

Chapter Four

Results and Discussion

This chapter consists of two parts. The first part presents the results which answer the research questions of this study. The second part is about the discussion of the findings and their relation to previous studies about students' video project.

Results

In this part, the researcher shows the results of this research. The results are to answer the two research questions. The first objective of this research is figuring out the trends or tendencies of the EED of UMY students' challenges in making video project. Furthermore, the second objective is exploring the EED of UMY students' strategies to overcome the challenges in making video project. The results are explained as follow.

The EED of UMY students' challenges in making video project. The first research question in this study is "What are the EED of UMY students' challenges in making video project?" To answer the first research question the researcher used questionnaire as an instrument to gather the data. Moreover, the researcher analyzed the data using descriptive statistic by seeing the mean score of each question item. The first questionnaire items were about challenges in making video project. According to the results of the questionnaire, the challenges faced by the EED of UMY students in making video project were described as follow.

Table 4.1: The EED of UMY students' challenges in making video project

No	Category	Item	Item No.	Mean	Σ Mean	Inter-pretation
1	Cost	Video making project costs much money.	1	2.76	2.76	Rarely-faced challenge
2	Equipments	I face challenge in finding the camera to record the video.	2	3.15	3.27	Moderately-faced challenge
		I face challenge in finding the tripod to record the video.	3	3.48		
		I face challenge in finding the microphone to record the video.	4	3.63		
		I face challenge in finding the editing application to edit the video.	5	2.81		
3	Technological skill	I face challenge in editing and merging videos using video editing application.	6	3.09	2.97	Rarely-faced challenge
		I face challenge in using software to edit the music in the video.	15	3.12		
		I face challenge in writing credits in the video.	16	2.72		
4	Time	Video project takes a long time.	7	3.75	3.75	Moderately-faced challenge
5	Lighting	The lighting condition becomes a challenge in the process of making video project.	13	3.49	3.49	Moderately-faced challenge
6	Sound	I face difficulty in minimizing the unwanted sound in the process of recording the video.	14	3.91	3.91	Moderately-faced challenge
7	Filming place	I face difficulty in	12	3.09	3.09	Moderately-

No	Category	Item	Item No.	Mean	Σ Mean	Inter-pretation
		choosing the location for the process of recording the video.				faced challenge
8	Costume	I face challenge in choosing the appropriate costume for the process of making the video project.	9	2.87	2.87	Rarely-faced challenge
9	Fixed theme	I face challenge with the fixed theme chosen by the teacher.	8	3.24	3.24	Moderately-faced challenge
10	Teamwork	The constant change of mind from the group members becomes challenge in making video project.	10	3.67	3.48	Moderately-faced challenge
		My group faces challenge in making group decision when doing video making project task.	11	3.29		

The mean scores of the questionnaire to investigate the EED of UMY students' challenges in making video project placed between 2.76 up to 3.91. The first category in the variable of challenges in making video project was about cost. The question item Q1 which stated that video making project cost much money was under this category. This category scored 2.76 for its mean score. Thus, this was considered as rarely-faced challenge in making video project. The second category was about equipments. Four question items which were Q2, Q3, Q4, and Q5 were included into this category. These stated that there were difficulties to find out camera, tripod, microphone, and editing application. The mean score was

3.27 and this category was inferred as a moderately-faced challenge in making video project. The third category was about the technological skill. The question item Q6, Q15, and Q16 were on this category. The three items stated that there were difficulties in using video editing application, music editing software, and writing credits in the video. This category scored 2.97, so this category was included in rarely-faced challenge.

The fourth category was about time. The question item included in this category was item Q7. It stated that video project took a long time. Its mean score was 3.75. This category was interpreted as a moderately-faced challenge in making video project. The fifth category was challenge in terms of lighting. Question item Q13 which said that lighting condition became a challenge in making video project was in this category. It scored 3.49 and was included into moderately-faced challenge. Furthermore, the sixth category was about sound. Minimizing the unwanted sound was a challenge in making video project as stated in question item Q14. This category's mean score was 3.91. Hence, it was a moderately-faced challenge in making video project.

The seventh category was about filming place. There was 1 question item under this category, which was item Q12. Its mean score was 3.09. Based on the mean score, this category was a moderately-faced challenge in making video project. The eighth category was costume. Question item Q9 was under this category. This item mentioned that choosing costume for video making project was difficult. This category scored 2.87 for its mean score. Thus, it was included into rarely-faced challenge. Moreover, the ninth category was fixed theme. The

question item under this category was in item Q8. The fixed theme by the teacher became a challenge in making video project. It scored 3.24 and was grouped into moderately-faced challenge. The last category was teamwork. It consisted of 2 question items which were item Q10 and Q11. The items stated that the ideas which easily changed and the difficulty in making group decision became challenges in making video project. This category's mean score was 3.48. Thus, it was inferred a moderately-faced challenge in making video project.

In conclusion, there were 7 categories which were moderately-faced challenges and 3 categories which were rarely-faced challenges by the EED of UMY students in making video project. Here, the term moderately could be inferred as sometimes. The EED of UMY students moderately or sometimes faced challenge in terms of finding the equipments related to video project making. It was proved with the mean score of this category which was 3.27. Moreover, the EED of UMY students sometimes faced challenge with the long time spent to make the video project. Its mean score was 3.75. The EED of UMY students also sometimes faced challenge with the lighting condition in the filming place. This category scored 3.49. Minimizing the unwanted sound with its mean score, 3.91, was reported to be a challenge which was moderately faced by the EED of UMY students. Furthermore, choosing the filming place was also sometimes faced by the EED of UMY students. Its mean score was 3.09. The EED of UMY students also sometimes faced challenge with the fixed theme chosen by the teacher. The last, the EED of UMY students sometimes faced challenge with their teamwork. It was proved with its mean score which was 3.48.

In addition, the 3 rarely-faced challenges by the EED of UMY students in making video project were in the category of cost, technological skill, and costume. The EED of UMY students rarely faced challenge in terms of the cost to make video project. Its mean score was 2.76. Moreover, the EED of UMY students rarely faced challenge in using camera and editing software. It was proved with the mean score of this category which was 2.97. The EED of UMY students also rarely faced challenge to choose the costumes to make video project. The mean score of this category was 2.87.

Other challenges. Besides making statements derived from experts' journals, the researcher also made open-ended questions. Out of 119 respondents, 39 answered the open-ended question about the challenges in making video project. The percentage of respondents who answered this question was 32.77%. As this was an optional question, some respondents let it blank. The researcher grouped their answers into different categories according to the points mentioned in the answers. The details of the results were presented on the table below.

Table 4.2: The result of respondents' answers on open-ended question about challenges in making video project

No.	Category	Numbers of respondents mentioning the category	% (of total respondents answering open-ended question)
1	Weather	1	2.6%
2	Editing	7	17.9%
3	Sound	3	7.7%
4	Team	6	15.4%
5	Skill in operating camera	2	5.1%
6	Internal factors	9	23.1%
7	Time	10	25.6%
8	Theme	1	2.6%
9	Equipments	2	5.1%

From 39 respondents answering the open-ended question, 9 points emerged. Some respondents mentioned same points as others, so the researcher grouped the points into 9 major points. One respondent (2.6%) mentioned a challenge related to weather. Seven respondents (17.9%) also mentioned a challenge in making video project related to editing video. Besides, unclear sound in the video became another obstacle mentioned by 3 respondents (7.7%). Six respondents (15.4%) stated that they had problems with teamwork. Lack of skill in operating the camera was a challenge mentioned by 2 respondents (5.1%). Moreover, internal factors emerge in this study mentioned by 9 respondents (23.1%). Ten respondents (25.6%) mentioned challenge related to time, including the length of video project task and time management. One respondent (2.6%) wrote that a good video project theme made him difficult in doing the video making. The lack of equipment was mentioned by 2 respondents (5.1%).

Out of 9 points mentioned in the open-ended question, there were 2 new points emerged. These 2 points had not been listed in the questionnaire. One respondent (2.6%) mentioned the challenge in terms of weather. This respondent wrote that bad weather such as rain and wind did not support him in making the video. Besides, the point of internal factors was mentioned by 9 respondents (23.1%). The internal factors covered issues about the difficulties in remembering script, being focus in recording process, and acting. Some also mentioned that they were reluctant, hungry in the middle of recording, and dissatisfied with the final result.

The EED of UMY students' strategies to overcome the challenges in making video project. The second objective of this research was to find out the strategies to overcome the challenges in making video project. The researcher had done the study and found strategies used by the EED of UMY batch 2015. From the study, the researcher could find the results as the following.

Table 4.3: The EED of UMY students' strategies to overcome the challenges in making video project

No	Category	Item	Item No.	Mean	Σ Mean	Inter-pretation
1	Distributing the jobs within group members	I and my group members distribute the jobs to overcome the challenge in the process of making video project.	9	3.89	3.89	Moderately-used strategy
2	Discussing with group members	I discuss with my group members to overcome the challenge in the process of making video project.	1	3.95	3.95	Moderately-used strategy
3	Practicing with group members	I practice with my group members to minimize the challenge in making video project.	2	3.67	3.67	Moderately-used strategy
4	Helping each other	I and my group members share ideas to get a perfect result of the video.	3	4.06	4.07	Frequently-used strategy
		I and my group members help each other to overcome the challenge in the process of making video project.	4	4.08		
5	Taking shoots for the video in the morning	I and my group members choose to shoot the video in the morning to catch up with the	5	3.07	3.07	Moderately-used strategy

No	Category	Item	Item No.	Mean	Σ Mean	Inter-pretation
		schedule.				
6	Taking shoots for several times	I and my group members take shoots for several times to avoid noisy sound in the filming place.	6	4.05	4.05	Frequently-used strategy
7	Choosing and mix-match the costumes	I choose my own costume and property to overcome the challenge in terms of costume for the process of making video project.	10	3.63	3.70	Moderately-used strategy
		I mix-match my costume to be appropriate with the theme that I play in the video.	11	3.78		
8	Asking teacher and external support	I and my group members ask to the teacher when we have difficulty in terms of technology.	7	3.03	2.93	Rarely-used strategy
		I and my group members get help from the teacher to overcome the challenge in the process of making video project.	8	2.94		
		I use extra time after school to ask for help from external support.	12	2.83		
9	Bringing lighting equipment	I bring lighting equipment in the process of recording video because some places do not have sufficient light to record the video.	13	1.76	1.76	Never-used strategy
10	Using external	I use external microphone to	14	1.82	1.82	Never-used strategy

No	Category	Item	Item No.	Mean	Σ Mean	Inter-pretation
	microphone	improve the sound quality in the video.				
11	Giving subtitles in the video	I add subtitles to clarify the words spoken in the video.	15	3.29	3.29	Moderately-used strategy

From the table above, the mean scores of each category for the variable of strategies to overcome the challenges in making video project ranged from 1.76 to 4.07. Eleven categories were in this second variable. The first category was distributing the jobs within group members. There was one question item under this category which was item Q9. Its mean score was 3.89 and included into moderately-used strategy. The second category was discussing with group members. Question item Q1 was under this category. This category scored 3.95 and was a moderately-used strategy used by the respondents. The third category was practicing with group members. Question item Q2 with its mean score 3.67 was in this category. This made practicing with group members became a moderately-used strategy. The fourth strategy was helping each other. Question item Q3 and Q4 were included in this category. This category's mean score was 4.07 and this was grouped in frequently-used strategy.

The fifth category arising in this study was taking shoots for the video in the morning. Included in this category, question item Q5 scored 3.07. Thus, this category was interpreted as moderately-used strategy by the respondents. Furthermore, the sixth category was taking shoots for several times. The question item Q6 scoring 4.05 was in this category. This made this category grouped into frequently-used strategy. The respondents took shoot for several times in order to avoid unwanted sound. The seventh category was choosing and mix-match the

costumes. Question item Q10 and Q11 were under this category. This category's mean score was 3.70. Hence, this category was incorporated in moderately-used strategy. The respondents chose their own costumes and mix-matched them to match the theme of the video project. The eighth category was asking teacher and external support. There were 3 question items under this category which were Q7, Q8, and Q12. This category scored 2.93 and included in rarely-used strategy. The respondents rarely asked and got help from the teacher. Besides, they also rarely asked external support to help them.

The ninth category was bringing lighting equipment. This category had one question item which was item Q13 which scored 1.76. It was included into never-used strategy. The respondents never brought lighting equipment to help in the process of recording the video. Moreover, the tenth category was using external microphone. Question item Q14 was in this category. This category's mean score was 1.82 and was a never-used strategy by the respondents. They never used external microphone while recording video. The last category was giving subtitles in the video. Question item Q15 was in this category. It scored 3.29. Thus, it was a moderately-used strategy.

In conclusion, there were 2 frequently-used strategies, 6 moderately-used strategies, 1 rarely-used strategy, and 2 never-used strategies by the EED of UMY students to overcome the challenges in making video project. The EED of UMY students frequently help each other to overcome the challenges in making video project, which was proved with its mean score, 4.07. Moreover, the EED of UMY

students frequently take shoots for several times in order to avoid noisy sound in the filming location. This was proved by its mean score, 4.05.

Furthermore, there were 6 categories included into moderately-used strategies to overcome the challenges in making video project. In this section, the term moderately was substituted with the word sometimes to ease the researcher in interpreting the mean score. The EED of UMY students moderately or sometimes distribute the jobs within group members, which was proved by its mean score, 3.89. The EED of UMY students also sometimes discuss with the group members to overcome the challenges in making video project. Its mean score was 3.95. Moreover, the EED of UMY students sometimes practice with group members in order to overcome the challenges in making video project. Its mean score was 3.67. The EED of UMY students sometimes take shoots for the video in the morning. This was proved by its mean score, 3.07. Furthermore, the EED of UMY students sometimes choose and mix-match their costume to suit the theme of video project. Its mean score was 3.70. The last, the EED of UMY students give subtitles in the video to clarify the words spoken in the video. Its mean score was 3.29.

In addition, there were 1 rarely-used strategy and 2 never-used strategies by the EED of UMY students to overcome the challenges in making video project. The EED of UMY students rarely ask teacher, get help from the teacher, and ask external support to help them in the process of making video project. This was proved by its mean score, 2.93. Moreover, the EED of UMY students never bring lighting equipments to overcome the challenge in terms of lighting condition in

the filming place. Its mean score was 1.76. Lastly, the EED of UMY students never use external microphone to clarify the words spoken in the video, which was proved by its mean score, 1.82.

Other strategies. The open-ended question about the strategies to overcome the challenges in making video project showed some new points to this study. There were 32 respondents answered this question. The percentage of respondents who answered this question was 26.89%. The elaboration of the results was presented as follow.

Table 4.4: The result of respondents' answers on open-ended question about strategies to overcome the challenges in making video project

No.	Category	Numbers of respondents mentioning the category	% (of total respondents answering open-ended question)
1	Do the task as soon as possible	2	6.3%
2	Place/location	5	15.6%
3	Editing	4	12.5%
4	Improve teamwork	5	15.6%
5	Internal strategy	2	6.3%
6	Practice	2	6.3%
7	Ask external support	3	9.4%
8	Others	9	28.1%

Doing the task as soon as possible was a strategy mentioned by 2 respondents (6.3%). Besides, choosing the quiet location and doing survey of filming place to record the video was another strategy mentioned by 5 respondents (15.6%). Four respondents (12.5%) mentioned that they paid attention to the editing video to make it good. Improving teamwork was mentioned by 5 respondents (15.6%). Internal strategy was mentioned by 2 respondents (6.3%). Practicing was mentioned by 2 respondents (6.3%). Another strategy mentioned

by 3 respondents (9.4%) was asking external support. There were other strategies mentioned by 9 respondents (28.1%).

From 8 points of the strategies mentioned in the open-ended question, there were 3 strategies which had not been mentioned in the questionnaire. First, doing the task as soon as possible was a strategy mentioned by 2 respondents (6.3%). This aimed to finish the task on time. The internal strategies were mentioned by 2 respondents (6.3%). The strategies were trying to be more serious and improving confidence. Moreover, 9 respondents (28.1%) mentioned different strategies from others. Thus, the researcher grouped them into others. The strategies were paying somebody to edit the video written by 1 respondent (3.1%), choosing an easily-used editing application written by 1 respondent (3.1%), bringing charger when recording the video written by 1 respondent (3.1%), doing the video project like the script written by 1 respondent (3.1%), paying attention to details of the video written by 1 respondent (3.1%), giving titles written by 1 respondent (3.1%), choosing team written by 1 respondent (3.1%), recording voice using recording application on phone written by 1 respondent (3.1%), and using 2 cameras to record the video written by 1 respondent (3.1%).

Discussion

This part discusses the results of the research and their relation to previous studies about students' video project. The discussion section of this research shows the results and relates them to the experts' statements. The discussions are presented below.

The EED of UMY students' challenges in making video project. Based on the results of this study, there are 7 challenges which are moderately or sometimes faced by the EED of UMY students, and 3 challenges which are rarely faced by the EED of UMY students in the process of making video project. The moderately-faced challenges are in the category of equipments, time, lighting, sound, filming place, fixed theme, and teamwork. The rarely-faced challenges are in the category of cost, technological skill, and costume.

Regarding to equipments, the EED of UMY students moderately or sometimes face challenge to find camera, tripod, microphone, and editing software to make the video project. This category's mean score is 3.27. This is in line with Norton and Hathaway (2010) and Ting (2013) who stated that the lack of equipments will be a limit for the students unless the teacher can provide the equipments. According to them, this challenge can be minimized if the teacher can provide or lend the equipments needed to make video project to the students.

Moreover, the EED of UMY students moderately or sometimes face challenge with the long time spent to finish the video project task. Its mean score is 3.75. This is supported by Burston (2005) and Shrosbree (2008) who said that video project is possible to be an activity which takes a long time. Thus, the teacher and the students need to consider and manage the time carefully.

The lighting condition in the filming place is mentioned as a moderately-faced challenge by the EED of UMY students, proved by its mean score, 3.49. Some filming locations do not have sufficient light. It can reduce the image quality of the video. This is supported by Khojasteh, Mukundan, and Shokrpour

(2013) and Forester and Meyer (2015) who mentioned that there will be noises in the video if the filming location does not have adequate amount of lights.

Furthermore, the EED of UMY students moderately or sometimes face challenge to minimize the unwanted sounds in the filming place. This is proved with its mean score, 3.91. This is in line with Forester and Meyer (2015) who stated that noisy sound might decrease the sound quality of the video that make the message undelivered clearly. In addition, Khojasteh, Mukundan, and Shokrpour (2013) mentioned that noisy sound often appear in the middle of video recording, so avoiding it will be useful for the succeed of video making project.

The EED of UMY students sometimes also face difficulty to find the place to record the video. Its mean score is 3.09. It is supported by Khojasteh, Mukundan, and Shokrpour (2013) and Norton and Hathaway (2010) who mentioned that choosing the appropriate place to take a video is difficult. The students have to match the location with the theme of video project.

The fixed theme by the teacher is also reported to be a moderately-faced challenge by the EED of UMY students. Its mean score is 3.24. The EED of UMY students sometimes face challenge with the theme chosen by the teacher. It is in line with Khojasteh, Mukundan, and Shokrpour (2013) who wrote that when the students cannot choose their own topic, it can be a challenge for the students.

The EED of UMY students sometimes face challenge with the teamwork. They have difficulty with the easily-changed ideas and making group decision. Its mean score is 3.48. This is in line with Khojasteh, Mukundan, and Shokrpour

(2013). They said that the constant change of mind and the difficulty in coming to a group decision is also a big challenge for many groups.

Regarding to cost, the EED of UMY students rarely face challenge with the cost to make video project. It is proved with its mean score which is 2.76. This is supported by Ting (2013) who said that cost becomes an issue which often shows up in the process of making video. Although Ting (2013) said that cost often become a challenge, the EED of UMY rarely face this challenge when they do video project task.

Technological skill is also a challenge which is rarely faced by the EED of UMY students. They rarely face challenge to operate camera and use editing software. Its mean score is 2.97. It is in line with Forester and Meyer (2015) and Ting (2013) who mentioned that many of students do not understand how to utilize the camera and they do not have inadequate ability to edit the video. However, it seems like it is not a big problem for the EED of UMY students since they rarely face this challenge.

Lastly, choosing the appropriate costume which suits the theme is also reported as rarely-faced challenge by the EED of UMY students. Its mean score is 2.87. It is supported by Khojasteh, Mukundan, and Shokrpour (2013) who argued that it is a difficulty when the students cannot choose the right costume relating to the theme of the video project.

From the challenges in making video project mentioned in the questionnaire, the highest mean score is in the category of sound. Seeing the mean score which is 3.91, the EED of UMY students sometimes face challenge in terms

of sound. Thus, the EED of UMY students face most difficulty to minimize the unwanted sound in the filming place when they record the video.

Besides the challenges mentioned in the questionnaire, there are 2 points of challenges which have not been mentioned. These two challenges are in terms of weather mentioned by 1 respondent (2.6%) and and internal factors mentioned by 9 respondents (23.1%). One respondent writes that bad weather such as rain and wind does not support him in making the video. Issues about the difficulties in remembering script, being focus in recording process, acting, being reluctant, feeling hungry in the middle of recording, and feeling dissatisfied with the final result are mentioned to be internal factors which cause challenges in making video project.

The EED of UMY students' strategies to overcome the challenges in making video project. The results of the questionnaire show that there are 2 frequently-used strategies in the category of helping each other and taking shoots for several times. There are 6 moderately-used strategies in the category of distributing the jobs within group members, discussing with group members, practicing with group members, taking shoots in the morning, choosing and mix-match the costumes, and giving subtitles in the video. There is 1 rarely-used strategy in the category of asking teacher and external support, and 2 never-used strategies in the category of bringing lighting equipments and using external microphone. The discussion is presented below.

The EED of UMY students frequently help each other to overcome the challenges in making video project. Its mean score is 4.07. This is in line with the

statement of a respondent in Ting (2013) study who stated that he and his group members share ideas to get the perfect shot for the video and help each other. The EED of UMY students frequently help each other and share ideas to finish video project task.

The EED of UMY students also frequently or often take shoots for several times. It is done to avoid noisy sound in the filming place. Its mean score is 4.05. It is supported by Khojasteh, Mukundan, & Shokrpour (2013) who wrote that another strategy is taking the video for several times to avoid the noisy sound in the location.

Distributing the jobs within group members become a moderately-used strategy to overcome the challenges in making video project. The EED of UMY students sometimes distribute the jobs within group members, which is proved with its mean score, 3.89. It is in line with Kearney & Schuck (2006). They said that distributing the jobs to group members is a strategy in overcoming the challenges in making video project.

Discussing with group members is also reported to be a moderately-used strategy by the EED of UMY students. They sometimes discuss with their group members. Its mean score is 3.95. Ting (2013) supported this result by mentioning that discussing with group members can help them in overcoming the challenges.

Moreover, the EED of UMY students moderately or sometimes practice with their group members. This category's mean score is 3.67. It is in line with Ting (2013). Ting (2013) wrote that practicing with group members can help the students to overcome the challenges in making video project.

Taking shoots in the morning is another moderately-used strategy by the EED of UMY students. They do this strategy in order to catch up with the schedule made by the teacher. Its mean score is 3.07. This is supported by Khojasteh, Mukundan, and Shokrpour (2013) who stated that some students choose to take a shot for the video in the morning because they want to catch up with the schedule.

To deal with the the challenge in terms of costumes, the EED of UMY students sometimes choose and mix-match their own costumes. The mean score of this category is 3.70. This is in line with Khojasteh, Mukundan, and Shokrpour (2013). They argued that to solve the problem of costume, students choose their own materials and creatively mix and match them.

Giving subtitles in the video is another moderately-used strategy to overcome the challenges in making video project by the EED of UMY students. Its mean score is 3.29. The EED of UMY students give subtitles to clarify the words spoken in the video. Khojasteh, Mukundan, and Shokrpour (2013) supported this result. They wrote that adding subtitles in the video is one of strategies used by students to clarify the message of the video.

A rarely-used strategy is found in the category of asking teacher and external support. The EED of UMY students rarely ask the teacher and get help from the teacher when they have difficulty in using technology. Furthermore, they rarely ask external support to help them finishing the video making task. The mean score is 2.93. This is in line with Foss, Carney, McDonald and Rooks (2008) and Kearney and Schuck (2006) who mentioned that some students ask

their teacher when they have problems with technology and the teacher helps them.

Bringing lighting equipment is reported as a never-used strategy to overcome the challenges in making video project. The EED of UMY students never bring lighting equipment to deal with lighting condition in the filming place. It is proved with its mean score which is 1.76. Although Forester and Meyer (2015) said that when the light condition of certain location does not support it is recommended to bring lights, the EED of UMY students never apply this strategy. It could be that the EED of UMY students cannot afford the lighting equipments or they use another strategy to overcome the challenge in lighting.

Using external microphone is also a never-used strategy by the EED of UMY students. They never use external microphone and choose to use the original microphone attached in the camera or video recorder. Its mean score is 1.82. Although Forester and Meyer (2015) recommended this strategy by stating it is suggested to equip external microphone which will give better sound quality, the EED of UMY students never use this strategy.

Based on the strategies mentioned above, the most used strategy is helping each other. Since its mean score is 4.07, this strategy is included in frequently-used strategy. The EED of UMY students apply this strategy the most. They frequently share ideas with group members and help each other in the process of making video project.

In addition, three points emerge based on the respondents' answers in the open-ended question. These 3 points of strategy in overcoming challenge in

making video project are new points which have not been listed in the questionnaire. The strategies are doing the task as soon as possible mentioned by 2 respondents (6.3%), the internal strategies mentioned by 2 respondents (6.3%), and other strategies mentioned by 9 respondents (28.1%). The 2 respondents mentioning about doing task as soon as possible write that they do the task as soon as possible because other tasks also need to be done and if it were procrastinated it would make them reluctant to do it. The internal strategies are trying to be more serious and improving confidence.

Moreover, 9 respondents mention about other strategies. The first strategy mentioned by 1 respondent is paying somebody to edit the video. It is done when the student does not have enough time to edit the video or cannot edit the video. One respondent write that choosing an easily-used editing application is another chosen strategy if the student has difficulty in editing video. Bringing charger in the process of recording the video written by 1 respondent is a preventive strategy to avoid low-battery condition when recording the video. Moreover, there is 1 respondent write a strategy which is doing the video project like the script. Furthermore, another strategy mentioned by 1 respondent is paying attention to details of the video. Giving titles mentioned by 1 respondent is written in order to make the video to be clear. Choosing team for the video project task is mentioned by 1 respondent. Recording voice using recording application on phone is mentioned by 1 respondent. The last strategy written by 1 respondent is using 2 cameras to record the video.