THE ROLE OF VLOG PROJECT IN FACILITATING AUTHENTIC SPEAKING ASSESSMENT

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ABSTRACT To date, video blog (vlog) has been identified as a convenient learning tool to develop learners' speaking skill. In language assessment, especially speaking, vlog has met the criteria for assessing learners' speaking skill authentically since it provides real-life situations in the process of creating the video. This study aimed at investigating how vlog facilitates authentic assessment in measuring students' speaking skill. This study is guided under a descriptive qualitative method using interview guidelines to collect the data and observation checklist in analysing the data. Two lecturers and six tertiary students from spoken English class were involved. The findings illustrate that the vlog project has acquired the criteria of authenticity of a speaking assessment as well as students' preference in speaking assessment. The vlog project, therefore, can be advantageous media to assess students' speaking skills authentically.

Keywords: vlog, speaking proficiency, authentic speaking assessment

INTRODUCTION

In recent years, there has been growing interest in developing speaking assessment. Teachers get used to assessing students' skills through pencil and paper test methods. Those methods become applicable for assessing grammar, reading skill, and listening skill, but not appropriate for assessing speaking and writing skill (Zaim, et al, 2020).

Nowadays, there have been conducting speaking assessments using some approaches. Using computer-based assessment helps raise a substitute process of assessing speaking unless face-to-face approach. This is in line with Galaczi, 2010 who suggested that assessing speaking using a computer-based approach alternates the conventional face-to-face approach. Additionally, Galaczi also mentioned several speaking assessments using computer-based in speaking response tasks consisting of reading a passage, imitating sounds, defining visual things, and answering some questions (p. 36). On the other hand, Kenyon and Malone (2010, p. 3) described that in the United States, prominently, Oral Proficiency Interview (OPI) is used as the speaking test in the territory of government and education.

Speaking assessment has to focus on students' ability in interpreting and conveying meanings for authentic purpose within an interactive context (Rukmini & Saputri, 2017, p. 265). Further, Barber, et.al. (2015, p. 60) & Koh. K. H. (2017, p. 3) mentioned some characteristics of authentic assessment as follows: real world task, collaborative assessment, co-constructed assessment, and digital modes of assessment".

Further, Ministry of Education and Culture number 104, 2014 about learning result assessment in primary and secondary education, "Authentic assessment consists of observation, field task, portfolio, project, product, journal, laboratory work, performance, and self-assessment" (p. 3). In line with this, Heaton (1998, p. 89) suggested some useful oral production tasks in assessing speaking, such as: reading aloud, conversational exchanges, pictures for descriptions and narrations, oral interview, short talk, group discussion and role playing.

Rukmini (2017) and Inayah (2019) have conducted research on the implementation of authentic speaking assessment using oral presentation in telling stories. Likewise, Ningrum (2016) presented some authentic assessments that were used by the lecturer in Muhammadiyah

University of Surakarta: oral interview, mini drama, spontaneous conversation, and video project about religious themes.

Ningrum (2016) investigates the implementation of authentic assessment as teaching and speaking becomes a good way to measure students in the real-life situation. On this occasion, Students tend to think critically about their own ideas that correlate with the real-life situation. All aspects also used to assess students' speaking consist of vocabulary, grammar, and pronunciation which collaborate students to think critically by their own knowledge (p. 2). Thus, authentic assessment is suitable to assess students' speaking skill and critical thinking.

Similarly, Zaim, *et. al*. (2020) described that authentic assessment purposes to declare, verify, or to indicate the learning objectives and its accomplishment accurately. (p. 588). Additionally, Ounis (2017, p. 95), "Applying a speaking assessment can develop students' learning process and advance their speaking prospective.

A study conducted by Ningrum in 2016 to explore the implementation of authentic speaking assessment based on the real-life situation. However, the researcher only assessed an authentic assessment in some aspects of speaking namely vocabulary, grammar, fluency, pronunciation. There have been considerable studies from Ningrum (2016), Rukmini (2017), and Inayah (2019). Those 3 studies explored authentic assessment using oral interview, oral presentation, mini drama, spontaneous conversation, and video project about religious themes. However there has been none of those researches using vlog projects to assess speaking. This study came to explore vlog projects since it contributes in developing knowledge, understanding, creativity, self-expression, communication, information sharing, and critical thinking both individually and socially (Debbağ & Fidan, 2018, p. 161) & (Sahara, 2018, p. 71), which is in accordance to the requirements of authentic assessment, and analyzed in depth related to the criteria of rubric in authentic speaking assessment. Hence, this study aims to investigate the role of vlog projects as an authentic speaking assessment. Further, the researcher formulated the research questions into: 1) how is vlog project used as an authentic speaking assessment in UIN Sunan Ampel Surabaya? and 2) what are students' feelings in using a vlog video project as an authentic assessment?.

Through interview and observation within a descriptive qualitative method, those research questions were answered. In the present study, the researcher found several aspects dealing with the implementation of using vlog projects as authentic speaking assignments, how the lecturer assigned, what difficulty and solution they faced, time allotment and topic they used, also the students' feelings. The researchers hope this study can assist the teachers or other lecturers in assigning speaking assignments, especially emphasizing the authenticity aspect and considering the benefits.

LITERATURE REVIEW
Authentic Speaking Assessment

Ahmad, *et. al*. (2019, p.6) investigated the speaking assessment categories as imitative tasks, intensive tasks, responsive tasks, interactive tasks, extensive tasks. In short, Authentic speaking assessment means giving students opportunities to use the language related to everyday life in speaking activity and set real world tasks (Rukmini & Saputri, 2017, p. 265). Then, Zaim, *et. al*. (2020), Saragi, *et. al*. (2019), and Saragih, *et. al*. (2018) described that an authentic assessment is a progression of collecting data by the teacher related to learners' growth and knowledge accomplishment for learners' participation and responsibility in learning through several procedures. Authentic assessment also trains students having an experience to speak English in real-word tasks and also allows students to use a language situation in their daily life. Likewise, 2013 Curriculum from the Minister of Education and Culture, an authentic assessment focuses on assessing learners' behavior, knowledge, and skill during the learning process. Further, the Ministry of Education and Culture in the 2013

Curriculum also asserted that authentic assessment can be implemented into some forms: assessment based on the observation, field task, portfolio, project, product, journal, laboratorium task and performance, and self-assessment. Several types of authentic speaking assessments, mentioned within the paper of Indiana Department of Education, are oral interviews, story or test retelling, project presentation, etc. Summarizing paper and study of the Education and Culture Ministry, Daizeabdao (2015), Inayah, *et. al.* (2019, p. 154), and Zaim, *et. al.* (2020, p. 599), here are the characteristics of authentic assessments: 1) Requiring students to apply what they have learned, 2) The topic deals with real-world situations, 3) Providing students experience, 4) Encouraging students to explore the information from several resources, media and tools, 5) Assigning students to work collaboratively whether in a group or in pair, 6) Giving an opportunity for students to construct things that are out of what have been taught, 7) Asking them to do the task in particular time, 8) Giving students specified feedback.

Speaking Assessment Criteria

Ningrum (2016, p.2) describes the importance of assessment in which to measure students in comprehending the lesson. The criteria that will be used in assessing students based on related criteria: construction of knowledge, activity of observing and experimenting, and also achievement outside of school. In addition, according to Berger, 2011 (p. 44), "Rubric is a collection of criteria to aid assessing someone's task and performance completion." Berger also revealed that a well-designed rubric must define the possible achievement levels in the form of numerical score and the summary of the score can help the grading. Rubrics also aid the test creator to explain the aim of giving certain judgement or suggestions for the test-taker (Berger, 2011, p. 44)

Below, Ulker (2017, p. 39) shows some criteria for speaking assessment in different purposes of the test. In the TOEFL test, there are 3 criteria of speaking assessment: speaking delivery, use of language, and topic development which only covers 25% of the whole assessment and represented by 0-30 score scale. Meanwhile, the IELTS test' criteria seem to be a bit detailed since there are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation as the criteria for speaking assessment. Those criteria also cover the 25 percent of the whole assessment test which scored in 1-9 scale. However, the Cambridge ESOL has five criteria of speaking assessment which cover only 20-25% of the whole test score. Those criteria are grammatical resource, lexical resource, discourse management, pronunciation, and interactive communication

Below is the speaking assessment criteria from Ulker (2017, p. 139).

Figure 1. Speaking Assessment Criteria

Exam:	TOEFL	IELTS	Cambridge ESOL
Criteria	• Speaking Delivery • Use of Language • Topic Development	• Fluency and Coherence • Lexical Resource • Grammatical Range and Accuracy • Pronunciation	• Grammatical Resource • Lexical Resource • Discourse Management • Pronunciation • Interactive Communication
Scale	25% (0-30 score scale)	25% (1-9 score scale)	20% - 25%

Pashmforoosh, *et. al.* (2016) confirmed that nowadays, L2 speaking assessment necessitates more formative assessment, which is a key component of assessment for learning rather than assessment of learning. In terms of the centrality of assessment practices, self-appraisal activities have involved a collaborative effort within the democratic atmosphere of the classroom, in which shared responsibility for teaching, learning, and evaluating is

overarching. Nicol and Macfarlane-Dick argued that teacher and learner dialogue about the assessment process and the criteria they use to evaluate performance can be very beneficial, based on the principles of self-regulation and learner autonomy.

A number of criteria also have been listed for assessing speaking by Knight (1992, cited by Ulker, 2017, p.137). 1) Grammar, which includes range and accuracy, is commonly defined as a set of rules which create the language and used to combine sentences. Paying attention to the grammatical rules supply impacts on the utterance's comprehensibility, accordingly the quality of communication considerably depends on it. 2) Vocabulary, which includes range and accuracy, tends to a number, range, and accuracy about choosing the words and forms of the words correctly in accordance with the certain context. 3) Pronunciation involves individual sounds, stress, rhythm, intonation, and linking/elision/assimilation. 4) Fluency requires the talking speed and the test-taker hesitation before and while speaking. 5) Conversational skills include topic development, initiative, and conversation maintenance. It assesses speakers' ability in maintaining the conversation and the coherence of their utterances with the interlocutors, taking a shift in conversation, applying pauses and fillers, asking for further information and details to evolve the conversation topic, also the politeness. 6) Skills in sociolinguistics include the ability to choose appropriate registers and styles (formal and informal, for example) as well as a balanced use of culture. It also assesses students' ability to evaluate situations and to decide what is said to be true in terms of courtesy, politeness, wisdom, and so on contextually. 7) Non verbal can be identified by using eye contact and body language including posture, gestures, facial expression, and eye contact. 8) Content described into arguments, ideas, comments, etc. that would become a good criteria, they should be easier for the speaker to listen carefully and understand the meaning. 9) Pragmatic competence has a purpose to determine the ability of the students while communicating with their partner clearly.

Vlog Project as Authentic Speaking Assessment

Vlog combines pictures, audios, movies, and text which can communicate personal reflections, expression of feelings, documentations, and stories (Baran, 2007, p. 22). People can record their video on their gadget and upload it on a platform such as youtube or instagram (Gao, *et. al.*, 2010, p.15). Vlog, which is assumed as a learning tool, is promoted and adapted to be concatenated for speaking practices in language learning activities (Anggraeni, Rachmijati, Listia, 2020, p. 23). Anggraeni, *et. al*. (2020, p. 29) also concluded that several activities in vlog enrich students' ability in the language aspects such as pronunciations, intonation, fluency, and vocabulary. By vlogging, students can enhance their speaking ability through interaction, reduce their anxiety about their score and focus on what they share with society, as well as improve their english proficiency by giving an opportunity to create any ideas that would be deliver to all of people (Wulandari, Mega: 2019, p. 4)

In case of applying vlog as the speaking assessment, Anggraeni, *et. al*. (2020) mentioned some criteria of the speaking assessment using vlog into: vocabulary, grammar, fluency, pronunciation and intonation (p. 28). Additionally, the criteria for the video itself has been mentioned in Anggraeni (2020) into introduction, body, conclusion, eye contact, language used, body language, clarity, topic, and visual aids (p. 26). There has also been a speaking assessment criteria in vlog that mentioned by Maulidah (2018) as follows: pronunciation, stress, and intonation (p. 14).

The purpose of digital video projects assists the learners to engage their comprehension in producing an introduction, keep their voice volume and expression, and promote their creativity to make interesting videos. In addition, students will be able to learn how to speak their language fluently and explore their own ideas in real life (Sumardi, et. al., 2020, p 58) that can give them challenges and motivation as well (Hafner & Miller, 2011, p 68). In this situation, students will accomplish the project which feels unfamiliar. Another suggestion was

investigated by Niktina (2009, p 165), the video project can promote students' activeness, confidence, autonomy, and communicative skills as well. It also offers the learning enhancing learner-centredness, communicative approach applied to emphasize meaning-making, learning activities insisting collaboration among learners (Nikitina, 2009, p. 168) and video project itself that can be documented and played back by learners to do a reflection on their language learning (Aksel & Gürman-Kahraman, 2014, p. 320).

RESERACH METHODS

This study was guided under the descriptive qualitative research design in the form of descriptive research. Creswell (2012) described that one of the descriptive qualitative research's characteristics is to provide exploration of certain problems and in-depth information related to the phenomenon discussed. It goes in line with the aims of this study in which to explore how vlog projects are used as an authentic speaking assessment and to investigate students' feelings in using vlog video projects

Participants of this study were two lecturers who taught the 2nd Semester of English Language Education Department (ELED) at the Tarbiyah Faculty of the State Islamic University of Sunan Ampel Surabaya. Researchers took lecturers of Spoken English as participants because they asked students to create a vlog video project in the spoken English course for the formative assignment. The researchers interviewed the lecturers and analysed the documents used by lecturers containing rubric for assessing the vlog video projects created by the students. In addition, the researcher did the online oral interview with 6 students of a spoken English course at the State Islamic University of Sunan Ampel Surabaya

The data of this present research were the rubric assessment of vlog video projects which are used as an authentic speaking assessment, lecturers' explanation regarding some aspects of vlog video projects as an authentic speaking assessment and students' feeling in using video projects as an authentic speaking assessment. Those were gathered through observation, interviewing the lecturers, and students.

The researcher used a semi-structured interview in order to obtain information from the lecturer regarding the authentic speaking assessment using a vlog video project. Semi-structured interview is defined as the excellently suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up inquiries (Adams: 2015). In this type of interview, the interviewer prepared a list of questions but not necessarily asked them all, or touched on them in any particular order, used them instead to guide the conversation. In some cases, the interviewer prepared only a list of general topics to be addressed. Therefore, to explore the lecturers' descriptions addressed to vlog video projects, which become an authentic speaking assessment, the interview guidelines were formulated. The interview in general addressed project assessment, performance assessment, and portfolio assessment. Those were about the implementation, difficulty and solution, time allotment and topic, also the students' feelings. The lecturers' descriptions consist of the instructions given, the preparation in assigning vlog as the project, the problems encountered by the lecturer or students, the scoring rubric used, the topic for the project, and the authenticity of the implementation of vlog assignment.

The interview guideline was adapted from Rukmini, 2017 (p. 272) which assesses productive skills, but the researcher only adapted the speaking assessment. Further, the researcher also adapted the interview guidelines from Ting (2013) about students' feelings in creating the video project. Then, 6 students became the representative from three classes were interviewed.

In this present study, the checklist was utilized to validate the scoring rubrics and the lecturers' explanation gathered through interviews related to the authenticity of the vlog project as an authentic speaking assessment. The checklists were divided into 11 items which covered

several criteria of authentic assessments which were adapted from the Education and Culture Ministry, Daizeabdao (2015), Inayah, *et. al.* (2019, p. 154), and Zaim, *et. al.* (2020, p. 599), such as: 1) Requiring students to apply the English proficiency on the assignment performing what they have learned, 2) The topic deals with real-world situations, 3) Providing students experience, 4) Encouraging students to explore the information from several resources, media and tools, 5) Assigning students to work collaboratively whether in a group or in pair, 6) Giving an opportunity for students to construct things that are out of what have been taught, 7) Asking them to do the task in particular time, 8) Giving students specified feedback, 9) Deciding certain criteria in assessing the vlog project.
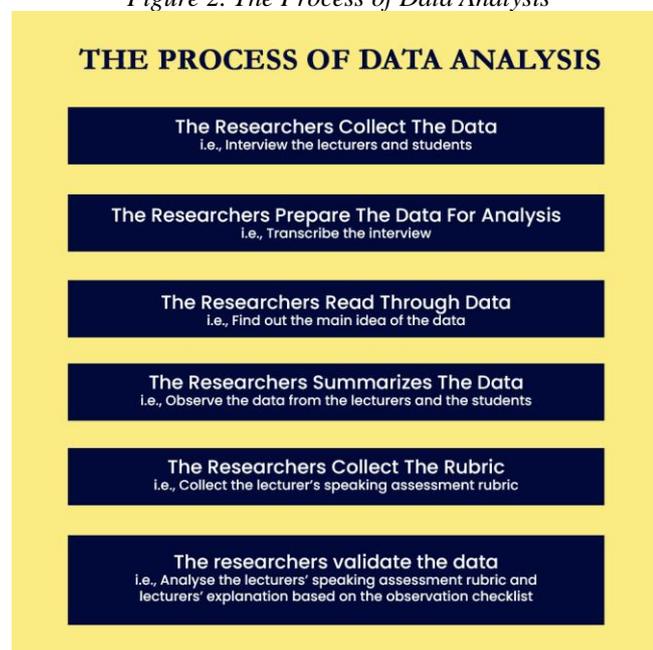
The researcher conducted the online interview session orally. The interview was conducted via Google Meet call completed with the Google Meet Recorder to save the data and avoid losing the information. In conducting the oral interview with the students, the researcher used WhatsApp Application. In order to save the result of the oral interview, the researcher used the Voice Note feature.

The process of this research was done by following steps: First, the researcher formulated the research question and research title based on the phenomena occurring in the field; spoken English class who teach the 2nd Semester of English Language Education Department at the Tarbiyah and Education Faculty of the State Islamic University of Sunan Ampel Surabaya. Second, the researcher selected the research design which is appropriate to answer the research questions and continues to select the scope and limitation of the research. Third, the researcher collected the data regarding the use of vlog video projects as an authentic speaking assessment. The information was collected through speaking assessment rubric observation using an observation checklist.

Then, the researcher conducted a semi-structured interview using the interview guideline. The audio recorder and video recorder helped to keep saving the data information from the interview. Next, the researcher analyzed the data using data analysis techniques which are appropriate based on the theory. Finally, as the data were collected, the researchers concluded the results and reported the observation's outcome. Based on the interview with the lecturers, the researcher then analyzed the data using observation checklist to see whether the vlog project has already accomplished authentic assessment.

After collecting the data, researchers analyzed the data based on the steps by Creswell (2012). Those steps are as illustrated in Figure 2.

Figure 2. The Process of Data Analysis

From the picture above, firstly the researcher collected the data regarding how vlog video projects are used for authentic speaking assessment through interview students and two lecturers of Spoken English course. Secondly, the researcher prepared for data analysis by transcribing the interview result from the audio recording and video recording, and accomplishing the checklist. Then, the researcher read the data from the transcription and code carefully and intensively in order to find the main idea of the data. Next, the researcher summarized the data based on the description mentioned by the lecturers.

In addition, in observing the speaking assessment rubrics, the researcher first collected the speaking assessment rubric from the lecturers. Then the researcher analysed the rubric. Next, the researchers analyse the lecturers' explanation to see the authenticity of the implementation of vlog project as a speaking assessment based on the checklist. After that, researchers do an observation checklist from the result of interview 2 lectures based on the criterias of rubric and the lecturers' explanation in order to validate the vlog project as authentic assessment. Finally, the researcher drew the conclusion of the result obtained.

FINDINGS AND DISCUSSION
The Implementation of Vlog Project

The two lecturers stated that the vlog project was used for formative assessment toward students' speaking skills. According to Black P, Wiliam D (1998), formative assessment is designed to aid a learning process by producing feedback information that has a benefit to students during the learning process and leads to improved learning outcomes. Formative assessments are usually systematic in approach, designed to be available to students during a particular period of study to supply students' motivation for the learning process. However, the appraisal of the vlog project, lecturer 1 took 50% for the final result of the vlog video project.

Daizeabdao (2015) mentioned several characteristics of implementing authentic assessment. First, authentic assessment requires students to perform what they have learned. Lecturer 2 had applied it by asking students to make a video from what they have learned from first to eighth week, furthermore he also asked students to use the vocabularies they have acquired from the 8 meetings. While lecturer 1 decided a topic, which is new for them, yet the lecturer asked them to find the information from any source then applied it into the students' vlog content. Second, not only practicing the knowledge they got from the lesson, by compiling the information that will be presented on the vlog project, students automatically hold an opportunity to obtain new knowledge at once. They should search the specified information for their vlog that could enrich their knowledge and insight.

According to the characteristics included by the Ministry of Education and Culture, authentic learning not only assess students' knowledge but also their skills. The researchers found that in this vlog project, the students may engage students' confidence, creativity and teamwork skills. Creativity must be applied when students create the content and concept of their vlog. Moreover, lecturer 1 made this project collaboratively, she assigned students to choose the group by themselves in order to engage them in accomplishing the project maximally. In contrast, lecturer 2 set the project individually in order to know the students' authentic idea.

Dealing with documenting the students' project, lecturer 2 did not quite apply the portfolio assessment due to the difficulties in giving feedback in each step. On the other hand, Lecturer 1 asked students to upload the video to YouTube then send the link to the lecturer to save it. Further, the lecturer also did not monitor the students' progress in creating the video. But the students were welcomed to do consultation during accomplishing the project.

The Scoring Rubric

Scoring rubric is vital in assessing the students' language ability and measuring their achievement or progress in order to give feedback (Brown, 2012, cited by Inayah, et.al., 2019, p. 156). Brown (2004: p. 157) argued that speaking consists of five components, such as: pronunciation, grammar, vocabulary, comprehension, fluency. This is in line with the McNamara, and Suomi (2000, p. 10), there are many aspects on assessing students on speaking performance likely accomplishment of task, sufficiency of response, comprehensibility, adequacy of grammatical resources, range and precision of vocabulary, fluency, and cohesion.

Based on the scoring rubrics used by the two lecturers as well as the information from the interview, the researchers found that Lecturer 1 adapted the scoring rubric of the IELTS speaking test which is in line with Ulker (2017, p. 139). Lecturer 1 stated that she actually in this assignment emphasizes the students' ability to pronounce and understand well what they speak. Lecture also tends students to use various vocabulary in order they don't repeat a similar word, yet their idea is also calculated. Thus, the aspects assessed from the students' vlog are fluency, accuracy, pronunciation, intonation, and content. Those sub skills are divided into 3 ranges: 50-65 for the lowest score, 66-80 for the middle score, then 81-100 for the highest score. On the other hand, lecturer 2 adopted the band descriptors of the IELTS speaking assessment test to assess students' vlog project. The range of this scoring rubric is 6 to 9, which assess fluency and coherence, lexical resource, grammatical range and accuracy, as well as pronunciation.

Kinds of Topics Applied

In deciding the topic of vlog projects, the two lecturers have different versions. Lecturer 1 assigned the students to explore carnaval, yet they may consider what carnaval they want to promote. On the other hand, the lecturer to allowed students to choose the topic from the first to the eighth week they have learnt by themselves, such as: (1) families & relationships, (2) health & fitness, (3) study, education & research, (4) natural resources & alternative energy, (5) weather, (6) language & communication, (7) science & technology, and (8) work, employment & finances. The topics from those two lecturers indicate the authenticity since authentic assessment requires students to produce a real-world context product and those topics appear in the real-world context (Koh. K. H., 2017, p. 3). Moreover by asking students to do the video in the place where they want to explore, it gives students experience and opportunity to learn in real-life situations.

Forms of Assignment

According to the Ministry of Education and Culture in the 2013 Curriculum, authentic assessment can be applied into assessment based on the observation, field task, portfolio, project, product, journal, laboratorium task and performance, and self-assessment. The two lecturers applied the project, product, field task, and performance as the assessment of the speaking skill through the vlog project. All two lecturers asked students to do the task by going directly to the field. Lecturer 1 asked students to see the carnival directly and interview some people there, while Lecturer 2 required students choose the topic by themselves. Then, the students should use the vocabulary taught by lecturer 2 during teaching all topics in their vlog project. Nevertheless, the lecturers also allowed students to use the vocabulary other than the provided vocabulary. In terms of the project, all lecturers necessitated students to create a vlog project. Then, in the form of product assessment, the lecturers asked students to create a YouTube video from the vlog. Lastly, the speaking performance was scored.

The Difficulties and Solution faced by Lecturers and Students

Dealing with the difficulty in assessing vlog projects as an authentic speaking assessment, the lecturer 2 stated that he found it difficult to be consistent in assessing them. Since the lecturer probably had predicted certain students getting great scores, he worried about being subjective in assessing their work. In order to avoid that, he said that he should always assess based on the scoring rubric. On the other hand, lecturer 1 revealed the obstacle was where she should listen to the students' assignment several times to ensure whether they really do mistake pronunciation or not.

Time Allotment

Lecturers gave a week for the students to accomplish the vlog project, lecturer 2 confirmed first whether the students felt that it was enough not with the time given. As the lecturers expected, the results of their vlog project showed that the students were able to accomplish the assignment well in a week.

Students' Feeling in Using Vlog Project

According to the interview conducted by the researcher, the students argued that the vlog project as an assignment in Spoken English Class was appropriate and such a great idea since it could train as well as improve their speaking skill. Similarly, one of the students revealed that creating scripts and checking the correct pronunciation help them to facilitate their speaking improvement. Interestingly, one of them stated that the use of vlog as a project is appropriate for the goals of the spoken English course.

Yet students had different responses when the lecturer told them the form of the assignment would be for the first time. There are three of six students who said that they were anxious and afraid of not being able to accomplish the assignments well. Then, others estimated it would be easy, they even were excited to do vlog rather than other speaking activities in the classroom.

All of the respondents said that they were satisfied and happy after accomplishing the vlog project since they could create a useful video creatively. Further, one of the respondents also said that she was glad to obtain new knowledge dealing with the topic they explored. Also, the students agreed that the usefulness is not only to help the students to improve their speaking skills, but also help the lecturer to observe and measure the students' speaking skills easily.

While one of the respondents disagreed that vlog projects can improve confidence, others revealed that it could encourage and train their confidence by speaking in front of many people in public and cameras. Nevertheless, one of the students declared that the form of group assignment could help the anxious students to be more courageous than having an individual vlog assignment. Impressively, all the respondents approved that creating a vlog would assist them to have great teamwork skills since they were forced to always stick together in the whole process, starting from the preparation to the final submitting assignment.

The result revealed that 3 of the students improved their computer skills since they learnt a lot in editing the video. Otherwise, others claimed their computer skills did not improve significantly since not all the students had to become editors. Some perhaps learnt but some others did not. Interestingly, all the students concurred that the vlog project helped them

develop their creativity. It all since they tried to attract the audience by producing an interesting video, choosing the attractive topic, and also exploring the appealing content before creating the video.

The most common challenges that students faced were the technical problems. Nevertheless, their anxiety and blankness are also influenced a lot in creating a vlog. Other than that, only two of them stated that creating scripts is difficult. An expected answer had been revealed that speaking skills can be developed through creating a vlog. Five of six students claimed that vlog assisted their speaking skills' development significantly. One of them agreed that speaking skill can be promoted through other assignments although she realized that her vocabulary had improved through this assignment.

CONCLUSION AND SUGGESTION

Vlog projects, as an authentic speaking assessment, were implemented as formative assignments in Spoken English Class. The scoring rubric used by lecturers were adapted and adopted from IELTS speaking test band descriptors. One of the lecturers made this project in a group, while another one made it individually to measure student creativity and ideas. Giving the diverse and related topics, and related to real-world situations would support students' assignments to be as authentic as possible. Students also got an opportunity to work the assignment in the field or places where they explore.

Moreover, this study also explored the students' feelings in using vlog projects as an assignment in Spoken English Class. This project was perceived to enhance students' creativity, teamwork skill, and confidence. More importantly, it can improve their speaking skills including pronunciation, intonation, fluency and accuracy. The results of the interview implied that students were anxious and less confident to accomplish this project. On the other hand, after doing the project, the students revealed that they were satisfied with the result of their project.

The researchers suggested for the next researcher to conduct a research with the same topic in Senior High School, since this study took the students and lecturers of English Language Education Department as the subject where most students are able to speak English even fluently. Thus, it should be more interesting to investigate how the teachers authentically assess the students' speaking skill using vlog projects. It is also interesting to know the feelings of Senior High School students in doing vlog as a speaking assessment. For another reason, because this research is done in less time, the result is not as maximal and less perfect as the result of this research. It is also faced by lack of experience by the researcher. Hopefully another researcher will be perfect and research maximally to gain the data of the research in the same field.

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