

CHAPTER IV

FINDING AND DISCUSSION

In this chapter contains two important part, such as findings and discussions. The finding consists of the results of research obtained in the field with documentation and interview techniques. The discussion consisted of analyzing the data described in the findings by comparing it with the theories that had been collected in this study.

A. Findings

This part presents and discusses the result of the research based on the data gathered from documentation and interview via whatsapp messenger, which is useful to support the results of the data that had collected. In this chapter, the writer presents findings and discussion from the study in order to answer the research questions about how the lecturer assess students speaking ability also the lecturer difficulties in online assessment and the students difficulties in creating video project assignment. There are three research question that have to answer in this research. The first is how does the lecturer assess students' ability in doing presentation through video project, second is what are the difficulties of the lecturer in online assessment, and the third what are the difficulties of the students in creating video project.

1. How the lecturer assess students speaking ability

Every subject has a final test; in this case, the final exam in the public speaking class is in the form of a video project, which asks students to create a video presentation and collected to the lecturer.

In the public speaking course, before the final exam is given to students, the lecturer first gives directions on how this assignment will be made, after students understand how technical and what things need to be in the video project then students are given time to make a project in accordance with the lecturer's desire, after reaching the limit determined by the video project assignment, it is collected to the lecturer, after that the lecturer can assess the student's video project presentation. To obtain data and answer research questions, researchers used information from interviews and scoring rubrics used by lecturers in data processing. Details of the video projects that have been collected and the rubric assessment can be seen in the appendix.

2. Rubric Scoring Criteria

In this case, the researcher will describe the rubric scoring criteria used by lecturers of public speaking courses to assess students' video project presentation assignments as follows:

First, the lecturer divides the criteria that will be assessed, in this study the criteria will be assessed are : Structure and Organization, Vocal Expression, Physical Characteristics, Appropriateness of Content and Language, Overall Impact, and Features. After that, the lecturer divides the percentage of the value obtained according to the criteria requested, such as in the Structure and Organization section, the lecturer gives a weight of 30% because it contains Introduction, Main Idea, Supporting Materials, Conclusion and Length Requirements.

Furthermore, in the Vocal Expression the percentage value given is as much as 20% which is assessed from the Vocal Expression, namely (Rate and Volume of Speech, Pitch, Articulation, Pronunciation)

on Physical Characteristics the percentage value given is 15% which is assessed from Physical Characteristics including (Eye Contact, Posture, Gestures, Movement, Attire).

then on the Appropriateness of Content and Language the percentage value given is 15% which is assessed from the Appropriateness of Content and Language including (For Audience, Purpose, Assignment).

Furthermore, in Overall Impact the percentage value given is 10% which is assessed from the Overall Impact including (Energy, Enthusiasm, Sincerity, Originality, Creativity).

The last, there is a feature that has a percentage value of 10%, which is assessed from the features (Multimedia, Visuals, Audio)

In addition, the Rubric Scoring Criteria in this study uses 3 standard assessment measures on each criterion as a benchmark for evaluating criteria so that the assessment reaches the desired standard. the first is unsatisfactory, the second is proficient and the last is advance.

- 1) Unsatisfactory which means below the performance standard which is in line with the criteria but still lacking and does not match the requested criteria.

if it can only qualify a few criteria in the assessment and still not up to the desired criteria then the score will be obtained as follows:

- a) Structure and Organizational, if the student in this section Does not have a formal introduction or introduction, does not have a clear thesis statement or offers a preview of the topic to be discussed, the main ideas are not separated and developed, the ideas presented are not in accordance with the references and data, the conclusions are still lacking to explain the overall content presentation, even there is no conclusion, Presentation does not match the time given. then the student will get a value of 0 - 20.
- b) Vocal Expression if the student is in this section (the speaker is difficult to heard or understand, the voice or tone is disturbed or unclear and has no purpose, the excessive use of verbal fillers such as, aaaa, eemmm, hmmm, eee and etc). then the student will get a score of 0 – 12.
- c) Physical Characteristics, if the student in this section (only makes little eye contact with the audience, stooped or unprepared posture, uses stiff or unnatural movements and uses clothing that is inappropriate for the audience and does not comply with the specified rules. Then the student will get score 0 - 8.

- d) Appropriateness of Content and Language, if the student in this section such (Speaker uses inappropriate language, content, or examples for the audience, Speaker does not show a clear understanding of the assignment or about the purpose of the presentation.) the student will get score 0 - 8.
 - e) Overall Impact, if the students in this section such (the speaker looks bored with the message conveyed or presented without any confidence about the content of the message conveyed. students will get a score of 0 - 6.
 - f) Features, if the student in this section such (Submitting material that deviates from the content or purpose of the presentation which has low quality so that it can vilify the speaker.) the student will get a score of 0 - 6.
- 2) Second, Proficient which means that the minimum criteria are in accordance with the criteria but remain within the minimum limits or have not reached the maximum limits according to the desired criteria.

If the student is able to qualify the criteria for the desired assessment on the standard proficient, the score will be obtained as follows:

- a) Structure and Organization, if students in this section have clear statements and topics to be discussed, the main being separated into logistical developments, Speaker supports important ideas and points of view through accurate references and explains to

other texts or works, the content of Conclusion restating the thesis statement and summarizing the ideas presented, Time requirements for certain assignments (neither too long nor too short). then the student will get score of 21 - 26

- b) Vocal Expression, if student in this section such (the speaker is easily heard or understood, the tone of speech is like a conversation, but still has a purpose, the sound produced sounds natural, not patterned or monotonous, the speaker pronounces words clearly and correctly without any verbal fillers such, emmm, eee, aaa and etc.) then the student will get score from 14 - 17.
- c) Physical Characteristics, if students are in this section (Have strong eye contact with the entire audience, Posture during presentations shows strapping and confidence, Gestures and Movements are natural and effective, Clothing worn according to the audience and in accordance with the rules given, the purpose of the presentation is clear). Students will get score 9 - 12.
- d) Appropriateness of Content and Language, if the student is in this section such (The speaker clearly considers the audience and uses appropriate language and examples, the speaker shows a clear understanding of the requirements and content of the assignment,

and also most importantly the speaker understands the purpose of the presentation. The student will get score 9 - 12.

- e) Overall Impact, if the students in this section such (the speaker seems to really believe in the message and shows a desire for the audience to listen, understand, and remember) the student will get a score 7 – 8.
 - f) Features, if students are in this section such (Adding Materials, and not reducing presentations, the materials used are quality products that are easy to see and hear) students will get a score of 7 - 8.
- 3) Third Advanced, which means (Demonstrated Exceptional Performance) shows extraordinary performance or maximum achievement that runs according to the desired criteria. In this stage only a few additional criteria are made, if the student can qualify and exceed the proficient criteria and reach the maximum standard then the student is in the advanced criteria, where the value to be obtained is described as follows:
- a) Structure and Organizational, if the student in this section such (Gives smart attention to getting an introduction or thesis and imaginative preview, Ideas are connected by original transitions, overall logical and has a creative pattern, the content of Conclusion ties the speech together and leaves the audience with an unforgettable message, Speakers use logical, ethical, and

emotional appeals that raise a certain tone and purpose, then the student will get score 27 – 30.

- b) Vocal Expression, if students are in this section such (the speaker is pleasant to hear, uses expressions and emphasis, the speaker uses voice to create an emotional response in the audience) then the student will get a score of 18 – 20.
- c) Physical Characteristic, if the student in this section such (his posture is sturdy and ready and has a purpose, the clothes chosen are aimed at improving presentation activities). students will get score of 13 - 15.
- d) Appropriateness of Content and Language, if students in this section such has (Examples and words that are creative and well chosen for the target audience). students will get a score of 13 - 15.
- e) Overall Impact, if the students in this section has (the overall presentation is very creative and interesting). students will get a score of 9 – 10.
- f) Features, if students in this section such (the speaker creatively integrates various objects, charts, and graphs to reinforce the message). students will get score of 9 - 10.⁴

⁴ *Idem.*

3. Lecturer's difficulties in online assessment

This part is intended to present the data analysis results that could be derived from the analysis. It consists of the results of the study based on the facts during the research. It covers lecturers' difficulties in online assessment while assessing students' speaking ability.

To identify the problem of the lecturer. The researcher collected data by distributing whatsapp through room chat as replacing for a face to face interview because of the pandemic of Covid-19 and teaching and learning activity in class are closed. The researcher interviewed with lecturer of the public speaking subject.

The researcher asked the lecturer questions based on what the lecturer had experienced. The researcher sent the interview questions on monday 8th november, 2021.

Based on the result of the research, the researcher found that the lectures' difficulties are about can not assess some aspect.

“for online assessments, there are actually no difficulties because all aspects of the assessment are already in the score rubric so that it is very easy when assessing. It is only possible when the network is not good, it can delay the assessment.” As a small addition, another difficulty is that the lecturer could not assess aspects such as: gesture, anxiety, eye contact, manners and etc. besides that there are aspects that could be manipulated such as repetition, if an error occurs and is edited to make it look better, the

researcher saw this as an indirect difficulty for the lecturer, but with the rubric scoring that has been arranged in such a way, this is not too difficult for lecturer.

4. Students Difficulties in making video project assignment

In every activity has its own difficulties, including when making video projects. This section is intended to present the results of data analysis that obtained from those carried out by researchers using interview. Here there are research results based on the facts obtained during the study. This includes students' problems and difficulties in making video project in the public speaking class.

To identify the difficulties and problems of these students. Researchers collected data by sharing a list of interview questions through the whatsapp application via personal chat or voice notes as a substitute for face-to-face interviews due to the impossibility of teaching and learning activities on campus or classes during the current pandemic. The researcher has interviewed 16 students from 4 different classes who are taking public speaking courses so that they are expected to be able to accommodate the problems faced by students from the public speaking class. researchers have collected some of the difficulties faced by students as shown in the following table:

Table 4.1						
NO	Difficulties	Public Speaking Class A	Public Speaking Class B	Public Speaking Class C	Public Speaking Class D	Total
1	Preparation in conducting recording video	4	2	3	3	12
2	Insufficient knowledge in editing video	1	2	1	2	6
3	Inadequate gadget quality	1	1	2	2	6
4	Disturbance from outside	2	1	2	-	5
5	Poor internet connection	-	2	1	-	3
6	Bad video Quality and Unclear audio quality	2	1	1	2	6

Previously, researchers had asked several questions about student experiences and what they know about video projects, researchers sent a list of interview questions on Monday, August 16, 2021. Researchers asked students to collect or complete answers to their interview questions on August 25, 2021, but at the same time many of the students are still busy with PPL 2 activities and busy working on PPL 2 activity reports that must be collected immediately, so the researchers gave time slack until 7 September 2021.

From the results of the research found, the researchers found many similarities and several different problems of course based on the problems and difficulties that students experienced. 10 out of 16 students stated that they liked the video project :

"I like it because that's fun and it can make me learn about soft skills in editing...".

There were also other students who said :

"I used to not like making video projects because of my lack of editing skills, but after the pandemic came and I had to make video projects as assignments, I ended up liking video projects where I can hone my editing and speaking skills...".

This project is very helpful for students in developing interest in technology and soft skills in a modern era where many content creators have been born in the entertainment field. By honing students' skills and interests, it is hoped that many content creators will be born in the field of education. This shows that video projects are still popular with students. (results of interview September 2021).

Based on the results of interviews, researchers found that most students liked video projects. Most of the students think that video projects make it easier for them to convey material, add soft skills in editing and practice fluency because they have to memorize so that they make them say the message they want to convey repeatedly.

However, when conducting interviews with 16 students, 6 of them gave different responses from other students. They stated that the video project was very difficult and required a lot of time and calm, especially when they had to find and prepare the material they wanted to convey.

"It's difficult because I'm used to taking it as a whole and if there is a wrong word or miss pronounce I have to repeat from the beginning and it just wastes a lot of time and energy and thought..."

(results of interview in September 2021).

There are also other problems and difficulties mentioned by the students, regarding the readiness to record both in terms of the material presented and self-preparation in delivering the material. Some of the students stated that, "if i want to make and record videos, i need to find the material first, it's difficult". In addition, other difficulties came from the students' self-preparedness, such as not being too confident in their speaking skills, not being too fluent in language, often miss pronouncement, feeling blank or unable to remember what the message wanted to share with the audience, until someone feels nervous and lacks focus because they are not used to talking in front of the camera/gadget when making video projects.

"Sometimes I feel nervous and I don't focus, I often miss pronounce in the middle of recording, I ended up blank recording, made me have to re recording it and it took a lot of time in the editing section because there were many parts of the video that had to be cut..."

with difficulties both in the material section and in student readiness, students also need to pay attention to matters relating to the smooth making of video projects so as not to waste a lot of time,

"I have difficulty in terms of time management which makes it difficult for me to make video projects that require a lot of time both from material readiness to self-readiness as a speaker..."

through these statements, it shows that the making of a video project in addition to having to be prepared from the material section carefully and the speaker's self-preparation also requires time readiness, so that the resulting video is good without many cuts and the material presented can run smoothly and can be understood by the audience. (Interview results in September 2021).

The researcher found that most of the students found difficulties in video projects, namely when doing video editing. Some of them stated that editing was very difficult,

"it's difficult to understand the parts in the editing application, how to cut, add the right background, add the appropriate sound, remove noise and images related to the material..."

This also makes the editing process complicated and takes a lot of time. In addition, they stated that sorting out the parts of the video that needed to be removed was quite difficult and not a fast process because the video duration was

too long, this was done so that the resulting video was good and smooth. They have to focus on editing, starting from the sound produced, images, and the results after the video that has been cut so that it can become the content they want. (Interview results in September 2021).

Sometimes other problems also become something they usually experience such as inadequate quality of gadgets. Not every student has a good device or quality gadget that makes it a little difficult for them to make video projects, ranging from not having a ringlight as lighting when taking videos, old-school gadgets so they can't run editing applications to edit videos until the application runs an error, the quality of the resulting video is not good enough, the sound produced is not good because it is not supported by adequate devices, until the memory capacity is full.

"Sometimes my cellphone memory is full when recording for too long and the recorded video can't be opened or corrupted, so I have to delete some files on my cellphone and then rerecording it again and this takes a lot of time...".

(Interview results in September 2021).

In addition, almost all students interviewed in this study stated that they had difficulty recording videos quietly due to outside interference. "When I'm recording a video for a project, there are come some noisy sounds such from the sound of rain, the sound of motorbikes, the sound of chickens and even sounds coming from people around me, making me have to take videos over and over

again to get videos with good sound. clear without noise. (Interview results in September 2021).

Some students mentioned that apart from the problems above, what they often face is nothing but a bad internet connection. they stated that with the distance from the city and places that are still difficult to connect to the internet, it is very difficult to upload project video files.

"Sometimes I have difficulty uploading project video files to the internet because the network is not good when I'm in the village if I fail to upload sometimes I can't connect and have to upload from the beginning again...". (Interview results in September 2021).

B. Discussion

After the data was obtained and in the process as described above, the researcher had written and analyzed the data obtained by the researcher on the findings above. Researchers also know how does the lecturers assessed student's video project used the rubric's scoring criteria.

Based on the research questions, several things have been answered in the findings section. Therefore, in this discussion section, the researcher concludes further which is not explained in the findings section.

This section presents a discussion of the research results. This study poses two research questions, that is about how lecturers assess student assignment videos and students' difficulties in making video projects. Based on the description above,

of the 2 research questions, namely the way the lecturer assesses, namely by assessing the criteria with three assessment measures. Second, there are three aspects that about students difficulty in making video projects that are discussed in the research findings.

1. How the lecturer assess students speaking ability

The use of video project assignment to assess students speaking ability can be seen in the findings. The researcher discusses it into two categories, they are the instruction and the aspect of the assessment. Because this is a documentary research, data from field activity is collected by interviewing lecturers and students.

a. Instructions on making of the video project assignment

1) Using Class English during Teaching and learning

Based on the results of the interviews, in every meeting the lecturers use English. It is used in several ways such as to greet students at the beginning of a lesson, to obtain material, to explain material, to instruct material or activities, to provide feedback, and to end class. On the other hand, lecturers also often combine the use of English language with Bahasa so that students understand the instructions about video presentation projects. According to Harmer (2007), the purpose of this activity is to make students accustomed to using English, especially if the teacher's project focuses on speaking performance. By improving instruction in English

students will learn to speak in English especially this project is made to assess students' speaking skills so that lecturers must give clear examples in English.

2) Presenting materials and giving projects a focus on specific skills.

Based on these findings, the lecturer immediately presented the project on the learning material. The lecturer only gave directions on the explanation of the material about learning, then asked students to make a video project with another topic. Then, based on the interview, the lecturer said that the purpose of this video project was that apart from focusing on students' speaking skills, they also focused on other things so that students could develop themselves further, by using videos the teacher instructs students to talk a lot in videos, especially when presenting material or other things. Other. From the results of the student videos, the teacher can assess students' speaking skills as well as other aspects of the criteria, because the instructions from the lecturer are to instruct students to do a lot of talking and pay attention to what aspects need to be fulfilled in their individual videos. According to Harmer (2007), when presenting material the lecturer must make specific goals, for example, if the teacher wants to know the performance of students speaking, the project objectives must be in the speaking area. Based

on these results it can be assumed that the teacher uses this video project to assess students' speaking skills and also other aspects by using strategies in giving instructions. The lecturer plans a project to assess students' speaking as well as other aspects individually and in the project, students must be good at conveying messages and pay attention to the criteria that need to be met in delivering the material.

3) Giving assignment video project and explain about assesment criteria to the Students

Based on the findings after giving directions about the material at the previous meeting, at the last meeting the lecturer gave directions about the assignments to be made based on the material that had been studied at the previous meeting. The lecturer provides an overview of how the project will be made and what aspects of the criteria will be assessed so that students can understand how the criteria assessment works, in line with this Moursund (2016) states Part of the learning that needs to be done authentic assessment is for students to learn to understand the assessment criteria , learn to judge themselves, and learn to judge their fellow students. After students understand how the concept of a video project is and what criteria they need to meet, the lecturer gives them approximately 2 weeks to work on the video project assignment.

2. The Aspect of Assessment

In using video project assignment to assess students' speaking skills need a structured plan in kind of aspect which includes the assessment from lecturer. The four stage aspect model by David Moursund (2016) provides an example of how the lecturer can use to assess students in authentic assessment. The researcher uses one of this model, that's Rubric scoring criteria to analyze the lecturer use of video project Assignment to assess students' speaking skills in doing presentation. Then, according to Jones quoted by Thomas (2000), assessment is central to an effective teaching and learning process. In this video project, the teacher assesses students' speaking skills and criteria in the video of the students' have made. Teachers can assess students' speaking performance and criteria using this video project.

a. Rubric (Assesment Criteria)

Based on the results of document analysis, the teacher's assessment rubric indicates the type of assessment. In individual assessments, lecturers do not only focus on students' speaking skills but also on how to deliver material, sound, appearance, enthusiasm in delivering material, these are classified into six assessment criteria, namely, Structure and Organization, Vocal Expression, Physical Characteristics, Appropriateness. of Content and Language, Overall Impact, Features. Some of them are mentioned, such as Introduction, Main Idea, Supporting Materials, Articulation, Pronunciation, Eye Contact, Posture, Attire, Purpose, Energy, Creativity,

Multimedia, visual, audio and etc. The lecturer said that in each of the assessment criteria above there are different percentages, for Structure and Organization as much as 30%, Vocal Expression 20%, Physical Characteristics 15%, Appropriateness of Content and Language 15%, Overall Impact 10%, and Features 10 %. for the weight value given has a different assessment, using three assessment standards, namely Unsatisfactory, Proficient, and Advance of course the weight value given varies depending on the results of the video. This shows that lecturers use this video project not only to assess students' speaking skills but also in terms of material, appearance and student readiness. This was also emphasized by the lecturer through interviews that this task focused not only on assessing students' speaking skills but also in terms of material, appearance and student readiness.

3. Lecturer's difficulties in online assessment

To assess an assignment, lecturers need something that is effective. Assessing with direct performance can accurately measure students' abilities. however, the direct assessment was hampered due to the unstable conditions. online assessing is another option used by lecturers to assess student assignments. But sometimes lecturers found it difficult to assess things such as the gestures they use when performed, anxiety, eye contact and manners during presentations. In addition to the above, student assessments could be less than

optimal considering the aspects assessed can be manipulated, such as repeated if an error occurs and edited to make it better.

4. Student's Difficulties in making video project

In this section, the most common problem is the readiness of students to do video projects, from the readiness of the material to the readiness of the students themselves, and again there are still many students who have difficulty in the editing stage to the limitations of gadgets, this finding coincides with similar research on the difficulties of students in do video projects. (Kustiyono, 2018, p. 49) reports that in fact, lack of knowledge in video editing, lack of gadgets and preparation of both material and readiness to do video projects are the main factors that affected student performance in video presentations. This is the difficulty that most students face in making video projects besides other problems. Furthermore (Shephard, 2003, p. 301) stated if students do not have good access to open video or any editing application, they can use a lot of bandwidth and may take time to load the video or the application. Further (Majekodunmi et. all, 2012, p. 7). stated that difficulties in creating videos, centered on technical issues such as lack of gadget specification quality that can cause low audio/sound or slow internet connectivity.