

CHAPTER I

INTRODUCTION

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

A. Background of The Study

In the 21st century, technological developments are increasingly sophisticated. According to Maryono, as cited in Heri (2018, p. 28) technology, is the implementation or creation of different types of objects/devices used by humans, or it may be a method that can eventually solve all current problems. In addition, According to Mutia (2007, pp. 72-73) Allah has mentioned technology in the Qur'an, technology for our predecessors (the messengers of Allah). Allah explains how to become learning material and inspiration in the mastery of the different branches of knowledge.

The words of Allah relating to technology include in Surah al-Anbiya 80 :

وَعَلَّمَنَا صَنْعَةً لِّبُوينَ لَكُمْ إِنْخِسَنْتُمْ مِّنْ بَأْسِكُمْ فَهُنَّ أَنْثُمْ شَاكِرُونَ (الأنبياء : ٨٠)

From that verse above it is mentioned that the Prophet Daud (as) has been told by Allah Almighty about the manufacture of protective clothing that could be used in

battle. From the lesson that Allah gave to the Prophet David, we can see the development of making armor specially built for soldiers in the battles they faced, both in the form of an iron helmet, a bullet proof jacket, and so on, this is the development of technology that Allah has been teaching His Prophet for centuries.

In this advanced era, presentation activities can be done not only directly, but also through videos. At this time, the ability to record up to the stage of the editing process is easily realized with the aid of apps ranging from computers to cellphones, making it easier for video makers of all ages to create them, including students. Advancing technology allows video widely used so that it is readily accessible to people around the world, typically people can access videos via the internet or via youtube. Video is not only for entertainment, but can also be used as a platform for learning, so there is a connection between the use of presentation video assignments and project-based learning. This is what makes students in language learning activities really have to do their language skills or abilities.

During the covid 19 pandemic, the society must minimize its external activities, including teaching and learning activities in schools and colleges. This is done in order to avoid the current spread of the virus in Indonesia. and in the end, learning also switched from offline to online, which also had an impact on the learning system, including public speaking subjects that allowed students to do a speaking presentation video project at home. This often becomes a difficulty for

students, since they are asked to trigger their language directly in their assignments.

Besides that, This also has an impact on the activities of lecturers when conducting assessments of students, initially, the lecturer had to assess students directly when they were in class, but due to unfavorable circumstances, the lecturer finally only assessed students through video project assignments which of course would be very different. In dealing with this, the lecturer has formulated and created an assessment rubric that can assist lecturers in assessing students, in this assessment rubric there are many things that cover various aspects that you want to assess, the whole are covered thoroughly which makes learning centered on the student himself to solve a problem so that the learning and teaching process as well as the assessment process according to what the lecturer wants.

As stated in (Barrows, 2001) as cited in Dewi (2016, p. 347) Technique Project-based learning (PBL) is a student-centered pedagogy where students learn a topic through problem-solving activities. Students are able to practice methods of reasoning and domain knowledge. PBL seeks to help students improve flexible comprehension, problem-solving skills, successful teamwork skills, deep motivation and independent learning so that students have a realistic product or presentation. In addition, Tomkova et al. cited in Maula (2019, p. 2) stated that PBL is primarily focused on an active student approach to their own learning that facilitates the dynamic development of student skills, knowledge and personality.

Through a video project presentation assignment students can practice their English speaking skills in front of the camera, and students are also required to understand the content they want to communicate easily. The effects of watching the presentation video itself will provide input on the delivery of presentations and better understand the content being delivered. In the end, they will focus on their appearance, so they will repair which pieces they do not think are good enough. In addition, they will also learn how to create good english presentation videos, beginning with writing texts, compiling videos and editing, all of which need to be considered in order to produce good and quality videos and most importantly, in with the guidance and evaluation of the lecturers.

with regard, the lecturer at the English Department of UIN Antasari Banjarmasin carry out project-based learning activities through the assignment of video presentation projects, which later this video presentation project can be used by lecturers to assess students' ability to speak according to the stages or processes of learning Activities.

The researcher see this as a phenomenon and decided to analyzed how lecturers assess students' speaking ability through video project assignment and what are the difficulties encountered by the lecturers in online assessments also what are the difficulties encountered by the students in making video project.

In teaching and learning activities, assessment activities are very influential on student development, with a structured assessment process it is hoped that

students can further hone their abilities in the assessment that requested and meet the assessment criteria so that they become the expectations of the lecturer in learning. the process can be realized and more effective and encourage students to be creative and better.

The subjects of this research are lecturers and students of the fifth semester students of the English Department at UIN Antasari Banjarmasin. UIN Antasari Banjarmasin is one of the universities in Kalimantan with an English Education program. The campus is located in the capital city of South Kalimantan, on Jalan Ahmad Yani KM. 4.5 Banjarmasin City. In addition, at UIN Antasari Banjarmasin the skills of students are also very qualified and supported by modern facilities, and the use of gadgets and other technology allows lecturers to give assignments related to the use of technology.

There are some study that has taken place on this topic that has been widely conducted. The first study was done by Maula (2019, p. 55). Entitled *Using English Video Project Assignment To Assess Students' Speaking Skills At Smrn 22 Surabaya*. This study is aimed to examine the use of English video project assignment to assess students' English speaking skills and the students' perception toward the use of English video project assignment. This study is descriptive qualitative research. The result showed the teacher used the English video project assignment to assess students' speaking skills, the teacher assessment rubric shows that the teacher writes speaking skills criteria as an individual assessment, the

criteria are pronunciation, grammar, fluency, and understanding. This speaking assessment aspects can be seen in the results of the students' videos. In addition, students' perceptions about this are students feel interesting and consider useful, interesting because this project makes students learn something new and work outside the classroom. also, this video project is useful, because it makes them learn to work in groups, so they feel more confident and they learn about wrong pronunciations and how to speak in a good way.

In addition another research was done by Aynur Aksel and Fatma Gürman-Kahraman (2014) entitled *Video Project Assignments and Their Effectiveness on Foreign Language Learning*. this study aim of this study was to determine the effectiveness of video project assignments (VPA) on foreign language learning. The type of this research is quantitative research. The result of this study showed that the students had positive or neutral perceptions on the effectiveness of the VPAs for their language classes since none of the items in the research instrument received negative overall mean values. Results of the survey showed that the assigned videos affected the participants' foreign language education positively and indicated that the participants believed that the VPAs improved their daily language use and speaking/ listening skills the most.

Moreover, another identical research was done by Kustiyono (2018, p. 26) Entitled *Challenges of a Video Presentation Project In Academic Speaking Classes*. This study aimed to find out challenges of video project experienced by

students in Academic Speaking classrooms. It employs qualitative approach. In this study there are several findings. These findings provide some evidence that lack of knowledge in video editing, inadequate quality of gadgets, and preparation in making video presentations are original perspectives emphasized by the students. Finally, this study proposes possible ideas to help students minimize their video presentation problems, as an effort to support their English learning activities.

Based on a research study related to public speaking class that implements project based learning which later from this method will instruct students make a video assignment project, where during this pandemic the steps taken were distance learning and required students to make projects as their assignments.

This study is focused on analyzing how lecturers assess students' speaking ability through video project assignments and aims to find out the difficulties of lecturers in conducting assessments as well as students' difficulties in making videos. project assignments.

B. Research Questions

1. How does the lecturer assess students' ability in doing presentation through video project ?
2. What are the difficulties of the lecturer in online assessment ?
3. What are the difficulties of the students in creating video project ?

C. Objective of the Study

1. To describe how the lecturer assesses students' ability to make presentations through video projects
2. To find out the difficulties that are faced by lecturer in online assessment
3. To find out the difficulties that are faced by students in creating video Project

D. Significance Research

By knowing the result of this study, the researcher expects that this research can give contribution for both lecturers and students and also the next researcher :

1. For English teachers / lecturers, the results of this study are expected to provide information about the use of video project assignment, especially to assess English speaking skills, in an interesting but useful way to develop student creativity and more opportunities to learn about English pronunciation.
2. For students, the results of this study are expected to provide information about how to develop video project and English speaking skills, with good experience in producing video project it is hoped that students can make good and more creative video project and develop their English speaking skills by interesting way outside the classroom.
3. For future researchers, the results of this study are also useful for future researchers who wish to conduct research in the same field. This

means that this research can be a preliminary study for researchers who want to conduct research related to video project assignments and English language assessments.

E. Definition of Key Terms

In order to avoid misunderstanding, the key terms used in this study are defined as follows:

1. Presentation

In this study, the presentation is an assignment given by the lecturer as a material for assessing students' speaking skill.

2. Video Project Assignment

In this study, the video project assignment is an English audiovisual media that is given by the English teacher to students as the final product of learning.

3. Speaking Skill Assessment

In this study, the speaking skill assessment is the student's response to the video project instruction that the teacher used to measure student performance in learning.