

CHAPTER I

INTRODUCTION

In this chapter, the researcher discuss the background of the research on the topic of video-based assessment in speaking class. In addition, the researcher will also discuss research questions, research objectives, scope, significance, and clarification of the study.

1.1 Background of the Study

In language learning, speaking is a tool to measure a person's success in learning English (Brown, 2000; Richard, 2008). This skill is one of the four skills in English language learning that are categorized as productive skills (Brown, 2003), in which students need to have the ability to produce the language by themselves (Harmer, 2007). In addition, Zaremba (2006) stated that speaking is an important skill to have in communication. Students have to know how to speak well to transfer what they want to talk about. However, in practice, students feel stressed and anxious in performing oral performance in class (Gong et al, 2019). Besides that, Kralova and Tirpakova (2019) also argue that speaking is the skill that stresses students the most. This can affect the performance of students when doing oral performance. According to Bailey (2005) and Goh (2007), things that can be done by teachers to develop students' speaking skills are syllabus design, principles of teaching, types of tasks and materials, and speaking assessment. Many kinds of research in the field of speaking assessment have been carried out, one of which is evaluating students using videos.

In language learning, video has been used since the early 1980s as a learning tool (Coleman, 2002; Vanderplnak, 2009). In this field, video can be used as learning material (McNulty and Lazarevic, 2012), a language-training video that provides an overview of how the target language is used (Lonergan, 1984), a tool for assessing students, feedback, and self-reflection (Broady & Duc, 1995; Lonergan, 1984; McNulty and Lazarevic, 2012). The selection of videos as assignments for students can help students improve their oral performance (Lonergan, 1984; Mackimight, 1983; Pearson 1990) because students can do self-reflection, so the videos made have fewer errors in oral performance. In addition,

videos can also be an activity where students use the language they are learning in the context of a "real world" situation (Charge & Giblin, 1988; Gardner, 1994; Huang, 2021; Secules et al., 1992).

In implementing video-based assessment, several studies used different platforms such as the research conducted by Shih (2010) which used blogs as a platform and Huang (2021) which used a class learning management system. Google Drive can also be used as a medium to collect videos that have been made by students, such as in the research of Ho and Hong (2019). However, in this research, the researcher will use Flipgrid as the platform that is being used. Flipgrid is a platform for students to respond to teacher questions by making videos (MacIssac, 2020). The choice of Flipgrid as the platform in this research is due to several Flipgrid features that can make students interested, namely students can decorate, edit their videos, and use filters. In addition, in this application there is a comment feature, so students can give each other comments or feedback. This application can also be opened via mobile by downloading it on Google play store or ios; and also through their website. Moreover, research on the use of Flipgrid in language learning still needs to be made bigger. Many studies that have been carried out have produced positive results that students' performance score increase and video-based assessment can motivate and reduce student anxiety in speaking classes (Anas, 2019; Edwards & Lane, 2021; Encalada & Sarmiento, 2019; Gukturk; 2016; Gong et al., 2019; Ho & Hong, 2019). ; Huang, 2021; Huang, 2015; Hung & Huang, 2015; Kırkgöz, 2011; Mahardika et al., 2021; Pratiwi & Triprihatmini, 2018; Shih, 2010). Although there are many studies on the use of video as a tool to assess students, there are still few studies that make senior high school students as participants. Therefore, to fill the existing gap, this research is conducted to investigate whether by using video there is an effect or not on students' oral performance and students' response towards video-based assessment.

1.2 Research Questions

To get the desired results and fill in the existing gaps, the researcher conducted research to answer the following questions:

1. What is the effect of video based assessment on high school students' speaking performance?

2. What are the students' responses of using video-based assessment to assess their speaking skills?

1.3 Aims of the Study

In line with the research questions, the objectives of this research are to:

1. investigate the effect of video assessment on students' speaking performance
2. see students' responses of the use of video-based assessment

1.4 Scope of the Study

This research focuses on the effect of implementing video based assessment on students' speaking performance and also students' perceptions of using video-based assessment. This research used speaking rubric adapted by Brown (2000) that only assessed pronunciation, grammar, vocabulary, and fluency. For the implementation of video-based assessment, the researcher used 3 stage from Dal (2010), namely pre-task, post task (record the task), and post-task. The participants of this research are high school students in grade 11th. The selection of high school students as participants in this research is to fill the gap. In this research, the researcher only uses Flipgrid as a medium where students create and compile their videos, so the results of this research cannot be generalized with research using other platforms.

1.5 Significance of the Study

The purpose of this research is to provide benefits and contributions to English language teaching. The findings of this research are expected to assist teachers in implementing video-based assessment on students. In addition, from this research, it is hoped that teachers can try to implement video-based assessment to evaluate students' speaking abilities. Moreover, this research is expected to be able to voice students' perceptions of using video-based assessment in evaluating their speaking skills.

1.6 Clarification of the Key Terms

To avoid ambiguity and misunderstanding in reading this research, below are some of the key terms in this research:

1. Speaking is a productive skill, in which students need to have the ability to produce the language by themselves (Harmer, 2007). Speaking in this research refers to students speaking performance when they speak English.

2. Video can be defined as “a technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.” according to Hyun-suk, Sub, and Jin-il (2000) as cited in Pratiwi and Triprihatmini (2018). Meanwhile, in language learning, video can be defined as a tool introduced to expand teaching techniques and increase motivation as well as interest (Mackimight, 1983). Mackimight (1983) also stated that a video is a tool for stimulating the ability to interpret the interaction of receptive and productive skills in a total context. In this research, video refers to 3 students’ video when they are speaking in English
3. Flipgrid is a platform for students to respond to teacher questions by making videos (MacIssac, 2020). This platform in this research refer to application where students upload their 3 videos.

1.7 Organization of the Paper

This paper contained 5 chapter. Those chapters are elaborated below:

1. Chapter 1 Introduction

This chapter provides information about background of the study, research questions, the aims of the study, the scope of the study, clarification of the key terms, and also the organization of the paper.

2. Chapter 2 Literature Review

This chapter discusses theories and topic of this research, namely speaking, types of speaking, video-based assessment, the relationship between video-based assessment and speaking. This chapter also presents some previous studies in this topic.

3. Chapter 3 Research Methodology

This chapter presents methodology that this research used. In addition, in this chapter, it also provides information about the research site, data collection techniques and procedures, and also data analysis.

4. Chapter 4 Findings and Discussions

This chapter shows the findings of the study based on the research questions. In this chapter, it also discusses the findings of the research.

5. Chapter 5 Conclusions and Suggestion

This chapter present the conclusion of the findings from this research. In addition, this chapter also presents suggestion for the further research and limitation of this research.

