

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter conveys the findings and discussion of the study. The findings are related to the research question on students' experiences of online collaboration for the research project. Also, the results of this study are further explored in the discussion section and are related to relevant previous research findings.

4.1 Findings

The findings discuss the result of the data collection analysis through written reflection from five EFL students as researcher participants to reveal how the students' experiences of video project making in teaching English to young learner class. The aim is to reveal what was discovered in the field of research related to EFL students' experience of video project-making in teaching English to young learners. Furthermore, this study chose five themes in the research findings to be explained namely: (1) Students' Impression of Video Project Making, (2) Students' Preparation of Making English Video project, (3) Students' Step by Step of Making Video project, (4) Students' Benefits of Video Project making and (5) Students' Challenge of Video Project Making. The details will be presented as follows,

4.1.1 Students' Impression of Video Project Making

Based on the collected data through students' written reflection, this study discovered two sub-themes of benefits that students perceived by recording video

with their team to complete the research project, namely: (1) Positive Impression and (2) Negative Impression. The following is a description of the sub-themes that have been found.

4.1.1.1 Positive Impression

This section described the research findings and showed a positive impression during the experience of video project making in TEYL class. The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflection on the positive impression they experienced during making video project. This is in line with the opinion of PS 1, which stated the positive impression is excitement about making a video project.

“There are several factors that caused me to be very excited when I got the task, namely: 1) I have a penchant for editing, both photos and videos, so when I got the project storytelling video assignment, I felt that I would create satisfactory results. 2) My group mates are people who are capable and experts in their respective fields, so I think that my group mates and I will create very cool work. 3) The focus of the video project task is storytelling, where there are many interesting things in the storytelling world, so I feel very excited to do the storytelling video project assignment.” (PS 1)

Data from PS 1 revealed that making project assignments in the form of video storytelling gave him a new experience. Video storytelling could allow him to increase his creativity in creating a work. In addition, making video storytelling in groups can increase solidarity and strengthen friendly relations and also, with good cooperation, will produce satisfying work.

The conclusion indicates that implementing project assignments in the form of video storytelling offers a novel learning experience. Engaging in video storytelling enables students to enhance their creativity while crafting their projects. Furthermore, collaborative video storytelling projects foster a sense of solidarity among group members, strengthening friendships. Effective teamwork and cooperation contribute to the production of high-quality work, resulting in a satisfying outcome for the participants. Overall, the utilization of video storytelling as a project assignment not only promotes creativity but also nurtures teamwork and camaraderie among students.

4.1.1.2 Negative Impression

This section described the research findings that showed a negative impression during the experience of video project making in TEYL class. The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflections on the negative impression they experienced during the video project. This is in line with the opinions of PS 2, PS 3, PS 4, and PS 5, which state the negative impression is excitement to do a video project.

“My impression of the task of making a storytelling video project. First, of course, I felt burdened because there were many things to think about in making this project, such as where to get the right material, what the title of the storytelling was, and what role to play. Second, after knowing that this project was carried out in groups, the individual burden had previously become a collective burden, so

it felt lighter. Each group was divided into tasks to be responsible for each task given.” (PS 2)

PS 2’s data revealed that making video projects is burdening. This is evidenced in PS 2’s statement, "I feel burdened because there are many things to think about in making this project". It is this negative feeling that arises, even though the students have not tried to make a video project, they have a feeling that this assignment is burdening their minds.

“It will definitely be difficult is my initial impression when I get the assignment to make video storytelling in TEYL class. In my opinion, this project will take a lot of time to complete, because I have never done storytelling before.” (PS 3)

PS 3 data revealed that the initial impression felt when given a project assignment was "This task will be difficult". The statement from the students occurred because the task of making a storytelling video project was their first experience. So that there is a feeling of fear to do this project assignment.

“My first impression when I got the assignment to make this video was very confused, because we were limited to online classes. So when there is a task to make a video we have to choose whether the video is made offline or we have to make it digital.” (PS 4)

PS 4 data revealed that the initial impression of giving project assignments was making video storytelling, namely feeling confused. This confusion arose because when giving the final project assignment, the lecture process was carried out online, so the participants needed clarification about how to do this project assignment because the assignment was a group assignment.

“My impression when I got the assignment was a bit scared because I had never done anything like that. So my question is whether I can do it well and it’s interesting because I’m not a very expressive person.” (PS 5)

The PS 5 data revealed that Participant 5 felt "afraid". The emergence of this feeling of "fear" is due to no previous experience in making video storytelling projects. Participant 5 felt insecure about that Participant 5 could carry out this project task.

Based on the data obtained by PS 2, PS 3, PS 4, and PS 5, it was revealed that this project was a burden for the participants because they had never received this project before, so they had a negative instinct that the participants would not be able to do it. They thought the task was very difficult. It is because they could not tell stories, and they had never had storytelling experience before. Further, they could not be expressive in telling stories. Feelings like these are what make students not enthusiastic about making video storytelling in project assignments. The main reason for this problem is that there is no experience in making video storytelling.

On the other hand, this assignment was given during the COVID-19 pandemic, when all learning processes were carried out from home, so participants found it difficult to do and felt that working on this project was time-consuming. This obstacle is also a problem for teachers and students because there is no good control and discipline in the online learning process. In this research, the obstacles that arise make students confused when there are assignments given because this task is a group assignment, but because of the

distance and learning activities are carried out at home there are difficulties faced by students in carrying out this task such as discussing themes and titles and the process make video projects. In addition, making videos is the participant's experience for the first time.

The conclusions drawn from the data gathered shed light on the initial apprehensions and negative feelings experienced by students when presented with the assignment of creating video storytelling projects. Students harboured a sense of burden and anticipated difficulty even before attempting the project. This negative anticipation stemmed from the unfamiliarity with the task, leading to feelings of fear and reluctance. The confusion upon receiving the assignment was expressed, primarily due to the lack of clarity provided during the online lecture process. The absence of clear instructions exacerbated their uncertainty, contributing to their initial confusion about how to proceed with the project.

Further, the fear and insecurity that felt by them regarding their ability to fulfill the project requirements. This apprehension stemmed from a lack of prior experience with similar tasks, causing the participant to question their competence and suitability for the assignment. Overall, the data highlights the importance of providing clear guidance and support to students when introducing new and unfamiliar tasks, such as video storytelling projects, to alleviate their initial apprehensions and foster a more positive learning experience.

4.1.2 Students' Preparation of Making English Video Project

This section described the research findings showed a perception of students' experience of video project making in TEYL class. The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were statements in direct quotations mentioned by the participants in their reflections on the students' prepared video project-making materials. This is in line with the opinions of PS 1, PS 2, PS 3, PS 4, and PS 5 which stated the prepared material of video project making.

“The most important step is that my group and I collected as many fairy tales as possible. After that, we saw and matched the roles we played in the storytelling video. After getting a story that was interesting and suitable for everyone in the group, we practiced exploring the roles that would be played. After really feeling deep enough into the role, we started to do video recording.” (PS 1)

PS 1 data revealed that the steps taken before making a video project were participants first (1) searched for and collected stories, (2) sorted and divided roles, (3) practiced playing the roles to be displayed, and (4) started recording videos. These steps were carried out by everyone in the group and some were only carried out by participant 1.

“In the preparation process, we first looked for a storytelling title that matched the number and character of the people in the storytelling narrative. After getting the right narration, it was translated into English as the target language for this project. Furthermore, the roles of each were divided after that practice with each of these roles.” (PS 2)

PS 2 data revealed that the steps taken before making the video project were finding story titles that matched the number of group members, translating story dialogue into English, and dividing roles. PS 2 data results are slightly different from PS 1. This proves that each group member has their task.

“The first step I took before making a TEYL video project was to determine what story we would bring. Then, I divided the roles with my group mates, each of us playing one character. I played the character ‘Dorothy’ a little girl. Then it took me a few days to learn the character of the little girl’s voice. After I was able to practice the

voice of a child, I then practiced memorizing my dialogues. After that, my group of friends and I tried to memorize each dialogue together according to the characters we each played. In the practice session, we corrected each other's mistakes in pronunciation and intonation, as well as hand and body movements, so that we felt that the stories we were telling sounded good and interesting.” (PS 3)

The PS 3 data revealed that the steps taken before making the video project were determining the story to be taken, dividing roles into groups, reading and memorizing dialogues, and practicing playing roles according to dialogue according to intonation and body language.

“We certainly determined the idea that was suitable for the video results later. We discussed the idea together from determining the title or theme of the story, the plot, and the process of recording it, we had to think carefully, we even discussed the editing process which was interesting to watch later.” (PS 4)

PS 4 data revealed that the steps taken before making a video project were determining the idea and theme of the story, and then discussing the editing process.

“The first thing I did was learn on YouTube how to tell stories interestingly, and what things to pay attention to when storytelling because I had no previous experience. Then we looked for stories that would be storytelling. After getting the story, we compiled a story script and shared the characters with our group of friends.” (PS 5)

PS 5 data revealed that the steps taken before making a video project were looking for interesting story references on social media, compiling scripts, and dividing group members' roles and characters.

Based on the responses from PS 1, PS 2, PS 3, PS 4, and PS 5, it can be concluded that in making the video there were several processes carried out by

them such as searching for titles and story themes which each individual carried out in a group. Each individual should find a title and theme for the story. After all the stories were collected, they discussed the title of the story they would present, while also coming up with ideas or improvising to make the story more interesting. Next, they split roles and characters. Everyone had the right to be responsible and play a character role. After that, they drafted the script, in compiling the script they had to translate the story into English because they were going to present the story in English. After the script was composed, then the script was divided to be memorized by each individual.

This is the process they went through to create storytelling videos. In addition, based on the data of all participants it can be concluded that the cooperation that occurs in groups is very good. This is evidenced by the division of tasks for group members in making video projects. Overall, the summary highlights the importance of collaborative planning and role distribution in the process. If the role is distributed evenly, they have obtained some knowledgeable exposures that improve their language ability.

4.1.3 Students' Step by Step of Making Video Project

This section described the research findings showed a perception about students' experience of video project making in TEYL class. The participants expressed their viewpoint by presenting various reasons to back their claims.

The following were statements in direct quotations mentioned by the participants in their reflection on the students' taking video project making. This

is in line with the opinion of PS 1, PS 2, PS 3, PS 4 and PS 5 which state the taking video project.

“For the process of making the video, I instruct other friends to send the recorded video to my WhatsApp. After collecting all the videos, I combined all the videos based on the order I saw from the dialogue they read. After making it a full video, I looked for pictures that would be used as the background for the video. After that, I looked for some background that I will use in the video. Then I enter the background and background according to the video recording of me and my friends. Next, I add subtitles to the video, so that the audience feels more clearly related to the storytelling that my friends and I are playing.” (PS 1)

PS 1 data revealed that the steps taken in making the video were, collecting videos recorded by each group member, the process of merging videos, editing. Based on PS 1 data, it can be concluded that PS 1 is in charge of editing video projects.

“After each role is divided, the video is taken many times in accordance with the order of the respective actors as in the prepared narration. After everything is done, the last video is editing sounds, translating, and uploading it on the intended platform, namely YouTube.” (PS 2)

“The video was taken in their respective homes. I only recorded myself while practicing my dialogues in the story. I have 20 dialogues in the story, so I made 20 videos. The same thing was done by my group of friends. After all the videos have been made, the videos are edited by combining them according to the dialogue sequence in the story. Then, we decided to use the animated images in this story as our video background. Not to forget, we also added happy sound instruments, magic, the sound of falling objects, the sound of birds, and so on. Finally, the video is finished and we upload it.” (PS 3)

PS 3's data revealed that during the recording process, PS 3 practiced role playing according to the dialogue. PS 3 has 20 dialogs and participants must record 20 videos. It can be concluded that PS 3 records each dialog.

“For the process of making it or taking the video, of course we write scripts or storylines, we divide each other’s roles, and we also review some examples of interesting and good storytelling when they will be staged. After everything is okay, therefore we do take or video recordings at home, by doing some recordings according to the part or part of the scene that has been provided. So that the video story telling is created.” (PS 4)

PS 4 data reveals that the steps taken in making the video are writing the script first, dividing roles, watching several storytelling videos, the recording process at each other’s homes.

“Before recording, we also held a group practice session where each group member reads out their dialogue and we will provide feedback to improve the way we portray the character. During the recording process, I took several videos which I later chose the best expression and intonation. I also took certain parts several times because after I saw the results of the video, there were some expressions, intonations, and body language that didn’t match. Finally, put the video pieces together in sequence.” (PS 5)

The PS 5 data reveals that the steps taken in making the video are conducting training sessions, video recording, putting together the video pieces that have been recorded by the PS 5.

Based on the responses from PS 1, PS 2, PS 3, PS 4 and PS 5, it can be concluded that the steps for making a video project are, (1) the process of recording the video which is done in their respective homes. The video recording process was carried out at each of their homes because when making videos, lecture activities were carried out online so that video making had to be done at their respective homes. (2) after the video recording process is complete, they send the videos they have recorded to one of the group members who will combine the videos. Once the videos are put together, the next step is to edit the

videos. (3) in the video editing process, they add backsound and backgrounds. Apart from that, they also added an Indonesian translation for presenting the storytelling in English. Then when finished, they send the storytelling video results on the predetermined YouTube platform. Overall, the conclusion drawn from the data underscore the importance of coordination and division of tasks among group members to ensure successful project completion.

4.1.4 Students' Benefits of Video Project Making

PS 1's data revealed that he gained numerous new experiences through this project assignment. He specifically mentioned that he was able to enhance his understanding of various engaging stories, develop his acting skills, and improve his proficiency in video editing. PS 1 expressed a strong interest in video editing, and this project provided him with the opportunity to learn and enhance his editing skills.

"The benefits I obtained include, first, gaining a deeper understanding of how storytelling media can be used as the primary tool for teaching young learners. As young learners grasp information and learn through storytelling, the videos we create can be beneficial for teachers and parents seeking to educate their children using storytelling. Second, the benefit is that it allows me to acquire knowledge on creating storytelling content that I can share with those in need." (PS 2)

The data about PS 2 indicates numerous positive outcomes associated with storytelling. As a student, PS 2 has acquired valuable experience and knowledge

in the field of storytelling. Consequently, it is hoped that the videos produced in the future will prove beneficial to a wide audience, particularly educators and parents seeking to impart storytelling skills to their children.

"The primary benefit I derived from this video project was the opportunity to engage in storytelling, despite portraying a single character. Furthermore, I acquired the skill of creating educational videos based on storytelling for young learners." (P3)

"It's really helpful! I think this video project allows us, as aspiring teachers, to tap into our creativity and enhance our potential, especially when it comes to teaching children. It's bound to leave a great impression." (PS 4)

PS 4's data revealed the benefits obtained through this project assignment, PS 4 could practice his abilities and skills in storytelling. Apart from that, as a teacher candidate, this project also provided a chance to learn how to teach children in fun situations.

"The benefit I get is that I know how to do interesting storytelling. I also learned to be expressive when telling stories and to keep my speech intonation not monotonous." (PS 5)

PS 5 data revealed that the benefits obtained are new experiences in storytelling. In addition, PS 5 could also learn and practice storytelling skills expressively and interestingly.

Based on the responses from all participants, it can be concluded that they get many benefits from making video storytelling. They enjoyed and felt so challenged in making video storytelling. In making storytelling videos, they learn to practice storytelling by using different facial expressions and facial expressions according to the characters. It is the most difficult part of making storytelling videos because some of them are not very expressive (monotonous). In addition,

prospective teachers can practice their potential by developing creativity in teaching students in the future. With their experience in storytelling, they hope that their videos will benefit many people, especially children.

There are numerous new experiences including discovering interesting stories, honing acting skills, and improving video editing abilities. As a teacher candidate, this experience provided them valuable insights into effective teaching methodologies. Overall, the summary highlights the diverse personal and professional benefits derived by participants from their involvement in the storytelling project assignment, underscoring the value of hands-on learning experiences in skill development and personal growth.

4.1.5 Students' Challenges of Video Project Making

This section described the research findings showed a perception of students' experience of video project making in TEYL class. The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were statements in direct quotations mentioned by the participants in their reflection on the students' experiences in video project-making. All participants have similar statement about their interest including in video project making.

"...When I have to play the role of an evil wizard. I change the voice to granny. This is the most memorable for me because I think that part is the funny part where I change my voice to be hoarse, even though my voice can be said to be shrill" (PS 1)

PS 1's data says that the most memorable thing during the process of making the storytelling video is the part where PS 1 changes her voice to that of an old grandmother. In this part, PS 1 found it 'difficult' to change his voice because PS 1 had a shrill voice and had to change it to a wet hoarse voice "I had to change my voice to a wet raspy voice, even though my voice can be said shrill".

"The most impressive part is the process of taking video because it is accompanied by the right expression and context. So, the character should be appropriate." (PS 2)

PS 2's data states that the impressive part during the process of making video storytelling is the video recording process "the most impressive, of course is in taking/recording the video" because PS 2 had to use facial expressions and animate characters that match the context of the story that PS 2 is bringing.

"I think the impressive part about making videos is that when we try to make videos together in one shot, we often laugh at each other because of the voices of the characters we play." (PS 3)

PS 3 data says that the part that was very memorable during the storytelling video creation process was the process of recording the video together in one take of the video. They "laugh" at each other because their voices and characters are so funny. Therefore, they decided to record their videos according to the dialogue of the characters they played.

"When recording the video, because we did it at our respective homes, we were impressed with the monologue in making the video because what we took was only part of our scene, so this made me give my impression on this project until the end and the results were amazing." (PS 4)

Data PS 4 said the thing that impressed her during the process of making video storytelling was the hard work and cooperation between group members. PS 4 stated that the video recording process was carried out at each other's homes, it seemed so monologue. It was caused by COVID-19 pandemic. It made learning being carried out in online class. When recording video, they were not focused and not being serious. They were always laughing at their group mates on the silly mistakes. So, they decided to record their acting in their homes.

“The most impressive thing was when I saw my video and could not believe I could be as expressive as that. The intonation of my speech was not monotonous. I was also impressed by my efforts in which retaking the video and fixing the parts that did not fit or were interesting.” (PS 5)

PS 5's data stated that the most memorable thing during the storytelling video-making process was that PS 5 did not believe that PS 5 could do storytelling. PS 5 did not expect that he could be so expressive in telling stories. PS 5 also really appreciates the effort in him. He did not believe that he could complete this project task. Apart from that, the project task of making storytelling was the first experience for PS 5.

Based on the responses from PS 1, PS 2, PS 3, PS 4, and PS 5, there are many new impressions and experiences in making this storytelling video. There are sad, happy, fascinating, and funny impressions. Besides that, several parts are very memorable in presenting the storytelling because in doing so, of course, they had to make facial expressions that matched the characters. To produce good storytelling, they also had to live up to the characters that were presented. Of

course, this was not an easy job, it took repeated practice to produce satisfying storytelling.

The memorable part of PS 1 was when she played the evil witch. She had to change her voice to granny and that was the memorable part for her because she had to do a lot of takes. It was the same with PS 2, the really impressive part is where he has to live up to the character he has to play. Unlike the PS 3, he impressed the moment when he laughed at the videos of his other group members. Meanwhile, PS 4 felt that the making of the video seemed like a monologue because the recording process was done at each other's homes. PS 5 felt a great sense of pride in the video's outcome due to the substantial effort invested in his creation. These were the parts that became their impressions while making storytelling videos.

Overall, the conclusions demonstrate the diverse and impactful experiences encountered by participants during the storytelling video creation process, highlighting the challenges, successes, and personal growth achieved throughout the project. Their experiences showcased the effort and adaptability required to embody the character effectively. They tried their best for visual storytelling and performance conveying the narrative effectively. They also felt the camaraderie and enjoyment derived from collaborative storytelling efforts. The flexibility and adaptability were required by them to overcome obstacles and complete the project successfully. This experience served as a significant personal milestone, particularly considering it was their first experience with storytelling.

4.2 Discussion

The following section presents an in-depth analysis of the research findings about the experiences of EFL students in video project creation. The research findings elucidate a range of responses, both positive and negative, to students' experiences in the process of developing video storytelling projects. These experiences encompass activities including story identification, dialogue compilation, training sessions, video recording, and editing. These activities are considered part of the students' experiences, shedding light on their involvement in making video storytelling projects.

The findings of this study unveiled several initial impressions derived from participant data. The data indicates that creating video storytelling represents a new experience for students. Storytelling, a digital technique, is beneficial for EFL students in developing communicative competence (Nozad, Pourali & Razmi, 2014). This is supported by participants' statements, which suggest that producing storytelling videos fosters creativity and facilitates the expression of ideas. Moreover, as an English major, this project offers an opportunity to enhance students' English skills. Sari et al. (2020) found that video storytelling serves as a valuable tool in language learning and can enhance participants' language skills, particularly for students in language study programs. However, the study also identified certain negative impressions, which will be explored in detail to provide a comprehensive understanding of both positive and negative aspects.

Positively, this project not only seems to be helping students become more proficient in English, but it also imparts abilities in acting, storytelling, expressiveness, and video editing, giving participants a chance to explore their identities in novel ways. According to Omotayo and Haliru (2020), another goal of this project is to inspire students to become digitally literate to stay current. Therefore, giving students video-making assignments might be a helpful tool for encouraging their creativity and innovation in the educational technology discipline.

The findings of study indicate that the student's initial perceptions upon receiving project assignments led to the creation of a diverse range of storytelling. Being excited is the first impression the study encounters. A participant feels very happy when given a project assignment. It is because the participants like the world of fairy tales/stories and video editing. Participants feel very excited to hone themselves in storytelling and editing. In addition, this project assignment was a first for these participants. As stated by Jung (2021), positive experiences increase students' skills, knowledge, and independence in improving their skills through making video projects.

Based on data findings, some participants said that their impressions when given the task of making video storytelling were burdened, difficult to do, confused, and afraid to do project assignments. This feeling arose since making a video storytelling project was their first experience. Thus, they lose self-confidence (Fitria, Uswatunnisa, & Jacob, 2022).

The challenges faced by the participants in making videos became a new experience for them participants. In addition, it was assigned in online classes or studying from home. This challenge is an urgent and unexpected request by the university to change the process of learning activities that were previously face-to-face to online ((Rapanta, Bottuluri, Goodyear, Guardia & Koole, 2020). It is the biggest obstacle for students working in groups. Apart from being separated by distance, students also need help to discuss this assignment through the WhatsApp application. Some participants felt this task was complicated. Adedoyin and Soykan (2023) said that online learning methods differ from offline learning. Online learning focuses more on theory than discussion. In addition, online learning schedules also change frequently. The way of giving assignments is also different. The assignments must be submitted through a template provided by the lecturer, for example, this project assignment uses the YouTube application as a task collection template.

In this study, 4 out of 5 participants experienced anxiety when given the task. The feeling of anxiety that emerged from the participants occurred because previously the students had never done video storytelling before. Anxiety makes students feel difficult even though the task has not been completed. Losing self-confidence and underestimating other abilities makes students feel down initially before doing assignments. Mental problems are challenges that often occur due to anxiety (Fitria et al., 2022). However, it did not last long because of mutual support among group members. To minimize student anxiety, the assignments were finished in groups. In line with the statement issued by Jawas (2019), he said

that working collaboratively in small groups will affect the development of ideas and minimize anxiety.

Based on the data found in this study, there were several stages in video project-making. These are determining the themes including its story title, drafting the script, dividing roles, taking videos, and editing. Each participant must find an interesting story. After that, the collected stories were selected according to the agreement determined by the participants. Initial discussions were carried out via the WhatsApp application, but students felt that it was effective. It is supported by (Minalla, 2018) who stated that the use of WhatsApp Messenger affects the online discussion process in learning. Thus, they took the initiative to meet, even for a moment. It keeps the discussion process sharp and focused.

In the search for stories, each participant must find their own story. After that, discuss what theme and story to choose. After finding the right story under the agreement of group members, then they started compiling dialogue scripts and dividing the roles of each individual. Once all members of the group had assigned roles, they started practicing and memorizing the script. The next step was to record a video. Video recording was usually done together. However, due to the COVID-19 pandemic, group members agreed to record their videos at home, and then send them to a group chat room that has been in charge to combine and edit the videos. Of course, each stage had a process that caused participants to feel that this task was very difficult, so some participants felt disturbed.

There are many benefits gained by students in making video storytelling projects. Despite enhancing their creativity, this project also increases solidarity between them, posing collaborative learning, raising self-confidence, gaining self-activity, and developing English skills. In specific to storytelling video-making, this study found that students can derive numerous advantages from creating video storytelling projects, including gaining exposure to a wide array of stories, honing acting skills or experimenting with different roles, enhancing proficiency in editing, gaining a deeper understanding of the art of storytelling, acquiring the ability to create video storytelling projects suitable for early childhood, and fostering each participant potential for growth. The participant data in this study are consistent with previous research findings according to Huang et al. (2021), stating that collaborative video project assignments can facilitate positive student learning experiences, including developing their digital media production skills, improving their communication strategies, and demonstrating their various competencies. It takes good teamwork to produce satisfactory work. For this reason, solidarity is fundamental for working in a group.

In addition, the benefits obtained by the participants are in the form of achievements and increased group work results in producing interesting videos (Puspa, 2016). Participants become more knowledgeable about the world of storytelling. The developments that occurred in the participants were also in speaking. Frequent dialogue exercises increase their vocabulary acquisition. They can also develop ideas for making dialogue scripts by adding more engaging

scenes. In addition, their self-confidence also increased, especially in speaking English (Fitria et al., 2022).

The project assignment of making a video contributes a lot to the student learning process. Teachers can use one of these tools to increase student confidence and responsibility. Project assignments to make videos can provide opportunities for students to train themselves to learn how to make learning media, work together in groups, learn to act and role play, and learn how to overcome the fear of starting something new. Hafner & Miller (2011) conveyed that digital video project assignments motivate students and provide opportunities to reflect on their learning. Digital video projects are a modern, enjoyable, practical, challenging, and meaningful learning media.

The participants hoped their storytelling worked for their students and could provide benefits and assistance, especially for children and teachers. For students in language teaching programs, this project assignment brings them to positive language development skills. Hopefully, it will become an example in teaching materials through the many benefits of this storytelling project. In addition, research has yet to address the more complex experiences of EFL students creating video projects.