Digital Video Project: An Authentic Assessment to Assess Students' Speaking Skills

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Abstract:
This study was conducted to explore the use of digital video projects and to describe students' perceptions towards digital video project in the speaking assessment. The recorded students' speaking performances were assessed based on a speaking rubric that was adopted and modified to meet the requirements in authentic assessment using digital video projects. The criteria focused on three aspects, they are content, delivery, and creativity. This research involved 25 private university students from non-English departments who joined the English course at Universitas Slamet Riyadi Surakarta. The study utilized a content analysis method with a qualitative approach. The data were collected through the analysis of students' speaking rubric to explore the use of digital video project in speaking assessment and open-ended questionnaire to know the students' perception towards digital video project in the speaking assessment. In completing the project, the students follow four steps: starting the project, developing the project, reporting to the class, and assessing the project. The findings showed that

digital video project helps learners to improve their ability to create a right introduction, keep their voice volume and expression, and promote their creativity to make interesting videos. The implication of the research is by employing the digital video project they create, students learn to speak and explore their ideas.
Keywords: *Authentic assessment, digital-video project, speaking skill, students' perception*

1. INTRODUCTION

The information and communication technology has developed considerably. Most fields are influenced by the enormous technology development. In the classroom context, the learning process also utilizes technology (Shrosbree, 2008). It gives an impact on the teaching and learning process (Nikitina, 2009; Aksel & Kahraman, 2014). In this era, teaching and learning have transformed from traditional to modern ways. The use of technology is a strategy to adapt to the transformation. Additionally, technology facilitates the learning process. Teachers employ it to meet instructional goals (Reinders & White, 2010).

Digital video is one of the technology to implement in language learning. Its implementation is getting well-liked since it is accessible, low cost, and easy to use (Masats & Dooly, 2011). Students speaking and listening skills can increase with the use of digital video. They are interesting since video project enables them to study in a relaxed way. Students are motivated to work collaboratively to create an innovative video (Aksel & Kahraman, 2014). Creating video gives them motivation and challenge (Hafner & Miller, 2011). Students are encouraged to complete the project which they are not familiar with. Besides, Nikitina (2009) says that the video project promotes students' activeness, confidence, autonomy, and communicative skills as well.

Currently, the language classroom takes the significances of technology use. It promotes non-English department students to solve their learning problems in speaking. The problems are related to their confidence to speak English. They experience anxiety due to their poor pronunciation and idea development. Thinking the theories of foreign language anxiety and identifying foreign language self-competence as negotiating a "high order construct" called foreign language confidence will lead to two problems. The first problem is both low foreign language anxiety and high identifying foreign language self-competence are possibly demonstrated by students who ignore communicating effectively in their L2. The second problem is the description of the theory of L2 self-confidence as a higher-order construct (Clément, 1980; MacIntyre & Charos, 1996; Yashima, 2002; and Yashima et al., 2004). The students' anxiety and lack of confidence should not disrupt the teaching process to meet its objectives. One of the objectives is to facilitate students to master good

communication skills. The representation of good communication skills in fluent English speaking.

Previous researchers have been conducted some studies about the use of digital video projects in the speaking class. In 2011, a case study conducted by Hafner and Miller found that digital video project was a beneficial tool for Science and Technology students in experiencing them to be autonomous learners in the English learning process. Formerly, the student was asked to create and share their video project. The latest study conducted by Hasanah (2019) who conducted digital video projects in speaking class believes that the digital video project could improve the EFL college students' speaking performance. The results of this action research showed that digital video projects assisted them to solve their problems of speaking problems and enable students to be more creative. Both of the former studies were the implementation of a digital video project in the speaking class. The previous studies indicated that digital video projects brings a positive impact on EFL students. It is a tool that can help the students to enhance their speaking skills.However, a study that aimed to know the implementation of digital video projects as an authentic assessment tool in measuring students' English speaking skills has not been conducted. To fill this gap, the researchers train to conduct a study that discussed digital video projects in the assessment of students' speaking skills. Therefore, the present study aims to describe and examine the use of digital video projects in assessing speaking skills to non-English department students at the university level. The research is guided by the following questions:

1. How is a digital video project implemented as an authentic assessment to assess speaking skills?

2. What is the students' perception of the implementation of digital video projects as an authentic assessment of speaking skill?

2. LITERATURE REVIEW

O'Malley & Pierce (1996) proposed authentic assessment is multiple forms of assessment that reflect student learning, achievement, motivation and attitudes on instructional-relevant classroom activities. An authentic assessment pays much attention to measuring student's learning process in terms of their behavior, knowledge, and skills. In assessing speaking, teachers must concern about the students' ability to understand and express meanings for authenticity interactively. Teachers are suggested to perform assessment tasks that authentically applicable in their classroom process. As Rukmini and Saputri (2017) stated that authentic assessment enables students to use authentic language in speaking, experience setting real-world tasks, and give the students opportunities to use the language in a situation based on everyday life. There are several steps of authentic assessment that can be conducted by the teachers. Barker (1993) proposed eight steps in planning and designing authentic assessment, they are: grouping, establishing the aim of the authentic assessment, specifying objectives, performing professional development on authentic assessment,

gathering models of authentic assessment, reworking the current authentic assessment or utilizing a new one, last trying it out and reviewing the assessment.

Koc (2010) outlines digital video containing graph and audio as well as non-verbal expressions. Students' video projects are great examples of the value of experiential learning (Huang, 2015). Still, as cited in Huang (2015), it was stated that project-based is a practical learning tool that comprises appropriate learning purposes of self-assessment, and adjustment, and responsible participation (Barron, Schwartz, Vye, Moore, Petrosino, Zech, & Bransford, 1998). Besides, with accessible online sources and video software, technological-based- improved projects offer a movement in a learning environment that can support language learning, promote independent learning, reduce anxiety, and boost students' enthusiasm for learning (Hung, Hwang, & Huang, 2012). Shrosbree (2008) proposed some steps in creating a digital video project. First, taking the video, in this stage, the students take the video by using a camera or mobile phone camera. Second, in the stage of video editing, the creator can use any editing application such as Movie-Maker, Filmora, and other applications available. Third, after editing the video, the video can be distributed and warehoused in the drive, disk, flash disk or social media such as YouTube, Instagram, Facebook, etc.

Kumar (2010) contended that the process of conquering such awareness or understanding of the physical information is considered as the concept of perception. Additionally, following Ekalestari et al. (2018), perception is defined as the initial cognitive contact of someone with the people or environment around him or her. Perception can be seen from two aspects, cognitive and psychological (Nursanti, 2016). She stated that the cognitive aspect involved rational, opinions or views, judgment, and experience. The psychological aspect is related to the connection of experience that influences experiences or affects the perception itself. Furthermore, there are two factors that can affect someone's perception (Sobur, 2003). According to Sobur (2003), as cited in Nursanti (2016), one of the factors that influence human perception is internal factors, it comprises *"psychological needs, personal background, experience, personality, attitude and personal beliefs,* and *self-acceptance".* Still, in Nursanti (2016), she asserted that the external factor consists of*"intensity, size, contrast, movement, repetition, intimacy,* and *the novelty"* (Sobur, 2003).

3. RESEARCH METHODOLOGY

This study was a qualitative approach and content analysis study. The content analysis was chosen since the researchers wanted to know the content of the students-made video, with the topic of "Stop Bullying". In analyzing the data of this present study, the researchers used a qualitative approach.

3.1 Participants

The present study was conducted at one of the private universities in Surakarta, Indonesia, it was Universitas Slamet Riyadi. 25 non-English department students

joined the English course in the language center. The language center provides the students with some levels of classes, they are A, B, C, D and E. In this study, the researchers have chosen the participants from level C (upper-intermediate). The reason is because their skills have matched the researchers' criteria. They have basic skills in English since they already joined the previous levels of English courses. Besides, since most of the students must have Community Service Responsibility (CSR) and apprenticeship. Therefore, the English instructor did a video project to assists them in completing the speaking final assignment without disturbing their academic activities.

3.2 Data Collection

The data of this study were collected through a speaking test and an open-ended questionnaire for students. The speaking rubric for the speaking test as the principal in conducting the assessment by looking from students' videos. Since the video is an oral individual presentation made by the students, here the researcher used rubric suggested by Brown (2003), he stated that scoring or evaluation is commonly served in the form of a checklist or grid. The researchers used this rubric since it is applicable for university students who were at the intermediate level of English. The detailed aspect of each criterion can be seen in the checklist below:

Table 1 The rubric of scoring proposed by Brown (2003)

Content	Delivery
The purpose or objective of the presentation was accomplished	The speaker used gestures and body language well
The introduction was lively and got my attention	The speaker maintained eye contact with the audience
The main idea or point was clearly stated toward the beginning	The speaker's language was natural and fluent.
The supporting points were clearly expressed and supported well by the facts, argument	The speaker's volume of speech was appropriate
The conclusion restates the main idea or purpose	The speaker's rate of speech was appropriate
	The speaker's pronunciation was clear and comprehensible
	The speaker used visual aids, handouts, etc, effectively
	The speaker showed enthusiasm and interest.

Since the use of digital video as a project of the students' speaking test, the researchers stated additional criteria that developed as adding to assess the students' creativity of their video. The aspect of creativity consists of two aspects, they are the skill in editing video such as image, video, a story that supported as evidence of their ideas and also the aspects of quality of the video. It can be seen as follows:

Table 2 The rubric of scoring proposed

Creativity
The video contains facts or arguments, supported by the evidence in the form of image, video, graphic or story, coherently
The video is a high definition video

Thus, in assessing their speaking, there were three criteria used. Orderly, they are content, delivery, and creativity. To score it, the use of a scale of 0 to 1 was used. As suggested by Brown (2003), they were represented by number 0 (poor), 1 (fair), 2 (good), and 3 (excellent).

Since this study employed more than one instrument to collect the data, the researcher used triangulation data. Triangulation is the process to collect the data by applying the multiple sources. It aims to build accurate and credible data (Cresswell, 2008).

3.4 Procedures

At the commencing, the researchers observed the speaking assessment conducted by the instructor to know the content of the students' video. The instructor used the project-based steps proposed by Markham (2011) as cited in Fauziati (2014). The first is starting the project, the instructor provided the students with a video to brainstorm their knowledge about bullying. Then, the instructor asked them to have a group discussion and explained the individual project. Next, they are asked to make an outline and report it to the class. it is done to have any suggestion and addition from their friends or instructor. The students revised before they made a video. The last is assessing the projects conducted by the teacher with an external audience to have objective results/scores.

While the questionnaires were distributed to the students after the test was done. The questionnaire was aimed to know their perception of the implementation of digital video projects. The questionnaires were served in their native language to ease in answering the question items.

3.5 Data Analysis

The concept from Miles, Huberman & Saldana (2014) was used in analyzing the data. The first step is the researchers gathered all the data through the speaking test, questionnaire, and interview, this stage is called as data collection. After all, data were gathered, the researchers coded the data and classified them into their categories before interpreting them. Next, the researchers selected, simplified, and transcripted the data order to be displayed. The term used for those two stages is data condensation. Then, the following step is when the data were complete, the researchers started to display the data. In the last stage, the researchers concluded or verifying the findings.

4. FINDINGS

4.1 The Assessment of Students' Speaking of their Video Project

The video students created showed their speaking performance. The students' speaking skill was assessed by employing speaking rubric consists of three aspects: content, delivery, and creativity. The proportion of the total score is dominated mostly by the delivery since it has eight aspects. The content consists of five aspects, while creativity consists of two aspects. Every single performance criterion had various levels. As suggested by Brown (2003), they were represented by number 0 (poor), 1 (fair), 2 (good), and 3 (excellent).

Based on the data, students' speaking performance was mostly in a good and excellent level. It can be seen from the table as follows:

Table 3 Speaking rubric of student-made video

Level	Content	Delivery	Creativity
0 (poor)	0%	0%	0%
1 (fair)	0%	21.74%	0%
2 (good)	56.52%	43.48%	60.87%
3 (excellent)	43.48%	34.78%	39.13%

The content was measured from the level of understandably ideas the students presented to listeners. Almost half of the students presented very understandable ideas. The purpose and the introduction of their speech were the main aspects that showed the students' strengths. In the beginning, they said what the aims of their speech were as well as presented the specific focus to direct their speech. For example, Student C said:

> *"Today, in this video, I will talk about bullying. There are some points that I will tell you. The first is my response to the video that Miss Z had given last week. And then second, I will give my opinion about bullying and my argument about bullying. I will give my persuasion for everyone that watches this video to stop bullying."*

In another example, Student M said:

> *"In this video, I will share with you about bullying. And I am going to tell you about my opinion of bullying. Also what we need to do to avoid bullying."*

More than half of students present quite understandable ideas. The main idea and the conclusion of the main idea were weaknesses for a few students. Take as an example, Student E said:

> *"Bullying is an action that is not good, shown as verbal abuse or physical violence…. Stop bullying and don't approve of bullying by avoiding bullying."* Meanwhile, Student J stated, *"Bullying is the use of force question of threat and to abuse aggressively dominate and intimidate …. Stop bullying. Don't be afraid to different to voice your talk because their words separate you're from others."*

Delivery was measured from how the students presented their speech to listeners. Some students delivered their speech in a comprehensible manner. The students' volume of speaking and their enthusiasm enabled listeners to comprehend what the students wanted to say. They spoke in a loud enough voice and employed appropriate expressions. Some more students presented their speaking in a quite comprehensible manner. Eye contact and speech rate were problems for a few students. Sometimes they looked at their notes or did not look directly to listeners because they tried to remember something. The speech rate occasionally became another problem since the students spoke fast enough at one moment, but they also spoke slowly at another moment. Fewer students delivered their speaking in a less comprehensible manner. Fluency, pronunciation, and visual aids gave serious obstacles in delivering their speech. The students had several pauses because they thought about ideas they would say next.

Some students had problems related to pronunciation. They could not say several words accurately. For example, Student I mispronounced in saying the words such as *introduce, who, always, threaten, depression, toward, opinion, adult, know, invite,* and *person*. Student P made mistakes in pronouncing words such as *want, describe, physical, mental, effect, anxiety, identification, participate, parent, values, other, negative,* and *all*. In another case, Student W had problems pronouncing words such as *world, people, other, properly, proportion, conclude, interpret, individual, emotionally, must, maybe, alone, do, usually, become, all, depression, safe, serve, some, take* and *deal*.

In the aspect of visual aids, only fewer students had implemented them. As an example, Student C and Student G employed both visual evidence and good video quality. It helped listeners to have an easier understanding of the topic being explained. In contrast, most of the students did not provide sufficient visual aids to support their speech. The students talked about an abstract concept, so it would be hard to understand when there were no visual aids.

Creativity was measured from the use of evidence and video quality. Nearly half of students employed excellent use of pieces of evidence and video quality. They gave appropriate illustrations both visually and orally to support their explanation. They also used high definition video which made their videos looked interesting. More than half of the students used sufficient pieces of evidence and video quality.

4.2 The Students' Perception of their Video Project

To find out the learners' perceptions, the open-ended questionnaire was developed by the researchers towards the incorporation of the digital video project as an assessment in their speaking skills. First, the researchers distributed the questionnaires to the students to gain the data. After getting the data, the researchers coded the data. The themes during coded and reducing the data are "The Contribution of Digital Video Project as a Tool in Assessing Student' Speaking" and "The Difficulties of Students-made Digital Video".

The Contribution of Digital Video Project in Assessing Student' Speaking

The students' perception of the digital-video project contribution in assessing their speaking skills is considered to be known. As a result, it was revealed that there were some points of a digital video project that can be beneficial for students in "reducing anxiety", "improving fluency, pronunciation, and vocabulary mastery", "enhancing self-confidence", and "self-reflection".

First, most of the students pointed out that by conducting digital video-project, it can help them to reduce their anxiety during their speaking. They stated that the anxiety that they got because of unreadiness to face the speaking test. It could occur since they could not deliver their speech well or forget all the ideas. Therefore, it made them nervous and anxious. Some participants gave her opinion:

> *"When giving a presentation in front of people, I am feeling anxious. I think by using a video project, I can handle myself not to be nervous. Since I record myself in front of a camera and there won't be any person. Moreover, I am easy to forget all the ideas that I prepared before. I am afraid they laughed at me and make me down. Therefore, I prefer to use digital video rather than speaking in the classroom"* (Student W)

Then, another student said:

> *"Since the speaking assignment is video-recorded, I could finish it at home. Therefore, I can feel relaxed to show who I am. I am not under pressure like when I am doing it in the class"* (Student R)

By knowing what students argue, it can be concluded that they have positive views towards the digital project in assessing their speaking skills. The environment has a contribution in influencing their performance. Since they recorded their speaking performance and did not perform in front of others, they felt secured and unthreatened. Therefore, they can control their anxiety.

Second, the digital video project gives the students' opportunity to improve their fluency and vocabulary mastery. They argued that by doing digital video they can improve their vocabulary mastery since they should prepare the content and what they want to say in the video. Some statements of the students exposed as follows:

"When I tried to record performance in the form of the video, I always found the parts where I made some mistakes in pronunciation. It happened from the first video to the third video that I made. By digital video project recording, at least I can reduce my mistakes by editing or cutting the video and replacing it with the good one. So, I have some opportunities to repeat and fix my pronunciation." (Student A)

Besides, Student I supported what Student A commented, it was said:

"The digital video is good for me because I can explore more about the words that I used in the video. During composting the sentences, I chose some words that related to the topic. It enriches my vocabulary. (Student T)

When recording their performance, they can directly be aware of the mispronounced words. Hence, they can repeat it until they get it better. Some students also believed that they are uncomfortable since they had much pause in their video. Student I stated a perception about it, it can be seen in this following statement:

"I can't control myself to say hhhhmmmm in the speaking test. But, I can reduce it when I am using video, and fix it right away." (Student I)

Those positive statements indicated that by conducting the video project, they were given a chance to explore themselves. It enhanced their self-actualization, therefore, they want to learn something that they have not got before such as vocabulary and diction. Since the instructor also gave them the freedom to create their video, they are challenged to give the best in their assignment. Hence, they repeat and repeat it until they got what they expected.

Third, to enhance self-confidence, the digital video project was considered to be a crucial tool. Two of the students believed that through digital video recording it can promote their self-confidence since they can deliver their ideas without any interruption. Also, their ideas were easily organized and they can create the content maximally. They contended:

"It helped me well in creating video and I could deliver my ideas to the video that makes me more confident." (Student V)

Also, the students Y agreed and claimed:

"Through video, I could share more my ideas confidently. There is no pressure."

(Student Y)

Those two statements from the students showed that significantly the students got their confidence. The more confidence that students might have, more easy for them in expressing their idea since they believed they can finish the task well.

The fourth contribution of the digital video project is "self-reflection". Students can reflect on their previous learning and achievement so far that they can see through the video. As a student said:

> *"I think the digital-video project is quite interesting since I can see my performance. I am happy to do it. I can relate my skills to what I have learned in the class so I can measure my ability in speaking. It also improves my skill in editing video."*

> (Student B)

The above view puts on view that the students can easily access the video since it was recorded. They can do contemplation in which they can correct and evaluate their mistakes directly by seeing the video. Therefore, they can improve their speaking skills.

The Difficulties on Students-made Digital Video Project

Shrosbree (2008) describes that creating a digital video project is easy and effortless. However, this statement seems to be different from the students' perception that a few students argued that the process of creating video since taking, editing, and editing they faced a problem. The problem comes from the students and even the environment. As some students exclaimed:

> *"Based on my experience, I found problems during I recorded my video, there were unexpected sounds heard on my video after I check it. The place where I recorded the video perhaps the cause of it. I also got difficulty in managing the volume of my voice to be heard in the video."* (Student U)

> Likewise, another student also has replied the same view as above, it was said:

> *"Since I live in a boarding house with other friends, the place was crowded and noisy. It disturbed me when I was recording my video."* (Student Y)

The use of digital video projects in assessing speaking brings a new movement to language learning since technology can assist language learning to be more effective. The existence of a digital video project is useful to provide the students with learning by doing and students' centered environment. It helps them to improve their fluency, pronunciation, vocabulary mastery, and confidence. Additionally, the video project facilitates the students to have self–reflection related to their learning. They can correct and evaluate their skills by watching their video. The most valuable thing about the digital-video project especially in their speaking performance is they can reduce their anxious feeling when they get in a classroom test. However, in conducting the video project, they still face some difficulty, especially in recording and editing video.

5. DISCUSSIONS

From the findings above, it revealed that digital video project: (1) assists instructor to conduct out-class assessment in speaking for the students which is more efficient since

it is a big class; (2) can be used by instructor as an artifact or tool to assess the students' speaking skill authentically as what it is and tool to reflect the instructor teaching to the students' achievement in speaking; (3) enables students to be more creative in performing their speaking and creating an attractive video for their speaking performance; (4) enables students to prepare, and choose contextual vocabulary in line with the topic of their performance that enrich their vocabulary mastery; (5) enhances the students fluency, pronunciation, and confidence; (6) reduces the students' anxiety in speaking performance; and (7) facilitates the students to self-reflect their achievement with their learning process when joining English course.

Based on some students' comments suggest that by employing a video project, they experienced authentic and memorable learning activities. It is in line as (Kearney & Schuck, 2006) that participating in a video project enables learners to have a better responsibility of their learning as well as giving them a deeper, meaningful and authentic learning experience. For some other students, they stated the main idea is not a completely understandable sentence and did not give a clear conclusion of their ideas.

The video project helps the students recognize their problems in pronunciation. They mispronounce several words for some reason. According to Richards (1971), there were three causes of errors: interference, intralingual and developmental errors. The students made errors because of another language influence, student generalization, and lack of interlanguage knowledge.

In presenting the content in their video, the students provided enough facts and evidence to present their complete ideas. In doing so, they employed standard definition video which had good enough quality. In producing their video, the learners are motivated to use "real world" language in "real life" contexts (Secules, Herron & Tomasello, 1992), and they are encouraged to have a better willingness to be involved in the learning processes (Phillips, 1982).

In the aspect of digital video project contribution, students argued that it helps them reduce anxiety. Those opinions were in line with what Leung and Lewkowicz (2006) stated that the digital video project will encourage to be authentic communication, provoke real performances and mimic authentic social interaction in a non-threatening learning environment, which can all be recorded. The students' will feel free to show their performance and creativity using digital video projects since they are not in a threatening environment that can cause anxiety.

Another contribution, digital video project develops their fluency and vocabulary mastery. According to Lewis (2016), one benefit of students recording themselves is that they have an opportunity to have several attempts at the task. They can repeat their performance to get what they want expected to give in their performance. They can improve their fluency, pronunciation, and appropriate to have the best performance while they are using digital video as a tool in the speaking test.

From the students' opinions, digital video project also promotes self-confidence. It means that digital video can create the students learn the language in a fun and interactive way that can boost their confidence. Nikitina (2009) states that the authentic experience contributes meaningful learning to the students since they can relate what they learn with the real context. It is supported by Hung, Hwang, & Huang (2012) technological-based improved projects offer a movement in a learning environment that can support language learning, promote independent learning, reduce anxiety, and boost students' enthusiasm for learning.

The next contribution is digital video project promotes self-reflection. One of the students' perception proves the theory uttered by Barron et.al (1998) as cited in Kulsiri (2018). It was stated that project-based in the form of video is a practical learning tool that comprises appropriate learning purposes self-assessment and adjustment, and responsible participation. The students are more responsible for the task and try to do the best in their projects. Therefore, they used the video as the reflection, revision, or correction to their learning.

To sum up, the incorporation of the digital-video project may have some advantages and disadvantages to both students and teachers. The most essential thing to do is both the teacher and students should improve their competence since technology only assists them to ease language learning. Technology cannot directly enhance students' language skills and competence. For the teacher, it is recommended to provide the students with a brief and clear explanation and authentic materials during the project, or even it is best to give a model or example to the teacher. While for students, practice is a key point in improving their ability in speaking.

6. CONCLUSION

The study involving non-English department university students was conducted to explore the use of digital video projects in speaking assessment and to describe students' perceptions towards digital video projects in assessing speaking. The students' speaking performances in the form of video projects were assessed by using the speaking rubric proposed by Brown. They are content, delivery, and creativity. The results demonstrate that digital video project helps learners to develop their ability to create a good introduction, manage the volume of their voice and expression, and stimulate their creativity in creating interesting videos. Moreover, they argued that a digital video project promotes their fluency, pronunciation, and vocabulary since they can learn English without feeling anxious. They also believed that it assists them to have self-reflection related to their learning and achievement. The implication of the research is by employing the digital video project, students learn to speak and explore more ideas as they want to put it in the video. This study has significance for the teachers or lecturers to apply digital video projects as a tool for assessing students' speaking skills authentically. For the next researcher, it is recommended that there will any further study about digital video project especially as a tool for the students' self-reflection or self-evaluation (self-assessment).

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