

Chapter One

Introduction

A task is a term which cannot be separated from educational field. A video project is one of tasks which is often given to students. It aims to give more understanding to the students about contents of a subject. However, video project comes with some challenges which sometimes appear in its making process. The challenges cannot be separated from strategies to overcome them. These lead the researcher to conduct a study on these two aspects, challenge and strategy, in video making project. The first chapter of this research discusses about the reasons why the researcher chooses this title. This chapter also provides the statement of the problem, limitation of the study, research questions, purpose of the study, and significance of the study.

Background of the study

A task is an essential aspect in language teaching and learning process. A task can only be given to the students after they are introduced to the language and the theme of a subject matter. Tasks emerge after students have studied a language in different approaches and been exposed to a topic (Harmer, 2001). By doing a task, the students may get meaningful and authentic learning. There should be a careful consideration in choosing a task which will give authentic experience for the students. The authenticity of a task depends on how it looks like and similar to real world life (Kearney & Schuck, 2006).

One of the tasks believed to be able to serve an authentic learning to the students is a video making project. Nikitana (2011) declared that by doing video project the students understand the language which is appropriate to be used in different situations, experience social life and exercise their language skills. Later, when the students are involved in their real-situation activities, they will be accustomed to use the proper language to others. They will also learn how to socialize with others. Getting to know the different language use and experiencing the social life and skills give indication that video project is possible in giving authentic learning for the students.

A student video project has similar terms such as students' created video and students-produced video. It is an assignment given by the teacher to the students in which they are required to create or produce a video following three main steps consisting of "planning, shooting, and editing" (Masats, Dooly, and Costa, 2009, p.345). These steps cover all processes which are started by searching for information, creating and practicing a script, recording the video, until editing the video. These processes are in order and should be followed to get an impressive result.

In previous studies, students' video project is proved as a task which gives benefits for the students. One of them is mentioned by Aksel and Gürman-Kahraman (2014). They found out that the students' creative thinking is improved, as well as team work skill. It demonstrates that students' video project can develop students' creativity and team work skill, since these two skills are important for the students to face the real world outside the class. Nikitana (2011)

added that video project can promote real-life context for the students. By completing a video project, students are disclosed to authentic language used in real-life around them.

Although students' video making project comes up with many benefits, in which one of them is team working, there are some challenges which are faced by the students in its process. One of them is posed by Grant (2007) and Levin (2010) in Ting (2013). They mentioned that video projects can take long times, so the teachers are not using video project in their classes because they are worried that they may be behind the schedule. Based on their statements, students' video project is a time-consuming task. As the consequence, the teachers are afraid that this task cannot be completed on time.

In English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) there are also some students' video projects. In the end of semester, some teachers at EED of UMY require students to create a video project based on some themes which are related to the course. The themes which are given to the students are connected with their real-life context. This means that the students will practice the authentic language used outside of the classroom. After the themes are given to the students, they have to make script and plan on how the video will look like, and then, the students have to shoot for the video project. When the result of the shooting is not as good as they want, they have to re-take the scenes. When the shooting is done, the students will have to edit the video to be more interesting.

Based on the researcher's experience in making video project task, she found that it is rather complicated to do this task. It needs a lot of preparation, starting from looking for equipments, making script, preparing costumes, searching for location, and at last editing the video. This is supported by a preliminary research done by the researcher. Three students at EED of UMY were asked about their perception on doing video making project. They stated that video project task gave them certain challenges in its process. According to them, making video project required several steps which took a long time and it needed a lot of stuffs to be prepared. Their responses were similar to the researcher's opinion. When it came to a question on how to overcome the challenge, one of three students said that at that time, her group was dealing with an idea to borrow one of the equipments needed, which is a camera, to their friends and was dividing the works within her group members.

There are several reasons of the researcher to conduct this study. First, the researcher wants to find out whether or not the challenges found in the preliminary study and in the references happen to the students at EED of UMY. Furthermore, in previous studies, there are many experts who have proved that video project provides benefits in students' learning, but only several of them studying on its challenges and the strategies to overcome it. These two ideas make the researcher sure to conduct a research on the students' challenges of video making project and their strategies to overcome those challenges. The researcher believes that this study will enrich the studies on students' challenges and strategies in making video project.

Statement of the problem

A lot of aspects can be studied in the field of students' video project. One of the aspects is benefits of students' video project. Making video project can train students' creativity and team work skill. Besides, learning outcomes is also one aspect which can be studied. By making video project, students can practice what they have learned in the classroom. After creating the video project, the students may use the language they practice in the video in their real environment. Moreover, the effects of making video project can also be studied. Making video project may affect students either it is positive or negative effect. It depends on students' attitudes toward this assignment. Making video project can also emerge challenges for the students, such as the length of the time to prepare the project, equipments to make video project, and also the capturing and editing video skill. To overcome the challenges, there must be strategies used by students. These are several topics which can be studied related to video making project.

Limitation of the study

As stated before, many aspects can be studied in the field of students' video project as one of the tasks given in language teaching and learning process. However, this study is focusing on proving the challenges which arise during the process of making video project, based on the researcher's experience, the preliminary study, and the experts' opinion. Moreover, this research also explores the strategies to overcome the challenges arising in the process of making video project. This research aims to be one of the studies which explore the challenges

and strategies in video making project. Because this research is conducted only in one area, which is EED of UMY, possibly the challenges and strategies showed here cannot reveal all challenges and strategies in English language education for all areas.

Research questions

According to the problem stated above, there are two research questions in this research which are:

1. What are the EED of UMY students' challenges in making video project?
2. What are the EED of UMY students' strategies to overcome the challenges in making video project?

Purpose of the study

This research aims to find out the trends or tendencies of the EED of UMY students' challenges in the process of making video project. Moreover, this research also aims in finding out the strategies to solve the challenges. By doing this research, the researcher wants to find out the whole challenges faced by the students in making video project at EED of UMY and propose strategies which can be applied by the students to overcome the obstacles faced by them. As a result, the students can predict possible challenges which appear in video making process, and then prepare the suitable strategies to conquer the challenges.

Significance of the study

This study has significance for institution, curriculum designers, teachers and students. The significances are discussed below:

Institution. This research can be a consideration as whether or not students' video project is used to assess students' learning. For the institution which already uses students' video project as an assessment tool, this can also be a concern for the institution to provide tools related to video project to ease the students in its making process.

Curriculum designer. This research can also give an idea for the curriculum designers to make decision whether or not it will be put in a curriculum. Besides, the curriculum designers may design a class for students to learn things related to video project, such as editing video.

Teachers. The result of this research will be beneficial for the teacher. As the person who organizes the learning in a classroom, the teacher can consider the use of students' video project making. Considering the problems that can possibly be faced by the students, the teacher can arrange the time, the themes, and other things related to video project making to be suitable with the level of the students.

Students. The result of this research will also be beneficial for the students. The students will know the possible problems that will be faced by them when they do a video making project. The strategies described in this research will help the students to overcome the problems. This research tries to give the students the clear explanation of the challenges and the strategies that can be used.