

## **Chapter Two**

### **Literature Review**

The contents of chapter two discuss about three main points. The first point is about students' video project. There will be definitions of students' video project, types of students' video project, equipments needed for making video project, and steps of making video project. The second point is about the challenges of making video project. The last point is about the strategies to overcome the challenges.

#### **Students' Video Project**

Authentic and meaningful learning becomes the consent of teachers in language teaching and learning process. Nikitana (2011) stated that it is important for students to use authentic or real-life language in the classroom. The objective in which the students can use the language in real-life becomes the main goal of language learning. Creating an authentic learning experience even becomes the main point in constructivist approach. In this approach, teacher's role is to promote the use of real-life language in the classroom (Loyens, Rikers, & Schmidt, 2007). This means a language teacher should make authentic learning in the classroom by promoting authentic language in real-life context for the students. This can be done by giving activities and task which will emerge the use of authentic language. As cited by Sildus (2006) in Nikitana (2011), there is a need for the teacher to create activities in the classroom to be similar to real-life

language use. Video project can be an alternative to promote real-life communication. It can be a choice for the teacher to give authentic learning for the students and to make them communicate in real-life context using real-life language use.

**Definition of Students' Video Project.** Some experts propose definitions of students' video project. It has some similar terms, such as students' video production project, student-created digital video, and student digital video production. Masats, Dooly, and Costa (2009) argued that students' video production project is a project in which students create videos and follow three main stages, which are "planning, shooting, and editing" (p.345). In planning stage, students create a story which will be shown in the video. In shooting stage, students record the video, and in editing stage students edit the video such as giving music and subtitles. According to them, in making video project students are required to create a story in a form of a script. It will give illustration on how the story will go. Composing a script cannot be separated with reading and practicing it since students are hoped to act naturally in front of the camera. Recording the video is the next step which has to be done. When students take the video, they will have to do it for several times to get the best result. To make it better, editing, such as giving subtitles and background music, is the last step of making video project.

A definition of students' video project is also proposed by Henderson et.al (2010). A student-created digital video or student digital video production is a procedure where students work as individual or in a group, take on actions of

recording a digital video. The procedures include setting the camera, making storyboard, practicing, searching for properties, performing, and editing the video (Henderson et.al, 2010). According to Henderson et.al (2010), students' video project is not always done in a group. It literally can be done individually.

In conclusion, the definitions of video project by some experts are similar. The main point of students' video project is a project where students are asked to create a video starting from setting the camera, making script and storyboard, reading and practicing the script, looking for properties, shooting the video, and editing the video. Students' video project can be done either in a group or individually.

**Types of Students' Video Project.** Students' video project has various types. Kearney and Schuck (2005) posed three types of students' video project regarding its purpose in English language teaching and learning process. The types are "digital video (DV) as communication tool, DV as observation and analysis tool, and DV as reflection tool" (p.2866). If the video project is used as communication tool, students are asked to express their opinion or info. As observation and analysis tool, video project plays a role in which students are involved in observing current trend in their environment. The last mode is students' digital video used as reflection tool. This type requires students to create a reflection toward their own learning in the class.

There is a type of students' video project argued by Shrosbree (2008), which is a movie slideshow. This type of video project requires students to take photos using their camera or phone camera. Afterward, the students have to create

a slideshow using photos they have already taken. They give English description of the slideshow and background music. The result can be uploaded into YouTube and get comments from people from another country.

Another type of students' video project is video recorded speaking task. It is issued by Burn and Duran (2007), Kırkgöz (2011), and Shih (2010). The video recorded speaking task aims on fostering students to practice their speaking. Students are asked to do a speaking task and it is recorded using video recorder. A task suggested by Burn and Duran (2007) is video recorded poem. In this task, students create poem, read and video record it. In Kırkgöz (2011), students are asked to make a video of them speaking. The video of the students are analyzed and scored by the teacher and are used to evaluate themselves in their speaking. Moreover, in Shih (2010), the students are asked to do a video recorded speech and upload their speech video into blog.

Video dubbing project (Burston, 2005) is another kind of students' video project. This type of video project involves students to dub a muted video with students' voice. In this type of video project, students take a video, mute it, and then change its original audio with their voice. It is stated that video dubbing makes students reflect on their oral communication achievement.

Another type of video project is stated by Rochmawati (2015). This type is a video of teaching practice. The students are asked to create a video consisting of a teaching practice using a method in English language teaching (ELT). At first, teacher explains about methods in ELT. When the students have understood the methods, the teacher gives a task which is a teaching practice. Students create a

scenario, practice it, and then record the video. Finally, the results of students' videos are showed in front of the class, and the teacher together with the students evaluate the video.

The last type of students' video project is a video drama. According to Foss, Carney, McDonald & Rooks (2008), students' video drama is a video project in which students create a short film of a specific topic given by teacher. Firstly, the teacher shows some short video dramas as references to the students. The teacher also gives brief explanation of software used to edit video. After that, students start to brainstorm ideas, create a script, and determine shooting schedule. When the schedule is fix, they start to record the video. The last step done by the students is editing the video and submitting it to the teacher.

**Equipments Needed for Making Video Project.** Making video project cannot be separated with its equipments. There are some tools needed to make video making process successful. Some equipments of making video project are brought out by Shorsbree (2008). Shrosbree divides the equipment into hardware and software. Shrosbree further explained that the hardware includes the video camera, other camera hardware such as tripod and external microphone, and computer software to edit the video such as Microsoft Movie Maker.

Those equipments described by Shrosbree are similar to the equipments posed by Siegle (2009). According to Siegle (2009), the simplest method of video recording is by using a Webcam. Cell phones, USB video camera, and digital cameras are also the equipments that can be used to record the video, whilst to edit the video, one can use Windows Movie Maker. When the video has been

finished, it can be saved to the computer, a CD, an email, a web, or to the digital camera (Siegle, 2009).

Mostly, experts define the equipments to make video project into two categories, which are hardware and software. One of the hardware is video camera used to record the video. Kinds of video camera are webcam, cell phone camera, USB video camera, and digital cameras. Microphone and tripod are complementary hardware. Next, there should be software to edit the video, such as Windows Movie Maker. The last, to save the video, one can save it to a computer, a CD, an email, a web, or a digital camera.

**Steps of Making Video Project.** Several steps are suggested for the students in making video project. The steps of creating video project in language course consist of script making, taking shoots, setting sound, editing, and sharing the video (Forester & Meyer, 2015). As the students' video project is held in language course, it requires students to write a script which trains their writing skill. If the script has been accepted by the teacher, students start to take shoots using a camera. Avoiding noisy sound is an important aspect if the students want to get good quality of the video, since it can disturb the process of video making. When the students finish recording the video, the next task is editing the video such as cutting and merging the videos. The last, it is important for the teacher to provide place for students to show their works, such as uploading them on YouTube or managing a public forum for the students.

According to Siegle (2009), students' video project generally requires three main steps, which are: setting up the video, taping the video, and editing the

video. Setting up the video starts with searching for information related to the topic of the video. The information is used as a base to make a script. It is an important part of video making process, because without having basic knowledge of a certain topic, students would not be able to get into it and explore it deeply. When the script is ready, the students have to memorize their lines and start to tape the video. Taping the video may need several times due to the conditions of the location and the mistakes made by the students in the process. At last, editing the video has to be done by students. It is also a crucial step in making video project for it can make the video look better and even affect the scoring for the video.

In conclusion, there are several steps of making video project. The first step is collecting information as the base for creating a script. If it is ready, the students have to learn and memorize it. After that, they have to record the video and edit it when they have finished.

### **Challenges in Making Video Project**

Although students' video project is a meaningful and useful activity for the students, it has some challenges. Several studies have been conducted by some experts. In their studies, they find out that the respondents face challenges in making video project. The challenges found in the studies are cost, equipments, inadequate ability to operate camera and use editing software, time, lighting, sound, filming place, costumes, fixed theme, and constant change of mind and

difficulty in coming to a group decision. The elaboration of each challenge is presented below.

**Cost.** The first challenge in making video project is the cost which is needed in its making process. According to Ting (2013), cost becomes an issue which often shows up in the process of making video. It is undeniable that making video project requires much money. If the theme of the video is simple and happens in everyday's life, it is not a big deal. However, if the theme is a drama and requires some properties then the students have to look for them. Sometimes, they have to rent some properties such as cameras or costumes. To this, they have to collect their money to rent the properties. This proves that cost is one of challenges faced by the students in making video project.

**Equipments.** The second challenge of video making project is the equipments needed for its making process. The insufficient video making equipments would be a limit unless the teacher can provide the equipments for the students (Norton & Hathaway, 2010; Ting, 2013). It has been mentioned above that making video project sometimes needs some properties or equipments. The main equipments needed for video making is a camera or a video recorder and video editing software. This is a challenge since not all students are wealthy enough to purchase a camera or video recorder. Sometimes they have to borrow their friend's camera or rent it. This will not be a big problem if the teacher can lend the students the equipments needed.

**Technological skill.** Another issue faced by students in making video project is related to the skill to operate the camera and edit the video using certain



software. Many of students do not understand how to utilize the camera and they do not have inadequate ability to edit the video (Forester & Meyer, 2015; Ting, 2013). Students at language course often do not have the basic skill in using the video recorder or camera and also the editing software such as Windows Movie Maker. When they have to make a video project, they have difficulties in shooting the video using the camera and edit the scenes of the video. It makes the students cannot deliver the messages of the story clearly.

In editing the video, the students also must deal with music choice and credits. Khojasteh, Mukundan, and Shokrpour (2013) added, one of technical problems in making video project, which is editing the video consisting of choosing the background music, music effect, and credits, is also faced by the students. In editing the video, students must choose the proper background music and music effects. Thus, they have to make sure that the background music and music effect do not cover up the sound of the video. If the original sound of the video is covered, it is hard to comprehend the message of the video. Moreover, the students are sometimes confused of writing the credits. The term “credits” means a list of the names mentioned at the end of the video. The students state that deciding the people to be mentioned can be difficult since there are many people help them in the process of making video project.

**Time.** Another challenge in students’ video project is time allocated to make video project. According to two journals, the long time spent for making the video project becomes a challenge. Video project is possible to be an activity which needs a long time (Burston, 2005; Shrosbree, 2008). Burston argued, even

the simplest video dubbing activities can consume a long time. Students' video project is a time-consuming activity because of its long preparation and also process of making. To this challenge, a well managed time by the teacher is the key for the success of this project.

**Lighting.** Lighting condition is considered as a problem in making video project based on two journals. If there is no sufficient light in recording process since some areas do not have an adequate amount of lights, there will be noises in the video, and it can trouble students (Forester & Meyer, 2015; Khojasteh, Mukundan, & Shokrpour, 2013). In making a video project, sometimes students do not only record the video in one place. They have to move from one place to another. Some places to record the video sometimes do not have enough lights. This can lead noises to show up in the video. The noises can reduce the quality of the video and create difficulty to the students.

**Sound.** Sound is a crucial issue when dealing with video making project. Forester and Meyer (2015) stated that students of language course are lack of language source, so if there are problems in the sound quality of the video, it becomes harder to understand what they try to state in the video. When language learners try to convey some expressions in a language that they are not accustomed to speak, they cannot be clear enough. It happens because the pronunciation is sometimes different and not clear, for example when the students want to pronounce the word "she" but they pronounce it as "see" which has different meaning. If there is a problem appears in the sound of the video, it will even harder to recognize the things they want to deliver in the video.

Noisy sound sometimes emerges in the middle of shooting the scenes for the video and disturbs its making process. Khojasteh, Mukundan, and Shokrpour (2013) mentioned that noisy sound is an aspect often appearing in the middle of video recording, so avoiding disturbing sound will be useful for students to make video recording successful. When the students shoot the video in a crowded place, unwanted sounds might emerge. This can disturb the students as it can cover up the words or expressions which are said by the students. Thus, one solution that can be used by the students is avoiding the noisy sounds, for example by moving to another quieter place.

**Filming place.** Choosing a place for filming the video is also a challenge in making video project. Choosing the appropriate place to take a video is difficult (Khojasteh, Mukundan, & Shokrpour, 2013; Norton & Hathaway, 2010). This can be difficult for the students because the filming place plays an important role in video project. Viewers will be interested to watch the video if the place is captivating and match with the theme of the video. Therefore, the students have to fit the place into the theme of the video project to attract viewers' interest.

**Costume.** Another challenge is costume. It is a difficulty when the students cannot choose the right costume relating to the theme of the video project (Khojasteh, Mukundan, & Shokrpour, 2013). The students are afraid that the costumes will not suit the theme well. Therefore, it is important for the students to choose the costumes which can reflect the theme as it can affect the scoring from the teacher. Moreover, the appropriate costumes can help delivering the story of the video better.

**Fixed theme.** A fixed theme is considered as a non-technical problem which emerges as a challenge in making video project. When the students cannot choose their own topic, it can be a challenge for the students (Khojasteh, Mukundan, & Shokrpour, 2013). Sometimes when giving video making task to the students, a teacher has decided the theme. It may give difficulties for the students since they feel that they cannot explore their creativity. When the fixed theme has been given by the teacher, the students are stuck with one theme and whether they like it or not they have to finish the video project to complete their task.

**Teamwork.** Making a video project, students often work in a group. They have to deal with the ideas from each member of the group and make a group decision. It can be a problem since the ideas are different and sometimes change easily. The constant change of mind and the difficulty in coming to a group decision is also a big challenge for many groups (Khojasteh, Mukundan, & Shokrpour, 2013). This can be a problem for them in finishing video project, especially when the due date to submit the video gets closer. As the due date gets closer they have to decide which scene should be included, which background music should be used, or who should be mentioned in the credits. Thus, the students must choose carefully in order to make a group decision which will satisfy all group members.

### **Strategies to Overcome the Challenges in Making Video Project**

It is proved that several challenges sometimes emerge in the process of making video project. However, some experts have proposed numerous strategies to overcome the challenges in making video project. The strategies are distributing the jobs within group members, discussing with group members, practicing with group members, helping each other, taking shoots for the video in the morning, taking shoots for several times, choosing and mix-match the costumes, asking the teacher and external support, bringing lighting equipment, using external microphone, and giving subtitles in the video. Each strategy is discussed below.

**Distributing the jobs within group members.** The first strategy to overcome the challenges is job distribution. Distributing the jobs to group members is a strategy in overcoming the challenges in making video project (Kearney & Schuck, 2006). The students divide the roles to each member. Each member has his own responsibility to his role. By using this strategy, students will be able to focus on one job, so everyone will be active.

**Discussing with group members.** One of the strategies that can be used to overcome the challenge related to students' different ideas is by discussing together. Discussing with group members can help them in overcoming the challenges (Ting, 2013). All group members have rights to speak and propose their ideas. Sharing ideas with group members will enrich the information needed to improve the quality of the video. Each member can give opinion on the script,

the equipments, the costumes, or the video editing. Thus, the opinions of group members in making their video project can produce a better result.

**Practicing with group members.** Another strategy to overcome the challenges in making video project is by practicing with group members. Practicing with group members can help the students to overcome the challenges in making video project (Ting, 2013). This strategy can strengthen group's solidarity. It helps the students because they can correct each other. Having someone who can correct mistakes and fix them will help the member of getting better understanding of, for example, the way one must act or speak. It will make the students know in which part he/she should improve and also tolerate others' mistakes.

**Helping each other.** In the process of making video project, students overcome the challenge by helping each other. A respondent in Ting (2013) study stated that he and his group members share ideas to get the perfect shot for the video and help each other. Helping other members is also important since making video project needs a lot of preparations and a long process. All members in the group can help each other to prepare everything which is needed for making the video, such as the equipments to record the video and the costumes.

**Taking shoots for the video in the morning.** Another strategy is by taking shoots for the video in the morning. Khojasteh, Mukundan, and Shokrpour (2013) stated that some students choose to take a shot for the video in the morning because they want to catch up with the schedule. Creating a video project may take long times regarding to its many steps in the process. Taking the video in the

morning is a chosen strategy because if the students have to shoot the video for many times, they will have a longer time until afternoon. Morning is also a perfect time to get a good lighting condition.

**Taking shoots for several times.** In order to make a perfect video, some students take shoots for the video for several times. Another strategy is taking the video for several times to avoid the noisy sound in the location (Khojasteh, Mukundan, & Shokrpour, 2013). When the students record the video in a public place, they have to deal with noisy sound around them. It makes them record the video for many times. However, it is a good strategy as they want to get the best result.

**Choosing and mix-match the costumes.** Regarding the challenge of costumes in making video project, students choose their own costumes and match them. Khojasteh, Mukundan, and Shokrpour (2013) said that to solve the problem of costume, students choose their own materials and creatively mix and match them. When the students get a simple video topic, they can use their own costumes. However, when the theme requires them to dress up using specific stuffs, they creatively decide the costumes and the complementary materials and then mix-match them.

**Asking teacher and external support.** Asking the teacher and external support is a strategy used by students when they are confused with things related to the video project. This strategy is mentioned in two studies. Some students ask their teacher when they have problems with technology and the teacher helps them (Foss, Carney, McDonald & Rooks, 2008; Kearney & Schuck, 2006).

Teacher is the most chosen choice for students if they have something they do not know. The teacher as the task-giver and act as facilitator must have the ability to help the students when they have difficulties. Moreover, an aid also comes from external support. Some students spend additional time to work with teachers and they also get external support from people outside the classroom (Spire, Hervey, Morris, & Stelpflug, 2012). This shows that the students can get help from either teachers or external people, or both of them. When the students cannot get opportunity to meet their teacher in the classroom, they ask for help to their friends or family who understand video project making.

**Bringing lighting equipment.** In dealing with lighting condition, a solution suggested is bringing light equipment. Forester and Meyer (2015) said that when the light condition of certain location does not support, it is recommended to bring lights. Some locations to record the video sometimes is not bright enough. This can make noises in the video. Using lighting equipments can help, as it will brighten the place and create a clearer picture in the video. However, lighting equipment is not cheap enough to be equipped by the students. One solution that can be used is renting it.

**Using external microphone.** This strategy is proposed when the students have difficulties with the sound condition. Forester and Meyer (2015) stated that an original microphone attached in the camera cannot produce high quality of the audio, so it is suggested to equip external microphone which will give better sound quality. Using the external microphone, the students will get improvement



in the sound quality of the video. What they want to express in the video will be clearer. Thus, the viewers will digest the message of the video easier.

**Giving subtitles in the video.** Giving subtitles is also a strategy to deal with sound condition. Adding subtitles in the video is one of strategies used by students to clarify the missing or unclear words spoken in the video (Khojasteh, Mukundan, and Shokrpour, 2013). Sometimes when the students record the video, some words cannot be heard clearly. Thus, some of them initiatively add subtitles. It will help the viewers to understand the video.

### **Review of related studies**

In conducting this research, the researcher reviews past studies which are related to this research. There are three studies from Khojasteh, Mukundan, and Shokrpour (2013), Ting (2013), and Aksel and Gürman-Kahraman (2014). All of them are studying on students' video project, but from different perspectives. Khojasteh, Mukundan, and Shokrpour (2013) conducted a study specifically on students' challenges of making video project. Ting (2013) did a research on students' perception on video project. Aksel and Gürman-Kahraman (2014) conducted a study on the effectiveness of video project in foreign language learning. The explanation of each related study is described below.

Khojasteh, Mukundan, and Shokrpour (2013) conducted a study to identify the challenges faced by students in the process of producing video through three phases which were before, during, and after producing video. Forty two Malaysian TESL students aged from 22 to 23 years old at University Putra

Malaysia (UPM) were observed in their video producing process. Sixty four percent of the students were female and the rests are male. The students were asked to write a journal every time they work on their video project and to record the feedback given by the teacher. The data were gathered from students' journal. Furthermore, the data also came from the researchers' observations and reflections in which they observed, collected, and analyzed what happened during the process of students' video production. The result showed that students faced some challenges before, during, and after video production process. The challenges were divided into two types which were technical and non-technical problems.

The study by Khojasteh, Mukundan, and Shokrpour (2013) is related to my research because it shows the challenges faced by students in their video production and divides them into technical and non-technical challenges. The results of this study could become a comparison to my study to find out whether or not there are similarities of challenges faced by students. What makes this research different from the recent research is that this recent research also tries to find out the strategies to overcome the challenges, while in Khojasteh, Mukundan, and Shokrpour's study, they do not specifically mention the strategies.

Ting (2013) conducted a study to investigate students' perception on the use of video project in English language classroom. The study was conducted in a private university college in Selangor. The respondents were 35 third-semester students aged from 18 to 20 years old. During the beginning of the semester the students were required to create a short video. When they had finished, they were asked to submit online reflective journal answering several questions about the

implementation of video project, challenges faced in the process of video project, satisfaction level of completing the video project, factors of successful video project, and the importance of video project to language learning. The results showed that students gave positive attitude towards video project although they felt anxious due to lack experience and skill of editing video. However, they reported that their confidence increased by the use of video project. The students argued that the implementation of video project also related to the real world outside the classroom.

This study by Ting is related to my research because one aspect found out in this study is the challenges faced by students in video project making process. The difference between the study by Ting and this research is that the method of gathering the data. Ting's research requires students to create a video first and then write reflective journal related to the video making process, while this research uses questionnaire to know students' challenges and strategies without having them to create a video first.

The third study was conducted by Aksel and Gürman-Kahraman (2014). They conducted a study to find out students' perception on the benefits or effectiveness of video project assignments (VPAs) on foreign language learning. This study was conducted at a Preparatory School of a state university. The students got requisite intensive English education for two terms. A total of 100 students from 6 different classes were chosen randomly by the researchers. There were 2 classes of elementary level, 2 classes of pre-intermediate level, and also 2 classes of intermediate level. The instrument used in this study is a perception

questionnaire which has five-point Likert scale. The respondents were asked in three main aspects which were their perceptions on the effectiveness of VPAs on their foreign language skills, their perceptions on the use of VPAs on their foreign language learning process, and their perceptions on the implementations of VPAs. The result showed that the respondents' perceptions were considered as neutral. They felt that the VPAs had been implemented properly and the process did not give much trouble for the students.

This study is related to my research because it is used to show the benefits of video project. Although the recent research is studying on the challenges of video project and also its strategies, but the researcher does not deny that video project gives benefits in learning process. The researcher of recent study shows the benefits in the first chapter to explain that video project has benefits, but the recent research will focus on its challenges and strategies. However, this study is focusing on video project's benefits while the recent study will be focusing on the challenges and strategies in making video project.

In conclusion, this recent study is different from three previous studies mentioned above. Khojasteh, Mukundan, and Shokrpour (2013)'s study focus on video project's challenges, but it does not clearly mention the strategies to overcome the challenges. Similar to their study, this recent study also try to find out video making project's challenges, but it will also exposure the strategies to overcome them. Ting (2013)'s research use different data gathering techniques which use reflective journal written by the students after creating videos, while this research uses questionnaire to know students' challenges and strategies

according to their past experience in making video projects. Aksel and Gürman-Kahraman (2014) conducts a study which focuses on video project's benefits, while the focus of this research is on its challenges and strategies. Hence, this recent research will be special and different from others because it focuses on both challenges and also strategies in making video project and will collect the data of both aspects using a questionnaire as an instrument to gather data from respondents.

### **Conceptual Framework**

This research focuses on finding and proving the students' challenges and strategies in making video project. EED of UMY students are the focus of this study because they are the subjects who have ever made the video project as it is used to assess their learning. The reflection of their past experience of making video projects will be the source of the data for this research which eases the researcher in getting real exposure to challenges and strategies of making video project.

First, this research reveals students' challenges faced in the process of making video project. Besides having many benefits to students' learning, it is undeniable that a video project contains some challenges in its making process. This research will investigate the challenges in making video project according to some experts about cost, equipments, technological skill, time, lighting, sound, filming place, costumes, fixed theme, and teamwork (Burston, 2005; Forester & Meyer, 2015; Khojasteh, Mukundan, and Shokrpour, 2013; Norton & Hathaway,

2010; Shrosbree, 2008; Ting, 2013). These are the challenges in making video project which are found on some experts' studies. The challenges mentioned by them are rather similar to the challenges mentioned by three EED of UMY students who become respondents in the researcher's preliminary study. However, to find out the exact challenges which are faced by EED of UMY students, this study is conducted.

Secondly, this research also explores students' strategies in overcoming the challenges in making video project. The strategies are about distributing the jobs within group members, discussing with group members, practicing with group members, helping each other, taking shoots for the video in the morning, taking shoots for several times, choosing and mix-match the costumes, asking the teacher, bringing lighting equipment, using external microphone, and giving subtitles in the video (Forester and Meyer, 2015; Foss, Carney, McDonald & Rooks, 2008; Kearney & Schuck, 2006; Khojasteh, Mukundan, and Shokrpour, 2013; Spires, Hervey, Morris, and Stelpflug, 2012; Ting, 2013). The strategies mentioned by the experts in recent studies are good examples of strategies that can be used by students. However, in order to prove whether or not these strategies are used by students at EED of UMY, and to know the exact strategies used by them this study is conducted. Students' experience in making video project is the source of data for this study. The arguments of the experts become the guideline for the researcher in conducting this study.

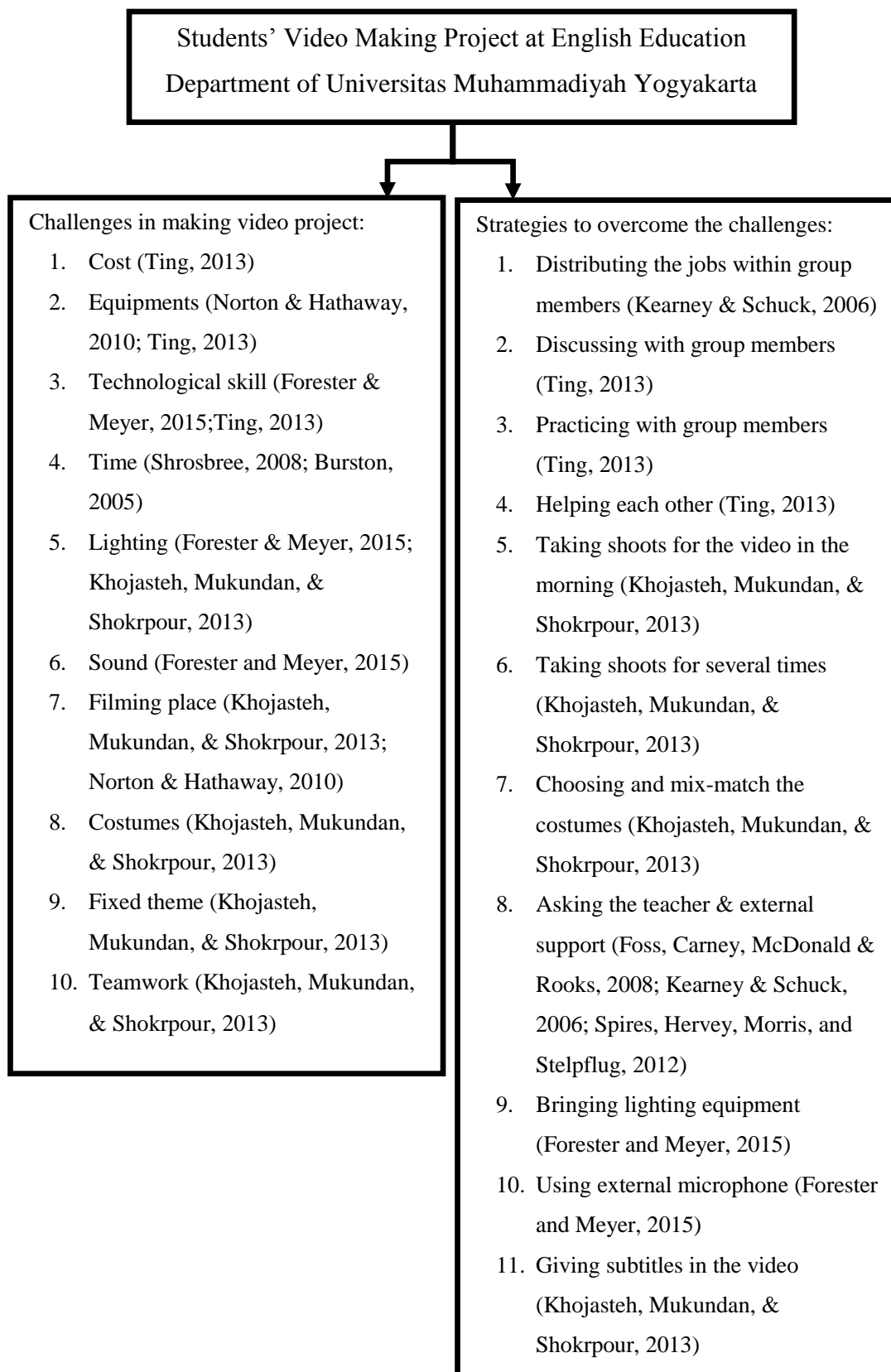


Figure 2.1. Students' challenges and strategies in making video project