THE STUDENTS' PERCEPTION ON THE MAKING OF VIDEO PROJECT IN ENGLISH LEARNING

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Abstract

English Language Education has been added the making video project in their curriculum to fulfill the assignment. The teacher ask the students to make a video as their assignment. In making a video project the students found some obstacles. This research aimed to find out the students' perception on the making of video project at English Learning. It focused on tools of video project, problems in video projects and solutions in video project. This research was conducted at English Language Education Department. This research employed qualitative method and used descriptive qualitative as the research design to present the finding. This research used interview to gather the data from the students. This research had twelve findings that divided into four categories. There were three categories, such as tools of video project, problems in video project, and solutions in video project.

Keywords: video as media in learning language, video project as an assessment in language learning

1. INTRODUCTION

The development of technologies helps the students to learn English easier. There are several technology that can be used by the studentsto learn English, such as video, movie, and music.Starting from the teacher uses the technology to teach English. Teacher can use those three learning styles into the class, so that they can atrract students' attention toward the material. Teachers can use technology for their teaching activity in their class. Bringing new technology in foreign language classes can be understood as a good way to stimulate students and get students to work in a collaborative manner (Dal, 2010). There are several media for the teachers to teach English such as audio, video or audio-video.

Video is one of the technologies that can be used as teaching media (Sari, 2016). It is media that can help teachers to attract the students' attention on their language learning. Among various technological tools, digital video is beneficial for promoting active and creative learning also for stimulating learners social interaction (Nikitina, 2009). Video may not be the answer for all learning challenges.However, the researcher at Thirteen/WNET believes that there are areas where video is uniquely positioned to make a difference, both in terms of the learners themselves and what is to be learned (Thorpe, 2008). Adding video in the teaching and learning language gives the teachers some benefits such as ability to present authentic language, increase learners comprehension, enhance various language skills, and motivate the students (Shrosbree, 2008). While in teaching

English language, teachers can ask students to create their own video. Teachers should take full advantages of todays technology by allowing learners to try their hands out in creating their own film with the learners as the principal actors in the production (Brown, 2001). Creating video can require a high level of teamwork and intensive interaction and attraction between students because each student was able to contribute to the project in various capacities (Nikitina, 2009). Creating a video has been added at English Education Department. The teachers ask the students to create a video as their assignment. Creating video as the students assignment has been applied in several subjects, such as TEFL (Teaching English for Foreign Learners), Capita Selecta on Grammar 2, ICT, Second Language Linguistic and Accuisition (SLLA), Innovative Technology, English for Tourism, and TEYL (Teaching English for Young Learners). The teachers give the students some themes for their video. The duration of processing video is usually 2 weeks and the students have to upload the video on Youtube. The students are divided into some groups. After that, the students gather to their group and choose their own crew. On the process of creating video, the script writer creates the script and divides the actors and the actress. Then, the group decides the place for video shoot. Next, the group does the video shoot all day. The last step is video editing. In the process of creating a video, some obstacles are found by the students at English language education. Before the researcherconducted the research, the researcher asked some questions to the researchers friends. The researcher found some problems that faced by the students, such as make a script, distribute the

dialog, do video shoot, and also decide the place that suports their video theme by themselves. While taking a shoot, there are some misscommunications with the other group members. The process of editing is frustating because they have to deal with the Windows Movie Maker and also merge the scene with the subtitles. Based on the students in ICT subject, they have to learn the tecnique of editing a video in one night. Unfortunately, they do not understand how to create a video. They just put the basic knowledge about it because the teacher do not explain about the editing software. In creating a video, the students also need some tools. There are camera, clip scene, microphone, lighting, and properties. They ask their friends who have the tools to take a shoot. Sometimes the students rent those tools at a video rental.

2. PURPOSE OF THE STUDY

The aim of this study is to find out the English language students perception on the making of video project in teaching and learning English. The first is about the problems faced by English language students when they make a video. Then, it is to find out the students strategies to solve the problems.

3. METHODOLOGY

The researcher considered that the appropriate research method was qualitative. The study used qualitative method because this research discussed the students' experience on the use of video project in English learning. According to

Creswell (2012), qualitative research would identify the research participants' perception, belief, and opinion, so it would be approriate. Similary, Mack, Woodsong, McQueen, Guest and Namey (2011) stated that qualitative researchwas especially effective in obtaining culturally specific information about values, opinions, behaviors, and social contexts. It means that qualitative research can find out further information about the students perception on the use video project in English Learning.

This study took place at English Education Department in Private University of Yogyakarta. The researcher chose 3 female students batch 2015 as the participants (p1, p2, p3). The researcher chose students batch 2015 because they actively study at English Language Education Department. In deciding the number of the participants, the researcher used purposive sampling. Creswell (2012) argued that purposive sampling technique was find the typicality or posession of the particular characteristic of the participant who qualified with the study. The researcher used bahasa Indonesia because the researcher wanted the participants to feel comfortable and the participant would easy to give the information. Moreover, the participants could express their thought feeling freely without language barier. The data that have been gathered were analyzed by using coding. Coding was used to conceptualize the data dealing with literature review and to put it together in new ways (Strauss, 1990 ; Creswell, 2012).

4. FINDING AN DISCUSSION

Based on the data gathered by the researcher with the interview, there were eleven findings that answered the research question was discussed that have been categorized into four categories, such as experiences, tools, problems and strategies.

Tools of video project. The points of this section are about the tools of video project. In this research the researcher found some hardware and software tools that the students used on video making project. The tools of video making project will discuss in some findings below.

Hardware. Video making project need some tools to support the shooting process, such as camera, handphone, and tripod. The fisrt is camera. Participant p1, p2, and p3 said the same way. They use camera to take a shoot. (p1.4) said *"also use camera"*, (p2.4) *"cannon camera"*, (p2.5) "*nikon camera or something*", (p3.5) "*then used DSLR camera*". Standard definition camera has smaller files than high definition (Shrosbree,2008). High definition camera is a video format certain level in terms of resolution and frame rate, appearance, creating a sharper, more detailed (Kilburn, 2014). Tripod is one of the tool that used by the student to supported their video making project. The tripod is a basic tools in photography. Tripod is three-legged camera support (Vorenkamp, 2017). There are two functions of tripod, such as to help the cameraman and to stabilze the camera. when the cameraman takes a shoot so the video has a good stabilitation. Tripod also can help the cameraman (Aldina, 2016). Based on

participant (p2.2) said "*for the good result we can use tripod*". It can be conclude that tripod will really help the students to make a video.

    Software. In process of making video the students also need the software to edit the video. The students use some software tools on the editing process, such as viva video, movie maker, power direction, video maker, and video editor. The first is viva video. Based on participant (p1.5) said that the first time she used viva video. This is the same as participant (p2.6) said "*for the software or the application we use viva video*". Participant (p3.4) also said that " *then there are applications for editing, such as viva video*". Beside that the students use Movie Maker for their editing software. Based on participant (p1.7) said that she used movie maker. In addition participant (p2.7) said "*there is movie maker*". From these participants, they use movie maker as their editing process. It is a video editing tool that can be utilized to capture raw video footage, edit it and then add titles, transitions and video effects (Makhasane, 2008). In the editing process also use power direction is one of the editing software for video making. Based on participant (p1.9) said that"*then we change it into power direction*". Moreover, the students use video maker as their editing software. Video maker is an application for the editing software. Based on the participant (p2.8) said that"*we can use video maker*". The last is video editor. In the editing process the students can find their own editing software to edit their video. One of the participant use video editior as the editing software. Participant (p2.9) used the"*video editor for the editing software*".

Challenges of video project. This section are about the challenges of video project. In this research the researcher found some challenges that faced by the students on video making project, such as technical troubles, complicated process in editing and time consuming. The challenges of video making project will discuss in some findings below.

Technical troubles. On the process of making video, the students found some obstacles, such as sound trouble, powering trouble, insufficient memory, and visual trouble.

Sound trouble. When the students take a shoot with their camera, they found an obstacle which is there is no sound their video recording as the participant (p1.12) said "*for the camera that I have been used. In that time I used camera for taking video at Borobudur, the sound was not there*". So the students have to record again. Moreover, the students also have a trouble with the sound when they finish the editing process. They could not hear the song that they have been put in the video. Participant (p1.21) also said "*when I made a vlog, I have put the song, then I saved the video but when I played it back, the song was gone and I did not know where it is*".

Powering trouble. While processing the video, the students got powering trouble because handphone only have limited power. The students that only use handphone for their video recording said that their handphone were getting low while taking a shoot. Participant (p1.10) said "*the problem is when we use handphone, sometime the baterry is not possible. Sometime it always low battery*

on the process", it same as the participant (p2.10) said "*one of the problem is on the battery".*

   Insufficient memory. To make a video it needs more storage because before the students edit the video, they have to save the video recording first. Then after they save their video recording, they will choose the best recording and edit the video. In case, the students do not have much storage to save the video recording. Based on the participant (p1.11) said *"full memory".*

   Visual trouble. In the shooting process, the students use their handphone to take a shoot. They only use their simple tools. When the students are doing take a shoot, the handphone is not stable so the picture always moving and shaking. The participant (p1.13) said *"if we use our handphone, sometime when we take a video the picture always move".*

   Tool absence. In the making of video project, the English language students used the simple tools but it made the students difficult to take a shoot. The students need some tools that supporting their video making. As the participant (p1.14) said "*and if we use camera, we need tripod to stabillize the picture*", same as participant (p2.11) said "*or handphone for the media is not supported".*

   Complicated process in editing. In the editing process the students have to pass some process of editing, such as choose the suitable song, dealing with the editing software and limited duration of video editing software. Participant (p1.9) said "*the problem is editing".* Besides, editing needs some times to do it, same as

(p3.2) said *"we need some times on editing"*. Dealing with the editing software

also can be complicated. When the students have done the editing process, they

have to choose the suitable song for their video amd wait long time to save the

video, as the participant (p1.8) said *"movie maker also has a weakness which is*

when we saving the video. It needs much time". Participant (p1.22) said *"then I*

have to wait again because it needs some times to save it". Participant (p1.20)

said *"first we have to choose the song that suitable"*. Moreover, there were about

the limited duration of video editing software. The students at English Language

Education Department have to make a video project as their assignment. They

also found some assignment. Participant (p1.6) said *"viva video also has a*

weakness because of the maximum minute only 5 minutes while we have duration

until 7 minutes". Hona (2012) stated that making a video from capturing to

deliver video takes a lot of time on editing the video.

    Time consuming. The video making is started from make a script, the role

distribution, take a shoot and video edit. It same as participant (p2.12) said *"for*

example when we take a video then we forget to save it for scene that has to be

cut so we have to record again from the beginning". Participant (p3.1) said *"if*

we make a video, we need a long time to do it". In this step, all crews of video

production prepare the tools and the facilities. The crews have to do their work

carefully. They start from setting up the lighting then decide the angles of the

camera. The crews also check the sound, so when the talents make a dialogue,

the sound will be clearly heard. The last is video edit. In this part, the video will

be processed by the editor. In this part, the editor will add some effects and the transition on the video. In this process, it will consume more than two weeks. Perihan (2012) also stated that recording the video took a lot of time because it will be more than two times to record. In addition, video project needs more than two weeks on its process (Ting, 2013).

Strategies to overcome the challenges of video project. This section are about the solutions of video project. In this research the researcher found some solutions that help the students to face their problems on video making project, such as bring the complete tools, find an expert, format memory card, bring the spare battery, use tripod, and preparation of video making. The solutions of video making project will discuss in some findings below.

Bringing the complete tools. On the making of video project, the students need brind the complete tools to suppot their video making. Although there is a wide and potential eqipments to make a video, the simplest tools are often suitable on the process of video making (Shrosbree, 2008). Some of the tools needed in the process of video making are video camera, DSLR camera, tripod, and clapperboard. Same as the participant (p1.1) said *"we need complete tools"*

Finding an expert. In video making the students find some obstacles, such as insufficient competency in computer skills and video shooting. Finally, to solve those problems the students have the strategies. First, for the insufficient competency in computer skills, the students ask their friend who expert in video making project to help them. Participant (p2.17) *"or he/she that has been expert*

on video editing". While on the video shooting, the students also ask some helps from their friend same as participant (p1.2) said *"we also need a person who expert in video making"* and participant (p2.16) also said *"so we can ask a help from some friends that expert in video taking"*.

 Formating memory card. In saving the video recording, before the students make a video, they need more storage in their handphone. In this case, the students format their memory card so it can give more space to save the video recording. Based on the participant (p1.15) said *"the solution exactly before make a video, all memory should be clean so it should be enough if we make a video with the memory"*

 Bringing the spare battery. Video shoot consume a long duration. It can be long day in shooting process. To solve this situation, the students have some strategies such as bring the spare battery, bring the powerbank, and bring the camera charger. First, bring the spare battery. The students bring the spare battery for anticipate the low battery of their camera. So they still can continue their shooting process. Same as participant (p2.13) said *"it needs high battery capacity so we have to prepare it before"* and also participant (p2.15) said *"back up battery for camera and so on"*. Then the also bring the powerbank to charge their handphone while taking a shoot. Participant (p1.16) said *"other hand for the battery we also need to anticipate, sometime bring the powerbank",* also participant (p2.14) said *"or powerbank"*. Moreover, they also bring the camera charger to charge their camera while they get the empty battery of their camera.

As the participant (p1.17) said *"then if we use camera, we bring the charger"*.

  Using tripod. To stabilize the camera and handphone in video taking, the

students use the tripod. Tripod is three-legged camera support (Vorenkamp,

2017). There are two functions of tripod, such as to help the cameraman and to

stabilize the camera. When the cameraman takes a shoot so the video has a good

stabilitation. Tripod also can help the cameraman (Aldina, 2016). Then the

students bring their tripod in the making video project to support their shooting

process based on (p1.18) said "*then if we have tripod, we just bring it"*.

  Preparing on the video making. There are three steps of making the video.

The first is pre-production phase. In this phase, the video maker should have

planning, problem solving, and organizational work before shooting. It also

includes the video concept, script, crew, budget, storyboard, funding, insurance,

talent, production, facilities, and clearances. Participant (p1.24) said *"and I have*

to make a concept for the video", It same as (p3.6) said *"more prepare like make*

*a video script"*and (p3.7) said *"then for the script, we should memorize*

thescript". Moreover participant (p3.9) also said "*we have memorize the script,*

memorize the parts of the video". The second is production phase. In this stage,

video maker produces graphics, music, animation, camerawork, sound, lighting,

and video footage. This is the part that the video makers do their work based on

their job desk. The last phase is post-production. Based on (p1.23) said*" for*

editing I have to put the

perfect video scene". This is the main phase in the video production because the

editor puts together the different materials and elements that have been created in the production phase to form and finish the video. As the participant (p3.10) said *"the video doesn't need a long time, we have to be smart when the editing process"* and participant (p3.11) said*"also we have to be smart when choosing the suitable application that doesn't take a long time".* According to Griego (2009), video has three phases, which are pre-production phase, production phase and post-production phase.

5. CONCLUSION

The aimed of this research was to find out the students perception on making the video project at English Learning. There were two research questions which are "What are the English Language students' challenges on the making of video project in learning English?" and "What are the English Language students' strategies to overcome the challenges on the making of video project in learning English?". Moreover, this research analyzed the data from these to research. This research used qualitative research method and descriptive qualitative research to analyze the data. This research was done at English Language Education Department in Private University of Yogyakarta. This research took 3 female students batch 2015. Then, there are five questions that could be use for the interview. To analyze the data the researcher used descriptive qualitative to answer the research question.

To answer the research question number one about "What are the English Language students' challenges on the making of video project in learning English?". The findings showed that there were four problems faced by the students in making a video project, such as technical troubles, tool absence, complicated process in editing and time consuming. Those are the problems that faced by the students in English Language Education Department when they make a video. Then to answer the second research question about "What are the English Language students' strategies to overcome the challenges on the making of video project in learning English?", the findings showed there are six strategies to overcome the challenges in making video project. There are bring the complete tools, find an expert, format memory card, bring the spare battery, use tripod and preparation video making.

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