CHAPTER I

INTRODUCTION

This study intended to explore EFL students' experiences of video Project making in teaching English to young learners. This chapter describes the background of the research, the scope of the research, the research questions, the research objectives, the significance of the research and the definitions of key terms.

1.1 Background of Study

The advancement of electronic media technologies has accelerated in recent years. The activities of human existence are greatly impacted by technological advancements (Ratheeswari, 2018). A smartphone is one of those. Smartphones are always being used in human activities due to their rising quality and functionality. As a result, technology alters lifestyle and has an impact on many facets of human existence (Raja & Nagasubramani, 2018).

The use of smartphones in education has a significant impact. Using a smartphone can serve as a learning tool, a search engine for information, and an educational tool, among other things. M-learning, or mobile learning, is a relatively new tool in the pedagogical toolbox that helps teachers and students make sense of the alternatives available in the expanding field of distant learning (Mcconatha & Praul, 2008). When teaching and learning remotely, mobile learning can be very helpful for both teachers and students. Teachers and students

can interact more directly or through smartphones when they use mobile learning. The benefits of smartphone use are so great that the industry of education has seen a steady increase in smartphone development. The numerous learning apps available to students are an illustration of how smartphone development is being used in education. Mobile phones nowadays are more than just voice phones; they include a wide range of capabilities that are improved annually (Ishii, 2006). Students are drawn to certain applications, such as those that combine auditory and visual instruction. Students can easily study after school with the help of this application. With the use of this application, students can enhance their comprehension of concepts that they still do not fully grasp. Because this application is audio-visual based, it facilitates greater understanding for youths. Digital communication tools will probably keep having an impact on how people teach and learn (Schuck & Aubusson, 2010).

The benefit of smartphone use is that it could lead to students' enthusiasm in studying more. This surge happened as a result of students' strong demand for smartphone use and their strong interest in utilizing them. Due to this, smartphone integration in learning settings is growing (Huang, Jiang, Xu, & Wu, 2021). Students can also use their smartphones to snap images, record movies, record audio, listen to music, see multimedia content, and use educational apps and software (Heyoung & Kwon, 2012; Nami, 2019).

Allowing students to use smartphones has a big impact on how they study because of their capabilities and the variety of contexts in which they can be

2

utilized. These factors can boost and promote student collaboration and interaction. This occurs because students' use of smartphones as learning tools cannot be isolated from their academic pursuits. Furthermore, students consistently use their smartphones as an aid when completing tasks. The camera on smartphones is one feature that students frequently use. Students will greatly benefit from owning a camera, and most cell phones feature cameras that they can utilize for instructional purposes (Ahmed, 2015). With every passing day, the camera's complexity and clarity improve. Therefore, the camera of smartphone is used by the students to help with homework like creating visual and non-visual videos.

From the perspective of the learning process, videos serve dual purposes in both learning and assessment (Mohnsen & Thompson, 1997). This assertion suggests that video projects serve as educational aids within the student learning process. Additional research indicates that digital (video) technology facilitates students' engagement with their video creations, thereby directly impacting classroom dynamics. In contexts where content, media, and language knowledge are interwoven, students perceive a meaningful necessity to learn using technology (Dal, 2010).

An instance of incorporating a video project into the educational process involves several stages. It commences with devising scenarios, followed by recording, editing, and compiling videos for evaluation by the teacher. The assessment is conducted using a rubric, which serves as a scoring scale to evaluate

3

each aspect of the production process (Mohnsen & Thompson, 1997). This evaluation is grounded in the students' active participation in video creation, as evidenced by their attention to visualization and production quality – encompassing factors such as sound, lighting, and performance – as well as script composition, pacing, and complexity (O'Donoghue, 2014).

O'Donoghue (2014) conveyed the video production process examined the students' experiences with video creation. The objective of producing these videos is to offer feedback and outcomes for student advancement, particularly for those in language study programs. This aspect can serve as one of the teacher's evaluations to gauge students' language proficiency. However, it's important to note that obstacles arise during video production. Primarily, technical challenges emerge because, historically, tasks like video recording, editing, and publishing were primarily undertaken by media professionals (Buckingham, Harvey & Sefton-Green, 1999). These technical hurdles pose a significant challenge for students, especially those not specializing in technology.

When creating a video project, students' abilities are assessed in delivering high-quality videos, particularly those in language study programs. Incorporating video production into a language class aligns with content-based instruction, which integrates language learning with video production skills. Consequently, it is essential that all manuals and materials related to video creation are accessible in the target language, enabling students to comprehend instructions effectively (Dal, 2010).

In the Indonesian educational setting, Kurwardani and Wahyuni (2013) discovered that employing videos as a language learning tool offers students opportunities to hone their speaking skills. Video emerges as one of the most straightforward tools for language acquisition, as noted by Aliyah (2009), who highlights its frequent use in language instruction. Drawing from these viewpoints, it can be inferred that video projects have the potential to enhance students' speaking abilities and vocabulary acquisition during teaching and learning processes.

Based on the explanation above, the process of making videos has advantages in learning. One of the advantages based on previous research is that video-based learning can be a tool in learning. Several processes are passed starting from the brainstorming stage, scenario writing, video recording and editing. In each stage of the process, there are experiences of events experienced by students, whether good or bad, and the process of making videos for language students certainly has different experiences with their language development.

The study focused on the experiences of EFL students in making videos. Some experiences occur that students experience while making a video project and making storytelling. The aspects of the experience studied by the study were, when this assignment was given, the production process included: collecting storytelling, character distribution, deepening role training, video recording, the editing process, and collecting video project assignments. Study are interested in examining in depth the experience of EFL students in making videos because

during the process of making this video project, the teaching and learning process was carried out online due to the Covid-19 pandemic.

This is a different experience for EFL students, especially while making videos. Because this task is a group task, while the process is carried out in their respective homes and only involves smartphones as a tool for interacting with fellow group members. The purpose of this study was to investigate in-depth how students create video for online assignments. It was a new experience for them and how students overcome these problems to produce good project assignments. In addition, the study focused on EFL students about the benefits and the impacts of their experiences while making video projects.

1.2 Scope of the Study

This research delves into the experiences of EFL students undertaking video projects within the context of the Teaching English for Young Learners (TEYL) course, particularly those enrolled in the sixth semester of the 2020/2021 academic year within the English Education Department program at Islamic Higher Institutions in Southeast Sulawesi, Indonesia. The data for this study were gathered from five EFL students who had completed the TEYL course in their sixth semester, fulfilling their final assignment by creating video-based storytelling projects.

These five EFL students were selected for the study because they were the only group to incorporate visual audio elements into their storytelling video project. Additionally, throughout the video-making process, students encountered

numerous challenges, including crafting and assembling dialogues, exercises, and video recordings from their own homes. The project comprised three main stages: scripting, video recording, and editing. The study primarily centres on the students' experiences throughout the entirety of the video creation process.

1.3 Research Question

Considering the previously mentioned focus of the study, the research question formulated is as follows, what are the experiences of EFL students in the process of making video projects?

1.4 Objective of the Study

Building upon the aforementioned statement, this study seeks to explore the experiences of EFL students as they engage in creating video projects, which serve as the culminating task in the TEYL course.

1.5 Significances of the Study

The outcomes of this study serve as a valuable resource for researchers interested in analysing the experiences of EFL students in video project creation. Additionally, this research provides insights beneficial to students undertaking similar video projects. Moreover, the contributions of this study extend to educators, offering them a deeper understanding of the challenge's students encounter during video project development. This understanding enables teachers and lecturers to devise innovative methods to assist students in producing high-quality video projects in the future, ultimately leading to greater satisfaction with students' performance on project assignments.

1.6 Definition of Key Terms

The term **EFL Students** in this study pertains to five individuals enrolled in the English Education Department at an Islamic College in Southeast Sulawesi, Indonesia. These students have successfully completed TEYL classes during the sixth semester of the 2020/2021 academic year and have actively participated in a storytelling project. Experience, in this context, refers to the accumulated knowledge and skills gained through practical involvement. The study aims to capture and analyse the specific experiences documented by these students, drawing upon existing research that delves into similar experiences and their scopes. Therefore, the experience under scrutiny here pertains to the engagement of five EFL students in project assignments aimed at creating storytelling videos.

The process of making a video project involves utilizing electronic devices for documentation purposes. The term "making a video project" here refers to the endeavours of five EFL students who have undertaken the task of creating a video as part of their final assignment for the TEYL course. The creation of video storytelling entails several stages to ensure the development of captivating narratives. Initially, stories are selected based on group consensus, followed by the preparation of the script. Each group member assumes responsibility for portraying a character and must thoroughly grasp their assigned role. During rehearsal sessions, each member endeavours to animate their character convincingly. Subsequently, the video recording phase commences.

Once all group members have completed their video recordings, the subsequent phase involves editing. During this stage, group members enhance the storytelling videos by incorporating background elements, sound effects, and translations to heighten viewer engagement. The final step involves compiling the project outcomes according to the provided template.

The TEYL (Teaching English for Young Learners) Class, a mandatory component of the English study program, introduces students to various teaching methodologies tailored for young learners. Within this course, students explore diverse instructional techniques, including establishing classroom rules and routines, crafting educational materials such as spinning wheels and greeting cards, demonstrating online teaching methods through teaching videos, and, notably, creating storytelling videos. Through the process of making storytelling videos, students gain insight into the stages involved and the benefits derived from experiential learning. Consequently, this study centres on the experiences of five EFL students who have actively participated in creating storytelling videos and have undergone the TEYL class curriculum.