

CHAPTER II

LITERATURE REVIEW

This chapter addresses the explanation related to the EFL students' experiences of video project-making in teaching English to young learner class. It consists of the theoretical framework and several relevant studies.

2.1 Theoretical framework

In this section, the study presents theories and discusses students' experiences of video project making in the Teaching English for Young Learners class.

2.1.1 Digital Media

Digital media have sparked significant societal transformations over the past twenty-five years, exerting a notable impact on individuals' lives (Schroeder, 2018). From adults to children, people of all age groups actively seek out digital media. Today's children and youth are fully immersed in a digital environment, surrounded by various forms of digital media such as social and interactive platforms, where users engage in both consuming and creating content. Examples of these include multiplayer video games, YouTube videos, and video blogs (Chassiakos, Radesky, Christakis, Moreno & Cross, 2016). These digital technologies enable interactive and social interaction, providing immediate access to entertainment, information, and knowledge.

Educational institutions are under pressure to explore innovative teaching and learning methods for the future (Bellanca & Brandt, 2010; Griffin, McGaw & Care, 2012) by integrating technology into education. Digital media, such as mobile phones, iPads, and laptops, are common learning tools used by students today. These technologies are enhanced by learning features and applications designed to assist students in their educational pursuits, providing access to a wide range of content, including books, journal articles, music, films, and web content. They also offer sophisticated camera functionalities for capturing audio-visual material (Gani, Fajrina & Hanifa, 2015).

The use of digital video processing has become essential for many students who are looking to gain a deep understanding of digital image and video processing technologies. It signifies a notable progress in image processing and video compression, catering to emerging applications like digital cinema, ultra-high resolution, and 3D video (Tekalp & Murat, 1995). This edition offers comprehensive coverage of image filtering, motion estimation, tracking, segmentation, video filtering, and compression, encompassing multidimensional signals/systems, digital images and video, and video quality (Jafari, Aghaei & Khatony, 2019).

The advantages of technology in education are numerous. It includes access to a broader array of content and learning resources, as well as heightened student motivation, activity, independence, and attentiveness in the learning process (Perrota, 2013). Furthermore, digital media aids teachers in enhancing the

quality and engagement of students in the learning process by facilitating the creation of captivating learning materials.

Moreover, digital media foster collaboration among students, allowing them to work together towards common objectives. Online collaboration encompasses various instructional methods in which students collaborate in groups, including cooperative learning (Mattessich, Murray-Close & Monsey, 2001). Additionally, digital media facilitate long-distance communication between teachers and students through social networks, enabling discussions about assignments, exams, and study materials. Students can seek assistance from peers on social networking platforms for topics they find challenging and engage in ongoing support (Lin & Yuan, 2006). As technology increasingly shapes our lives, the learning environment evolves, offering numerous new learning opportunities through information and communication technologies, necessitating effective utilization by students.

2.1.2 Video Project Making

In the video project, students are given the exciting task of creating a video to practice the language they are learning. According to Hafner & Miller (2011), video projects offer a fantastic opportunity for learners to interact with each other and explore various digital video technologies to create meaningful learning. These projects also allow learners to use digital video technology to capture and review their performances and those of their peers, facilitating reflection on their language learning. Based on their research, Hafner & Miller (2011) concluded that

digital video project assignments seemed to highly motivate students, as they found the projects to be new, fun, useful, challenging, and meaningful.

Shin (2018) suggests that incorporating technology, such as the video project, can enhance students' collaborative skills and maximize their potential in achieving learning objectives. Making a video project using technology provides students with flexibility in producing a project and honing their skills (Mort & Hansen, 2010). Research literature has emphasized the benefits of using video for educational purposes, highlighting its role in supplementing lectures, providing realistic situations, images, and discussions, and adding an experiential dimension to classroom instruction.

In the process of creating videos, students are tasked with collecting stories, choosing one story, creating scripts, and practicing dialogues. The training process involves exploring the characters they will portray, followed by recording and editing the videos using their own resources. The completed videos are then uploaded to platforms such as YouTube. This process allows students to exercise their creativity and technological skills while producing engaging and meaningful content.

Hafner & Miller (2011) reiterated that video projects provide a valuable social context for learners to interact with each other and experiment with various digital video technologies to create personally meaningful learning media. Through these projects, learners can use digital video technology to capture and review their performances and those of others, facilitating reflection on their

language learning. Additionally, student-made video projects can encourage independent learning, as they cultivate students' ability to seek knowledge and improve their English outside of class time (Sari, Dardjito & Azizah, 2020).

While students may face challenges in the process, such as distance and constraints due to the Covid-19 pandemic, online discussions and project work can still be conducted. Furthermore, students may lack previous experience in video storytelling, but this presents an opportunity for them to develop new skills and gain confidence in their abilities.

Project-based learning, particularly through video projects, provides students with intellectually and emotionally stimulating tasks that connect content and language learning with their daily lives. Digital technology, specifically video, fosters the construction of content, media, and language knowledge in meaningful ways, making the learning experience more engaging and relevant for students (Dal, 2010).

Previous studies have shown that video projects have a positive impact on student learning and motivation. Utomo and Wihartanti (2019) found that video projects improve critical thinking skills and student achievement, while Sari et al. (2020) noted that EFL video projects enhance English language learning and student motivation. These findings underscore the potential of video projects to enhance student learning experiences and outcomes.

2.1.3 EFL Students in Teaching English for Young Learner Class

This field provides in-service teachers with an introduction to the world of children, encompassing their developmental characteristics, needs, interests, and teaching and learning techniques for English education (Güngör, 2016). English, being an international language widely utilized in numerous countries (Mutiah, Nakhriyah, Husna, Hidayat & Hamid, 2020) has emerged as a significant subject for learning in this century (Damar, Gursoy & Korkmaz, 2013). The enthusiasm displayed by young students is notably high ((Larsen-Freeman & Long, 1991); (Damar et al., 2013); (Nikolov, 2002)). In the context of language learning, it is crucial to recognize that language acquisition is essential for developing communication skills. An important aspect of teaching English to young students revolves around the teacher's profile, as they are tasked with introducing young learners to a foreign language, which serves as a second language for them.

Furthermore, teachers can play a pivotal role in facilitating children's learning of English as a foreign language, as highlighted by Turek (2013). A competent English teacher is instrumental in guiding young students, ultimately contributing to their academic accomplishments. One such aspect is Teaching English for Young Learners (TEYL), which is integrated into the language program (Damar et al., 2013). In developed countries, there are two prevailing trends in the integration of English teaching into the primary school curriculum: the introduction of foreign languages at the commencement of compulsory education, such as pre-school, which has rapidly gained traction in recent years (Garton & Copland, 2014).

EFL students preparing to become English teachers are being equipped to embrace a 'modern' approach to teaching. While English for young learners is being introduced in schools, including primary schools (Bakhsh, 2016), where students are of a tender age, EFL students appear to be acclimating themselves to teaching in a modern environment, where young learners may require more experienced guidance to keep pace. According to Fahriany (2018), the age at which children begin learning a second language remains a subject of speculation in society. It is posited that children start learning a second language between the ages of six and twelve, owing to globalization and technological advancements (Van Scoter, 2004). On the other hand, young learners are still in the process of learning. Therefore, teaching English to young learners should be kept as straightforward as possible to achieve the same results as teaching English (Sehan, 2018).

EFL students are now familiarized with technology-based teaching and learning media. They are mandated to enhance their proficiency in utilizing these media. Consequently, there is a heightened demand for their creativity in developing methods and techniques to teach English to young learners without relying on technology. Hence, EFL students should receive instruction on teaching based on creativity. This perspective is reinforced by research from Nufus (2018), who asserts that teaching English to young students is a distinctive activity that encourages students to think, play, and communicate using language.

2.2 Previous Study

Several previous studies are relevant to this research. First, the study of Güngör (2016) highlighted the gap between the problems pre-service teachers have in this semester and the theoretical ideas and practical aspects of teaching. It provides an opportunity for self-evaluation and self-monitoring in a pre-service teacher education program in Turkey. Therefore, the goal of this project is to provide lesson plans, reflective notebooks, and videotaped microteaching sessions to help preservice teachers' reflective practice when teaching young English language learners.

Jabar and Ali's study (2016) examined the effectiveness of video project assignments (VPA) in enhancing vocabulary acquisition among young learners in an ESL reading class. The study integrated project-based learning with multimodal learning platforms, including Web 2.0 tools such as Google, YouTube, and Padlet. The findings, based on the participation of thirty primary five students from a public school in Malaysia, revealed the efficacy of using multimodal learning platforms and creating concise VPAs to enhance vocabulary learning among young ESL learners.

Furthermore, the students engaged with vocabulary items embedded in reading passages about Malaysian culture and engaged in discussions on Padlet. Additionally, they collaborated on a group video project assignment, which was subsequently shared on YouTube. While mastering vocabulary is crucial for

language proficiency and skill development, ESL learners often encounter challenges in vocabulary acquisition. The study emphasized the importance of engaging, interactive, and meaningful vocabulary learning strategies, particularly for young ESL learners, to facilitate effective recall and usage.

The study by Akdeniz (2017) rigorously examined the utilization of student-generated videos as an unequivocal means to dramatically enhance speaking proficiency in English as a Foreign Language (EFL) classrooms, with a specific focus on their application in preparatory classes at Kocaeli University's School of Foreign Languages. The deliberate incorporation of student-produced videos into the learning process was unequivocally shown to significantly elevate the standard of students' oral communication skills. It unquestionably provided students with a valuable opportunity to thoroughly review their own presentations, meticulously assess their speaking abilities, and develop an unparalleled sense of self-awareness regarding their linguistic competencies. The paper compellingly discussed the unequivocal benefits and perspectives associated with integrating student-created videos as an assertive method for fostering the development of oral skills within language learning environments.

Jung (2021) studied how to motivate language learners effectively in language classrooms. One way to boost motivation is through interactive technology-based learning activities. This study focused on exploring how post-secondary English as a Foreign Language (EFL) students feel about working together on video projects and how it affects their motivation to learn English.

The study used interviews, notes, and student work to investigate the experiences of eight students. The findings showed that participants generally had positive feelings about collaborating on video projects. The study also emphasized the importance of self-efficacy and task value in influencing students' motivation. Overall, this research showed how technology-enhanced learning approaches can improve motivation among post-secondary EFL learners.

The second study, Sari et al. (2020), looked at the role of YouTube in EFL learning and how it has become a popular platform for students. The study had two main goals. First, it aimed to explore how different factors in higher education settings affected the use of YouTube video projects. Second, it wanted to show evidence of students' self-improvement in EFL learning through their participation in these projects. The study gathered data from seventy-nine non-English speaking students at higher education institutions. Their reflections were the main source of data. The analysis revealed improvements in various areas, including teamwork skills, stress management abilities, technological proficiency, and creativity. It also found that students enhanced their information delivery and knowledge enrichment. However, it did not find significant improvements in students' English language skills compared to the self-reported enhancements in other areas.

In the third study, Huang et al. (2021) demonstrated that students found working in groups on video projects to be enjoyable and conducive to learning English, as evidenced by the results of a questionnaire and their active

involvement and participation during the video project process, as reflected in their final submissions. They acknowledged that collaborative video project assignments can contribute to positive learning experiences by fostering the development of digital media production skills, enhancing communication strategies, and showcasing various competencies, all of which are essential for success in the 21st century.

The study by Mahardika, Widiati, Bhastomi & Suryati (2021) rigorously discussed the perspectives of undergraduate students who are not English specialists regarding the implementation of video projects in English learning. Video projects were strategically introduced as a method to effectively address low motivation levels among students in learning English. The research was meticulously conducted among first-semester students enrolled in the Hinduism Education Department at a state university in Indonesia. In this approach, students were explicitly instructed to work in groups to create video projects, taking full responsibility for developing their own scenarios, filming, editing, and independently presenting their videos.

The incorporation of video production was purposefully aimed at encouraging active English usage among learners and enhancing their motivation by fostering a profound sense of achievement. Data were meticulously gathered through a combination of in-depth questionnaires and comprehensive interviews to thoroughly assess students' perceptions of using video projects for English learning. The compelling findings unequivocally revealed that students

overwhelmingly held a positive perception of the impact of video production on their English learning, with an outstanding average rating of 4.07 on a scale of 1 to 5. Furthermore, students emphatically reported that video production significantly boosted their confidence in English and substantially increased their motivation, with an impressive average rating of 4.17. Additionally, students resoundingly viewed video production as a practical, enjoyable, and highly cost-effective method for learning English, with an exceptional average rating of 4.29.

The study of Fitria, Afdaleni, Simbolon and Suamba (2022) looked into the issues and difficulties that English teachers faced when implementing online learning in the midst of the COVID-19 pandemic. The methodology used in the study was qualitative-descriptive. There were 115 English-speaking professors from different Indonesian governmental and private universities involved. The findings indicated that the majority of English lecturers use online learning for four semesters, with Zoom Meeting, WhatsApp, Google Meet, Institutional E-Learning, and YouTube being the most frequently used apps. The ability to choose and use any kind of e-learning app, flexibility in terms of both location and time, and satisfaction with the utilization of application features to supplement online lectures are important aspects of their experience.

In the study of Bunyamin (2022), creating videos for project-based learning using online games was aimed at enhancing the speaking skills and active participation of ninth-grade students during the COVID-19 semester at State Junior High School 1 Slawi. The main focus was on how the implementation of

online games in video project-based learning could enhance their speaking proficiency and engagement. This initiative sought to demonstrate how the use of online games in video project-based learning could improve the speaking proficiency and engagement of grade 9 students at State Junior High School 1 Slawi during the COVID-19 pandemic. Before the introduction of the online game-based learning, project focused on video production, student engagement was 40%, the speaking competency average was 72.9, and only 30% of the 99 students who attempted the course received a passing mark. The students' engagement increased to 95% after the approach implemented. The average student competency score increased to 82, and the number of students who passed the mark increased to 83 (80%), with only 16 students (19,79%) failing.

Several studies have thoroughly explored the utilization of technology, particularly video projects, to effectively enhance English language learning among students. These comprehensive studies have highlighted the diverse benefits and challenges associated with integrating video projects into English language learning. Specific themes have been emphasized, stressing the importance of motivation (Jung, 2021; Mahardika et al., 2021), factors influencing the project process (Sari et al., 2020), students' perceptions (Jung, 2021; Mahardika et al., 2021), students' attitude (Huang et al., 2021; Sari et al., 2020), and opportunities for self-assessment and self-awareness of linguistic abilities (Akdeniz, 2017). The studies conducted by Huang et al. (2021) and Sari et al. (2020) have specifically focused on production skills and communication strategies, while Jabar and Ali's study (2016) has concentrated on vocabulary

acquisition, and Akdeniz's study (2017) has delved into speaking proficiency. These studies have covered various levels of education, ranging from young learners to higher education (Sari et al., 2020; Mahardika et al., 2021; Akdeniz, 2017).

This study shares similarities with Jung (2021) by highlighting students' collaborative experiences in video making projects. However, it specifically delves into the process, including preparation and step-by-step video making projects as teaching media in teaching English to young learners, outlining the benefits and challenges faced from the perspective of collaborative experiences. This approach sets it apart from previous studies that primarily discussed the advantages of making video projects.

