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Implementing a Video Project for Assessing Students' Speaking Skills: A Case Study in a Non-English Department context

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Abstract

Speaking is one of the productive skills in English. Among the four language skills, speaking tends to be the language skill that seems to be difficult for students to do because it requires students to be able to communicate orally in English. This constraint has led to several studies about the teaching and learning of speaking. To enrich the studies about the teaching of speaking, this paper aims to describe the process of doing a video project by fulfilling all elements of speaking such as grammar, vocabulary, comprehension, fluency, and pronunciation. The participants of the study are 71 students of the Food Crop Production Program at Politeknik Negeri Jember. By doing the project, students can conduct a series of activities as follows: deciding a topic, working on language aspects, planning the video, drafting, editing, uploading the finished video on the YouTube channel, and giving a score of the video. The results show that by conducting the project, the students learn to write a script with better grammar and vocabulary, understand the task, and pronounce English words correctly and fluently. The video project also encourages the students to learn how to edit videos using editing software. This project also helps students and lecturers do collaborative teaching and learning processes to produce a video with some elements of speaking completely.

Keywords: *video project, speaking, assessment, Food Crop Production students*

1. Introduction

English is a language that is very popular around the world. It is used in business communication, government, school, the internet, and mass media. It is also used as an official language in 54 countries and for instruction in higher education (Rao, 2019). Other 60 and 15 countries use English as a de facto official language but not a primary language. English is originally the language of British, it becomes a second language in the US, Australia, Canada, Nigeria, South Africa, and India. Furthermore, most students who want to study abroad should understand this language since almost all books on science, medicine, information technology, tourism, and business are written in English. From this situation, people in some countries such as Chinese, Malaysia, Singapore, and Indonesia learn English to be able to compete with those from other countries that use English as their language for business and education.

English in Indonesia is a foreign language (an EFL). Brown (2007) said that EFL is like Japanese learning English in Japan. There are few opportunities to use the language in the environment of that culture. Identifying the EFL context can be in two global developments. First is today's trend of immigrant communities setting up their access to users, for instance, Spanish, Chinese, or Russian communities in a large city in the US. The second is the penetration of English in mass media like the internet, television, and the motion picture industry. Students in Indonesia do not have a chance to use English as a tool of communication because school environments, daily activities, and business transactions tend to rarely apply English. This condition makes students lack speaking ability.

Furthermore, the ability to speak a foreign language is very hard to do since there are different systems in vocabulary, pronunciation, and grammar. The complex role of pronunciation in producing sounds, vocabulary building, and grammar lead to difficulties in language learning. Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop since it is done in real-time and puts words together intelligibly without hesitation (Luoma, 2004). Besides, students tend to think that spoken language production or learning to speak in a foreign language is one of the most difficult aspects of language learning. Based on the above-explained condition, speaking can be considered the most challenging skill to learn among the four language skills.

Fortunately, the rapid development of technology in education plays an important role in the teaching-learning of speaking skills nowadays. Technology can assist teachers, help students to improve their speaking skills, and allow students to be more independent in learning. Teachers can make use of technology in classroom activities to make the teaching-learning process interesting. Using a computer for children can present their creativity with text, graphics, speech, video, animation, and more (Kenning (2000). They can do it at school or away from school. They can do it singly in a private or collaboratively. Integrating technology in language learning is a necessity today due to the application of online learning in all levels of school from kindergarten to higher education. The usage of computers and mobile devices such as smartphone enables teachers and students to conduct learning activities anytime and anywhere. The necessity draws the creativity of teachers and students in improving their methods of the teaching-learning process. Besides, students nowadays have already been familiar with technology and digital platforms (Wijayanti, 2020). In English language learning, computer programs can be used to develop the four language skills (Kenning, 2007). Video is one of the technology products and computer programs that can be implemented in language learning.

Video is a recording of moving pictures, especially as a digital file, DVD, etc (Online Cambridge Dictionary, 2020). Video is a sequence and selection of messages in an audio-visual context (Canning-Wilson, 2000). It is a system used for electronically-recorded moving images. Video technology becomes more accessible, simple in editing, and interactive for a language classroom. Today, video equipment is reasonably priced and available in every school (Tochon, 2001). The video also offers several possibilities for language learning both for input processing (e.g. in Novawan et al., 2020) and output

processing. One of the interesting uses of the video is to document and assess students' productivity in a second language (Shrosbree, 2008). Further, Shrosbree (2008) implied the four benefits of video in language learning as follows: (i) learners can see the speaker elements of the surrounding environment; (ii) video can help learners to understand a particular discourse to improve long-term listening skills; (iii) video improves the aspects of learners' oral production, especially confidence in speech; and (iv) students can observe their own current English oral proficiency.

There are three types of videos for language teaching purposes: assessment videos, teacher-made videos, and student-made videos (Shrosbree, 2008). Assessment videos include video pair work assessments, presentation assessments, and practice tests. Teacher-made videos contain model videos, comprehension activities, and content instruction. Student-made videos involve student videos, movie slideshows, and audio-only projects. Every type has a series of activities. The student-made video has four steps as follows: planning the video, working on language aspects, learning how to edit, and showing the finished video. In online learning, students need to show the video made by uploading it to an online platform, such as YouTube.

Brooke (2003) explained that group role play is one method that can be used for lower-level classes on video production. This method can relieve students' anxiety when they have to give a live performance in front of the class, and they will feel more relaxed and confident in producing language in the video. The first step in implementing a video assignment is asking students to create a conversation or dialogue in a group. The teacher gives some alternative dialogues to be chosen or students can create their dialogue and consult it with the teacher. They have to collaborate in a group to create a dialogue or conversation related to the topic given based on the level of difficulty. Next, students perform as well as possible. They have to discuss with their partner about the scene that should be taken and the dialogue that should be said. Lastly, all the recorded scenes should be matched to the scenario.

In addition to assigning students to make videos for improving their speaking skills, teachers should also set a suitable assessment for assessing their students' performance. Assessing speaking ability is usually done directly during face-to-face interactions, or through video recording or audio recording to avoid instant judgment because teachers will have time to revise and review their judgment. Speaking, somehow, is the most difficult language skill to assess reliably (Brown and Yule, 1983). Therefore, a standardized guideline is needed as a reference for assessing speaking skills. Bukhari (2018), in his research on evaluating directions of ESL speaking assessment using CEFR in the Malaysian context, mentioned that The Common European Framework of Reference (CEFR), an international standard for describing language ability, classifies speaking into two focuses: (i) learners' production and (ii) learners' ability to take part in conversations and discussion. The results of his study showed that four of the CEFR level was utilized (B1 – C2). Categories of A1 - A2 (Basic Level) were not observed during the practice, while B2 categories dominated the four criteria of ratings awarded and B1 dominated the rating of fluency. Liu and Jia (2017) researched the validity of university-based speaking assessments in mainland China. The results showed that CEFR

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provides a systematic framework for developing and comparing tests in different educational and assessment contexts. In this case, the investigation identified some potentially speaking features that can affect the scores of a candidate, for example, the length of turn, the choice of words and syntax, the hesitation markers, and the topic coherence.

Brown (2003) stated about the design of two oral productions includes interactive and extensive speaking. Interactive speaking can be assessed through interviews, role plays, discussions, and games. Extensive speaking can be done through speeches, telling longer stories, extended explanations, and translations. Interactive tasks would describe interpersonal communication, and extensive speaking would describe transactional speech events. Furthermore, Brown (2003) stated that oral proficiency scoring contains grammar, vocabulary, comprehension, fluency, pronunciation, and task. The description of oral proficiency scores is given from 0 up to 5.

Erben et al. (2009) explained about three kinds of performance-based assessment: performances, portfolios, and projects. In this type of assessment, students produce evidence to accomplish the objectives of learning. The evidence can be in the form of performances, portfolios, or projects. It can provide proof that shows students' achievement. Performances refer to learning products that are performed, orally and or aurally, carried out, or recited. Technology applied can be a documentary report and orally presented projects such as video recorded (using Movie Maker) or aurally performed (using Podcast), games, musical performances, plays, a sports theatre, dramatized story, pantomime, poetry recital, puppet shows, and dance production, and class demonstration. All the activities can be recorded and uploaded to a website for future viewing.

There are mainly three stages of assessing speaking: planning, preparation, and training (Luoma, 2004). Planning includes a definition of test intention, creating tasks, and assessment criteria of tasks. The preparation contains scripted and recorded tasks, a task tape compiled with instructions, tasks, and pauses for answering. Training involves trialing a test to check task work and task response are appropriate. These activities of assessment are usually done in the classroom, but in online learning electronic devices like a smartphone, computers, and audio recordings can help a teacher to do. Those devices can record audio or video to assess speaking tasks. Then, teachers make a judgment or score through the recorded audio or video.

Some studies have shown the advantages of using videos to enhance students' speaking abilities. Maldin et al. (2017) researched stepping up the English-speaking proficiency of hospitality students through a video blog (vlog). The finding informed that vlogs are suitable to implement because they might share a positive attitude toward students' learning development and improve students' problem-solving and collaborative skills in a fun learning environment. Riswandi (2018) conducted research on implementing project-based learning to improve students' speaking skills. The participants were students in the seventh grade of junior high schools in Surakarta. The results showed that there was an improvement in the students' fluency, vocabulary,

pronunciation, grammar, and comprehension. Arroyani (2018) explored on improving Nursing department students' speaking skills through a YouTube video project. The result of the pre-test and post-test showed that the significance of the *t*-test was higher than the *t*-table. It is indicated that the achievement of the students was improved. Indrastana (2021) conducted a study in a reflective practice method about the implementation of a vlog to boost students' speaking performance. The results showed that the implementation of a YouTube vlog project helps students increase their classroom engagement and their confidence in performing speaking. Furthermore, she also concluded that vlogs can facilitate students' creativity and critical thinking.

To enrich the studies about the advantages of a video project in the teaching-learning of English speaking, especially in a non-English department context, this study was conducted by utilizing a video project to assess the speaking performance of non-English department students at Politeknik Negeri Jember. The video project was conducted to help students improve pronunciation, vocabulary, and fluency. The data were taken from the observation and documents during the implementation of the video project, in which the students worked in pairs in doing the project starting from making a script, taking a video, and uploading it to the YouTube channel. The projects were done as an assignment inside and outside the classroom. The sequences of doing the project were adopted from Hammer (2007) as follows: deciding a topic, idea or language generation, data gathering, planning, drafting, editing the result, consultation or tutorial.

2. Method

This study was conducted in a case study method. It aims to capture the implementation of making videos as project-based learning in a non-English department context. The participants were the students of the Food Crop Production Program, Department of Agriculture Engineering, Politeknik Negeri Jember who were in the first semester of the academic year 2020/2021. The procedure of the implementation is divided into deciding a topic, working on language aspects, planning the video, drafting, editing, uploading the finished video to the YouTube channel, and giving a score of the video. The criteria for scoring are grammar, vocabulary, comprehension, fluency, and pronunciation, adopted from Brown (2001).

3. Findings and discussion

In this part, the activities in the implementation of a video project for the students of the Food Crop Production program were described. There were six activities of the video project implementation. Each activity was described based on the steps and benefits for the students.

a. Deciding a topic

In this part, the teacher arranged the course in the student's workbook, containing the title, the objectives, the theory, the worksheet, the assessment, and the project. During

delivering the course, the teacher combined lecturing and practice on the course material in the classroom and the process of creating videos outside the classroom. The course has a series of sequence activities namely listening to dialogues based on recording, understanding the meaning of phrases based on the situation and function, discussing the result, practicing the dialogue with peers, drafting a project by making a script, taking scenes, editing, and uploading in YouTube channel.

b. Working on language aspects

This step occurred in the practice class. For the first meeting, the students had to listen to some dialogues on telephone conversations (connecting, messages, the wrong number, and making an appointment). While listening, they had to complete the dialogues based on the recording. In this task, they had to fill in incomplete dialogue when listening. After the students finished listening, the teacher asked the students to read the answers and listen again when the answer was not correct. In this activity, the students can practice listening to English words, phrases, and expressions that are used for telephone conversations like “*Can I speak to.... please*”, “*Who’s calling, please*”, “*Can I take a message*”, “*You dialed the wrong number*”, and “*I would like to arrange an appointment*”.

The next activity was understanding the meaning of phrases based on the situation and function, and discussing the results. The students had to identify some expressions of making a phone call, getting messages, getting the wrong number, and making an appointment. The teacher and students discussed the function of some expressions in a telephone conversation. For example, the expression “*Can I speak to..., please*” is used when someone needs to make a phone call and wants to speak to someone else.

In the second meeting, the students were given a task to listen again and practice imitating the content of dialogue with peers. In this activity, the students had to listen to the dialogue and repeat it using their voices from the complete dialogue that had been done before. They practiced pronouncing English words and phrases correctly, reading aloud, and appropriately using voice volume. This activity arouses students’ interest in voicing English words because they have been able to pronounce the words correctly to get the appropriate response. While the responses are not appropriate, the communication will not run well. They also practice listening to their peers’ utterances so that there is a take and give along with the practice session.

In the third meeting, the activity was making a script. The students worked in pairs and discussed what topic would be in their scripts. The requirement was the students had to make at least 10 lines of dialogue or 10 expressions in a telephone conversation. They could choose any topic such as making a phone call, getting messages, getting the wrong number, and making an appointment. They could also combine all materials into one script. Then, they sent the script to LMS (Learning Management System) to get feedback related to vocabulary and grammar.

c. Planning the video

This activity was done in the fourth meeting outside the classroom. The students were asked to practice from the script of the dialogue. Then, they made a plan on making a video. The plan included tools for taking scenes and video editing. The teacher also asked students to provide tools needed, for example, smartphones and cameras independently based on their interests and creativity. The teacher asked the students to make their own YouTube channel account to upload the final video.

d. Drafting and Editing

This part was done in the fifth meeting outside the classroom. The students had to take scenes based on the script. Then, they had to edit the recorded scenes. They were also asked to use some editing software, for example, Wondershare Filmora, Windows Movie Maker, Adobe Premiere Pro, Cyberlink Power Director, and others. The students could directly download that software from the internet. They could also try to find free downloaded software. In this step, they were encouraged to explore their creativity in editing videos by doing such activities as giving a title, adding music or sound or effect, setting sequences, adjusting colors, and other editing activities needed.

e. Uploading Video on a YouTube Channel

The last activity was uploading a finished video on the YouTube channel that the students had created before. They had to make a YouTube account to upload the videos on the platform. Then, they needed to submit the video link to the teacher via LMS. The uploaded video became the result of the project. It contains all the activities from making a script, taking scenes, editing, and uploading.

f. Scoring

The criteria of the score were based on the criteria for oral proficiency scoring categories proposed by Brown (2001). They are grammar, vocabulary, comprehension, fluency, and pronunciation. The description of each category can be seen in the tables below.

Table 1. Oral Proficiency Scoring for Grammar Adopted from Brown (2001)

Score	Description
1	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Grammar errors are quite rare.
5	Equivalent to that of an educated native speaker.

Table 2. Oral Proficiency Scoring for Vocabulary Adopted from Brown (2001)

Score	Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.
5	Speech on all levels is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Table 3. Oral Proficiency Scoring for Comprehension Adopted from Brown (2001)

Score	Description
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.
2	Can get the gist of most conversations on non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech
4	Can understand any conversation within the range of his experience
5	Equivalent to that of an educated native speaker

Table 4. Oral Proficiency Scoring for Fluency Adopted from Brown (2001)

Score	Description
1	No specific fluency description. Refer to the other four Language areas for the implied level of fluency
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers

Table 5. Oral Proficiency Scoring for Pronunciation Adopted from Brown (2001)

Score	Description
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1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	The accent is intelligible though often quite faulty
3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be foreign
4	Errors in pronunciation are quite rare
5	Equivalent to and fully accepted by educated native speakers

There were 39 videos uploaded on the YouTube channel from 71 students. The scoring results for all categories (grammar, vocabulary, comprehension, fluency, and pronunciation) can be seen in the table below.

Table 6. The result of scoring the video

5 Categories	0	1	2	3	4	5
Grammar	5		4	30		
Vocabulary	5		4	29	1	
Comprehension	5		12	22		
Fluency	7		5	23	4	
Pronunciation	7		7	15	6	

The table shows that in the grammar category, 30 videos got point 3, 4 videos got to point 2, and 5 videos could not be accessed. It can be concluded that the students can make a script with good grammar, and they can speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. The other 4 videos still have the elementary construction of grammar quite accurately but do not have thorough or confident control of grammar. The other 5 videos could not be accessed due to the broken link or there was not any video available. From the vocabulary category in table 6 above, it is shown that 1 video got a 4 score, 29 videos got a point of 3, 4 videos got a point of 2, and 5 videos could not be accessed. From these results, it is shown that the range of scores is from 4 to 0. It means that most students can speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. The student's vocabulary is broad enough. Then, 1 video was categorized into "has understood and participated in any conversation within the range of his experience with a high degree of precision of vocabulary". However, 4 videos have speaking vocabulary "sufficient to express himself simply with some circumlocutions", and 5 videos could not be accessed.

In the comprehension category, it can be inferred that most students' comprehension is quite complete at the normal rate of speech. Moreover, 12 videos only got point 2 or within the category "can get the gist of most conversations on non-technical subjects (i.e., topics that require no specialized knowledge) because it only fulfills the task given without requiring specific knowledge". The other 5 videos could not be accessed. In the fluency category, it can be said that most students were in the category "able to discuss particular interests of competence with reasonable ease. Rarely has to grope for words". Then, 4 videos were included in the category "use the language fluently on all levels

normally pertinent to professional needs, and able to participate in any conversation with a high degree of fluency". However, 5 videos had a lower score, within the category "with an ability to handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information". Then, 7 other videos could not be accessed.

From the last category, pronunciation, it is shown that most students were able to pronounce English words correctly with a little false. Then, 6 videos showed that the students have an ability in pronouncing English words quite well, rarely do they have errors. Moreover, 7 videos were showing that the students' accent is intelligible, though often quite faulty. The last 7 videos could not be accessed.

4. Conclusion

From the result of the scoring category, most students can fulfill the requirement of speaking skills, for example, grammar, vocabulary, comprehension, fluency, and pronunciation. From all elements of speaking, most videos got a 3 for the score. It means that all students can produce a better script with appropriate vocabulary, good understanding or comprehension of the task, can discuss the particular interest of competence and can pronounce English words correctly with minimum fault, while a few videos got a lower score or 2. It means that the students need to pay attention more to all elements of speaking. Moreover, some videos also got high scores of 4. It means that the students seriously do the video project by paying attention to making a script, taking scenes, editing, and uploading it to the YouTube channel.

It can be concluded that from the video project, the students of Food Crop Production Politeknik Negeri Jember learn how to write a script with better grammar and vocabulary, try to understand the task, and pronounce English words correctly and fluently. The video project also encourages the students to learn how to edit videos by using some software. At the same time, the project helps the students and the teacher do collaborative teaching and learning processes to produce a video with the element of speaking completely.

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