

Chapter One

Introduction

In this chapter, the researcher discusses the background of the problem, statement of a problem, limitation of the study, objective of the study, significance of the study, and definition of the key term.

In the background, the researcher explained clearly about the research background on making video project. Then the researcher will explain about the statement of the problem based on the background. After that, the researcher will limit the research. Next, the researcher will explain the aim of this study in the objective of the study. The last the researcher will explain about the significance of the study and also the definition of the key term based on the research benefit.

Background

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 attract 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 today's 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 Accquisition (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 researcher conducted 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 supports 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.

Statement of the problem

From the background, there are several problems faced by the English Education Department students when they created a video for the first time. They are the tools for creating a video, video editing skills, creating the script, and video shooting.

The reason why the researcher wants to find out about the perception because finding out student perception is important to be researched to find out the significance of the video making. In the perception of the students, there are some feelings that students feel when creating video project, such as the students feel less motivation in the process of making video, difficult to use the editing tools, miss communication with the group members, and the cost of making video takes much money.

For creating a video the students need some tools for taking a shoot such as camera, clip scene, microphone, lighting, and properties. They ask their friends who have the tools. Sometimes the students rent the tools at a video rental.

The first problem when the students create a video is the student does not know how to edit the video, create the script, do the video shoot. The second, students are confused when they have to act naturally as their role in the video. Then, the students do not have complete equipments such as camera, microphone, and lighting. In addition, they will feel worried about the result of their video.

Limitation of the problem

This research will only investigate the students perception on the use of video making project in teaching and learning English. First, the researcher will find out what tools that the students use for making a video. Then, the researcher will conduct problems faced by the students when they create a video. Last, the researcher will also find out the solutions that the students do to face the problems. So that this research will discuss the students perception on the making of video project in teaching and learning English.

Research question

The problem which is investigated in this research deals with two research questions:

1. What are the English Language students' challenges on the making of video project in learning English?
2. What are the English Language students' strategies to overcome the challenges on the making of video project in learning English?

Objective 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.

Significance of the study

This research is hoped to be beneficial for the teachers, students, and future researcher:

Teachers. This research will be very helpful for the teachers to know the students problems while creating a video, so the teachers know how to help the students on their video project. The teachers can give the students basic information about how to create a video for their assignment.

Students. This research will be useful for the students of English Education Department to face their problems by looking at the results of this research. This research also will help the students to find out the problems and the strategies that mentioned in the result. In additon, the students of English Education Department also can know the tools for making a video. It can make the students easier to make a video.

Future researcher. This research will lead the next researchers who deal with the teaching media on the teaching and learning English language. So they can continue the research about video project for the students and use the findings of this research as their reference, besides, this research will be help the other researcher to raise their idea to find their research about the video project.

Institution. This research will help the institution to develop the teaching method. The institution can use the result of this research to consider the factors mentioned by the students, so they can develop the teacher teaching method and also become the teaching strategy for the teacher. Besides that, the institution can support the use of this method in language learning or even put this method in the curriculum.