timely and high-quality manner.³⁶ With instruction and practice, students will learn to work individually and in a team to do complex projects

3) Feedback and Assigning Grades

The next aspect is related to the next meeting after the first meeting or after the video project is introduce. In the feedback and assigning grades the teacher can decide when they should assess the students' skills and performance. Learning requires feedback. A learner has many different sources of feedback, including self-feedback, peers and other students, teachers, parents and other adults, teaching materials and so on. In many cases, this feedback is

³⁶ David Moursund, *Project-Based Learning Using Information Technology*, 72.

not connected to formal evaluation and grading of a student. Both feedback (to facilitate learning) and assessment (part of the teacher's job that provides important feedback to the teacher) are essential.³⁷ Careful consideration needs to be given to each.

From teacher's point of view there are three common phases to the evaluation of an IT-assisted PBL activity;

- 1) Formative evaluation. Formative evaluation is designed to provide feedback while the student is still working on the project.
- 2) Summative evaluation. Summative evaluation is carried out after the project is completed.
- 3) Portfolio evaluation. A portfolio is a collection of work samples. Typically, a student and teacher work together to decide which work samples will go into the student's portfolio.

It can be concluded that both students and teacher need to understand these three categories of evaluation and their possible roles in the assessment of the project and for other purposes.

4) Rubrics (Scoring Criteria)

One of the most important aspects of authentic assessment is that the students have a full understanding of the assessment criteria. Part of the learning that needs to go on the authentic assessment is for students to learn to understand the assessment criteria, learn to assess themselves, and

³⁷ Ibid, 70.

learn to assess their fellow students.³⁸ A rubric is a scoring tool that can be used by students, teachers, and others. It lists important criteria applicable to a particular type or piece of work.³⁹ It also lists varying levels of possible achievement of the criteria.

In this research, the researcher also using the theory from Evelyn Mayer and Lee Forester about assessment in video project which also criteria to assess students' speaking skills. They stated that assessment of video projects will necessarily be a composite grade in which multiple skills and components need to be assessed, such as content, organization, and presentation of the video project, technical quality of the and specific skills to language production such as grammar, vocabulary, pronunciation, and fluency. It is also important to consider if the teacher wants to assess each student individually or in a group.⁴⁰ They prefer to use mixed assessment that individually grades students on their language production skills, whereas the true group effort portions of the assignment are graded the same for all members of the group, because students do not always have same proficiency level.

Mayer and Forester distribute an example of rubric in assessing English video project include assessment in speaking skill which appropriate to the standards of the medium, main sections in the following manner: a 20% group grade

³⁸ David Moursund, *Project-Based Learning Using Information Technology*, 74.

³⁹ John W. Thomas, "A Review of Research on Project-Based Learning," 5.

⁴⁰ Lee A. Forester and Evelyn Meyer, "Implementing Student-Produced Video Projects in Language Courses," *Faculty Publications* Vol. 48 (2015): 15.

for preparation leading up to the actual video project (organization of the skit, draft submitted on time and of good quality, quality of timely corrections of draft, shooting and editing of project done on time), 30% individual grade for language production skills (Fluency, Pronunciation, Grammar, Vocabulary and Comprehension), 30% group grade for content, intercultural competency, and organization of project by the group, and 20% for technical quality of the project (audio, video quality, camera shots, storytelling, sequencing of shots, lighting, etc.).⁴¹ The researcher will use this standard to analyze the teacher scoring rubric in English Video Project Assignment to assess students' speaking skills.

This is, however, a personal decision, and teachers need to set these percentages according to learning objectives and to the proficiency level of the students, as well as access to technology. The teacher should also create as many sub-rubrics as needed to adequately assess their own versions of video projects.⁴² It is important to think about the goals and learning objectives for a video project and how it fits into the larger curriculum well in advance of developing the assignment, and from there to develop assessment criteria and be very transparent with students about what is expected of them in educational goals, skills to be demonstrated, and the way in which they will be assessed.

⁴¹ Lee A. Forester and Evelyn Meyer, 15.

⁴² Lee A. Forester and Evelyn Meyer, "Implementing Student-Produced Video Projects in Language Courses". *Faculty Publications*, Vol. 48, 2015. 15.

3. Perception

a. Definition of Perception

Angell stated a perception is the consciousness sense. It is formed starting from the eyes, then the eyes catch stimuli and it produces a physiological process to bring out perceptions.⁴³ Perception is the sensory analysis of incoming streams of stimuli, aimed at learning the underlying physical attributes that characterize the environment in an on-line manner.⁴⁴ According to Lindsay and Norman cited in Jerry perception defined as the process of people organize the stimulation of sensory receptor in the eyes, nose, tongue or skin to produce a meaningful experience of the world.⁴⁵ In other words, perception is the way people think of something in their surrounding which they accept from their five sense.

b. Students' Perception toward English Video Project Assignment

According to Ng Choo Ting students' perception toward the use of classroom video project is affecting by some factors, such as experiences, ability in mastery language skills and the usefulness of the video project assignment.⁴⁶ While students might experience high anxiety level and speech apprehension during the language learning process, engaging students in producing their own video projects allows the entire learning experience to take place in a less threatening environment thus elevating their self-confidence due to the entertaining nature of videos.⁴⁷ Students'

⁴³ Angell, J. R., *Perception: An Introductory Study of the Structure and Function of Human Consciousness*, 3rd ed. (New York: Henry Holt Company, 2015).

⁴⁴ Simon Haykin, *Cognitive Dynamic Systems, Perception-Action Cycle, Radar, and Radio* (New York: Cambridge University Press, 2012), 15.

⁴⁵ Jerry Anak Ahen, *Student's Perception toward English for Self Expression*.

⁴⁶ Ng Choo Ting, "Classroom Video Project: An Investigation on Students' Perception," *Journal of Procedia – Social and Behavioral Sciences*, 2012.

⁴⁷ Clovis, D. L., "Lights, Television, Action!," *Educational Leadership*, 1997, 38 – 40.

Experience also related to the way they complete the project.

In the video project assignment is usually done in a group, not in the individual. Thus the project will 'force' students of different learning styles to work together in groups, at the same time, integrate various learning skills so as to achieve their common language goal of producing the video project.⁴⁸ As students take on creative roles while working on authentic, real-life themes in their video, they would be able to practice real-life language not only among themselves but also other users of the language outside the classroom.⁴⁹ This experience will also be affected by their perception of whether this project is useful or meaningful for them. Language learning can be made more meaningful through video projects as students are exposed to context outside the limitations of the classroom.

Using a video project in speaking activity has many advantages. The videoing activity can increase the student's self-confidence with good preparation students can use the video project for knowing their weakness in speaking. There are some points which are useful to use video project in speaking activity: preparing equipment, explaining procedures, videotaping or recording the video, checking the video, presenting the video, and having an evaluation.⁵⁰

Based on Dal, there are some advantages related to the use of video project to some principle of teaching the English language which can be listed as follows:

⁴⁸ Ng Choo Ting, "Classroom Video Project: An Investigation on Students' Perception," 443.

⁴⁹ Pranoy, K., "Video in Script Writing Projects. Media and Methods" Vol. 22 No. 2 (1985): 13 – 15.

⁵⁰ Lyne Bell and Glen L. Bull, "Digital Video And Teaching. Contemporary Issues in Technology and Teacher Education."

1. The video project is interesting, through the video project students can interest to learn English is not only learn English in the classroom but they can explore their ideas outside the classroom so it is more fun.
2. The use of video production is useful, because it can involve communicative activity, such as problem-solving and role play. It provides the opportunity to use the target language in the authentic and meaningful setting. It lets students express their ideas and opinions. So the students can learn any knowledge from the video project assignment.
3. The video project can be used as speaking class activity, the process of video making will enable students to activate their target language without excessive anxiety because they will have enough rehearsal and do it outside the class, and even they can develop critical thinking and organization of idea. It provides more time to expose speaking which is limited to the classroom.⁵¹

It can be concluded that student' perception can be positive or negative depending on the individual or personal objectives.

B. Previous Studies

Related to this research, several previous studied are already conducted. The first study is from Rima Rizka Utami under the title *The Use of Video Recording Project to Improve XI IIS 3 Students' Speaking Skill at SMA N 1 Wonosari in the Academic Year of 2015/2016* in 2016. The aim of this research is to improve students' speaking skill using video recording project for the XI IIS 3 students. This particular research was categorized as classroom action research which was implemented in two

⁵¹ Michael Dal, "Digital Video Production and Task-Based Language Learning," 3 – 5.

cycles.⁵² Further, this study is presented in the qualitative descriptive study in which the case study was found among junior high school students.

The next study is done by Rahmi Rahayu under the title *The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill* in 2016. The study had the quasi-experimental design which was intended to get empirical evidence of the effectiveness of using video recorded speaking task on students' speaking skill. The result showed that the use of video recorded speaking task was effective in improving speaking skill.⁵³ This present study wants to find out the use of Video project assignment that was implemented by the teacher.

Another recent study is done by Ghina Zerlina under the title *The Students Perception on the Making of Video Project in English Learning* in 2017. This research aimed to find out the students' perception on the making of video project at English Learning. It focused on the tools of the video project, problems in video projects and solutions in a video project. This research was conducted at the English Language Education Department.⁵⁴ This present study focuses on students' speaking skills.

The study from Aynur Askel and Fatma Gutman-Kahraman under the title *Video Project Assignments and Their Effectiveness on Foreign Language Learning* in 2013. The aim of this study was to determine the effectiveness of video project assignments (VPA) on foreign language learning. The subjects of the study were students at School of Foreign Languages, Uludağ University. The results of the survey showed that the assigned videos affected the participants' foreign language education positively.⁵⁵ Furthermore, this present study wants to know the students' perception from a different implementation.

⁵² Rima Rizka Utami, "The Use of Video Recording Project to Improve XI IIS 3 Students' Speaking Skill at SMA N 1 Wonosari in the Academic Year of 2015/2016" (Yogyakarta State University, 2016).

⁵³ Rahmi Rahayu, "The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill."

⁵⁴ Ghina Zerlina, "The Students Perception on the Making of Video Project in English Learning" (Universitas Muhammadiyah Yogyakarta, 2017).

⁵⁵ Aynur Askel and Fatma Gutman-Kahraman, "Video Project Assignments and Their Effectiveness on Foreign Language Learning," *Journal of Procedia – Social and Behavioral Sciences*, 2013.

And the last study is conducted by Norina Jabar and Afiza Mohamad Ali under the title *Cultural Video Project Assignment (VPA) through the Eyes of Young ESL Learners: A Multi-Modal Vocabulary Learning Approach* in 2016. This paper investigates the effectiveness of video project assignments (VPA) on a young learner's vocabulary learning in an ESL reading class. The activity utilizes a combination of project-based learning and multimodal learning platforms like Web 2.0.⁵⁶ This present study focuses on the English video project assignment in a language subject to assess students' speaking skills and it's specific to one material which gave by the teacher in junior high school.

These previous studies have mainly focus on how to make improvement in the students' speaking through video project and commonly happened in senior high school and college students but have not yet touched upon the specific at the use of video project assignment to assess students' speaking skills that was implemented by the teacher in an Indonesian junior high school. It means that this research investigate the teacher use of the English video project that the purpose to assess the students' English speaking skills.

⁵⁶ Norina Jabar and Afiza Mohamad Ali, "Cultural Video Project Assignment (VPA) through the Eyes of Young ESL Learners: A Multi-Modal Vocabulary Learning Approach," *Indonesian Journal of EFL and Linguistics* Vol. 1 (2) (2016).

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses and review research methodology that used in this research. They include research design and approach, research setting, data and source of data, research instrument, data collection technique, data analysis technique, research stage and framework of research.

A. Research Design and Approach

This research used qualitative descriptive to find out the result of the research question. According to Lodico qualitative research is the research that focuses on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study, this is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.⁵⁷ Bryman stated that qualitative research is an inductive view of the relationship between theory and research, whereby the former is generated out of the latter, qualitative research tends to be concerned words rather than numbers.⁵⁸ The research designed to describe the social phenomena of the use English video project assignment to assess English speaking skills in teaching and learning activity between teacher and students through the classroom observation. In addition, the researcher was conducted the interview to know the students' perceptions toward the use of English video project assignment to assess students' English speaking skills in IX-E grade students at SMPN 22 Surabaya.

B. Research Setting

This research was conducted in IX-E grade students' at SMPN 22 Surabaya. It is located at Jl. Gayungsari Barat. X No.38, Gayungan, Surabaya, Jawa Timur. The researcher took

⁵⁷ Marguerite Lodico, et al, *Method in Educational Research* (San Fransisco: Jossey- Bass, 2006), 267.

⁵⁸ Alan Bryman, *Social Research Methods*, 4th ed. (Oxford: Oxford University Press, 2012), 380.

the students of IX-E Class based on the teacher recommendation. This class consisted of 36 students and one teacher as the main focus and the subject of this research. Based on Cohen, in qualitative study of thirty individual a sample of five or six may suffice the researcher who is prepared to obtain additional corroborative data by way of validation.⁵⁹ In this study, the researcher took random sample of 6 students as the interviewees of students' perception. These six students came from six different group so that one student, represented other students' answers in the same groups.

C. Data and Source of Data

1. Data

The first data of this research was the teacher use of English video project assignment to assess students' English speaking skills, this data was collected from classroom observation and documentation. The second was the students' perception toward the use of English video project assignment to assess English speaking skill, it was collected from interview.

2. Source of data

The first source of data in this research was the teacher in teaching-learning process and scoring rubric in the use of English video project assignment. The second source of data was the students in giving perception toward the use of English video project to assess English speaking skills.

D. Data Collection Technique

In this study, the data was collected through the observation, documentation, and interview as the technique to answer the research questions. According to Ary *et al*, observation as a basic method for obtaining data in qualitative.⁶⁰ The researcher conducts non-participant observation in collecting the data which the researcher as the passive participant. The

⁵⁹ Louise Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed. (Canada, 2007), 105.

⁶⁰ Ary Donald, et al, *Introduction to Research in Education. Eight Edition*, 8th ed. (Canada: Nelson Education, 2010), 431.

researcher observed the teacher use of English Video Project Assignment to assess students speaking skills. By this observation, the researcher obtained a deep understanding and viewing of the whole learning process in the classroom included the situation and activities occurred in the classroom. The researcher identified the aspect of assessment activity that used by the teacher.

Then, in this research, the researcher interviewed some students to gain information about students' perceptions toward the use of English Video Project Assignment to assess students speaking skill. The semi structured interview was used to interviewing the students to gain the information in detail and clearly. In this project assignment, the teacher divided the students into some group so the researcher interviewed the students in a group by group because in every group a student perception itself was different and varied. The interview was categorized into four themes: implementation of the video project, obstacles during the production, level of satisfaction upon completion of the video and relevance of the video project to language learning, especially was the students' speaking skills. Furthermore, the researcher also interviewed the teacher. The recorded conversation between the interviewer and the interviewees utilized as the data.

Documentation was used to collect the data. In this research, the researcher analyzed the teacher's scoring rubric assessment in English video project assignment to support the data.

E. Research Instruments

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments;

1. Checklist

The researcher used observation checklist to observe the teacher instruction and strategies in giving an assessment in speaking skill and the use of English video project assignment itself. In the observation checklist, there were four points about stages and aspect in giving an assessment related to the IT assist Project-based learning.

Field note was also needed to help the researcher avoiding the lack of information. The researcher used another checklist from Mayer and Forester to analyze the teacher scoring rubric in English Video Project Assignment. The observation checklist for identifying the use of English video project assignment is design using “Yes” and “No” checklist. Field note was also needed to help the researcher avoiding the lack of information. After the observation finished, the researcher wrote notes more details.

2. Interview Guideline

The semi structured interview is conducted to get information from the teacher and the students. Semi structured interview is one of the way in doing interview in qualitative study that the researcher has a list of questions on fairly specific topics to be covered or an interview guide, but the interviewee has a great deal of leeway in how to reply, questions may not follow on exactly in the way outlined on the schedule.⁶¹ The purpose of the interview is to get the data about the students' perception toward the use of video project assignment. The researcher developed the interview guideline from Ng Choo Ting about the use of classroom video project, for completing the question. Then, in interviewing the teacher is aim at complementing the data collected from documentation and verifying the trustworthiness of the data. The researcher asked questions about the students' perception related to the advantages and experiences in using English video project to assess English speaking skills. (See Appendix 2)

3. Recorder

This interview done orally. In interviewed the students and the teacher, the researcher used a recorder such as in mobile phone, in order to keep the data.

⁶¹ Alan Bryman, *Social Research Methods*, 471.

F. Data Analysis Technique

The researcher analyzed the collected data using the descriptive qualitative method. The data obtained through observation, documentation, and interview. To answer the first research question, the researcher analyzed the data from observation and documentation match it with the theories provide in the theoretical framework. The researcher analyzed the data using David Moursund theory about four assessment aspects in IT-Assisted project-based learning, it was related to this English Video Project Assignment to assess students' speaking skills. The researcher also analyzed the teacher scoring rubric in English video project assignment the researcher used the standard scoring rubric in Mayer and Forester theory. The description explains the aspects and activities then compare it with the theory. The researcher also concluded the area that matched with the theories.

Then, for answering the second research question about students' perceptions toward the use of English Video Project Assignment to assess students' speaking skills, the researcher analyzed the data collected by interviewing the respondents that IX – E grade students at SMPN 22 Surabaya. The researcher compiles the data descriptively and analyzes the data that are relevant to the researcher purpose.

G. Checking Validity and Finding

The researcher conducted this classroom observation to one class on three times to observe the use English video project to assess students' English speaking and one time interview the students' perception toward the use English video project to assess students' speaking in the classroom meetings. The researcher also used triangulation technique to check the validity of data. According to Denzin cited in Bryman, triangulation refer to an approach that uses multiple observers, theoretical perspectives, sources of data, and methodologies, but the emphasis has tended to be on methods of investigation and source of data.⁶² In this study, triangulation technique used is triangulation techniques using sources. The researcher compared the data based on the observation, documentation and interview

⁶² Alan Bryman, *Social Research Methods*, 392.

result. After getting the data from those three data sources, the researcher related and matched it to some theory related, to find out the answers of each research question.

H. Research Stages

The process of this research done in the following stages:

1. First, the researcher formulated the research questions and the title of this research based on the phenomena occur in SMPN 22 Surabaya especially in English lesson. In order clarify the problem in this research, the researcher conducting preliminary research. The researcher confirmed the teacher and the students, the preliminary research gave the information about the video project assignment in English lesson.
2. The second, the researcher collected the data by doing observation in the used of English video project assignment in English learning. During the learning process in classroom, the researcher used observation checklist, document checklist and field note as the data that analyzed. The researcher also conducted the semi – structured interview with the students in five group to find out student’s perception toward the use of English video project assignment to assess students’ speaking skills.
3. The third, the researcher analyzes the data that is collected by observation, documentation, and interview. The researcher analyzes those data based on the theories to find out the answer of the research questions that are formulated in this research.
4. The last, the researcher wrote the report of this research by reporting the result and finding of the research based on the data obtained from the research. The research reports the results of this research in a form of thesis.

I. Framework of Research

Table 3.1
Summary of framework research

Research Question	Data Collection Technique	Instruments	Technique Analysis Data
RQ 1	Observation Documentation (Teacher's scoring rubric assessment)	Checklist Interview	Analyzed with David Moursund theory and Evelyn Meyer & Lee Forester theory
RQ 2	Interview	Interview Guideline	Analyzed with Ng Choo Ting theory and Michael Dal theory

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher analyzed the data that have collected during the research. This chapter presents the finding of the classroom observation, documentation, and interview. The explanation covers the answer to the research questions proposed in chapter I. In this chapter, the researcher also provides the discussion of the finding.

A. Research Findings

In this part, the researcher presented the data related to the problems of the study; 1) how does the teacher use of English video project assignment to assess students speaking skills? 2) what are the students' perceptions towards the use of English video project assignment to assess speaking skills? Therefore, the researcher described the teacher used of English video project assignment to assess students' English speaking skills and find out the students' perceptions towards the use of English video project assignment to assess English speaking skills at SMPN 22 Surabaya.

The researcher collected the data by observing, documenting and interviewing the teaching and learning process during three meetings of classroom observation and one meeting of the interview. It is started from October 31st, 2018 – November 16th, 2018 in IX-E grade of English lesson at SMPN 22 Surabaya. Based on those data the researcher obtained the following result:

1. The Use Of English Video Project Assignment to Assess Students' English Speaking Skills

As mention in the limitation of the study in Chapter I, the researcher limited the study to the instruction about the project, the aspect of the assessment, and teacher scoring rubric in this English video project assignment to assess students' speaking skills. The researcher uses two data collection techniques to complete the data. They are classroom observation and collect the teacher scoring rubric.

The researcher analyzed the data using David Moursund theory about four assessment aspects in IT-assisted project-based learning, they are authentic content and assessment, the overview of the evaluation, feedback and

assigning grades and scoring rubric and Mayer and Forester theory for analyzing scoring rubric. Then to analyze the instruction was used Jeremy Harmer theory. All the result of classroom observation and document analysis are presented below:

a. First Meeting

The first observation was conducted on Wednesday, October 31st, 2018 in 2 x 40 minutes. In this meeting, the teacher did not explain the video assignment in the first 40 minutes, she explained their previous materials. In the second 40 minutes, the teacher started told the students about the video project assignment.

The teacher started by telling the students that the next material was about the advertisement. Then, the teacher explained the definition of advertisement, kind of advertisement, the function of the advertisement and how to make an advertisement in an interesting way, the teacher asks the students about that. Then, the teacher asked the students to make a video project about an advertisement for dairy products. The teacher instructed the students to work in a group, a group consisted of six students and the students were free to choose their team members. The teacher said that this video project was to make the students easy to understand the material and easy to speak up. All the activity above was part of the overview of the evaluation.

After that, the teacher explained the procedures of the video project, the criteria of the assessment and also the due date of the video collection and the final presentation. Those activities were also part of the overview of evaluation. This video project was about advertisement video that every student in a group should have a 1-minute video that he or she as the main actor to promote the products, then they should collect it in a video. The teacher gave two weeks to produce the video before the final presentation. The criteria of the assessment were divided into two

categories they were individual assessment about students speaking skill which included fluency, pronunciation, comprehend and grammar and the group assessment was about the video result, but the teacher said that the assessment focused on students speaking skill in the video. The teacher confirmed this by saying to the student in the first meeting:

“Okay students, I will focus on assessing your speaking, the criteria are fluency, grammar, comprehend, and pronunciation. And also I will assess you individually and in a group. The group assessment includes the creativity of the video, the concept of the story and the quality of the video so do your best”

The teacher also confirmed that one of the main purposes of this video project assignment was to assess the students speaking because based on the teacher’s experience, students were very competent in video making but unfortunately the students speaking ability is still not explored. Therefore, the teacher wants to focus on speaking skills. As the teacher said:

“Yes, on this project I want to assess the students’ speaking more, which includes pronunciation, grammar, fluency, and comprehend, because on the previous video assignment I have ever made sometimes students only focus on how making good video but less attention to their speaking if the students did a lot of speaking it can make me explore their speaking assessment in every criterion”

Based on the first meeting observation, the researcher found that the teacher did not start to assess the students speaking skill. The teacher just started to introduce the video project itself. Then, some activities in the first meeting were included in the overview of the evaluation aspect. The teacher

instruction during the first meeting was almost always using English. In the first meeting, the researcher learned that the way the teacher use this video project to assess speaking was on the instruction about the video project, as the teacher stated that the teacher wants to make a video project that makes the students active in speaking not only in how to make a good video. Although, the teacher did not explain the materials about advertisement a lot then, directly instructed the project. However, based on the observation indicated that this video project was used to assess the students speaking skill, it appears when the teacher explained the criteria of the assessment.

b. Second Meeting

The second observation was held on Wednesday, November 7th, 2018 the same with the previous observation this meeting was 2x40 minutes. The teacher entered the class and said Salam, then the students shouted to welcome their teacher. After that, the teacher immediately asked the students about the progress of their video project. Then the students' responds were varied. Some of the students completed the video and other group said that they uncompleted the video editing and video recording.

Then to know the students' difficulties the teacher faced every group to consult their problem and gave suggestions to them to solve their problem. After that, the teacher asked two groups who were ready to present their temporary video result in front of the classroom. It can be seen that the teacher did the formative evaluation.

After the students presented their video the teacher gave comments, feedback, and suggestion. For example, the students' pronunciation was unclear and to quite, lack of vocabulary and etc. The purpose of the teacher did this was to know which group was good and which group were still poor in producing the video but the teacher said that those aspects just as a

consideration for the teacher in the final presentation not as final assessment especially about their speaking skill.

The teacher closed this second meeting by reminding the students about the criteria of the speaking assessment that was fluency, pronunciation, grammar and comprehend. The teacher said to the students that they should prepare their final video result in the next meeting and presented it in front of the class.

Based on the second observation, the teacher just gave the formative evaluation to the students about their video progress, gave feedback and suggestions also remind them to prepare the final result. The researcher learned from this meeting that the teacher gave the students feedback related to the final video result but the teacher did not assess the students speaking skill in this meeting.

c. Third meeting or final meeting

The final meeting was held on Wednesday, November 14th, 2018, two weeks after the first meeting of the video project was introduced. In this meeting, all the groups should present their final video result and the teacher gave the final score for this assignment.

In every group, there was six video of one by one student so the teacher assessed them one by one too. Before the students started the presentation, the teacher reminded the students again about the category of the speaking assessment and video content assessment. Before the teacher started the final presentation, the teacher reminded the students about the criteria of the assessment, the teacher said:

“Okay students before we start the presentation, do you still remember the criteria of the assessment? Especially for speaking there are four criteria: pronunciation, grammar,

comprehension, and fluency. So, I would see it in your video”

The teacher asked every group to present their final video result. After one group presented their video the teacher gave comment and assessment. The first group presented a video about advertisement with a good concept. They promoted some product. One of the products promoted was a painkiller. It was started by one student fell on the floor then his friend gave him the painkiller by promoting and speaking in English. Based on the observation, this group got good comments about their video result like they used long and appropriate promotional sentences and also there were subtitles in every scene.

The second group presented their video result. This group got a good comment from the teacher but the teacher evaluates their way in promoting the product. This group shows some daily product like food and instant drink, but their speaking was unclear. It was proved by the teacher said that:

“The concept of the story already exists, only when pronouncing the sentence should be clearer and louder so the product can be better understood by the people, you can also add subtitles like the previous group”

Then, after the teacher assessing the second group is followed by the next groups. The third group presented their advertisement video with a good concept and their speaking skill was explored in their video result. They promoted food, drink, and tools product. As the teacher comment after the third group presented their video:

“Give applause to group 3, your video is very good. The story of the video is related to the one and another. You’re good in developing your idea and editing, the speaking is clear enough there are subtitles there that’s good”

The fourth group presented their video project with some product. This group prefers to choose the setting and location in the school and they used common things such as broom, shuttlecock, instant food, drink, and snack. The teacher comment and suggestion for this group was quite entertaining. The teacher said:

“Give applause to your friends, the concept of the story is good, the way to show the advertisement is also clear, the editing is also good, maybe the ones that need to be repaired are still there a few words that are wrong in pronunciation, but overall it's good and quite entertaining”

In this final meeting, there were four groups who presented their video result because of the limited time the fifth and sixth groups cannot present their video result but they will present it in the next meeting. Based on the observation, the teacher assesses one by one every students' video result. It appeared that the teacher assesses the students in one scoring rubric which included students speaking skills and group video assessment.

At the end of the lesson, the teacher reminded the students to collect their video result on Friday, November 16 2018 and the teacher said that this video project it's a part of their project assessment during this semester it will calculate with their previous assessment.

Based on the last observation, the researcher found that finally, the teacher used this video project assignment to assess the students' speaking skills. The teacher gave a final score after watching the students' video result. The teacher assesses the students speaking based on the result in the video. The teacher assesses the students' speaking based on the students' performance in promoting a product in their video. The teacher gave comment and suggestions about the students speaking skills in the advertisement video and

also the teacher used this assignment as one of the students' portfolio assessment during this semester.

Based on the document analysis, the researcher found that the teacher provides a mixed assessment between individual and group assessment. In individual assessment the teacher focused on students speaking skills, this is also confirmed by the teacher to the students in the classroom. Whereas, in group assessment the teacher focus on the result of the video and teamwork collaboration.

In the individual assessment, the teacher gave a weight value of 60%, which includes 4 aspects of speaking assessment they are fluency, comprehend, pronunciation, and grammar. In every those aspect the teacher gave a score scale from 5 as the highest score and 1 as the lowest score. If in all aspects the students get a score of 5 the number of the score for all aspects will be 20. Then, the 20 scores multiplied by 3 then it will produce a maximum score of 60. (*See appendix 4*)

In group assessment, the teacher gave a weight value of 40%, which includes 3 aspects of video project assessment they are group collaboration (teamwork, students contribution, students efforts etc.), video content and organization, and production (quality of the video project). In every those aspect, the teacher gave three kinds of score scale they are four to five, two to three and one as the lowest score. If in all aspects the students get a score of 5 the number of the score for all aspects will be 30. Then, the 30 scores multiplied by 2 then it will produce a maximum score of 60. In both criteria of assessment, the teacher also mention gave detail criteria of the assessment. Both individual and group assessment will be compared and the total maximum score is 100. (*See appendix 4*)

The teacher said that in assessing the students' speaking skills the teacher divided the criteria into four: pronunciation, grammar, comprehend, and fluency. In every criterion, the teacher gave the same

maximal weight value or score that was 15%. The acquisition depends on the implementation or when the students present the results of the videos.

Then, to evaluate the students, the teacher did not only assessed them in a group but also individually. The reason of the teacher did that kind of evaluation because in a project every student maybe works differently and also because in this project every single video is assessed individually, not only assess them in a group. The teacher said in the interview:

“This assignment actually was a plan to assess students individually, because the instruction asked the students to make some video but collected it in a group so there were some scenes there, and also I will assess the students speaking skill individually based on their video itself”

Then, in classroom observation the four speaking assessment aspects applied by the teacher, it should be found in the students’ video results but in fact, not all groups presented those aspects. Some of the groups, showing videos that seen awkward and not much content showing speaking skills. As the teacher said when assessing one of the group:

“You should make a longer promotional sentence so I can assess your fluency and understanding more, the pronunciation is also unclear”

Based on the teacher’s statement above, it can be seen that wrong pronunciation was often done by the students. In classroom observation, several times the teacher often evaluates the students’ pronunciation in some groups’ videos. The students also stated in the interview of students’ perception that the most mistake they made was wrong pronunciation. Then, in fact, the

teacher four speaking assessment aspects not all can be seen in the students' video results. Some groups' videos were not good and too simple so the video cannot represent the four aspects of speaking skills. Although, more groups presented good videos and all aspects of the assessment can be found. This makes the teacher easily to assess the video project.

In conclusion, based on the three times of observation and documentation the researcher learned that the teacher use this video project to assess students' speaking skills by giving the students project with the instruction was the focus on speaking skills. In the video result, the students should speak appropriately with the teacher instruction that they should promote a product so the teacher can assess the students speaking in those part of the video or any kind of activities in the video that included to the speaking. The reason the teacher gave that instruction was to make the teacher can explore the students speaking assessment that appropriate with the criteria. Related to the assessment of speaking, in this video project assignment the teacher made a scoring rubric that included the criteria of students speaking skills. It is indicated that the teacher uses this video project to assess students speaking skills through those criteria and assessment.

2. Students' Perceptions Towards The Use of English Video Project Assignment to Assess English Speaking Skills

The researcher conducted an interview through the interview guideline to the students of IX-E grade. The researcher interviewed the students in order to know the perceptions of the use of English video project assignment to assess speaking skills. The researcher interviewed the students on Friday, 16th November 2018. The researcher conducted this interview after the students finished their video project. The researcher interviewing 6 students from 6 different groups, because this project was done in a group. In

a group consisting of 6 students. The answers from one student in each group represented the answers of 5 other students in each group. The researcher does this way because in this project the students work in groups so that it was possible if one student in the same group gets the same experience and perception when completing the video project. The researcher limited the perception of the students' perception of the advantages of English video project assignment to assess speaking skills.

The first students' perception that this video project was interesting. It was proved based on the interview data. Four groups stated that this video project was interesting but one group said that this video project was difficult. The evidence can be strengthened by the students' responses in the question of the interview below:

R: *"What do you think about the use of video as a project in learning English?"*

G1: *"The learning more interesting, more fun and not boring"*

G2: *"It's a bit difficult because our editing skills are lack, then we are not able to equalize the schedule for the shooting process, but this task is quite interesting"*

G3: *"The video assignments are interesting, not make us bored, so we don't just study in the class"*

G4: *"The video project makes us easier to understand the material and we can learn to work together outside the classroom"*

G5: *"This project can train us to be more courageous, improve creativity also more confident and not make us bored"*

G6: *"Video project is more interesting than other projects inside the classroom"*

Based on the students' responses to the interview transcript above, it can be seen that most of the students' liked and interesting to the use of video project in learning English. They stated that video project interesting because they felt the

learning was fun and they can learn outside the classroom. Based on the interviews, the researcher also found the facts related to the students' reaction toward the English video project assignment at the first time the teacher told them. The findings can be reinforced by students' responses in the quotations of the interview transcript below:

R: *"What was your reaction towards the English video project assignment at the first time your teacher told you?"*

G1: *"we are interested, although this is not the first experience, the material makes us interested in doing this project"*

G2: *"we're excited because we want to know the results of other friends or groups"*

G3: *"We're indifferent because we often get video assignment previously, but we were quite interested"*

G4: *"Pretty happy, but also indifferent because we've often been given the task of video making beforehand"*

G5: *"Quite interesting because it's the first time in English subject when we were in 9th grade"*

G6: *"Pretty interesting, because finally, we can make a project outside the classroom"*

Based on the students' answers in the interview transcript above, it can be seen that the students interested the use of video project in some aspects such as they can learn outside the classroom, they can learn from the experiences because this was not the first time and they can learn a new topic.

The second students' perception that this video project assignment was useful. The students stated that this video project assignment useful based on some reasons, for example, this video project can make them understand the material in another way and they can learn to create a good video and speaking. The evidence can be strengthened by the students' responses in the question of the interview below:

- R: *“How do you feel after completing this video project assignment? Did you feel this assignment is useful?”*
- G1: *“Happy and relieved even though we’re tired but there’s no more burden and this assignment is useful for sure”*
- G2: *“Relieved, the task is quite useful because it can make us not only study in class”*
- G3: *“Very, very relieved, this task is useful even though initially it was quite burdened but we did it with enjoyment so it finished soon”*
- G4: *“Relieved, this task is useful for understanding the advertisement topic more easily”*
- G5: *“Relieved and this task is of course, useful to understand the material as well as we don’t feel burdened”*
- G6: *“Exactly we relieved, finally this project is passed, and we think this project is useful because we can learn with another way of studying English”*

Based on the result of the interview this video project was also useful because of its relevance to group activity, speaking skills, and English learning. The findings can be reinforced by students’ responses in the quotations of the interview transcript below:

- R: *“What have you learned from this assignment (language, confidence, teamwork, computer skills etc)?”*
- G1: *“We learned all those things, including the much needed, was teamwork”*
- G2: *“We learned confidence, teamwork, editing and we managed to edit our own videos even though only basic editing”*
- G3: *“We learn to edit video, correct pronunciation according to the expressions, how to create scenarios as well as teamwork”*
- G4: *“We learn self-confidence also increases editing and speaking skills”*

G5: *“Certainly learning confidence and teamwork, for editing, we use smartphones instead of computers”*

G6: *“We learn all the things, but we feel confident because in this project we are free to express our speaking than if we speak in front of the classroom, we often ashamed”*

Then, based on the interview the researcher also found some fact about the students’ perception in was the video project impact their speaking skill that this is related to the use of English video project assignment to assess speaking skills. The students said in the interview:

R: *“Was the video project giving good impact to your speaking skill? How is the impact?”*

G1: *“Yes, the impact is that we better understand the correct pronunciation and more confidence when we speak”*

G2: *“Yes, we better knew the correct and wrong pronunciation”*

G3: *“Yes, but it is not significant, even if it increases only a little because many of us are too memorizing the dialogue”*

G4: *“Yes, we become more fluent in speaking, making us want to know the correct pronunciation of a word or sentence”*

G5: *“Yeah but a little because we learn more by ourselves and still fear to be wrong in pronunciation and fluency”*

G6: *“Yes, we are better in our pronunciation and our vocabulary has increased”*

Based on the students’ perceptions about the use English video project to assess speaking skill, there were many advantages of using video project in English lesson, such as: (1) this video project was interesting because they can learn new topic with different way (2) this video project was useful because they can understand the material in a

creative way, learn many knowledge and the video project impact their speaking skill although was not significant.

B. Research Discussion

In this discussion, the researcher presents those findings by reflecting on some theories related to each problem that is the use and students' perception toward the use of English video project assignment to assess students' speaking skills. Then, the discussion is classified based on the research question of the study.

1. The Teacher Use English Video Project Assignment to Assess Students English Speaking Skills

The use of English video project to assess students speaking skills can be seen in the results of the finding. The researcher discusses it into two categories, they are the instruction and the aspect of the assessment.

a. Instruction in the use of English video project assignment

1) Using Classroom English during the Teaching and Learning

Based on the result of the three times observation, the classroom English was used in every meeting by the teacher. It was used in some ways such as to greet the students at the beginning of the lesson, to elicit materials, to explain materials, to give instructions of the materials or activities, to give feedback, and to end the class. The teacher often combined the use of English language with Bahasa so the students understand the instruction about advertisement video project. According to Harmer, the purpose of these activities to make the students accustomed to using English especially if the teacher project focuses on speaking performance.⁶³ By increasing the instruction in English the students will learn to speak in English

⁶³ Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, 238.

especially this project was made to assess the students speaking skills so the teacher should give a clear example in English.

2) Presenting Materials and Giving Project Focus on Specific Skills

Based on the finding, the teacher directly presented the project about the advertisement. The teacher just gave a brief explanation of the material about the advertisement then, asked the students to make a video project that the topic was about advertisement. Then, based on the interview and observation result, the teacher said that the purpose of this video project was the focus on students' speaking skills by using video the teacher instructed the students to speak a lot in the video especially when promoting the product. From the students' video result, the teacher can assess the students speaking skill because the instruction was instructed the students to do a lot of speaking in their individual video. According to Harmer, when presenting the materials the teacher should make a specific purpose, for example, if the teacher wants to know the students' performance speaking so project goal should be in the speaking area.⁶⁴ Based on those result it can be assumed that the teacher uses this video project to assess students speaking skills by using strategies in giving instruction. The teacher planned the project to assess students speaking individually and in those project, the students should speak a lot in conversation or when promoting the products.

⁶⁴ Jeremy Harmer, 285.

3) Asking the Students to Perform in front of the Class

Based on the result in the three times of observation, the teacher always reminds the students since the first meeting until the third meeting that they should perform their video result in front of the class. It is happens in the final meeting that the students show their video result in front of the class. Besides, in the second meeting, two groups also presented their temporary video in front of the class. According to Bell and Glen, the purpose of this instruction was to give the students the opportunity to perform their work result. They will know how the other responses to their result, they feel appreciated of their work and for the teacher, they will know the students' performance and effort in their video result.⁶⁵ By giving this instruction the teacher know how the students result and performance during the video itself.

4) Giving Feedback and Assessment to the Students' Performances

Based on the results on the finding, the teacher giving feedback in the second and third meeting. Then, the teacher gave an assessment of the video result in the last or third meeting. Feedback was useful to evaluate the students' performance before the final result, the student will learn from the teacher feedback to evaluate themselves.⁶⁶ The teacher often evaluates the students' performance by giving a comment, suggestion and feedback it can be seen in

⁶⁵ Lyne Bell and Glen L. Bull, "Digital Video And Teaching. Contemporary Issues in Technology and Teacher Education."

⁶⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 105.

every meeting the teacher always reminded the students about what the students should be done. Then, according to Jones cited in Thomas, assessment is central to the process of effective teaching and learning.⁶⁷ In this video project, the teacher assesses the students speaking skill in the students' video result. The teacher can assess the students' speaking performance using this English video project.

b. Assessment aspect in the use of English video project assignment

1) Authentic content and assessment

The result shows that the teacher did not use the authentic content and assessment. It was known from the observation. According to Moursund, one of the purposes of project-based learning is the context for the subject matter tends to be complex and authentic, it is “real-world” problems, focus on a specific current problem.⁶⁸ Based on the result of the finding, the teacher did not do the authentic content and assessment because this project is not appropriate with the criteria of the authentic project. In this case, the teacher did not ask the students to assess their fellow students whereas, According to Moursund, in the authentic assessment the students have a full understanding of the assessment criteria, learn to assess themselves, and learn to assess their fellow students.⁶⁹

2) Overview of the evaluation

⁶⁷ John W. Thomas, “A Review of Research on Project-Based Learning,” 7.

⁶⁸ David Moursund, *Project-Based Learning Using Information Technology*, 14.

⁶⁹ David Moursund, 74.

Based on the finding results, the teacher did the second aspects. The teacher tells the students about the video purpose, instructs the students to work in groups, make an assessment of the product in the form of presentation and focus on students speaking skills assessment in the video and the time for completing their project. According to Moursund, by doing this instruction students will learn to take more responsibility for defining the topic, developing an outline of the task, setting goals and milestone, students will learn to work individually and in a team to do a complex project.⁷⁰ (*See Appendix 3*)

3) Feedback and assigning grades

Then based on the finding result, the teacher evaluates the learning by giving the students feedback and suggestions before the students' final result done also the students can consult their project before they finish the video it can be said that the teacher did the formative evaluation. According to Moursund, formative evaluation is design to provide feedback while the student is still working on the project.⁷¹ Then, based on the final observation result, the teacher finally uses this video project to assess the students' speaking skills when all groups show and present their video in front of the class. According to Moursund, summative evaluation is carried out after the project is completed.⁷² The teacher explains to the students that this project will be included in one of the final semester grades as the score

⁷⁰ David Moursund, 74.

⁷¹ David Moursund, 70.

⁷² David Moursund, 70.

of group assignments and student projects. According to Brown, a portfolio is a collection of work samples during a school year.⁷³ (*See Appendix 3*)

4) Rubric (scoring criteria)

Then, based on the documents analysis results, the teacher scoring rubric show kind of assessment of individual and group. In individual assessment the teacher focus on students speaking skill they are pronunciation, grammar, comprehend, and fluency. The teacher gives a portion of 60% of the individual assessment for the overall 100% rating. The teacher said that in every criterion of speaking assessment above has the same weight value is 15, the result depends on the video results. This indicates that teacher use this video project to assess students' speaking skills. It also confirmed by the teacher through the interview that this assignment focus on students speaking. According to Mayer and Forester stated that it is also important to consider if the teacher wants to assess each student individually despite this being a group assignment and project, if the teacher wants to assess the group as a unit without differences in grading, or if some aspects will be assessed for each student individually, while others will be the same grade for the entire group.⁷⁴ (*See Appendix 4*)

In conclusion, the teacher use this video project to assess students' speaking skills it can be seen from the classroom observation and the teacher scoring rubrics. The teacher gave structured

⁷³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 114.

⁷⁴ Lee A. Forester and Evelyn Meyer, "Implementing Student-Produced Video Projects in Language Courses," 15.

instruction to the students that they should speak as much as possible in the video project because the assessment focuses on their speaking skills. The teacher assesses the students speaking skill only in the final meeting when the students show the video result as summative evaluation and portfolio assessment. Then, for the scoring rubric, the teacher makes criteria that focus on students speaking skills than the technical things in the video result and students performances. Although, in this video project assignment the students still make any mistakes in pronunciation and other aspects of speaking skills. Based on the previous study, the video can improve the students' speaking by way of giving the right instruction to the students' video result so that the teacher will know the students' performance and achieve the goals.⁷⁵ The point is the teacher can explore the speaking assessment for the students.

2. Students' Perception Toward The Use of English Video Project Assignment to Assess Students' English Speaking Skills

According to the interview results, most of the students stated that this video project was interesting and useful. It can be concluded from the students answered in some categories of questions.

The students' perceive that this video project was interesting because they can learn something new and can learn outside the classroom. This finding, Dal confirmed that there are some advantages related to the use of video project such as: it can attract the students interest, it can involve communicative activity, such as problem-solving and role play, it provides the opportunity to use the target language in the authentic and meaningful setting, it lets students express their ideas and opinions, the process of video making will

⁷⁵ Adelia Puspa, "Student-Made Video Project to Enhance Students' Learning Experience", Proceedings of the Fourth International Seminar on English Language and Teaching."

enable students to activate their target language without excessive anxiety and it provides more time to expose speaking which is limited to the classroom.⁷⁶ It is like the students' perception that explained in the finding. (*See Appendix 5*)

Then, the students said that this video project is useful because they feel more confident when speaking in front of the camera than in front of the class and they learn to correct the wrong pronunciation. Using a video project in speaking activity has many advantages. The video project activity can increase the student's self-confidence with good preparation students can use the video project for knowing their weakness in speaking.⁷⁷ The students feel confident because through video assignment they have the opportunity to make preparations and do takeovers. They are free to express themselves. Based on their experience in speaking in front of the class they felt insecure, embarrassed and lack of vocabulary, this made them feel that this video assignment was useful for increasing self-confidence. Then, the students' said that thought this video project they learn right and wrong pronunciation as well.

This results in line with some previous studies related to this issue. One of the studies is Ng Choo Ting research about Classroom Video Project: An Investigation on Students' Perception. The result showed that the students are interesting, feel that the video project is useful and relevant to their learning because this is the students' first experience.⁷⁸ This present study also found the same result of the students' perception toward the use of video project that the students interesting and feel that this project is useful because of some reasons as mention above. The differences were on the impact to the speaking skill, although some students said this video project was not significant in affecting their speaking, they learn about wrong pronunciation and self-confidence.

⁷⁶ Michael Dal, "Digital Video Production and Task-Based Language Learning."

⁷⁷ Lyne Bell and Glen L. Bull, "Digital Video And Teaching. Contemporary Issues in Technology and Teacher Education."

⁷⁸ Ng Choo Ting, "Classroom Video Project: An Investigation on Students' Perception."

CHAPTER V

CONCLUSION AND SUGGESTION

This research discusses the area of the study that has been explained in the previous chapter. This chapter consists of two parts. The first part is about the conclusion of the research based on the findings. The second part provides some suggestions related to this study for the English teacher, the next researcher, and for the readers.

A. Conclusion

The result of the research is the used and the students' perception toward English video project assignment to assess students' speaking at SMPN 22 Surabaya. The conclusion of the research can be explained as follow:

1. The Use of English Video Project Assignment to Assess Students' English Speaking Skills

Based on the classroom observation and document analysis results, the teacher used this English video project assignment to assess students' speaking skills by giving instructions that the video content allows the students to do speaking as much as possible and make the assessment focus on English speaking skills. The assessment of the speaking skills happened in the last or final meeting. The teacher assesses and gave the score to the students speaking skills in final video result when the students present it in front of the classroom.

In the classroom observation, it was indicated that the teacher used this English video project since the teacher introduced this video assignment to the students or in the overview of the evaluation aspect. The teacher told the students that the purpose of this video project was to know the students speaking skill and the students' creativity. Then, the teacher assessed the students speaking skills in the summative evaluation aspect that appeared in the final meeting. The teacher brought the scoring rubric and assess the students after every group presents their video result. The teacher said that this video project score becomes one of the students' portfolio assessment during this semester.

Furthermore, in the document analysis, the teacher scoring rubric showed that the teacher writes the criteria of speaking skill as an individual assessment. The criteria were pronunciation, grammar, fluency, and comprehend. It was shown that the teacher used this video project assignment to assess students' speaking skills. In its implementation, all aspects of the speaking assessment can be found in the students' video result.

2. **Students' Perception Toward The Use of English Video Project Assignment to Assess Students' Speaking Skills**

The students' perceptions toward the use of English video project assignment to assess speaking are interesting and useful. This video project is interesting because this project makes the students learn something new and work outside the classroom. Then, this video project is useful, because this project makes them learn to work in a group, they feel more confident and they learn about wrong pronunciation and how to speak in a good way.

B. Suggestion

Based on the result of the study the researcher recommends some suggestions in the following:

1. For the teacher
 - a. Based on the result of this study, it is known that the students are interested in video assignment as long as there is something new. Suggestions for the teacher, they can provide other video project assignment with the topic or directions that are more creative and innovative such as choose a topic following the trends but still focus on the English material so the students will be more interested in creating the video.
 - b. The teacher can make an authentic project for the students appropriate with project-based learning criteria, so the students are better trained in higher order thinking and creative thinking skills. The students will learn more to make problem-solving and useful products.
 - c. The teacher can make the assessment earlier (formative evaluation) or during the process of video making, the

teacher can assess the student's speaking as an evaluation before the final result is finished.

2. For the students

Based on the result of this study, the students can make corrections to their mistakes in speaking. Then, improve their creativity in making story concepts, video editing, and sentences selection that is good to express in their speaking. Students also need to receive suggestions from the teacher as evaluation and correction for better video project result.

3. For further researcher

The finding of this study is expected to be used as consideration for the next researcher who wants to conduct the research related to the use of English video project assignment to assess students' speaking skills. Regarding with the result of this study, the future researcher can conduct the research about teachers' and students' challenges in implementing video project in English subject, English video project assignment to improve students' creativity and the impact of using English video project in the student' skills. Hopefully, the result of this research can become an inspiration and useful for the further researcher.

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