STUDENTS' PERCEPTION ON VIDEO PROJECT AS AN ENGLISH SPEAKING ASSESSMENT

THESIS

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

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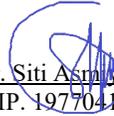
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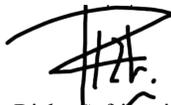NIP. 197704142006042003

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ABSTRACT

In English class, students learn all English skills and one of them is speaking English skills. To assess students' English speaking skills, teachers can choose a method that is in accordance with the curriculum used in Indonesia, the 2013 curriculum. In this case, the teacher chooses to use video-project assignments to assess students' English speaking skills. However, students' perceptions on video projects as an English-speaking assessment need to be explored to effectively use the video project as an assessment of students' English speaking. To explore students' perceptions of the use of video projects as an assessment of students' speaking English, a questionnaire was distributed online to respondents in class 9th A MTs N 1 Mojokerto. This research method is qualitative. There is one research question in this study. This study explores students' grade 9th A perceptions of MTs N 1 Mojokerto on video projects as an English speaking assessment. Student responses are shown in the table and described by the author. The outcomes of the questionnaires and interviews showed that most respondents had a good perception on video projects as an assessment of their English speaking skills. They argue that the assessment of speaking English using video project assignments made them motivated and also increased students' self-confidence. Students feel that they can use technology such as cellphones with positive benefits. Students try their best to create the video so that they look good and get a good score.
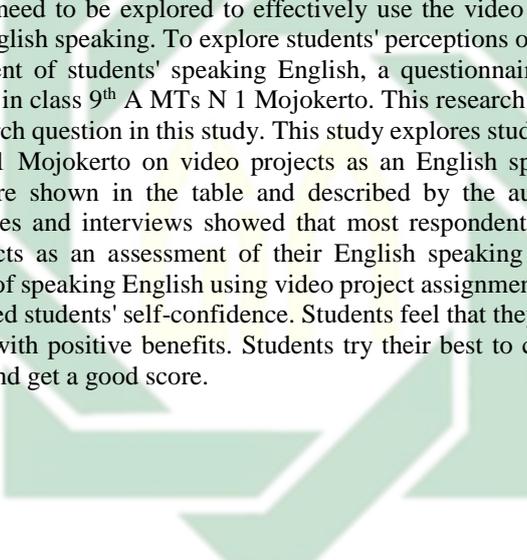
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ABSTRAK

Lestari, Ike Puji (2021). *Students' Perceptions on Video Project as an English Speaking Assessment.* A Thesis. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, M.A., Rizka Safriyani, M.Pd.

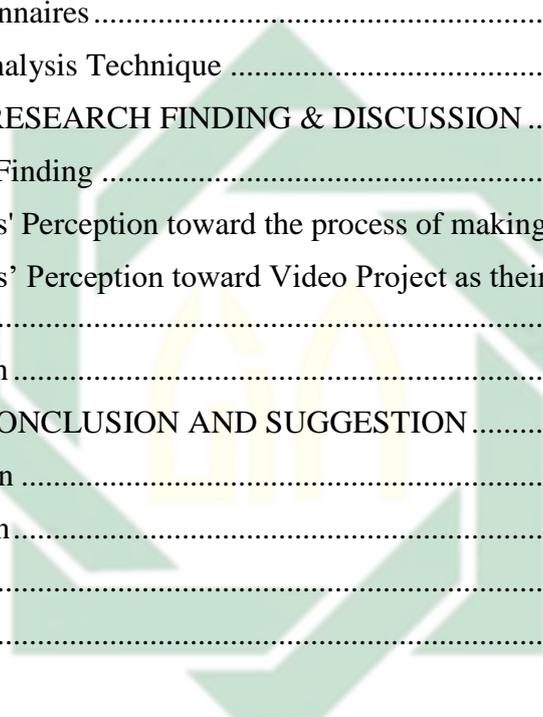*Kata Kunci: Persepsi Siswa, Proyek Video, Penilaian Berbicara Bahasa Inggris*

Pada kelas bahasa Inggris, siswa mempelajari semua keterampilan bahasa Inggris dan salah satunya adalah keterampilan berbicara bahasa Inggris. Untuk menilai kemampuan berbicara bahasa Inggris siswa, guru dapat memilih metode yang sesuai dengan kurikulum yang digunakan di Indonesia yaitu kurikulum 2013. Dalam hal ini, guru memilih untuk menggunakan tugas proyek video untuk menilai kemampuan berbicara bahasa Inggris siswa. Namun, persepsi siswa tentang proyek video sebagai penilaian berbahasa Inggris perlu dieksplorasi untuk menggunakan proyek video secara efektif sebagai penilaian siswa berbicara bahasa Inggris. Untuk mengeksplorasi persepsi siswa tentang penggunaan proyek video sebagai penilaian siswa berbicara bahasa Inggris, kuesioner dibagikan secara online kepada responden di kelas 9A MTs N 1 Mojokerto. Metode penelitian ini adalah kualitatif. Ada satu pertanyaan penelitian dalam penelitian ini. Penelitian ini untuk mengeksplorasi persepsi siswa kelas 9A MTs N 1 Mojokerto pada proyek video sebagai penilaian berbicara bahasa Inggris. Tanggapan siswa ditampilkan dalam tabel dan dijelaskan oleh penulis. Hasil kuesioner dan wawancara menunjukkan bahwa sebagian besar responden memiliki persepsi yang baik tentang proyek video sebagai penilaian kemampuan berbicara bahasa Inggris mereka. Mereka berpendapat bahwa penilaian berbicara bahasa Inggris menggunakan tugas proyek video membuat mereka termotivasi dan juga meningkatkan kepercayaan diri siswa. Siswa merasa dapat menggunakan teknologi seperti handphone dengan manfaat yang positif. Siswa berusaha semaksimal mungkin untuk membuat video agar terlihat bagus dan mendapatkan nilai yang bagus.

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CHAPTER I

INTRODUCTION

The introduction of this research provides an exploration and information regarding the research background, research questions, research objectives, and research significance.

A. Research Background

Digital progress and the development of information and communication technology (ICT) now make it easier for students and teachers to gain new insights about language learning and teaching, including assessment. Technology has enabled students and teachers to select the available online resource for English Teaching Language (ETL) and to have innovation in assessment. Based on expert opinion, "technology is a tool that helps learners and educators to achieve certain educational goals."[1] Technology has provided opportunities for students and teachers to interact, engage in situational learning in the classroom, and conduct informal or indirect learning, such as videos.

Video as an innovation in the assessment that incorporates technology. Video is one of the information and communication technologies (ICT) that combines images and sound so that it can be used as a medium for teaching and assessment in language classes. A video presents real situations from native

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[1] Reinders, H & White, "Learner autonomy and new learning environments", Language Learning & Technology, Volume 15, No. 3. (2011) (1-3).

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

speakers so it is interesting to use as a teaching medium.[2] In speaking class, for assessing student's English speaking skills, using videos can be a project for students to make short videos in English. By using video projects, each language learner can practice the target language (English-speaking) in an unconventional way to develop strategies that facilitate the student learning process.[3] Such use of video in the facilitation of the learning process may also incorporate the use of video for assessment.

Innovation in assessment is important because assessment in speaking particularly may be challenging. Many aspects need to be considered by the teacher when assessing students' English speaking. Teachers need to look at certain speech characteristics, pronunciation accuracy, eye contact, pronunciation fluency, and gestures and body language to assess students' speaking skills..[4] Many aspects need to be assessed in English speaking skills, of course, it takes a long time to assess in class. Also, the ability to assess students directly is sometimes missed.

Video projects may be a solution to such a challenge. By using video projects as a way to assess English-speaking students, teachers can minimize student assessment time which of course if done in class will take a while or even be insufficient. With a large number of students and many aspects that need to be assessed, the teacher can replay the video project if there is a missed

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[2] McKinnon, M. (2000). *Teaching technologies: Teaching English using video*. Retrieved March 5th, 2019, from http://www.onestopenglish.com/methodology/teaching-articles/teaching-technologies/teaching-technologies-teaching-english-using-video/146527.article
[3] Nikitina, L. (2009). Student video project as a means to practice constructivist pedagogy in the foreign language classroom. Jurnal Pendidik dan Pendidikan. Jil. (24). 165-176.
[4] Luoma, S. (2004). Assessing speaking. Cambridge: Cambridge University Press.

assessment. Besides, several benefits can be obtained by students from the use of video projects such as creating an active and interactive classroom, as well as collaboration between students.[5] Students can discuss the video project assigned by their teacher.

Video project has been implemented in several teaching and learning contexts. The research that has been done to students in high school, Sintang, has shown that the implementation of Project-Based Learning/Project-Based assessment is one of the right ways in the process of learning language in the classroom.[6] This is indicated by an increase in the score of students in speaking skills. However, other research shows that the use of project work (video-project) has little effect on students' skills and only increases students' intrinsic motivation in the learning process in the classroom.[7] Therefore, in this study, it can be highlighted that students' perceptions need to be explored.

For educators, project work may have great potential but its integration in learning still needs to be considered.[8] Implementation needs to be evaluated for further improvement. One form of evaluation is by exploring a student's perception. Students' perceptions are needed in learning English in the English

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[5] Jensen, M., Mattheis, A., & Johnson, B. (2011). Using student learning and development outcomes to evaluate a first-year undergraduate group video project. *CBE Life Sciences Education, 11*(1), 68-80.

[6] Ichsan, M.H., Apriliaswati, R., & Rosnija, E. (2016). Improving students speaking skills through Project-based learning. Retrieved March 10th, 2019, from https://media.neliti.com/media/publications/213975-none.pdf

[7] Loi, N.V, "Promoting learner autonomy: Lesson from using project work as a supplement in English skills courses", *Can Tho University Journal of Science,* Vol 7 (2017) 118-125.

[8] Ibid.

class. If the teacher knows students' perceptions about the process of making a video project as their English speaking assessment, then the teacher can consider using the next step to take an assessment of students' English speaking.

Among the previous study and this study, the difference is the context of perception that will be given by students. In this study, the perceptions explored were students' perceptions on video projects used by the teacher to assess students' English speaking skills. Whereas, in previous studies the video project was not used as an assessment for students' English speaking but as teaching media. This allows differences in students' perceptions and challenges faced by students. In addition, in previous studies "Improving students speaking skill through project-based learning", participants were from high schools, and students did not live in boarding schools. Whereas in this study, the participant is a junior high school where the majority of students live in Islamic boarding schools, most of which are not allowed to carry smartphones used by students as tools for making video projects.

The previous studies "Video project assignments and their effectiveness on foreign language learning" focused on the effectiveness of using video projects to assess English-speaking students, as indicated by the improvement in students' scores when using video projects. Meanwhile, difficulties faced by students during video making, students' feelings when making videos, and interesting things experienced by students can be considered as of similar importance as far as assessment is concerned. By understanding those aspects, the teacher can determine the continuity from the perspective of students, and

explore all students' perceptions that may not have been explored about the video projects they have worked on. The objective of this research is to explore students' perceptions on video projects as an English-speaking assessment.

B. Research Question

From the background of the research presented, the researcher dealt with the formulation of the research question: What is the grade 9 students' perception on video projects as an English speaking assessment at MTs N 1 Mojokerto?

C. Objective of the Study

This research aims to explore students' grade 9[th]A perceptions of MTs N 1 Mojokerto on video projects as an English speaking assessment.

D. Significance of the Study

This study is expected to be useful for English teachers, further researchers, and junior high school students.

1. English Teacher

This learning media can be emulated by other English language teachers as a tool to assess students' speaking abilities. Other English teachers can use the video-project as an assessment of students' English speaking skills by applying it to their classrooms. In addition, by knowing the perceptions of students, the teacher can determine the next steps to be taken. Either use a video-project as an assessment of students' English

speaking skills or assess students' English speaking skills without using a video-project.

The findings of this research may contribute to a better understanding of theories related to a better understanding of theories related to media, assessment, and English language skills in the EFL context of Indonesia Islamic High School. In particular, the finding may bring new highlights as to how video can serve as assessment media in the EFL context in the digital era.

2. Further Researchers

This research is expected to be useful for further researchers in the field of education. who will conduct research with topics related to English speaking assessment through project-based learning, such as the topic in this study. Future researchers may be able to make this research a reference for research in other languages or in other subjects.

3. Junior High School Students

This research is expected to be useful for junior high school students. Indirectly, students will try to improve their speaking skills according to the correct pronunciation because pronunciation errors will still be seen in the videos they created. Then, it will influence the teacher's assessment of their English speaking skill.

E. Scope and Limits of the Study

The following is scope and limitation in this study:

In this study, the researcher focused on students' perceptions about the use of video projects that are used as media to assess their English speaking skill. Perception can be interpreted as a person's way of selecting and classifying stimuli in such a way that they can be interpreted meaningfully.[9] Researchers want to explore students' perceptions on video-projects they have been working on. This student's perception, may or may not be good, the difficulties or obstacles that students encounter when working on video projects will be explored in this study. If students' perceptions are good, then the use of video projects as a medium to assess students' English speaking is considered successful. If it is not good, then what things needed to improve it will be explored in this study as well.

This research was applied to junior high school students, at MTs N 1 Mojokerto. The researcher has taken one class of grade 9 in the academic year 2019/2020 that was implemented using a video project as a medium to assess students' English speaking skills. Therefore the researcher chose class 9 A as a participant in this study. The researcher only took classes in class IX A because the teacher who implemented the video-project assignment was only the teacher who taught class IX A-D and the class was given the video-project assignment by the teacher was only class IX A. The other classes were taught by other teachers. This means, there is only one class given a video-projects assignment. So it means, the respondents in this study

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[9] Altman, S., Valenzi, E., & Hodgetts, R. M. (1985). *Organizational behavior: Theory and practice.* Orlando: Academic Press, Inc.

are only one class. In addition, researchers will also adjust the situation for the number of students who work on and collect video projects. This is because there may be students who don't collect video projects. Students who may not collect video projects cannot become participants of this study.

F. Definition of Key Term

There are several terms contained in this study. These terms are perception, video project, and speaking class.

1. Perception

Perception is someone's thoughts and opinions that are gained through the experience they have done. Perception is the interpretation of something that has been experienced by a person about the world around him and causes an introduction to environmental stimuli and actions to deal with these stimuli. How a person interprets and feels his experience.[10] In this study, perceptions mean the interpretation of subjective experiences and students' opinions about making video projects in their speaking English class. Includes everything students see, hear, and feel while working on a video project. Reflecting students' mindset about likes, dislikes, and also the benefits obtained while working on a video project.

2. Video-Project

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[10] Otara, A. (2011). Perception: A Guide for Managers and Leaders. *Journal of Management and Strategy.* Vol. 2, No. 3, (2011).

Video-project is a medium that combines images and sound.[11] The teacher instructs students to watch videos, understand the language used in the videos, encourage students to discuss with other students, learn English as a second language, assign assignments to students and assess student assignments.[12] Videos can also be used by teachers as projects or assignments for students to record their speeches based on topics in language class, then the teacher can assess students through this assignment. In this study, the video project is a multimedia based project created by students of grade 9 MTsN 1 Mojokerto by recording using a camera with results in the form of video, with the provisions provided by the teacher. The results of this video project are then assessed by the teacher to take an assessment of students' English speaking skills.

3. English Speaking Assessment

The concept of assessment in the teaching and learning process is the most important concept. Assessment means the process of gathering information about what students have done with the aim of increasing student development in learning.[13] Assessment cannot be separated from the teaching and learning process. This is because every learning

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[11] McGovern, J. (1983). *Video applications in English language teaching.* Oxford: Pergamon Press Ltd.

[12] Champbell O. L., and Cox D.T. (2018). *Digital video as a personalized learning assignment: A qualitative study of student-authored video using the ICSDR model*. Journal of the Scholarship of Teaching and Learning, Vol. 18, No. 1, (2018), pp. 11-24.

[13] Hanardi, LG., (2015). *A Project-Based Assessment Model of English for Senior High School Grade X*. Indonesian Journal of English Language Studies Vol. 1, No. 1.

process certainly requires assessment as a measure of student understanding.

Currently the curriculum used in Indonesia is the 2013 curriculum. The 2013 curriculum recommends practices of authentic assessment. To implement authentic assessment, the substance of the 2013 curriculum encourages teachers to successfully develop High Order Thinking (HOT) assessments in the teaching and learning process.[14] Authentic assessment must be based on students' real activities.

In this study, English speaking assessment is an evaluation of student's achievement in their English oral production measured based on specific indicators related to the pronunciation, fluency, structure of ideas, speech, gesture, eye contact, and body language when students of grade 9 MTsN 1 Mojokerto present their project in the form of video.
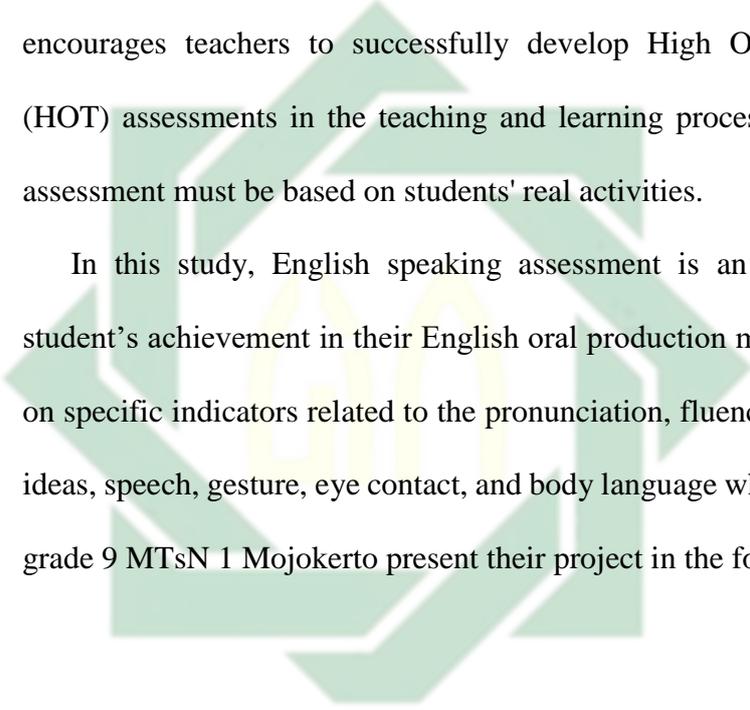
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[14] Setiawan, A., & Bharati, DAL. (2018). *Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity*. English Education Journal. EEJ 8 (3) (2018) 301 – 307.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section discusses the theoretical framework and review of previous studies. The theoretical framework is strengthened by several theories from experts that are related to the research. The Theoretical Framework is separated into four sub-headings: (1) Definition of perception, (2) Process of perception, (3) speaking English, (4) assessment of speaking English. For previous study, presented in the next sub-heading.

A. Theoretical Framework

This literature review contains a theoretical description. The theoretical description is supported by several models that are relevant to this study. The researcher obtained several concepts from experts. This part expounds theories that consist of definitions of perception, process of perception, English speaking, and English speaking assessment.

1. Definition of perception

The definition of the perception drawn from various expert opinions. Perception is a response regarding the experiences that a person has had about the external world and involves the recognition of stimuli.[15] In further arguments, perception is the way someone thinks of something

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[15] Otara, A. "Perception: A Guide for Managers and Leaders", *Journal of Management and Strategy.* Vol. 2, No. 3, (2011).

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around them or something they have experienced. How we interpret our experiences.

Perception refers to any process which avails understanding what is happening about himself/herself with the help of the sensory information or senses.[16] Perception is shaped starting from the eye, then the eye catches stimulation, feels something that is experienced and produces a psychological process to bring up or express an opinion as perception. Perception is a stimulus technique that is received and chosen by someone so that it can be expressive.[17] Then, it is described using words into sentences.

Each student, of course, has their perceptions based on the experience they have passed. Every student's perception can be the same or different. This happens depending on the psychology and also the condition of the students themselves. Every perception cannot be stated right or wrong, this is because perception is an opinion that a person has. Perception can be defined as a stimulus interpretation process. This sensation is transmitted to a part of the brain which will then be interpreted.

In this study, students might have different perceptions of their video projects depending on the sensations and interpretations that are processed in each of their intelligences. Thus, this perception theory is

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[16] Aral, N & Saglam, M, "In book: Current Advances in Education, Edition: 1, Chapter: Perception Development in Infants, Publisher: St.Kliment Ohridski University Press, Editors: Atasoy, E, Efe, R, Jazdzewska, I, Yaldır, H, (2016), pp.264-277.

[17] Altman, S "Organizational behavior: Theory and practice", London: Academic Press, Inc.

used in this study because students' perceptions of video projects are influenced by stimuli and motivations which are certainly different for each student.

2. Process of Perception

Perception occurs through several processes that begin with the process of brain stimulation. The process of receiving information obtained from the surrounding environment or experience. Perception is the process a person has received and felt information about the surrounding environment.[18] In this study, perceptions refer to students' opinions on their experiences regarding the video project they have made for English speaking assessment.

The process of perception is the step that people use to interpret their opinions or information obtained based on their experience. The perception process can be described as follows.[19]

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[18] Forgus, R. H. "Perception: The basic process in cognitive development", New York: McGraw-Hill, Inc (1966).
[19] Altman, S., Valenzi, E., & Hodgetts, R. M. "Organizational behavior: Theory and practice", London: Academic Press, Inc. (1985)

1. Stimuli

2. Sensor Selection

3. Perception, process and interpretation of stimuli

4. Behavioral Response
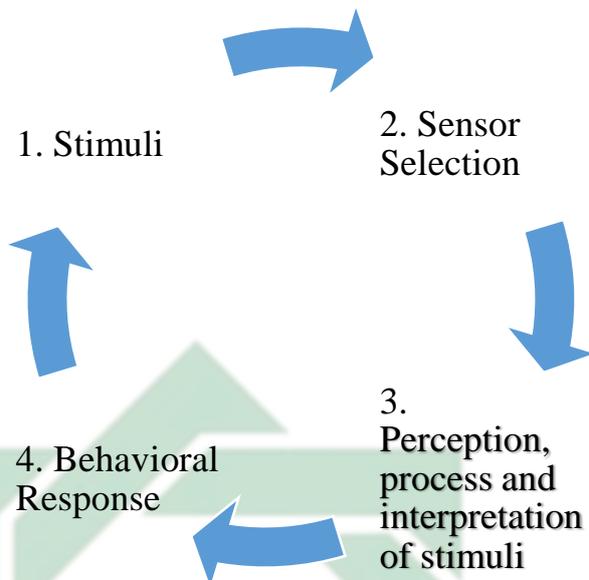
Picture 2. 1 Process of Perception

Based on the process of perception in figure B.1, perception begins with the process of stimulation that is owned by everyone and interpreted. The data from the stimulus will be carefully chosen from individual sensors, which will then be interpreted as well. The information interpreted by each individual can be different, this is what causes each student's perception of the experience they have done.

3. English Speaking

English speaking skills are used to communicate with each other using English. English speaking skill is a language skill that every individual can learn and improve.[20] It is important to practice English speaking skills especially for people with English as a foreign language.

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[20] Tarigan, H. G, "Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa", Bandung: Angkasa (1990).

Expertise in speaking English can be measured by a person's ability to have a conversation in that language. Speaking skill is a way to communicate that can affect a person's life.[21]

Speaking English is divided into 3 types.[22] The first type is interactive, this type is characterized by the opposite person talking such as face-to-face conversation, by telephone, having the opportunity to listen and talk, or having the opportunity to respond and clarify the speaking partner. The second type is partially interactive, this type has a little in common with the first type that both have a speaking partner.

However, in this second type, the speaking partner does not speak, for example speaking directly in front of the listeners, and the listeners do not speak. The speaker checks the audience's understanding of the audience's face. The third type is non-interactive, in this type of speaking is used when recording speeches for radio broadcasts, reading poetry, appearing in a play, and singing. Unlike the first and second types, which have partnered to talk and interact directly / indirectly with the audience.

In this study, the type of English speaking that is more suitable is the third type, non-interactive. In accordance with the theme of basic competency given, the teacher assigns students to make a video project with the theme "food product". Students are asked to choose one "food product" and then record their presentation regarding the food product

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[21] Ibid.

[22] Vilagran, M. (2008). *4 Skills: Speaking.* Cambridge: Unpublished Mini-thesis.

they have chosen. Including the product brand and composition contained in the product. In addition, all information contained in the product can also be included in the video, such as the expiry date.

4. English Speaking Assessment

The concept of assessment in the teaching and learning process in the classroom is the most important concept for students and teachers. Assessment cannot be separated from the teaching and learning process. This is because every learning process certainly requires an assessment as a measure of student understanding. Assessment is the process of the teacher knowing the students' ability to understand the subject matter that has been given in the learning process and is carried out at the end of the chapter and at the end of the semester.[23]

The assessment process begins with defining, then picking, scheming, gathering, studying, construing, and using information or assessment results to enhance student learning and progress. Assessment can be grouped into two based on its purpose, namely formative assessment and summative assessment. Formative assessment is done to assess students 'competencies and skills with the aim of developing students' abilities. Summative assessment is carried out by the teacher to measure students' abilities at the end of the learning unit. This is usually a final semester exam or a final exam.

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[23] Hanardi, LG., "A Project-Based Assessment Model of English for Senior High School Grade X", Indonesian Journal of English Language Studies Vol. 1, No. 1 (2015)

English speaking assessments in this study can be done by an English teacher and students of IX A class. The teacher's assessment of students naturally follows the curriculum system used at school. Each school, using the curriculum set by the government, currently the curriculum used in Indonesia is the 2013 curriculum. The 2013 curriculum recommends practices of authentic assessment. Authentic assessments must be based on real-life activities settings.[24] The 2013 curriculum applies authentic assessments that require teachers to develop High Order Thinking (HOT) assessments for students.[25] As one of them, teachers can use video-projects assignment to students.

5. Project-Based Learning

The use of Project-Based Learning (PBL) techniques in English Learning continues to develop in the education curriculum in Indonesia as an adjustment of the 2013 curriculum. Project-based learning (PBL) is a method that can be used to improve thinking competence and create a flexible learning environment.[26] Project-based learning is an appropriate technique based on the 2013 curriculum that uses the method of scientific learning approach, student-centered learning. One of the approaches in

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[24] Hanardi, LG., "A Project-Based Assessment Model of English for Senior High School Grade X", Indonesian Journal of English Language Studies Vol. 1, No. 1 (2015)

[25] Setiawan, A., & Bharati, DAL, "Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity", English Education Journal. EEJ 8 (3) (2018) 301-307

[26] Doppelt, Y. "Implementation and Assessment of Project-Based Learning in a Flexible Environment", *International Journal of Technology and Design Education.* (2003) **13**, 255–272.

teaching English that can be combined with a scientific approach is Project-Based Learning.[27]

Project-based assessment in project-based learning is an option for educators to review students' abilities in creative, varied, and reliable terms with their course work and the experience gained during the class. To meet the objectives of the 2013 Curriculum Concept, project-based learning and its assessment model need to be applied to junior high schools.[28] The capability of teachers to apply additional assessment methods to determine the level of understanding on a topic can be very beneficial for the overall development of students.

Self-assessment, peer-assessment, observation, portfolio, and teacher feedback are things that are needed in a project-based assessment. Project-based assessments must relate to students' real lives. Rubrics, self-assessments, and portfolios are some of the tools that teachers can use to complement research methods.[29]

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[27] Muryanti, V. "Project-Based Assessment Models for Senior High School Grade XI", *Indonesian Journal of English Language Studies* Vol. 1, No. 2, (2015).

[28] Hanardi, LG, "A Project-Based Assessment Model of English for Senior High School Grade X", *Indonesian Journal of English Language Studies* Vol. 1, No. 1, (2015).

[29] Corcoran, C. A., Dhershimer, E. L., & Tichenor, M. S. "A teacher's guide to the alternative assessment taking the first steps". *The Clearing House, 77(5), 213-216.* (2004)

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                    ASSESSMENT

        OUTCOME BASED              AUTHENTIC
          ASSESSMENT              ASSESSMENT

                  PROJECT-BASED
                    LEARNING

                  PROJECT-BASED
                   ASSESSMENT
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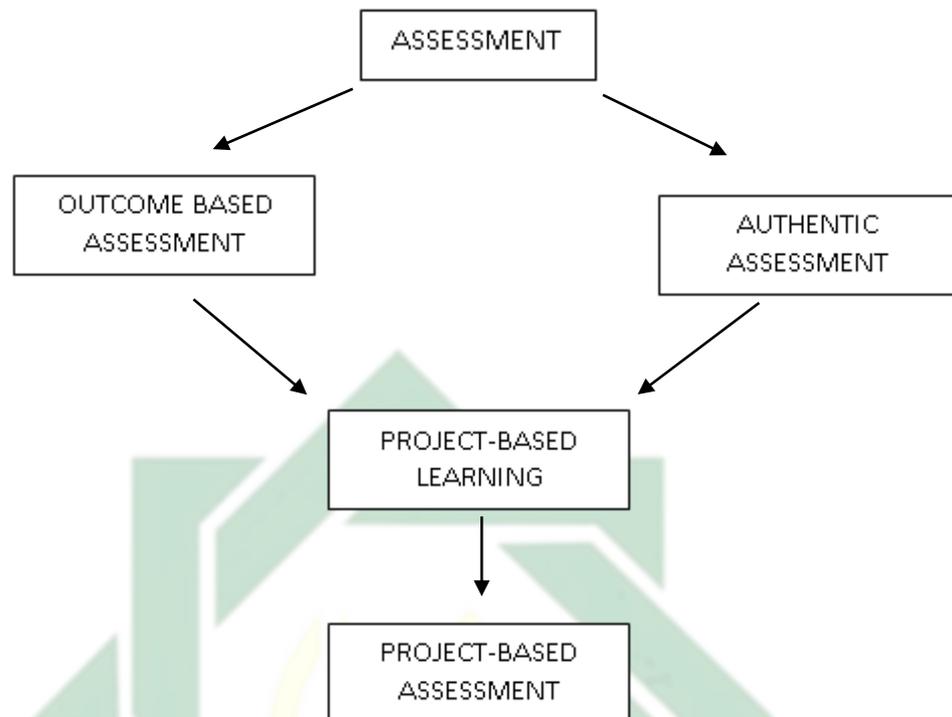
Figure B.2 Concept of project based assessment

According to the theories established by experts, assessment can be defined as the process of gathering information about what students have done and learned in class (from the beginning on an ongoing basis or only at the end of the learning process). Measurement of student ability aims to improve student learning and development in the learning process. There are two ways to assess or measure the things that have been done and learned by students during the learning process, that is, outcome-based assessment and authentic assessment.

Both outcome-based assessment or authentic based assessment is a system of assessment or measurement in the learning process carried out by Project-based learning, learning in the form of projects. It is from this project-based learning that can then be done by Project-based assessment.

One example of a project-based assessment is a video project conducted by students and used by teachers to measure students' English speaking skills. In this case, the teacher can use the video-projects that have been done by students as a method to assess students' English speaking skills.

B. Review of Previous Studies

The below mentioned several previous studies related to this research. The research mainly focuses on effectiveness of video-project assignment, students' perception of video projects in their speaking class, and improving students speaking skill through project based learning.

This study explores the effectiveness of video-project assignments that have been used by teachers in learning English.[30] Respondents in this study consisted of 100 students from elementary school to high school students. In this study, it was explained that the use of video-project assignment (VPAs) proved effective because respondents had positive and neutral perceptions. The results showed that the video assignment positively affected students' language skills.[31] In addition, this research also shows that students get the opportunity to learn by doing and learning by discussing with their classmates through video-project assignments.

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[30] Aksel, A., Gurman-Kahraman. (2014). Video project assignment and their effectiveness on foreign language learning.
[31] Aksel, A., Gurman-Kahraman. (2014). Video project assignment and their effectiveness on foreign language learning.

This research discusses students 'perceptions of video projects in students' speaking classes.[32] To explore students' perceptions, researchers conducted a survey research method. The correspondent in this study was a class XI student at SMA N 1 Kasihan. The results of this study indicate that students also have a good perception of the video projects they have worked on. The students are motivated to work on the video projects that the teacher has assigned them.

The classroom action research method is used in this study.[33] This is done by applying project-based learning methods to students of SMA N 3 Sintang in the 2015-2016 school year. The author observes student improvement through measurement and observation techniques. This study explores the effect of project-based learning on improving students' speaking skills in their language classes. The results of the study have shown an increase in students' English speaking skills in their language class. Student responses show that they are interested in learning to speak through project-based learning.

The previous study mentioned above focused on the effectiveness of using video projects to assess English-speaking students, which was shown by the increase in students' scores when using video projects. Meanwhile, difficulties faced by students during video making, students' feelings when

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[32] Sari, R. A. (2016). Students' perceptions on the video project in their speaking class: A study of 11th grade of SMA N 1 Kasihan students.

[33] Ichsan, M.H., Apriliaswati, R., & Rosnija, E. (2016). Improving students speaking skills through Project-based learning. Retrieved March 10th, 2019, from https://media.neliti.com/media/publications/213975-none.pdf

making videos, and interesting things experienced by students can be considered as of similar importance as far as assessment is concerned.

By understanding these aspects, teachers can determine continuity from the student's point of view, and to explore all students' perceptions that have not been revealed before about the video-projects implemented in their language class. Besides, the object or participant in this study is Islamic-based junior high school students. The majority of students live in Islamic boarding schools and are not allowed to bring electronic media such as mobile phones used to make video-projects. So maybe students have other perceptions about making videos as an assessment for their English speaking.
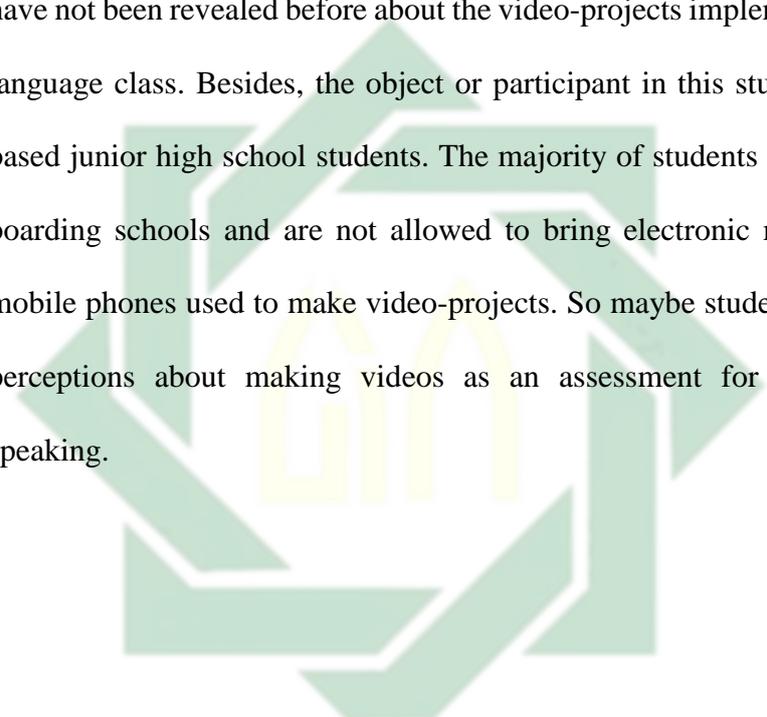
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S U R A B A Y A

CHAPTER III

RESEARCH METHOD

There are five sections discussed in this chapter. Among them are (1) research design, (2) subject and setting of the research, (3) data and source of data, (4) Data collection technique, (5) Research instrument.

A. Research Design

The research method used in this research is a qualitative research design. Qualitative research design, focused on understanding human experience and reflection on that experience.[34] The research method in this qualitative research is exploratory and explains. Therefore, according to the objectives in this study, which is exploring student perceptions, qualitative research was used to collect data, explore and explain students' perceptions on video-projects as an English speaking assessment, taken in the first semester of the 2019/2020 academic year. Qualitative research methods focus more on the views of the respondents in the study and less experience of the literature by the researcher. [35]

The data that has been collected using this qualitative design is in the form of text and voice recordings or transcripts. The design of this study developed as long as the research is carried out and adjusted as it develops.

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[34] Jackson, L. R., Drummond, K. D., Camara, Sakile. (2007). What Is Qualitative Research?. Retrieved April 18th, 2019, from
https://www.researchgate.net/publication/233325570_What_Is_Qualitative_Research
[35] Creswell, J. W (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research / John W. Creswell. — 4th ed.p. cm. *University of Nebraska–Lincoln.*

As for this study to explore students' perceptions on video-projects as an English speaking assessment, this study used interview techniques and questionnaires. The researcher used a qualitative research design in this study because it is in accordance with the methods and concepts that were used in this study. Like expert opinion, qualitative research is research that combines observations, interviews with respondents, and conducting document reviews.[36]

B. Subject and Setting of the Research

This research was conducted at MTs N 1 Mojokerto. It is located on Jalan R.A Kartini No.11 Mojosari, Mojokerto East Java. The participants were students of IX A class, consisting of 14 students. All of these students have been working on a video project assigned by their teacher. There are 8 classes of grade 9 in the academic year 2019-2020. However, the researcher only took classes in class IX A because the teacher who implemented the video-project assignment was only the teacher who taught class IX A-D and the class was given the video-project assignment by the teacher was only class IX A. The other classes were taught by other teachers. This means, there is only one class given a video-project assignment. Besides, researchers will also adjust the situation for the number of students who work on and collect video projects. This is because there may be students who don't collect video projects. Students who may not collect video

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[36] Astalin, P.K, "Qualitative research designs: a conceptual framework", *International Journal of Social Science & Interdisciplinary Research,* Vol 2 (2013).

projects cannot become participants of this study. This research was conducted in mid-January to early February 2021.

C. Data and Source of Data

Data is a collection of main information or facts obtained from respondents and used in discussing or deciding answers to the research question. According to the expert, the sources of data in research are subjects whose data can be collected for research purposes.[37] Researchers can obtain data from respondents. The data collected by the researcher is in the form of respondents' opinions regarding video-projects as an assessment of English speaking skill in their class. Thus, the data source in this study is the primary data source.

The data collected in this study is data obtained from all respondents. This data is in the form of questionnaires and interviews filled out by correspondents. Researchers have collected this data through distributing questionnaires to students online via WhatsApp. Interviews with respondents were also conducted via Whatsapp. All data were obtained from students of class IX-A MTs N 1 Mojokerto.

D. Data Collection Technique

Data was collected by distributing questionnaires and conducting interviews with respondents. To collect data through interviews, researchers recorded the entire process of interviewing researchers with 14 participants.

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[37] Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

The participants were grade 9A students of Mts N 1 Mojokerto. Interviews were conducted online via (WhatsApp) voice to 14 respondents, each individual one by one, taking turns at one time. This interview was completed in one day. Then the researchers wrote the results of interviews from 14 respondents. To obtain data from the questionnaire, researchers distributed the questionnaire to students as participants.

The questionnaires have been distributed in the online form by WhatsApp. The questionnaire was filled out by the 14 respondents for 5 days. The statements contained in the questionnaire refer to statements that can answer research questions. From the results of students' answers through a questionnaire, the researcher has classified the answers and made a percentage in the paragraph that can be seen in chapter IV.

E. Research Instrument

In this qualitative study, researchers used interviews and questionnaires as research instruments.

1. Interview Guidelines

The number of interview questions that have been given to students of class IX-A MTs N 1 Mojokerto is 20 questions. These interview questions lead to students' perceptions of working on a video project that has been given by the teacher to assess students' English speaking ability. The first three questions were opening questions or small talk. The next sixteen questions are questions about difficulties

and obstacles when working on a video project. These questions are to strengthen the statements that students have chosen in the questionnaire. One last question as a free question, meaning that correspondents are free to express opinions about the use of the video project.

2. Questionnaires

In this study, the questionnaires have been distributed to class IX A as the object of research. The total number of questions or statements is 30 questions with a closed-ended statement design. In the expert's opinion, the Close-ended statements only allow respondents to choose answers with certain categories that have been provided by the researcher.[38] All of these questions are questions that relate to students' possible perceptions and can answer research questions.

The first seventeen questions about the process of learning to speak English in their class. The next thirteen questions were about making a video project. The fourteen questions were used to determine the difficulties experienced by students when working on the video. The difficulties faced by students when working on videos affected students' perceptions of using video-projects as an English speaking assessment. The next nine questions were used to answer research questions. One last question then is an open-ended question. Students are free to write their opinions on this last question.

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[38] McLeod, S. A. (2014). *Questionnaires.* Retrieved June 5th, 2020, from www.simplypsychologyorg/questionnaires.html

To answer, participants must check answers according to their opinions/perceptions. Each question/statement contains 5 answers provided by the researcher and each participant is only allowed to choose one answer. 5 answers that the participants will be able to choose in the form of statements: agree, disagree, strongly agree, strongly disagree, and neutral. Participants can check (√) in the column provided.

However, 1 question out of the 30 questions in the questionnaire is an open-ended questionnaire. This means that one question is not a statement that has been determined by the researcher but a participant's feelings or perceptions that can be written according to their perceptions about the video-project work as their English speaking assessment.

3. Data Analysis Technique

The first thing the researcher did to process the data was to read all the answers from the questionnaires that had been given and answered by the respondents. Then classify the answers of each respondent on the questionnaire. There are 5 classifications of answers to the questionnaire, namely strongly disagree, disagree, agree, strongly agree, and neutral. Classification of answers is written in the table. The first table contains the initial 17 questions. The remaining 13 questions are then written in the second table. After calculating the whole, the results of the data will be made into paragraphs.

Interview transcripts were used to strengthen the results of the questionnaire. Respondents' answers in the interview will be quoted and used to describe the answers to the questionnaire. Researchers take important points that are used to answer the research problem. For one question in the questionnaire, the researcher will also take important points and present them in the form of a description to make it easy for readers to understand.
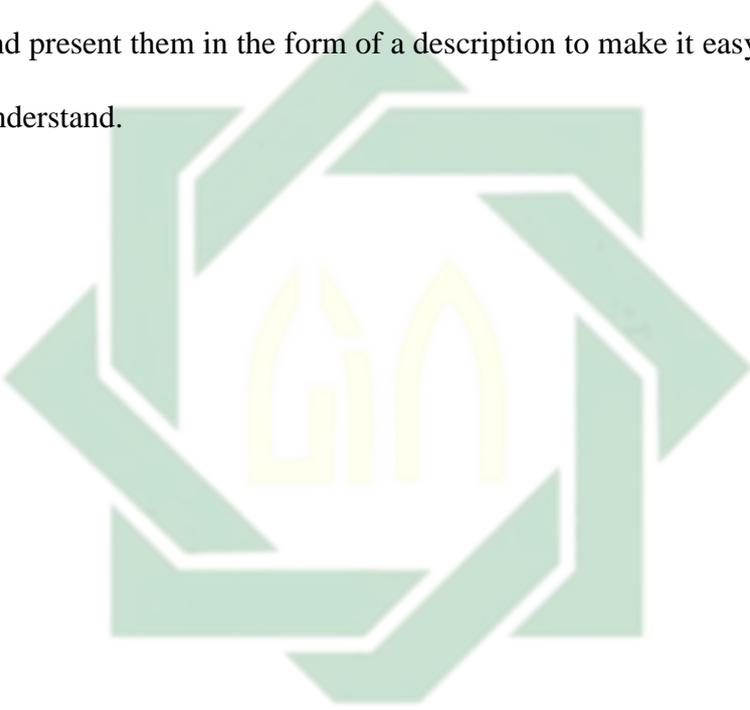
CHAPTER IV

RESEARCH FINDING & DISCUSSION

This part contains the data obtained. Data were obtained from respondents through questionnaires and interviews. The researcher explored students' perceptions of the video project for their English assessment. The research problem is answered by presenting two parts. The first part is the presentation of the questionnaire and interview data. The second part is discussion.

A. Research Finding

1. Students' Perception toward the process of making a Video Project

As explained in Chapter III, questionnaires were distributed to fourteen students of class IXA MTs N 1 Mojokerto as respondents in this study. To answer the research problem, 30 questionnaire statements have been answered by students as respondents. The statements on the questionnaire are grouped into 2 parts. The first part is the process of making a video project as an assessment of English speaking by students. The second part is the students' perception of the video project they have made as an assessment of their English speaking skills. Statements no. 1 to 17 in the questionnaire discuss the process of making videos by students. Statements no. 18 to 30 discuss students' perceptions of students' English speaking assessments using a video project.

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Table 4. 1 The Results of the Questionnaire on the Process of Making a Video Project by Students

No.	Statement	SD	D	A	SA	N
1.	I learned to structure English sentences correctly	0	0	7	6	1
2.	Before taking the video, I learned to speak English properly.	0	0	6	7	1
3.	Before giving the assignment to make a video, the teacher gave an example first.	0	0	9	5	0
4.	Good, the teacher was more communicative with students.	0	0	9	5	0
5.	The use of video as an assessment supports students' learning to speak English.	0	0	8	4	1
6.	I was very interested. It was my first experience making videos in English.	0	0	10	4	0
7.	The process of making the video made me better understand the	0	0	10	4	0

	topic given by the teacher better.					
8.	Before recording the video, I wrote it down on paper.	0	0	10	4	0
9.	I read the sentences I had written many times before recording the video.	0	0	10	4	0
10.	There are no errors in my written text.	1	7	4	0	2
11.	I memorized my text first before recording the video.	0	1	11	1	0
12.	I have recorded my videos once. I didn't record again.	4	10	0	0	0
13.	I have recorded my videos more than once.	0	0	4	10	0
14.	I asked other people to help me record the video.	1	8	2	3	0
15.	I did it all by myself. I did not ask other people to help me record the video.	4	1	8	1	0
16.	There were some troubles during recording the video.	1	0	10	2	1
17.	I have checked the video to make sure there were no mistakes.	0	0	10	4	0

Table 4.1 shows the results of the first statements regarding the process of making a video project as an English-speaking assessment by students. The first statement shows that six students choose "strongly agree" and seven students choose "agree". This proves that students learn to compose English sentences before creating the video. The student said:

"before recording videos, I learned to compose English sentences first." (Interviewee 2)

Statement number two, seven students chose "strongly agree" and 6 students chose "agree". This shows that before creating the video with the camera students learn to speak English first. This can minimize pronunciation errors before taking the video. The student said:

"Yes, I learned to speak English before recording videos. I try to make sure there are no pronunciation mistakes in my video recordings." (Interviewee 2)

Statements number three and number four have the same opinion by students, this is indicated by 5 students choosing "strongly agree", and nine students choosing "agree". This proves that the teacher gives an example of a video first before giving assignments to students. Also, it was shown that by using a video project as an assessment of students speaking English, the teacher was more communicative with the students. This is indicated by the fact that none of the students chose "disagree" on both statements

For statement number five, it shows that the use of video-projects as an assessment supports students' learning to speak English. This is

evidenced, eight students chose "agree", 4 students chose "strongly agree", and one student chose neutral.

In statements number six and number seven, ten students chose "agree" and four "strongly agree". This shows that the process of making video projects makes students more interested and better understand the topics given by the teacher. This is indicated by none of the students who chose to disagree on both statements.

For statement number eight, ten students chose "agree". Four students chose "strongly agree". This proves that all students write the text on paper first before recording the video. The student said:

> *"Yes, I wrote the text first before recording the video. I do it so that the sentence I will say is conceptualized in my memory."* (Interviewee 10).

For statement number nine, there were ten students who chose "agree", and four students chose "strongly agree". All students agree with this statement. That way, there is not a single student who does not read the written text repeatedly. The student said:

> *"I read my written text repeatedly because I want to do this task maximally and smoothly. I want to get a good score."* (Interviewee 10)

Next, in statement number ten, one student chose "strongly disagree". Seven students chose "disagree". Four students chose "agree", and 2 students chose neutral. This shows, 5 students do not agree that there are no errors in the written text. The next 4 students believed that there were no

errors in the written text. The rest, 2 students chose neutral. The students said:

"I've tried but I'm not sure about that." (Interviewee 7)

For statement number eleven, one student chose "disagree". Eleven students chose "agree". The remaining one student chose "strongly agree". This shows that there is only one student who does not memorize English sentences before creating the video. The other ten students memorized the text before taking the video. One student who disagreed said:

"I didn't memorize it first because I didn't think it was necessary. I'd rather understand the sentence than memorize it." (Interviewee 9)

Talking about the video recording process, none of the students could do it in one take. This is corroborated by the statements answered by students on questionnaire number twelve. Four students chose "strongly disagree", and ten students chose "disagree". None of the students agreed with this statement. The students said:

"I recorded several times. I repeated it several times until I felt there was no mistake in my video recording." (Interviewee 3)

Statement number thirteen is still talking about the process of making videos. There was not a single student who did not agree that they shot the video more than once. All students recorded the video several times. Four students chose "agree", and ten students chose "strongly agree". The students said:

"I repeated it several times." (Interviewee 4)

For statement number fourteen, one student chose "strongly disagree". Eight students chose "disagree". Two students choose "agree". Three students chose "strongly agree". This shows that there are six students whose videos were recorded by themselves. For the other five students, they needed the help of another person to record the video.

Statement number fifteen, almost the same as statement number fourteen. Four students chose "strongly disagree" and one "disagree" on this statement. This means, five students recorded their own videos without asking others for help. Eight students chose "agree" and one student chose "strongly agree". This means, six students need the help of others to record the video.

For statement number sixteen, one student chose "strongly disagree". Ten students chose "agree" and two students chose "strongly agree". For one student the rest chose "neutral". This shows that there is 1 student who did not find an error when recording the video. A total of nine students got into trouble while recording videos. While one other student almost didn't find any problems when recording because he chose neutral. The student said:

> *"The difficulty is the pronunciation of words and sentences that are not fluent so I have to take them several times."* (Interviewee 6)

For statement number seventeen, ten students chose "agree" and four students chose "strongly agree". None of the students chose "strongly disagree" or "agree". This shows that all students have double-checked the videos they have made and made sure that there are no errors in their videos.

2. Students' Perception toward Video Project as their English speaking assessment

Table 4. 2 The Result of the Questionnaire Students' Perception on Video Project as Their English Speaking Assessment

No.	Statement	SD	D	A	SA	N
18.	In my opinion, I encountered sentence structure errors in my videos.	0	2	9	1	2
19.	I was confident that I did not make a single mistake in my video and that I will not re-record.	0	10	2	0	2
20.	While working on a video project, I feel motivated to speak English better.	0	0	5	9	0
21.	Through this video project, I have discovered a weakness in	0	1	10	3	0

	my ability to speak English.				
22.	Working on a video project, I found my strength in speaking English.	0	0	11	3	0
23.	Through this video project, I found a new method to improve my English skills.	0	0	9	2	3
24.	Through this video project, I can improve my English speaking skill well.	0	0	11	2	1
25.	Through this video project, I can use my smartphone for useful activities.	0	0	10	4	0
26.	Video project helped me to increase my confidence in speaking English.	0	3	7	2	2
27.	Before making this video project, I was not confident to speak English	0	0	9	1	4

	in front of the camera.				
28.	The video project helps me improve my knowledge of English vocabulary.	0	0	10	4	0
29.	I am motivated to do my best on this video project.	0	0	11	1	2
30.	I have enjoyed recording the videos.	0	0	11	1	2

Table 4.2 shows the results of the next thirteen statements regarding students' perceptions of the process of making video projects as an assessment of English by students. For statement number eighteen, two students chose "disagree". Nine students chose "agree", One student chose "strongly agree", and two students chose "neutral". This shows that the two students are not sure. The student said:

> *"I feel that the sentence structure in my video is correct, if I think there is an error then I will re-record it. But I'm also not sure if it's true or not."* (Interviewee 9)

Ten students indicated that they "disagree" with statement number nineteen. Two students indicated that they "agree", and two students chose "neutral". This shows that seven students are not confident that they did not

make a mistake when recording the video. They also couldn't believe that they

only shot the video once and it worked immediately. The student said:

> *"I took the video several times until there were no errors in my opinion."* (Interviewee 4)

For statement number twenty shows a positive result. This is

because 5 students chose "agree", and nine students chose "strongly agree".

There is not a single student who is not motivated to speak English through

a video project. The student said:

> *"Yes, I'm motivated, I prefer the assessment of speaking English through a video project like this rather than being assessed in class directly."* (Interviewee 7)

For statement number twenty-one, one student chose "disagree".

Ten students chose "agree", and three students chose "strongly agree". This

shows that ten students agree that they find their weakness when speaking

English. The students said:

> *"Yes, I found my weakness in speaking English. What I want to improve is understanding and knowing how to read it correctly and precisely as it should."* (Interviewee 3)

Statement number twenty-two, eleven students chose "agree". Three

students chose "strongly agree". There were no students who chose not to

agree with the statement. This shows that all students find their strengths in

speaking English while working on video projects. The students said:

> *"Yes, I did."* (Interviewee 7)

For the next statement, statement number twenty-three, there are nine students who choose "agree". Two students chose "strongly agree", and the other three students chose "neutral". This shows that the video project as an assessment of speaking English is the right method to improve students' English speaking skills. The students said:

> *"train self-confidence, practice the ability to pronounce English vocabulary correctly."* (Interviewee 1)
>
> *"good, because it can train someone's confidence and train someone in pronouncing words or sentences using English."* (Interviewee 6)
>
> *"training ability and confidence in speaking English."* (Interviewee 8)

For statement number twenty-four, eleven students chose "agree". Two students chose "strongly agree", and one student chose "neutral". None of the students chose "disagree" or "strongly agree". This shows that all students agree that their English speaking assessment through this video project improves their English speaking skills.

Ten students chose "agree" on statement number twenty-five. Four students chose "strongly agree". There were no students who chose "disagree", "strongly disagree", or "neutral". This means that all students agree that they learn to use smartphones for positive activities. The positive activity is recording a video project during the assignment.

In statement number twenty-six, seven students chose "agree". Two students chose the "strongly agree" option, and two students chose the

"neutral" option. This shows that all students feel that their confidence increases when speaking English. The student said:

"I became more confident to speak English." (Interviewee 11)

Next, for statement number twenty-seven, nine students chose "agree". One student chose "strongly agree", and four other students chose "neutral". This shows that seven students agreed that before doing the video project assignments they were not confident to speak English in front of the camera. The other four students chose neutral which means students feel normal both before and after working on the video project.

In statement number twenty-eight showed ten students chose "agree". Four students chose "strongly agree". There are no students who disagree with this statement. This shows that through video projects, students' vocabulary knowledge increases. The video project helps students to improve their knowledge of English vocabulary. The student said:

> *"I think the video project as an English assessment can be explored by myself to improve the quality of speaking English, vocabulary, and pronunciation."* (Interviewee 7)

Next, statement number twenty-nine shows that eleven students chose "agree". One student chose "strongly agree", and two students chose "neutral". This indicates that nine students agree that they are motivated to do their best during making a video project for the assessment of English speaking skills. The other two students chose neutral, meaning that these two students were also motivated to do their best. The student said:

"I became more interested in learning because I really like creating video content." (Interviewee 13)

For the last statement, eleven students chose "agree". One student chose "strongly agree", and two students chose "neutral". This shows that nine students enjoy recording their videos. The other two students chose "neutral" which means they also enjoy recording their videos for the English-speaking assessment.

In general, the results of the questionnaire and interview show that students' perceptions of working on video projects are good. There is no bad opinion about the process. All students in class IX A can complete the video project assignments given by the teacher. This means that there are no technological problems during the process.

B. Discussion

Table 4.1 showed the process of making a video project as an English speaking assessment for students. According to experts, Videos can be used in learning English speaking skills in the classroom.[39] In this case, the video in question is a video recording of students' performances when speaking English. The results of this study show students' experiences in making video projects. This video project is not the first time students work on it so they can easily understand the instructions given by the teacher.

Assessment of students' English speaking skills through video projects makes it easy for students to remember the material presented by

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[39] Luoma, S. (2004). Assessing speaking. Cambridge: Cambridge University Press.

the teacher. By making video projects, students also learn to arrange words into English sentences with the right structure. Students enjoy every process of making videos, starting from composing sentences that will be spoken by students, reading texts over and over again to the process of recording videos in front of the camera. Video, if used as a teaching medium or as an assessment media, has the same benefits and functions as a textbook or sound recording.[40]

The process of recording the project video is done using a digital camera or a cell phone camera. In this case, the video in question is a video recording of the appearance of students speaking in English. The use of mobile phones to record video and sound during the teaching and learning process in the classroom can provide a new experience for students to record, edit and view students' own mistakes which can improve their skills.[41] The results showed that students liked the experience of making videos for the assessment of their speaking skills.

Through video projects, the subject matter can be easily understood. Along with promoting creativity, the Video Project Assignment provides opportunities for students to learn by doing and also learn to discuss with

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[40] McGovern, J. (1983). *Video applications in English language teaching.* Oxford: Pergamon Press Ltd.

[41] Machmud, K., & AbdulaH, R. (2017). Using mobile phone to overcome students' anxiety in speaking English. Retrieved July 05th, 2021, from https://www.shs-conferences.org/articles/shsconf/pdf/2018/03/shsconf_gctale2018_00004.pdf

their peers.[42] From the process of recording and editing videos, students can find out where their weaknesses are when speaking. Then, students can re-record. In addition to the mistakes they may have made, students can also find out their strengths in the videos they have made.

In addition, one of the ways that students have used to minimize errors when recording videos is to write the text first. The text written by the students is descriptive text. Students read the text repeatedly because the things that the teacher emphasizes in assessing speaking skills are students' pronunciation and student's knowledge of grammar. If the teacher needs to assess aspects of students' language acquisition such as students' pronunciation skills, the teacher can assign students to read aloud where the teacher can control exactly what the examinee does.[43] The teacher has given examples and instructions first in detail.

Then, the process of making video projects makes it easy for students to understand the topics they have learned. Step by step that has been done before making the video makes students re-learn the material given by the teacher, and transcribe what they will convey in the video. Ensuring that there are no errors in the written text is an additional point for students in learning English. The transcripts that students have written are then read over and over again before taking the video.

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[42] Aksel, A., & Gurman-Kahran, F. (2014). Video project assignment and their effectiveness on foreign language. Retrieved July 05th, 2021, from https://www.sciencedirect.com/science/article/pii/S187704281403479X

[43] Luoma, S. (2004). Assessing speaking. Cambridge: Cambridge University Press.

During the process of working on a video-project, students write the text that will be spoken first. By writing text on paper, students indirectly have to find the vocabulary to be used. Words that then become a sentence. The video project has positive benefits for students because it creates an active and interactive classroom by creating an atmosphere of collaboration among students.[44]

Furthermore, the process of writing text before recording the video, repeating reading or memorizing to take the video can increase students' vocabulary knowledge. According to Aksel, these video projects stimulate learner autonomy and allow students to express the language they are learning with motivation, discussion, and a great classroom atmosphere.[45] When students enjoy the assignments given by the teacher, students can complete them wholeheartedly.

In terms of the contributions of others, most students tend to work independently. Most of the students do everything themselves whether recording or editing videos. Videos are not only recorded once by students. They do it over and over. Whenever there is an error in the video, they do a re-take. Both pronunciation errors, grammatical errors in the sentence structure they say in the video, or mistakes when editing the video. This

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[44] Jensen, M., Mattheis, A., & Johnson, B. (2011). Using student learning and development outcomes to evaluate a first-year undergraduate group video project. *CBE Life Sciences Education, 11*(1), 68-80.

[45] Aksel, A., & Gurman-Kahran, F. (2014). Video project assignment and their effectiveness on foreign language. Retrieved July 05th, 2021, from https://www.sciencedirect.com/science/article/pii/S187704281403479X

shows that with video projects students learn by doing. Learning while doing projects is more effective to increase students' learning motivation.[46]

Table 4.3 also proves that the process of taking assessments through making video projects, of course, leads students to use technology for positive activities. Most of the students record and edit their videos using their cell phones. Using mobile phones has a better effect on students' English speaking ability than using conventional teaching.[47] When students discover and use new technology in their learning process, students' interest in learning increases. In addition to increasing students' creativity, video project assignments provide opportunities for students to learn while doing things such as recording, editing, and correcting their mistakes.[48]

Based on the data that has been collected, the researchers found that students' perceptions on video projects used as an assessment of their English speaking was positive. Students think that assessment with video projects increases their confidence when speaking. In addition, all students are motivated to do their best in the process of making videos because they want good grades. This is shown based on the number twenty-three to twenty-six questionnaires.

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[46] Loi, N.V. (2017). Promoting learner autonomy: Lesson from using project work as a supplement in English skills courses. *Can Tho University Journal of Science,* Vol 7 (2017) 118-125.

[47] Machmud, K., & AbdulaH, R. (2017). Using mobile phone to overcome students' anxiety in speaking English. Retrieved July 05th, 2021, from https://www.shs-conferences.org/articles/shsconf/pdf/2018/03/shsconf_gctale2018_00004.pdf

[48] Aksel, A., & Gurman-Kahran, F. (2014). Video project assignment and their effectiveness on foreign language. Retrieved July 05th, 2021, from https://www.sciencedirect.com/science/article/pii/S187704281403479X

Moreover, another benefit of using video projects as an assessment of students' speaking English is that students can replay the videos they have recorded themselves to analyze their mistakes. Knowing what things need improvement in the description. So that in addition to getting feedback from the teacher, students also learn to find and solve their own mistakes. This stimulates students to study independently and also get good grades.

Moreover, the teacher's assessment of students naturally follows the curriculum system used at school. Each school, using the curriculum set by the government, currently the curriculum used in Indonesia is the 2013 curriculum. The 2013 curriculum recommends practices of authentic assessment. Authentic assessments conducted by teachers to students must be based on the real daily activities of students.[49] The 2013 curriculum applies authentic assessments that require teachers to develop High Order Thinking (HOT) assessments for students.[50]

Assessment is the process of the teacher knowing the students' ability to understand the subject matter that has been given in the learning process and is carried out at the end of the chapter and at the end of the semester.[51] Assessment through video projects allows students to learn by doing. Students can find out their mistakes when replaying the video rather

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[49] Hanardi, LG., "A Project-Based Assessment Model of English for Senior High School Grade X", Indonesian Journal of English Language Studies Vol. 1, No. 1 (2015)

[50] Setiawan, A., & Bharati, DAL, "Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity", English Education Journal. EEJ 8 (3) (2018) 301-307

[51] Hanardi, LG., "A Project-Based Assessment Model of English for Senior High School Grade X", Indonesian Journal of English Language Studies Vol. 1, No. 1 (2015)

than waiting for the teacher to give feedback. In addition, in a condition that does not allow schools to carry out face-to-face teaching and learning activities, student skill assessments through video projects are the right solution.

The development of technology at this time is no longer a problem in the world of education. Technology and education are of course closely related and go hand in hand. Of course, students also prefer learning with the application of technology that makes students motivated to learn. The application of PBL techniques can improve students' English speaking skills because students are more confident, and confident to speak English.[52] However, the statement is only for learning activities and not for assessment. Meanwhile, this study explores students' perceptions of the video project used to assess English speaking students. These results indicate a positive perception of students.

In addition, another benefit of the video project as an assessment of students' speaking English is that it is a solution for conditions that do not allow schools to carry out teaching and learning activities face-to-face, the assessment of student skills through video projects is a good solution. Assessment of student skills through video projects can be done because students and teachers do not have to meet face to face. An example of what

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[52] Dewi, H. (2016). Project Based Learning Techniques to Improve Speaking Skills. Retrieved March 10th, 2021, from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiuzaH94oLhAhUCFHlKHXU0C3AQFjABegQIAxAC&url=http%3A%2F%2Fwww.jurnal.unsyiah.ac.id%2FEEJ%2Farticle%2Fdownload%2F4588%2F3961&usg=AOvVaw2XRQEFjYcKKS-2-NtLaZLy

causes schools to be unable to hold face-to-face teaching and learning activities is the Covid-19 pandemic.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes two sub-sections. The first part outlines the conclusions. The second section describes some suggestions regarding this research for English teachers and future researchers.

A. Conclusion

Most of the students who were respondents in this study thought that the assessment of speaking English using video project assignments made them motivated and also increased students' self-confidence. Students like every process of making videos, starting from composing sentences that students will say, reading texts over and over again to the process of recording videos in front of the camera. The use of technology to record videos is not a problem for students.

Students feel that they can use technology such as cellphones with positive benefits even though they are only used outside the school environment. In fact, some students become more enthusiastic in doing their video assignments because they really like creating video content. Thus, based on the results, it can be concluded that almost all students who are respondents have positive perceptions on video projects as an English speaking assessment.

B. Suggestion

1. For English Teachers

English teachers need to pay more attention to students' difficulties or obstacles in learning English in class. Each student has a different level of difficulty. Giving feedback after doing assignments is important for all students to find out where their mistakes are. So that students can easily understand things that need to be improved in the learning process in class. In addition, students also need appreciation from the teacher for what they have achieved. Appreciation is important to increase students' learning motivation. With good motivation, students are expected to be able to do every task given by the teacher wholeheartedly and maximally.

Moreover, the other English teachers can use the video project as an assessment of students' English speaking skills by implementing it in the speaking class. Apart from saving time on in-class assessments, students are also more motivated to make videos. Students can find out where the error is such as pronunciation. Also, an assessment using a video project can be an alternative for teachers if face-to-face schooling cannot be done. Students only need to send their videos through online media such as e-mail, google classroom, or other learning management systems.

2. For Future Researcher

Based on the results of this study, the students' perceptions on video projects used as an assessment of their English speaking was positive. This research is expected to deliver inspiration for further researchers in the field of education who will conduct research with topics related to English speaking assessment through project-based learning, such as the

topic in this study. Future researchers may be able to conduct a study on student skill assessment using video-projects. Also, future researchers can also conduct research on video projects as an assessment in other classes, other languages, or other skills.

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