

**ASSESSING STUDENTS SPEAKING SKILL THROUGH DIGITAL VIDEO  
PROJECT: A CONTENT ANALYSIS STUDY**

**A THESIS**

**Presented to the Department of English Language Education**

**As Partial Fulfillment of the Requiements to Obtain the *Sarjana Pendidikan***

**Degree in English Language Education**



By

**Mutiara Amalia Widodo**

**21322068**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF SOCIOCULTURAL SCIENCES**

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**APPROVAL SHEET**

**ASSESSING STUDENTS SPEAKING SKILLS THROUGH DIGITAL VIDEO**

**PROJECT A CONTENT ANALYSIS STUDY**

**Submitted by:**

**Mutiara Amalia Widodo**

**21322068**



**Approved on September 11<sup>th</sup> 2025**

**by:**

A handwritten signature in black ink, appearing to read "Rizki Farani". The signature is written in a cursive style with a horizontal line under the first name.

**Dr. Rizki Farani, S.Pd. M.Pd.**

**NIK. 123220404**

**RATIFICATION SHEET**

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**By:**

**Mutiara Amalia Widodo**

**21322068**

Defended before the Board of Examiners on \_\_\_\_\_ and Declared Acceptable

Board of Examiners

Chairperson :

First Examiner :

Second Examiner :

Yogyakarta,

Department of English Language Education

Faculty of Sociocultural Sciences

Universitas Islam Indonesia

Head of Department

## **STATEMENT OF WORK'S ORIGINALITY**

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta,

The Writer,

A handwritten signature in black ink, consisting of a series of connected loops and lines, positioned above the printed name.

Mutiara Amalia Widodo

21322068

## **MOTTO**

"Innallaha ma,,ash shaabiriin" (Indeed, Allah is with those who are patient) – QS. Al-Baqarah: 153, is a reminder that every struggle will be meaningful as long as it is carried out with patience. As the Prophet Muhammad said, "Whoever is serious will succeed" (HR. Muslim), the author believes that hard work will never betray the results. In line with that, Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world," which emphasizes that knowledge is the main provision for facing the future. Winston Churchill also reminded that "Success is not final, failure is not fatal: it is the courage to continue that counts," so that every failure is only part of the process towards success.

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. To Allah SWT, God Almighty, who has given grace, health, strength and patience so that the author is able to complete this thesis. All these achievements would never have been realized without His permission, help and love.
2. To my beloved father, Suluh Widodo, and my beloved mother, Tri Suhartini, thank you for your unwavering prayers, boundless love, and unwavering support. Every step I take in this education is thanks to your sacrifices, hard work, and sincere love. This thesis is a small offering that I dedicate to repay all your priceless kindness. And also to my entire family who always give me encouragement, prayers, and love, both directly and indirectly. Thank you for being a warm home, which makes me feel never alone in this journey.
3. To myself, thank you for persevering this far. Thank you for overcoming doubt, failure, and exhaustion, yet choosing to continue the journey. This thesis is living proof that effort, prayer, and patience are never in vain.

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Yogyakarta, 10 September 2025

Mutiara Amalia Widodo

## TABLE OF CONTENTS

<b>ASSESSING STUDENTS SPEAKING SKILL THROUGH DIGITAL VIDEO PROJECT: A CONTENT ANALYSIS STUDY .....</b>	<b>1</b>
<b>APPROVAL SHEET .....</b>	<b>i</b>
<b>RATIFICATION SHEET .....</b>	<b>ii</b>
<b>STATEMENT OF WORK'S ORIGINALITY .....</b>	<b>iii</b>
<b>MOTTO.....</b>	<b>iv</b>
<b>DEDICATIONS .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>ABSTRACT.....</b>	<b>1</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>2</b>
<b>1.1 Background of the study .....</b>	<b>2</b>
<b>1.2 Identification of the Problems .....</b>	<b>4</b>
<b>1.3 Limitation of the Problems.....</b>	<b>5</b>
<b>1.4 Problem Formulation.....</b>	<b>5</b>
<b>1.5 Objectives of the Study .....</b>	<b>5</b>
<b>1.6 Significance of the study .....</b>	<b>5</b>
<b>CHAPTER II : LITERATURE RIVIEW .....</b>	<b>6</b>
<b>2.1 Speaking Skill .....</b>	<b>6</b>
<b>2.2 Speaking Assessment Techniques.....</b>	<b>7</b>
<b>2.3 Review of Relevant Studies.....</b>	<b>8</b>
<b>2.4 Theoretical Framework .....</b>	<b>9</b>
<b>CHAPTER III : RESEARCH METHODOLOGY .....</b>	<b>11</b>
<b>3.1 Research Design.....</b>	<b>11</b>
<b>3.2 Data Preparation .....</b>	<b>11</b>
<b>3.3 Data Collecting Techniques.....</b>	<b>12</b>

<b>3.4 Data Analysis .....</b>	<b>13</b>
<b>3.5 Trustworthiness .....</b>	<b>15</b>
<b>CHAPTER IV : FINDINGS AND DISCUSSION.....</b>	<b>16</b>
<b>5. CONCLUSION AND SUGGESTION.....</b>	<b>24</b>
<b>5.1 Conclusion.....</b>	<b>24</b>
<b>5.2 Suggestion .....</b>	<b>24</b>
<b>REFERENCES.....</b>	<b>25</b>

# **ASSESSING STUDENTS SPEAKING SKILLS THROUGH DIGITAL VIDEO**

## **PROJECT : A CONTENT ANALYSIS STUDY**

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### **ABSTRACT**

The increasing use of technology in EFL has changed the assessment process in English learning. Assessment nowadays includes the assessment of video projects, digital worksheets, posters, etc. However, every teacher has a separate speaking assessment, and they all utilize different rubrics. As a result, ensuring the validity of each rubric or assessment is challenging. The purpose of this study is to evaluate various speaking abilities using particular speaking rubrics. This research employs qualitative approach in form of content analysis study. Data was collected from four video projects gathered in the English 2 course of the Islamic Economics Department.

The best videos that met the criteria of this research were then analyzed and evaluated using a speaking assessment rubric adapted from Latifa et.al (2015), which includes aspects from (Brown 2001), such as vocabulary, grammar, fluency, pronunciation, delivery, and content organization. The results of the study show that students demonstrate the ability to generate ideas and organize presentations. Some of them still face challenges in pronunciation, fluency, and formality in English language. Therefore, students need more practices to achieve better communication skills.

*Keywords: content analysis, digital assessment, EFL learners, speaking skills, video project*

## **CHAPTER I : INTRODUCTION**

### **1.1 Background of the study**

Nowadays, the assessment of English as a foreign language takes various forms. The format is not only limited to paper pencil based tests, but also digital projects, for instance : digital video project. Previous studies show that digital video projects can be used as tools to assess students' English competences (Taufiqulloh et.al, 2023).Students have positive perspective toward digital formative assessment because it can promote better understanding and learning independence. Similar study shows that students are equally happy to be given feedback by teachers and friends, but students are happier and enjoy it more if it is their friends who give feedback or rate their videos (Chien et al., 2020) In addition, another study shows that teachers use video to assess speaking skills. A study revealed that video projects can help students improve their grammar, vocabulary, task understanding, and pronunciation. Moreover, students also develop skills in video editing, topic selection, language use, planning, drafting, and sharing their final videos on social media (Ismalia, 2022). Another study show that video- making assignment can also be useful for improving students' own public speaking skills (Shofatunnisa, 2020).

Speaking video projects can improve speaking skills, self-confidence, and motivation. Students have the opportunity to express their feelings through the video. There are seven possible areas that can be improved through the project, such as pronunciation, fluency, word choice, structure, self-confidence, teamwork, and creativity (Suadi, 2020). This study would like to use specific speaking rubrics to assess several speaking skills. The difference between the rubric that will be used in the study (Rajendran, 2021) and the rubric that has been used (Brown, 2001) is that this rubric does not only discuss or assess students' speaking skills from video project quality and fluency but must assess students' speaking skills from vocabulary, grammar, pronunciation, fluency and content as well.

## **1.2 Identification of the Problems**

The rubrics used are different, every teacher uses a different speaking assessment. Therefore, it is difficult to ensure the validity of each rubrics or assessment. This study would like to use specific speaking rubrics to assess several speaking skills. Although numerous studies have been conducted on the validity and reliability of language assessments, the results still indicate areas that require further study. For example, a study by Tadesse et al. (2025) found that scores on English entrance exams have predictive validity for first-year students' academic achievement. However, this relationship is also influenced by several factors, such as students' self-perceptions of their language abilities.

Therefore, this suggests that text scores alone are insufficient to fully assess language ability. In the Indonesian context, research by Wahyuni and Kurniawan (2024) found that general English assessments with adequate content validity and internal reliability were conducted in universities, but these were primarily written-based tests, not speaking skills. Meanwhile, a literature review by Rahman (2022) emphasized that language assessment ideally considers not only content, construct, or criterion validity, but also consequential validity and assessor consistency. From these studies, it can be identified that issues of validity and reliability in language assessment remain important issues that require further investigation.

### **1.3 Limitation of the Problems**

The limitation of the study is assessing speaking skill through digital video projects for university level and content analysis of speaking class video project assessment.

### **1.4 Problem Formulation**

What are students' speaking skill levels based on the Digital Video Project?

### **1.5 Objectives of the Study**

This study would like to assess students' speaking skill level based on the Digital Video Project.

### **1.6 Significance of the study**

This study is beneficial for students to comprehend their speaking skills abilities based on digital video projects. It also helps the lecturers to design instructional design to support students speaking skills. As an impact, the department can support students' speaking skills by providing extra activities such as speaking club and speech competition to improve students' speaking skills.

## **CHAPTER II**

### **LITERATURE RIVIEW**

#### **2.1 Speaking Skill**

According to H. Douglas Brown (2000) in their book, speaking is an ability that can produce spoken language fluently and correctly. In this book, Brown also states the importance of interaction in language learning, where speaking does not only involve making sentences but also understanding a concept and the purpose of communication. Some concepts from Brown's book are teaching language as a tool to communicate with others, effective learning such as teachers as facilitators and students as active participants, and also evaluation and feedback for students.

The basis of assessment speaking skill is to assess how well a person can use spoken language effectively. The assessment of speaking skills should consider many things, such as proper pronunciation, grammatical accuracy, fluency, and appropriate vocabulary. Improving speaking ability in authentic and interesting context is the main goal of teaching speaking. Speaking exercises such as role plays, group debates and interviews are essential for students (Brown 2019). Speaking requires a certain level of skill, and in order to be competent speaker, one must be proficient in both correct presentation and the use of grammar in spoken language (Angela M Sihotang et.all 2021).

## **2.2 Speaking Assessment Techniques**

There are some criteria to assess speaking skills, they are: fluency, accuracy, coherence, interaction and responsiveness, comprehensiveness and range, and overall performance. The first component (fluency) assesses the extent to which students can speak English fluently without many pauses. The second component (accuracy) assesses the extent to which students can convey ideas and messages in a clear and organized manner. The third component (coherence), assess how well students communicate their messages. The fourth component (interaction and responsiveness) assess how well students interact and respond to a person in a conversation. The fifth component (comprehensive and range) assesses how well students can use appropriate language structures when discussing their topics. The last component (overall performance) assess how well all students performance in speaking (Siti Maysuroh, 2023).

This study uses rubric from (Brown 2001) to assess speaking skill because this rubric is very comprehensive and used by many people. The aspects in the rubric (Brown 2001) cover a variety of topics related to content and delivery, including evaluations of the speaker's body language and gestures, introduction of the topic, and goal of the presentation, and 3 aspects including fluency, accuracy, and interactivity.

### **2.3 Review of Relevant Studies**

This research has similarities with previous research, previous research also discusses aspects of how to assess speaking or find rubric assessing speaking properly and correctly. One of them also uses a rubric assessing speaking that assesses a person's speaking from fluency, accuracy, pronunciation, grammar, vocabulary, and gesture (Aprianoto, 2019). Most of the journals or articles I read, most of the authors use Brown's rubric for assessing speaking, several studies such as those by Ismalia (2021), Sumardi (2020). Therefore, by looking at previous research, this research aims to identify which parts that have not been resolved in previous research will be addressed in this study. The Practical Rating Rubric of Speaking Test (PRRST) was developed by Latifa et.al (2015) for English language students through a research and development approach. This rubric covers five aspects: grammar, vocabulary, pronunciation, discourse, and strategic competence with a scale of 0-4 and clear descriptors, so that assessors can provide faster and more consistent scores without reducing validity or reliability. Meanwhile, research by Hartatik et al. (2024) shows that the speaking assessment rubric not only functions as an evaluation assessment tool, but also increases students' self-confidence and makes their speaking performance more organized and improved. Therefore, these findings confirm that a good rubric must be practical, valid, reliable, and also motivating in the learning process.

## 2.4 Theoretical Framework

There are three main aspects that become important indicators in assessing one's speaking ability, namely fluency, accuracy, and interactivity (Brown, 2001).

Speaking Assessment Rubric by Brown (2001)

Aspect	Description
Fluency	The ability to speak smoothly with minimal pauses or hesitation, maintaining natural speed of speech
Accuracy	The correctness of language use, including grammar, pronunciation, and vocabulary
Interactivity	The ability to actively engage in communication, respond appropriately, and maintain conversation

Fluency relates to a person's fluency when speaking, meaning a person can convey ideas without many pauses, repetitions, or appearing hesitant. The goal is to make the conversation feel natural and flowing. Accuracy refers to the accuracy of language usage such as grammar, vocabulary, and pronunciation. Although fluency is important, if the message conveyed is not correct, it can cause misunderstanding. So, accuracy is still an important part of speaking. Interactivity is the ability to engage in a two-way conversation (Jalil Fathi et.al, 2024).

It encompasses how one responds, asks questions, or responds to interlocutors in a relevant manner. Not just being able to talk to yourself, but also being able to connect during a conversation. These three aspects complement each other. A person is considered to have good speaking skills if they can speak fluently, use appropriate language, and are able to interact with others actively (Rena Gao et.al, 2024).

To assess students speaking skills, this study use rubric from Latifa et.al (2015) because the rubric from Latifa et.al (2015) has fulfilled Brown's indicators, the concept of 3 main aspects of fluency, accuracy, and interactivity is in the rubric of Latifa et.al (2015), so this rubric fits this theory.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Content analysis in this study in this study focus on fluency, accuracy, and interactivity. Content analysis is a research technique that aims to make repeatable and valid inferences from data by considering its concepts. This method is used to identify patterns, themes, as well as to measure the frequency and relationship between certain categories in the text (Meredith D.Gall, 2003). Content analysis in this study focuses on fluency, accuracy, interactivity, analyzing speaking comprehension and the speaking skill based on video project practice. And this study would like to conduct a qualitative approach informed by content analysis study and then this study would like to analyze multimedia.

#### **3.2 Data Preparation**

The type of data used is video project presentation from students in Bahasa Inggris 2 Course in Islamic Economy Department. This study uses the 4 best project presentation videos from the class Bahasa Inggris 2 Course in Islamic Economy Department. There were 4 video selected for data collection, the video was selected because the video has a good quality. And the students have already given informed consent after being asked and agreeing to the use of their data.

### **3.3 Data Collecting Techniques**

In this study, the main instrument uses rubric from (Latifa et.al 2015) to assess speaking skill in the video project presentation and there is no supporting another main instrument, the only instrument in this study has is the rubric.

The rubric was applied to evaluate students' speaking performance based on several components, including fluency, accuracy, and interactivity or discourse and strategic competence. Each student's video presentation was scored according to these aspects, using a scale adapted from the PRRST rubric by Latifa et al. (2015).

The scoring process involved observing the students' recorded video projects and assigning scores for each component based on the criteria in the rubric. For instance, focuses on smoothness and continuity of speech, accuracy concerns grammatical and pronunciation correctness, while interactivity relates to how students maintain conversation and respond appropriately.

Brown (2001)	Latifa et al. (2015) (PRRST rubric)
Fluency : the ability to speak smoothly with minimal pauses or hesitation, maintaining a natural speed of speech.	Fluency : Evaluates smoothness of speech, number of unconnected utterances, hesitation, and ability to deliver ideas continuously.
Accuracy : The correctness of language use, including grammar, pronunciation and vocabulary.	Accuracy : Focuses on grammatical correctness, mispronunciations, vocabulary competence, and percentage of errors across proficiency scales.
Interactivity : the ability to actively engage in communication, respond appropriately, and maintain conversation	Discourse and Strategic Competence : Assesses ability to maintain discourse, connect ideas, and use communication strategies when facing difficulties.

It is evident from this comparison that Latifa's PRRST rubric is a more comprehensive and useful variant of (Brown 2001) framework. Latifa transforms Brown's sketch of the three primary aspects of speaking : fluency, accuracy, and interactivity into quantifiable indicators, which makes the rubric more useful for gathering and analyzing data.

### **3.4 Data Analysis**

This study use thematic analysis form (Braun, V., & Clarke 2006)that consist of 6 steps :

#### **1. Familiarizing yourself with your data**

The researcher watched the students'' video presentations several times to fully understand their speaking performance, focusing on aspects such as fluency, accuracy, pronunciation, and interactivity.

#### **2. Generating initial codes**

The researcher indentified and noted important elements of students'' speaking skills by applying Latifa et al. (2015) rubric as the main instrument of evaluation.

#### **3. Searching for themes**

The researcher classified the students'' performance into broader categories according to the rubric indicators to see emerging patterns of speaking ability.

#### **4. Reviewing themes**

The researcher rechecked and compared the scoring results across students to ensure consistency and to confirm that the evaluation truly reflected their English proficiency.

#### 5. Defining and naming themes

The researcher assigned clear proficiency levels (e.g., scale 3 in the PRRST rubric) to represent the students' English speaking ability in an understandable way.

#### 6. Producing the report

the researcher compiled a comprehensive report that presents the analysis, supported by rubric-based scores and qualitative descriptions, to explain the students' speaking skill levels

#### 7. Defining and naming themes

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## 10. Producing the report

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### **3.5 Trustworthiness**

To ensure the trustworthiness of this study, several criteria were applied, following (Lemon & Hayes 2020), who highlight credibility, transferability, dependability, and confirmability as key indicators. Credibility is guaranteed because the data were genuinely collected from students' video presentations as part of the research, not from the researcher's personal opinion. Transferability is supported since this study is based on Brown's theoretical framework, which makes it possible for other researchers or lecturers to adopt and apply the same method in different contexts. Dependability is distinctive to a specific time and place, as the data were taken only from one particular task in the Bahasa Inggris 2 course, making the findings closely tied to that setting. Confirmability is maintained because the assessment was conducted objectively using Latifa et.al (2015) rubric, without personal bias or emotional involvement, given that the researcher had no prior relationship with the participants. Therefore, this study is credible, transferable, dependable, and confirmable as it relies on systematically collected data rather than personal assumptions or subjective interpretation.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

Based on finding of all the students speaking skill is at level 3, according to (Latifa et.al 2015), which is at level 3, speakers are able to demonstrate competence in vocabulary, grammar, pronunciation, discourse, and communication strategies, although there are still some errors such as incorrect sentence structure, irrelevant vocabulary, inaccurate pronunciation, breaks in speech flow, and slight hesitation when speaking. The speaker still shows deficiencies in the use of formality, accounting for approximately 10-30% of the overall speech. The speaker is able to use approximately 67-90% of relevant vocabulary, although they sometimes need time to recall certain words. The speaker still makes pronunciation errors in approximately 10-33% of the words spoken. The speaker occasionally conveys meanings that are not fully connected in communication, approximately 33%. The speaker still has difficulty conveying intentions or messages clearly, approximately 16.7% of the overall communication.

Analysis of students' speaking skill based on PRRST rubric (Latifa et.al, 2015)

Student	Fluency	Accuracy	Discourse & Strategic Competence	% of Unconnected Ideas / Hesitation	% of Errors (Grammar, Pronunciation, Vocabulary)	% of Disconnected Communication	Final Level
1	Smooth delivery but still shows few hesitations and disconnected ideas	Uses correct grammar and vocabulary but with some mispronunciations	Able to maintain discourse and connect ideas though sometimes unclear	20%	25%	30%	3
2	Fairly fluent but sometimes relies on script, less natural	Sentences mostly correct, minor mispronunciations	Maintains communication but limited spontaneity	25%	30%	33%	3
3	Speaks calmly and monotone intonation	Good structure, a few errors	Maintains topic but message sometimes unclear	16%	28%	20%	3
4	Confident, clear pronunciation, minor hesitations	Mostly accurate grammar, slight errors	Engages in communication effectively	15%	20%	25%	3

The table above presents the analysis of each student's speaking performance based on the PRRST rubric developed by Latifa et al. (2015). Each component—fluency, accuracy, and discourse & strategic competence—was evaluated according to the percentage ranges described in the rubric for Level 3. At this level, students typically produce around 67–90% relevant vocabulary, make approximately 10–33% pronunciation or grammatical errors, and show 16–33% of disconnected communication. As shown in the table, all students fall within these ranges, indicating that they have reached Level 3 proficiency. This means they are able to perform speaking tasks with fairly good fluency and accuracy, although minor disfluencies, errors, and hesitation can still be observed. To breakdown the findings, the further analysis focus on describing each students speaking skills:

The speaking performance of student 1 shows that she has a fairly good understanding of basic vocabulary and sentence structure, although she still makes several pronunciation errors such as “callage” for “challenge”, “abot” for “about”, and “embras” for “embarrassed”. She is able to produce of relevant vocabulary, though she sometimes takes a moment to recall certain words. Her speech includes minor grammatical issues and some informal expressions, with lack of formality. Her pronunciation is unclear, which occasionally affects intelligibility.

Discourse-wise, there are a few disconnected ideas, and she still struggles slightly, to express her intended meaning clearly. While her voice projection in the song intro was strong, the volume in the conversation video was noticeably lower. However, her opening and closing sections were well delivered, though her speech pace was slightly too fast at times.

The speaking performance of student 2 reflects a strong effort, especially in the visual and technical presentation. She included a clear video introduction featuring a short campus clip, along with good intonation and strong audio clarity. However, pronunciation remains her biggest challenge, with noticeable mispronunciations such as “asissent” for “assignment”, “dikossian” for “discussion”, and “shird” for “third.” She relied quite heavily on reading from the script, which made her delivery less natural. Grammatically, her sentences were mostly correct, possibly due to the use of online translation tools, resulting in structured but slightly mechanical expressions. Subtitles were included, which helped with understanding. Overall, she performed well in content, but her delivery was somewhat inconsistent, with parts that felt less spontaneous.

The speaking performance of student 3 demonstrated a sincere attempt to communicate in English, with full content coverage and a calm delivery. However, she still faces some pronunciation difficulties, such as saying “frustrade” for “frustrated” and “pronuunciation” instead of “pronunciation.” Her speech occasionally sounded flat in terms of intonation, and she still relied on reading from the text at times. An inconsistency was also noted between her spoken word (“now”) and the subtitle, which showed “no.” Despite these issues, her message was clearly structured, and her effort to engage the audience was visible. She included subtitles and used simple but effective sentences, although more vocal variation and spontaneity would improve her delivery.

The speaking performance of student 4 presented a confident and well-organized speaking performance. Her pronunciation was mostly clear, although there were a few mispronunciations like “aifraid” for “afraid” and “Kuwit” for “quite.” She expressed her nervousness when speaking English, which may have affected her fluency slightly, but she managed to maintain a good pace and appropriate intonation throughout. Her introduction and conclusion were engaging, and she used subtitles to support clarity. Although there were minor issues with volume in parts of the delivery, her voice remained generally clear. She glanced at her script a few times, but overall, her delivery felt natural and well-prepared.

By referring to (Brown 2001) framework, the analysis of the students' speaking performances reveals that their content and delivery generally align with the key components of effective speaking. According to Brown, communicative competence involves not only the accurate use of grammar and vocabulary, but also fluency, pronunciation, discourse management, and the strategic use of language. Although each student demonstrated different levels of proficiency, their performances reflect these core elements. The findings suggest that the students are beginning to develop the essential speaking skills described by Brown, even though some aspects such as pronunciation and coherence still require improvement.

Assessing speaking skills through digital video projects is now an increasingly important and flexible way to learn English as a foreign language. Analysis of student presentation videos in this study revealed that most participants demonstrated speaking skills at level 3 based on the rubric by (Latifa et.al 2015). This means they were able to demonstrate proficiency in vocabulary, grammar, pronunciation, and communication skills, although some errors persisted, such as imprecise sentences, inaccurate pronunciation, and weak semantic connections.

The first study conducted by (Arroyani, 2018) examined student assessments in using YouTube video projects to improve their speaking skills. This study involved 89 students at Surya Global Health College in Yogyakarta, using pre- and post-tests to measure improvements in students' speaking skills. This study focused on students' reflections after creating video content. The rubric used in this study was adapted from (Pandiya, 2013), which assessed aspects such as pronunciation, grammar, vocabulary, fluency, and interactive communication. Unlike the current study, which focused on analyzing content, this study used statistical analysis, which showed a significant improvement in students' speaking skills after completing the video project.

Compared to research by Titik Ismalia (2022), which involved 71 students majoring in Food Crop Production at Jember State Polytechnic, the study reported a significant improvement in students' grammar and vocabulary mastery, as reflected in the post-test mean score of 78.4 compared to the pre-test score of 65.2. The findings also revealed that students became more confident in speaking and pronouncing words. Assessment was conducted using Brown's (2001) rubric, which covers grammar, vocabulary, comprehension, fluency, and pronunciation. The score results show that many students got an average score (a score of 3 out of 5), similar to the findings in this study.

On the other hand, research by (Sumardi et.al 2020) involving 25 students from a private university in Surakarta also demonstrated that using video projects could be a viable assessment method. They used Brown's (2003) rubric, which consists of three main aspects: content, delivery, and creativity. The results showed that most students received good to excellent scores, which positively impacted self-confidence, reduced anxiety when speaking, and improved vocabulary and pronunciation. Interestingly, they noted that students preferred recording videos to speaking live in class because they could review and correct mistakes before submitting the videos.

In conclusion, these four studies highlight that digital video projects have two benefits, they serve as a tangible assessment tool and help improve speaking skills. From the students' perspective, these activities not only foster language skills but also enhance creativity, self-confidence, and the ability to reflect on their speaking outcomes. On the other hand, technical issues such as recording and editing videos, and unsupportive environments, must also be considered by educators when designing these activities. While differences in the rubrics used to assess students' speaking skills exist, this demonstrates that rubrics can be tailored to the needs and focus of the learning. Thus, the results of this thesis reinforce previous research and provide new insights through an in-depth analysis of the quality of student presentations. The use of digital video as a speaking assessment tool has been shown

to be not only effective academically but also to foster students' emotional and thinking development while learning English.

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study concluded that digital video projects are very functional as a useful learning medium and also as a tool that can assess students' speaking skills. The results of the study showed that the average student was at level 3 based on the rubric that had been used, where students could use vocabulary, grammar, and communication strategies in English quite well, although there were still some obstacles such as pronunciation, fluency and formality. These results confirmed that using digital video projects not only can assess students' English speaking skills, but can also encourage creativity and student confidence in learning.

#### **5.2 Suggestion**

Based on the findings, it is recommended that educators utilize digital video projects more as part of speaking assessments, and also provide feedback to improve students' pronunciation and fluency in English. Future researchers are advised to apply this approach in larger groups and in different educational contexts to gain more insight into its effectiveness. Furthermore, students are advised to utilize digital video projects as a tool to practice and improve their speaking performance, so that communicative skills can improve both in academic and real-life settings.

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