CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions drawn from the results of this study. In addition, this chapter also presents suggestions for other research related to the topic in this research.

5.1 Conclusions

This research was conducted in a high school where 11th grade students were the participants of this study. The focus of this research is to see the effect of implementing video based assessment and the students' responses to this implementation. The results of the video analysis and interviews conducted show that the implementation of this video-based assessment has an effect on students' speaking performance where almost all students experience an increase in grades from video 1 to video 3. This increase is not only in individual student scores but also in class average scores. It increased from video 1 to video 3. In addition, the increase can also be seen from the classification of student scores based on the adaptation of grades classification from Harris (1974), where in video 1 there were initially students who received poor, in videos 2 and 3 there were no more students who received poor. Students who get average also from videos 1 and 3 are decreasing, and there is an increase in students who get good. In video 3 there are 3 students who get excellent grades.

Furthermore, in the interviews conducted, the researchers found that students preferred video-based assessments rather than conducting speaking assessments in class. Researchers also found that there were advantages and challenges experienced by students during the implementation of this video based assessment. Interestingly, in the advantages experienced by students, there are things that are connected to each other, namely reduced feelings of nervousness and increased student self-confidence with increasing students' speaking performance. Apart from that, there are also advantages that students feel but also it becomes a challenge for students too, namely recording videos many times. This is because in

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one student by doing video recording many times students can produce the best assignments and according to what they want. But on the other hand, this can also make students tired and tired of recording videos, considering that most students do this assignment after they come home from school.

The advantages of implementing video-based assessment that experienced by students are increasing self-confidence, reducing feelings of nervousness when speaking English, increasing creativity, providing opportunities to use English outside class hours, increasing students' English skills, helping student self-reflection, and also a place for students to share their hobbies. The challenges that students experience are replaying videos repeatedly, video editing processes, sound disturbances, and full cell phone memory.

From the results of the research above, the implementation of video based assessment produces a positive effect on students' speaking performance in which students' speaking score are increased from video 1 to video 3. In addition, students also get a lot of benefits even though students also experience some challenges. However, there is nothing wrong with trying to implement this video-based assessment as a way to improve students' speaking skills and give students new experiences.

5.2 Suggestions and Limitations of the Study

From the results obtained in this study, there are suggestions for those who want to implement video based assessment in the classroom. To apply this video based assessment, the teacher needs to know the condition of the students first. The readiness of students in this implementation plays quite a big role, one of which is that students have a tool to record videos, considering that one of the findings of the problems faced by students in this implementation is the full memory of their cellphones. In addition, teachers also need to prepare steps and examples in making videos so students can know what they have to do. Teachers can also try by giving video assignments in groups first and then individually to see if students are ready to do this task. Moreover, before implementing this video-based assessment, teachers can choose which video-based assessment model they want to use. In implementing this, teachers can use the 4 video-based assessment models stated by Gardner (1994), namely large-scale project production where all students

contribute, create elite group projects where they manage the project, divide students into small groups and do assignments in groups, or each student contributes to the project that will be made starting from searching for project ideas until the project ends. In addition, teachers can also use step by step from Dal (2010) which is adapted from task based learning by Willis (1996). This can be adjusted to the circumstances and readiness of students. From the findings found, teachers may be able to apply this video based assessment in class to help students improve their abilities.

In addition, the limitation of this study is the small number of participants. Also, in collecting this data, the researchers took data in the superior class of a school, where they also received an English language incentive class so that the results of this study could not be generalized to other students. In addition, this implementation only lasted for about 1 month. For future research, the researcher suggests conducting research with more participants in a longer period of time in regular class. The researcher also collected data from high schools where there is a possibility that there will be differences in results if implemented at the grade level or other schools, so for future research, the research can be conducted at different levels of grade and school. Moreover, In this study the researchers used the step by step implementation of video based assessment from Dal (2010) which was adapted from task based learning by Willis (1996), the results of this implementation might be different from the way other video based assessments are implemented. For future research, it can use the video-based implementation format stated by Gardner (1994), or might also add to the implementation of video-based assessment with student self-reflection or peer reflection so that the effects of video-based assessment with self-reflection can be seen further in improving students' speaking skills.

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