

STUDENTS WEBINAR PROJECT: AN AUTHENTIC ASSESSMENT OF SPEAKING SKILL

Url Jurnal: <https://uia.e-journal.id/Lingua/>

DOI: 10.34005/lingua.v%vi%i.1839

Submitted: 28-03-2022

Reviewed: 24-06-2022

Published: 26-06-2022

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Abstract: The assessment of pupils' speaking abilities in the epidemic age is covered in this paper as one of the best practices. Given that speaking is a useful ability that should be evaluated through authentic evaluation, the instructor chose to require students to develop a student webinar project as part of their final test. In order to complete this project, students must host actual webinars in which they also serve as the host, speaker, and audience. Peer feedback, interviews, self-reflection, and a learner satisfaction survey were among the qualitative and quantitative techniques the researcher used to describe a comparable study. After being put into practice, it can be said that this project may be utilized as a substitute authentic assessment model that can be employed in the classroom and focuses on improving students' public speaking abilities. The student webinar project is suggested not only because it may be utilized as an alternative evaluation model but also because it promotes teamwork among students and encourages them to use their creativity to come up with something new that will function better.

Keywords: *Roled Based Webinar Project, Speaking Test, Collaborating Skills*

INTRODUCTION

One of the fundamental elements of education that has evolved over time is assessment. In order to meet the problems of the day, assessment underwent a number of changes. Most people think of assessment as a methodical, ongoing process or activity that gathers, evaluates, and interprets data regarding the activity and the results of student learning. Decisions regarding training can be made using the outcomes of subsequent assessments depending on a few factors (Mustikarani & Ruhimat, 2018). Assessment, on the other hand, can also serve as a method for gathering data about student development. In order to get feedback on the effectiveness of their instruction, teachers can use assessment as a mirror (Ayuningtyas et al., 2018). In practice, assessment might be a concise summary of the level of learning that takes place and efforts to enhance subsequent learning, therefore it does play a significant role in the learning process (Sajidan et al., 2018).

Unquestionably, everyone in the present era uses technology with ease, and using a mobile device, often known as a smartphone, is one such example. In order to further education, teachers and students can collaborate more effectively while using mobile technology like smartphones. In order to use technology for teaching effectively, it is important to understand how pedagogy and disciplines interact (Mishra & Henriksen, 2018). The nation's future leaders are students and learners, so they must improve both the quality and quantity of education to advance the country through fostering reading literacy.

A variety of methods and phases can be used for assessment. This sort of assessment, which is typically referred to as a summative evaluation or learning assessment, is carried out at the conclusion of the learning process. Assessment as a learning process has also recently gained popularity (Karimah et al., 2020), and can also be chosen to be done throughout the learning process as done by (Wahyudi et al., 2020) ; (Suhendra, 2021).

Tests and other types of assessments are also options for evaluation. Objective tests, written tests, and oral exams are typically used to assess this type of test, whereas non-test assessments can take many different forms, including observation, performance, assignments, presentations, seminars, and other real-world situations. Authentic assessment is a term that is frequently used to describe non-test forms of evaluation. like what was carried out by (Daud et al., 2020); (Kamarudin et al., 2020); and (Bock et al., 2020).

When an assessment procedure is strongly tied to real-life or the lessons being taught will in fact be valuable for students' real lives, the authenticity of a self-evaluation can be captured (Watoni, 2018); (Harida, 2015); (Soebarna et al., 2017); (Popescu, 2019) demonstrates how teachers have started to create numerous sorts of evaluation, and one of their concerns is authentic assessment. Three authentic assessment types were identified by the teachers participating in the assessment: performance evaluation, portfolio evaluation, and student evaluation. One form of authentic evaluation known as a performance appraisal comprises of individual or group projects, written examples, and oral reports (Evita et al., 2017).

The worldwide community has started to push for the use of authentic evaluation in recent years. Even UNESCO suggests that a current assessment should include both the ability to know and use what has been learnt in order to achieve self-actualization in the real world. In response, the Indonesian government produced Government Regulation Number 14 of 2014 Article 2

paragraph 2, which promotes the use of authentic assessment (Nuh, 2014). You may see the government's recommended method of assessment in the statement from (Nurisman & Syaodih, 2019).

The learning evaluations that are conducted in the context of vocational high schools must also be thorough and include all domains of knowledge, skills, and attitudes. Additionally, learning processes and results should be emphasized in assessments. The assessment tools might be tests or non-tests, just like learning at the elementary and junior secondary levels. Since student assignments at vocational high schools are more frequently focused on finding solutions to issues in real-world settings, the use of authentic assessment is more likely to be a wise decision. Along with teaching theories and concepts, teachers often push their students to work on local problems that are pertinent to their studies.

In vocational high schools, authentic assessment is done on all other lessons in the SMK curriculum framework as well. This is in addition to being done on productive topics. The same holds true when learning Java. It is preferable, in the opinion of (Sukadaryanto, 2013), for students to be encouraged to generate a specific product as part of the assessment of their study of the Javanese language as well as to acquire specific information and abilities. One of the solutions for the times is the evaluation of real Javanese language learning (Meliana et al., 2020).

Other academics have conducted a number of studies in reaction to the introduction of authentic assessment in Indonesian vocational high schools. Vocational high schools are one of the biggest labs for the development of authentic evaluation, as noted by (Soebarna et al., 2017), who noted that to embrace changes in the world, they are one of the most important institutions. According to what (Suwandi, 2020), discovered through his research at SMKN 1 Bogor, genuine assessment is now a practice that is frequently used in the SMK environment. Sadly, a different study by (Novalinda et al., 2020) also discovered that 83.3 percent of evaluations in SMK did not match the requirements to be deemed authentic assessments.

One of the main issues for SMK teachers is still how to conduct the authentic assessment procedure (Suranegara et al., 2014). There are a number of issues and difficulties that SMK teachers face while putting this assessment approach into practice. Leads the group to a thorough and consistent assessment; some of the challenges include difficulty creating or improvising assessment tools (Suastra, 2016). Another factor that was mentioned as the main difficulty they had in conducting this kind of assessment was time limits. Apart from these issues, (Wening, 2014), advises that attempts to promote authentic evaluation should continue, and efforts must be made to address these issues.

In an effort to address these issues, this study explains how Mini-Webinar projects might be implemented as a legitimate type of evaluation. This assessment, which is used in Javanese language courses, attempts to demonstrate how an evaluation process can benefit students' lives while maintaining the fundamentals of evaluation. summarized in a single activity

Given this intricacy, this study analyzes the development of a mini-webinar project as a type of genuine assessment in learning Javanese language "speaking according to situation using upload-unggah language." This evaluation also demonstrates how the assignment incorporates assessment concepts as learning, as learning, and as a synthesis of those principles into an activity. The effectiveness of this project has been proven over the past two years through student evidence and impressions, positive feedback once the project is complete,

and student performance on summative assignments for the next subject. This study will go into further detail on the implementation procedure, the rationale for the assessment model, and how students react to this real-world testing.

METHOD

In this study, researchers used the descriptive approach and the Design Thinking framework proposed by (Meinel & Leifer, 2012) to describe or explain the facts that occurred when the research was conducted in the Javanese language course at SMKN 3 Malang. Design work is an iterative process, not a single cycle. The cycle starts with problem-solving and finishes with learning exercises to develop improved designs. The seven stages of the Design Thinking cycle are: (1) define, (2) investigate, (3) ideate, (4) prototype, (5) select, (6) implement, and (7) learn. In stage 1 of the definition, the researcher describes the difficulties encountered when learning Javanese during the epidemic era. In stage 2 of the research, researchers do library research, attend numerous international academic conferences, and analyze performance patterns. The researcher introduced the Student Webinar project to the students during Ideate stages (3) to (6) and invited them to complete it under supervision. Then, in the seventh and final stage of learning, researchers conduct Post-Assessment Reflections to obtain useful input that may be used to improve this process in the future or to provide guidance to other researchers who might want to attempt to do similar research.

This study discusses data from the field regarding the applied authentic assessment, how it is conducted, what the evaluation rubric entails, and how reflection funds are received. A documentation research yielded information pertaining to assessment procedures and assessment questionnaires. This study's instruments were derived from interviews and observations. This study's principal instrument consists of observations and observations of the authentic assessment procedure.

Observation, interviews, and documentation studies were employed to acquire data for this investigation. Initially, classroom observations of the learning process were conducted. Observation was employed by the researcher to gather information regarding the success, difficulties, and impediments of the authentic assessment procedure. Two researchers conducted interviews with students about the administered authentic exam. This study used a semi-structured interview style for its interviews. Third, documentation research supports observation and interview techniques in descriptive analysis.

A detailed explanation was used as the data validation method in this investigation. In the exact description method, the researcher is accountable for giving a sufficient basis for the recipient to make a comparative application. This technique is utilized to report study findings with as much specificity, precision, and depth as feasible (Moleong, 2017). This study used the (Milles et al., 2014) model analysis (Sugiyono, 2017), which consists of three steps: (1) data identification, (2) data presentation, and (3) conclusion.

FINDINGS AND DISCUSSION

The Students Webinar project was held as a final project for the Javanese language course for third-year students at SMKN 3 Malang for the odd semester. This class was chosen because students at this level have completed Javanese

language classes in grades ten and eleven, thus it can be presumed that they already have a foundational understanding of the language, even if it is just at the Ngoko Lugu or Ngoko Alus level.

This class, which consists of 35 people, is categorized as a large class, as are other online classes. This course's instructional materials focus mostly on preparing students to speak well in Javanese public settings. Therefore, in this odd semester, the classes covered topics linked to public speaking, such as how to deliver a speech, give a presentation, become an emcee, a moderator, a newsreader, and a journalist.

1. Assessment Procedures

The speaking exam is often a challenge for both instructors and students. Speaking is a difficult skill that combines numerous linguistic and non-linguistic elements (Ounis, 2017). In addition to assessing linguistic skills, these evaluations also take into account the test-takers' mental and physical states, such as exhaustion and mood, as well as practical difficulties such as bad internet quality. This difficulty is particularly noticeable in sessions focusing on public speaking skills. Effective public speaking requires multiple modalities, including speech content, voice and intonation, facial expressions, head positions, hand motions, and body postures (Watoni, 2018), and all of these must be considered for a fair and comprehensive evaluation. Moreover, because the evaluation of such assignments is synchronous, i.e., it occurs simultaneously with the delivery of the presentation, there are extra implementation issues, but they can be mitigated if the instructor has a great deal of experience in this area. In this study, researchers and teachers have attended and studied the management of more than five worldwide seminars in order for them to be implemented in the classroom.

The researcher opted to conduct an authentic evaluation at the end of the course in consideration of the learning objectives and course material, as well as in response to the limitations of online learning. It is considered that authentic evaluation has the potential to enhance student engagement, proficiency, and moral fiber (Varela et al., 1997). Ontologically, this evaluation was created in accordance with the authenticity concept offered by (Jee, 2014), who argues that success does not need to be a task attribute, but rather the quality of an educational experience that engages students in becoming more complete individuals. In the framework of Javanese Language Teaching, this authentic evaluation enables the instructor to emphasize language proficiency in the context of a specific circumstance rather than linguistic precision.

The screenshot shows a Google Classroom assignment page. At the top, it says 'Semester Final Project: Mini Webinar' with a purple header bar. Below the title, it lists the instructor as 'A.W Pudjastawa • Oct 5, 2020' and the value as '100 poin'. The main text of the assignment is addressed to students and describes the requirements for a mini-webinar project. It includes a list of roles (Speakers, Editors, Designers, Librarians, Moderators) and a detailed list of tasks and expectations for the groups, such as planning topics, defining roles, and preparing a draft. The assignment concludes with a thank you note from the instructor, Astrid Wangsagiriindra Pudjastawa.

Semester Final Project: Mini Webinar

A.W Pudjastawa • Oct 5, 2020
100 poin

To the Students,

The following is a description of the Semester Final Project that you need to do:

- You will be divided into seven groups with five members, each consisting of (1) Speakers, (2) Editors, (3) Designers, (4) Librarians, (5) Moderators. In addition, several people will be assigned to be (1) Chief Executive, (2) Secretary, (3) Finance, (4) Events Section, and (5) Documentation Section so that the Final Project can run smoothly.
- In groups of 5 people, plan the topics that you will discuss with major themes to choose from, namely (1) Malang People's Customs and Eating Habits, (2) Malang People's Customs and Dressing Habits, (3) Wisdom in the form of traditional houses in Malang, Malang, (4) Traditional Arts in Malang, and (5) Malang Community Language. The theme does not need to be explained in total, but you can choose a topic that fits the theme; for example: "Tempe and the Habit of Consuming it in Malang Society" is relevant to the theme (1).
- During the Webinar, do not forget to define roles as (a) Principal, (b) Vice Chair for Curriculum, (c) Prayer Leader, and (d) Questioner. I will do it myself for the Keynote Speaker role, and I will invite one of my friends to enliven it. On opening Dance, you can take videos from YouTube and play them.
- After you feel that your draft is ready, do not forget to discuss it with me to make sure your D-day performance is good. Do not also forget those who play the role of Principal and other roles as I described in the previous section, making scenarios and, of course, consulting with me.
- You can invite other students from other classes to attend this Webinar.
- The total time provided is 90 Minutes for the entire event. Make sure the division of time is proportional and appropriate.
- Each presenter only has 10 minutes with details of 5 minutes of presentation and the next 5 minutes of Q&A.
- For those who serve as part of the Documentation, make sure you record it correctly to complement the assessment.

The Final Project will be carried out in November 2020, and I will announce the exact date soon.

Thank you,
Astrid Wangsagiriindra Pudjastawa

FIGURE 1. *Instructions on Google Classroom*

This learning assessment consists of students hosting a webinar on the topic "Indigenous and Customary Javanese Society" with student speakers; all webinar "executors" are students. This endeavor is known as the "Students Webinar Project" by researchers. Everyone in the class followed the following method for the Students Webinar project:

- Students are separated into two large groups, each including roughly 16 to 17 individuals. The classification of students into groups occurs in the twelfth week, or one month before to the end of the semester. Prior to completing their final assignment, students conducted trainings. As depicted in Figure 1, students receive assignment instructions in writing via Google Classroom, a tool that facilitates student collaboration.
- Each group is asked to prepare a Students Webinar with a topic they choose for themselves. Each group is responsible for planning the webinar, including determining the role of each group member during the webinar.
- Each group is required to develop a Students Webinar on a subject of their choosing. Each group is responsible for arranging the webinar, including identifying the role that each member will play during the webinar.
- Speaker, Designer, Editor, Librarian, and Moderator are the duties that each group must prepare. In addition, they must have a role as school administrators and an audience that asks questions and offers feedback during the seminar session. At the Webinar, the instructor will assume the role of Keynote Speaker and ask one of his colleagues to liven up the occasion.
- In addition to the aforementioned tasks, students are tasked with assuming the following positions: Chief Executive, Secretary, Finance, Events Section, and Documentation Section. The documentation portion is

responsible for capturing the event's progression, and the outcomes of the documentation are considered by the instructor to enrich the grading material.

- During the Webinar, the instructor serves as both a Keynote Speaker and an observer in order to make evaluations. Individual and group performance as a whole are taken into account during evaluation. 70% of the total score is based on the individual's performance. The remainder is a group performance-based evaluation.
- Before the Webinar is done, the researchers and instructors create an evaluation rubric. The material of the evaluation rubric was adapted from a previously produced rubric (Daud et al., 2020).

2. Assessment Rubric

In constructing the grading rubric, we evaluate a number of factors. First, the assessment component should strive to replicate the real-world context and permit evaluating students as they display realistic public speaking skills. Our decision to administer an assessment based on this Students Webinar format is a component of the assessment's implementation of its authenticity component. This webinar helps students to perform in settings simulating the real world (Raymond et al., 2013).

Second, the feature of public speaking becomes the focal point of the assessment and the direction of the construction of the rubric since, as noted previously, the primary objective of the learning process is to develop students' public speaking skills in a variety of settings. Several public speaking skills, including the presented topic, presentation structure (organization), involvement with the audience, nonverbal behavior, clarity of voice/tone, and language quality, were evaluated.

Thirdly, cooperation or collaboration is a crucial factor to examine in this evaluation. UNESCO, for example, has long incorporated the principle of cooperation in accordance with the vision of 21st century education (Siti Nur Azizah, 2021). With collaboration integrated into the learning process, students can comprehend that they must live together, and that how they learn and how they do it must always be pursued jointly. same.

(Wahidin, 2020) says that in the context of the 21st century, the educational paradigm views collaboration as a crucial ability that instructors must cultivate in schools. In addition, he emphasized the necessity to guarantee that students work cooperatively, learn based on authentic experiences, combine diverse kinds of representation, and place an emphasis on students' proficiency with various media.

Creativity is the fourth factor. Additionally, teachers must possess the ability to cooperate. This is crucial not only to 21st century competencies, but also to the revised Bloom's Taxonomy (Haolader et al., 2015), which is widely used in Indonesia to sequence assignments and classroom activities based on increasing cognitive load. One type of review is the cognitive domain, where analytical and synthetic thinking skills are integrated into the analysis course. Anderson added a new category, namely creating, which did not previously exist, hence the number of categories in the preceding notion remained unchanged. This is an essential component of the assessment rubric and a crucial step in the development of

creativity during the learning process. The final version of the created rubric is displayed in Table 1.

TABLE 1. Assessment rubric of Students Webinar project

No	Action	Score
1.	Skills in preparing presentations	
	• <i>Success indicators: opening, closing, discussion, and being able to provoke the audience to participate in commenting on the results of group performance</i>	Excelent
	• <i>Success indicators: opening, closing, discussion and the audience gets valuable information related to the presentation made.</i>	Very Good
	• <i>Success indicators: opening, closing, discussion is quite smooth but not able to attract the audience, the work submitted also lacks originality.</i>	Good
2.	Have a fluent Javanese conversation	
	• <i>succes indicator: students speak well without much pause</i>	Excelent
	• <i>success indicator: students speeak well but there are some pause</i>	Very Good
	• <i>succes indicators: students stammer and pause</i>	Good
3.	The grammar used is correct	
	• <i>succes indicator: students use a lot of new words and what is spoken is understandable</i>	Excelent
	• <i>succes indicator: students use a lot of new words but don't understand some of the spoken words</i>	Very Good
	• <i>succes indicator: students use the language quite well and in accordance with grammar</i>	Good
4.	Creativity	
	• <i>succes indicator: students create different topics that are unique and attract attention</i>	Excelent
	• <i>succes indicator: students make topic according to the theme and presented in an interesting way</i>	Very Good
	• <i>succes indicator: students make topics that are close to the theme and package it well</i>	Good
5.	Confidence and willingness to communicate	
	• <i>succes indicator: students are confident and volunteer to speak in discussions</i>	Excelent
	• <i>succes indicator: students are confident but waiting to be appointed by the moderator to speak in student discussions</i>	Very Good
	• <i>succes indicator: students lack confidence and only speak to abort their obligations</i>	Good
		Fair

- 6.
- *succes indicator: students look passive and only ask questions through the comments column without daring to speak*
- | | | |
|--|--|-----------|
| Team Collaboration | | Excelent |
| • <i>succes indicator: students work together and each student show his role and responsibility towards his task</i> | | Very Good |
| • <i>succes indicator: students work together and each student show his role and responsibility towards his task even though he has to wait for instructions from the group leader</i> | | Good |
| • <i>succes indicator: students work together and each student shows their roles and respnsibilities but there are some students who carry out extra responsibilities</i> | | Fair |
| • <i>succes indicator: students are less able to work together and the work is only dominated by one to two students</i> | | |
-

3. Implementation

The Students Webinar is held in December, which is the final session of the odd semester's learning process. Students are given three weeks to prepare, though. This preparation includes time for designing the webinar's schedule, determining the topics to be discussed, assigning roles, preparing presentation slides, drafting speeches, and conducting exercises. Also included in the preparation process are technical considerations, such as setting up the venue, sending out invitations to potential attendees, and creating banners.

Each group performed exceptionally well during the webinar's entire day. They prepared for the occasion with zeal and harmony, adhering to the specified criteria. One group conducted a lecture on the topic of "Javanese Dress Tradition," as depicted in Figure 2, whereas another group hosted a talk show with a successful local author in the realm of Javanese literature. Each presenter spoke for around five minutes on the webinar/talk show's theme.

The webinar is led by two speakers who provide explicit directions for the event's conduct. Then, words from the Principal, Subject Teachers, and the project manager follow. The event was then officially inaugurated by the SMKN 3 Malang principal. As stated previously, all of these responsibilities are filled by students.



FIGURE 2. the group is presenting in the Students Webinar

After the presentation, the activity continued with a question-and-answer session and a discussion with the participants, who were all students in the twelfth grade and a few kids in other grades. The event ended with the speakers receiving mementos.

Every webinar is conducted exclusively in Java. In addition, the media team worked on the event by doing interviews and webinars with resource individuals. In addition to being questioned about their opinion of the event and the general message they wished to communicate, viewers were also asked for feedback on the program. The interviews and coverage of this event were then published in the school's bulletin, which is also where student-written articles are archived.



FIGURE 3. student works presented in webinars published by local bulletins

4. Post Assessment Reflections

Overall, the project assessment was well received and executed in terms of arranging and describing duties, dividing and dividing roles, and implementing tasks. As anticipated, the webinar was held effectively as a tool to assess students' speaking performance in a real-world context, with all students participating. As was indicated previously, students utilize their Javanese public speaking skills by assuming various roles throughout the Webinar. As stated in Table 1, they do so by demonstrating specific components of public speaking, such as speaking and presentation skills, during the Webinar in accordance with the evaluation rubric (Freeman, 2012).

In addition to evaluating students' ability in public speaking, this initiative incorporates a number of soft skills into the assessment procedure. The fundamental skills of the 21st century, these soft skills include pupils' teamwork and creativity. Assessment tasks create the circumstances for students to learn how to work in team planning and scenario scenarios for their seminars. The endeavor required them to hone higher-order cognitive abilities through creative activities. While executing tasks, they also study content.

Projects function not only as a tool for testing (assessment of learning) in the sense that students obtain grades, but also as a medium for learning (assessment for learning) [26, 27] in the sense that self- and peer-evaluation is involved. In addition, the mini-seminar itself serves as a platform for all students to strengthen their speaking skills through participation in the numerous allotted assignments.

Thus, the evaluation task becomes a learning task (Lestari et al., 2019). In their social media posts, students demonstrated the last two categories of evaluation by describing enjoyable and collaborative approaches to complete the project. They do not appear to face the common psychological issues, such as worry and anxiousness, that test-takers typically encounter during other types of evaluation (Jerez et al., 2017). This examination experience will likely be remembered as a memorable and entertaining learning opportunity.

Despite the favorable feedback and optimistic ratings, we acknowledge that this grading model can be improved. One of them could appear in the rubric's description. This necessitates the use of more exhaustive metrics to evaluate the individual performance of students. This is crucial since each student will play a different part during the seminar. For example, to solve the issue of fairness, parameters for each role must be made distinct. The fact that the pupils were given ample time for practice may have an impact on the "originality" of their speaking abilities. If, for instance, they are called to talk in spontaneous or unprepared situations, their speaking appearance may alter.

CONCLUSION

Despite some of the shortcomings indicated above, we discovered that this mini-webinar project can be utilized as an alternative authentic evaluation model that can be implemented in speaking programs that focus on enhancing students' public speaking skills, among other things. This mini-seminar project is recommended not only because it can be used as an alternative assessment model, but also because it encourages students to work collaboratively and creatively in order to improve their performance. Collaboration and creativity are among the qualities that teachers and lecturers must cultivate in the classroom to provide students with the 21st century skills necessary to meet the difficulties of modern life.

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