

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher discusses video as media in language learning and video project as an assessment in language learning. First video as media in language learning that will be explained by the researcher. Then, the second is video project as an assessment in language learning.

Some teachers use the video project for the materials. It makes the students become creative with their learning process. They will find some knowledge, such as how to make a good scenario, how to pronounce the dialog correctly, how to act on the camera, and how to make a good concept of the video. It will be defined more in this following definition.

#### **Video as Media in Language Learning**

A video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning (Mayer, 2001). Video is a combination of sound and vision which is a particularly exciting and lively way of exposing learners to language (Irawati, 2016).

**Strengths of video as media in language learning.** There are some strengths of video as a media in language learning. According to (Waluya, Bahan Ajar Media Pembelajaran, 2012), there are five strengths of video. Video can attract the students attention. Video can give more information to the students. It is saving time and the teacher can repeat the video. Video can demonstrate the difficult things. Moreover, the teacher can control the volume of the video in the classroom and lets the students to give a comment in the middle of video.

Amin and Lamere(2010)stated that video can increase the studentsattention about the materials. Video also can be useful for all topics, learning style and every aspect of students' learning style (cognitive, affective, phsycomotor and interpersonal). In cognitive aspect, students can observe the dramatical recreation from the past and actual record because of the color, sound and movement makethe character more live. While on affective aspect students can feel the emotional impact and the attitude. Beside that, on phsycomotor video demonstrate how the video making work. The last on interpersonal, video gives the students chance to disscuss what they have seen. Irawati (2016) stated that the video can offer many advantages to the students learning English, such as enhancing teaching program and oral skill, adding learning experience, achieving goals, providing real-life situations, and motivating the students.

***Enhancing teaching program and oral skill.*** By using video, students oral skills can be improved.Kennedy (1979) as cited in Irawati (2016) illustrated that

video, as a valuable aid, can enhance a teaching program and develop oral skills. It means that the students oral skills can be improved by using video because audio and visuals are covered in a video. First it is audio. In the video, students can hear the sound, for example they learn how to pronounce some words. It will make the students easy to listen and practice their pronunciation of the vocabulary. The second is visual. Video does not only provide the sound of the words, but also the visual. In the video, students can see the real object or the written of an object. In the video, the students do not only hear the sound of pronunciation but they also see the real object of the vocabularies and its written. It will make the students easy to hear and see the real object of the material.

***Adding learning experience.*** Video can add students learning experience in the language class. Video will give the students some experiences, such as how to write a script, divide the role, take a shoot, manage the crews, and edit the video. Harmer (2001) as cited in Irawati (2016) pointed out that the use of video will add a special, extra dimension in learning experience. Montazemi (2006) also stated that interactive multimedia system with visual presentations can provide an enriched learning environment by facilitating the acquisition of related materials.

***Achieving goals.*** While some students can achieve their goals through the video. Stemplesky (2002) as cited in Irawati (2016) supported that the video can provide possibility of achieving the important goals of motivating students interest,

providing realistic listening practice, stimulating language use, and highlighting students awareness of particular language points or other aspect of communication.

***Providing real-life situations.*** Video can provide samples of real-life situations. In making a video or watching a video, the students can see the real situation of the script, so they know how it feels. They do not only imagine the situation of the script, but they also able to present and reflect real-life situations than another form because it presents “slice of life” and “complete communicative situations” (Irawati, 2016). Moreover, video is a contextual learning because a video illustrates the topic of the material in a different perspective of learning (Hakkarainen, 2007).

***Motivating the students.*** Video can be more motivating than other forms of authentic materials. The students can develop their knowledge through the video because video can give the students some motivation to learn more about the materials. Cruse (2017) stated that video has the ability to communicate with the viewers on an emotion because this ability can reach the viewer emotion in a positive effect. The video also can give the student a different learning style for the students, so they cannot feel bored. Video can be entertaining for the students (Irawati, 2016). Besides giving a material, video can entertain the students, so the students do not feel bored in the class. They still can learn about the material and absorb new knowledge from it in the different ways.

**Weaknesses of video as media in language learning.** Besides the strengths of video, there are some weaknesses of video. Waluya (2012) stated that there are some negative things when teachers use video, such as video cannot control the students, video has a single way communication, video is less able to display the details, and video is expensive.

***Difficult to control the students on video.*** Teachers cannot control the students attention and participation. The students will not pay attention to the materials from the video. Video can make the students lost their concentration because they do not pay attention on watching video, for example teacher gives the students a material about how to handle the job interviews. Teacher shows the video in the class about it. In the video, there are several tips to handle the job interviews. While the teacher shows the video, the students listen and watch on the four minutes start but later they just ignore it. Teacher cannot see them one by one while the video is on. The students attention cannot be controlled by the teacher and the students participation infrequently (Waluya, 2008).

***Single way communication in video.*** Video only shows the result of the shooting process. It is only for the input for the students. The students cannot perceive the material from the video. They only watch the material, so teachers should balance it with other explanation. It means that the video cannot give explanation in depth for the students, so it only gives the general information.

According to Waluya (2008) who argued that video has a single way communication, so it will be balanced with the explanation from the teacher.

***Less able to show the details on video.*** Video is less able to display the object details perfectly. It means that the video cannot show the details of every materials. Video only shows the general material so the students cannot get the main point of the materials. The video only helps the teacher to explain the materials, so the teacher should give the details of the materials. According to Waluya (2008) who argued that video cannot show the details of the material.

***Video cost much money.*** Video needs some expensive and complex tools. The first, video needs some expensive tools. It means that video needs some tools to show the video. In this learning media, the teacher should prepare the equipment, such as a speaker, a HDMI cable, a projector or a TV that support HDMI, laptop and the video. Those equipments are expensive, so the school should increase the students fee to complete the facilities because not every school has projector or facility that supports the video shows. The second is complex tools. There are some tools to show the video that is needed by teacher, such as speaker, HDMI cable, projector or TV support HDMI, and laptop. According to Amien and Lamere (2011) who argued that use this media is costly because the teacher needs some complex tools that really take some money.

## **Video Project as an Assessment in Language Learning**

The teaching and learning of English as the second language (ESL) is undeniably challenging, for ESL instructors are often responsible for making the classes meaningful, practical, and fun for the learners (Ryan, 2001). The goal of teaching English is to develop the ability of students to communicate with people in new language in the world situation, so the effectiveness of teaching is based on communication (Yang, 2007). The use of video is challenging for the students when they learn a language. Producing a video has been an option in EFL (English for Foreign Language) and ESL (English as Second Language) classes. As a learner-centered project-based activity, video production introduces students to skills—in this case writing, directing, acting in, and editing a movie (Carney and Foss, 2008). According to Aksel and Kahraman (2014), the opportunities for interaction, condition of learning, and support for learning outside the formal context is an addition of technology. Then, to achieve a certain goals in education, technology is a tool that helps the learners and teachers (Reinders and White, 2011). Cruse (2014) stated that to increase the learners' motivation and enhance the learners learning experience, teachers have to recognize the power of audio-visual materials to grab the students' attention.

**Procedures of making a video.** According to Amine and Lamere (2013), it will be better if we make a video, so we know the learning aspects for the audience. There are five simple procedures to make a video. Firstly, make a simple script to describe the story. Then, prepare the tools for making a video. After that, take a shoot

with simple shoot technique. After shooting, set the camera on play mode, so the computer can read the data with USB cable while we start for editing. Video editing can use Windows Movie Maker.

There are three steps of making a video. According to Griego (2009), video has three phases, which are pre-production phase, production phase and post-production phase. 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. 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. 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.

**Tools for Making a Video.** Making a video needs some tools to support the process. Although there is a wide and potential equipments 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, clapperboard, windows movie maker, imovie, and microsoft windows media encoder.



**Video Camera.** There are some choices of video camera including standard and high definition 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). In addition, Kilburn (2014) stated that video cameras are fully equipped with lenses that able to capture and record different angles, depending on the design. It means that the video camera is able to record or capture a whole view from the different angles.

**DSLR Camera.** The camera that has light setting to direct the lighting from lens to view finder to reflecting the picture. The advantage of this camera is the result of the video same as the real object (Aldina, 2016).

**Tripod.** 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 stabilize the camera when the cameraman takes a shoot, so the video has a good stabilitation. Tripod also can help the cameraman (Aldina, 2016).

**Clapperboard.** The clapperboard is a black and white board to write the shot number which is showing the beginning of the shooting of each seperate shot (Bijnens, Vanbuel, Verstegen & Young, 2004). There are two function of clapperboard such as provide the vital information about the scene and give an audio synchronization point for the editor (Burley, 2011). Firstly, the clapperboard is

giving an information about the scene name, the take number and another vital information. Secondly, clapperboard is giving an audio synchronization point for the editor. If the audio does not match perfectly, the crew can clap the two-hinged pieces of the board and the editor can line up the sound clap with the actual motion.

*Windows Movie Maker* is a software that is bought with Microsoft as a package. 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).

*iMovie* is an application to integrates the capturing of video clips from digital camcorder to hard disk that allows for editing and arranging clips into stories, enhance them with transitions, animated onscreen titles and even music and visual effects (Bijnens, Vanbuel, Verstege& Young, 2004).

*Microsoft Windows Media Encoder* is a production tool for converting live and pre-recorded audio, video, and computer screen images into Windows Media Format and also for adjusting sound or color or author details (Bijnens, 2004)

Video project provides social context for the learners to make interaction as an experiment with digital video technology range to create meaningful multimodal artifacts (Aksel & Kahraman, 2014).The pedagogical of video projects is teacherwho creates opportunities for students to interact with authentic materials in real world by finding the relevant information, developing students intrpretation, and producing mutimedia video (Huang, 2013).

**Benefits of Video Project as an Assessment in Language Learning.** There are several functions of using video in teaching and learning language, such as able to present authentic language, increase learners comprehension, enhance various language skills, raise creative ideas, and get everyone involves (Morat & Abidin, 2011).

*Presenting authentic language.* The use of video in language teaching and learning is highly known for its ability to provide authentic language learning environment for the learners (Burt, 1999; Tuzi & Mori, 2008; Xiaoning, 2007). The authentic materials are needed for the students because it will help the students to understand the materials. The video is the example of the authentic material. In the video, we can find some kinds of video, such as movie, tv programs, and news broadcast. In this project, the students can present their ability in using the authentic language.

*Enhancing various language skills.* Video enhances the students language skills such as listening, speaking, reading, writing and grammar. They have to make a script, memorize the scenario, and pronounce the words correctly. In the video project, the students increase their speaking ability when they pronounce the dialog correctly. Video project can improve language skills because the students have the opportunity to use language naturally to complete the authentic activities (Fragoulis, 2009).

Before creating the video, the students have to write the scenario. In this part, the students increase their writing skill and grammar. Besides, the students can also increase their reading and listening ability. In video making, the students read the scenario while listening the pronunciation of the words. So the students will know the pronunciation of the words before they taking a video shoot. The students have to understand the concept and the scenario about.

***Raising creative ideas.*** Video making can make the students think in creative way to make their video more interesting whether on the script, the scenario, the place or the property. In this situation, the students should plan and film their own versions of dialogue, the ending or the dialogue that might be like on their own (Harmer, 2001).

***Getting the group members involved.*** Filming needs some crews, some of which are involving camera operator, narrator, director, script writer and actor/actress. It will be fine when the students make a group in processing the video such as actor, camera operator and director, and assign roles such jobs as clapperboard operators, script consultants, lighting and costume. Those are to make the students can involve in their video project (Harmer, 2001).

***Increasing learners' comprehension.*** With videos ability to feature moving the visual element and along with sound, it would help the ESL learners comprehension to present in total context which includes the paralinguistic and

linguistic elements, together with the physical environment (Harmer, 2001; Hick, Hughes & Stott, 1982). The students would know how to increase their comprehension through the video. The combination of the elements in video would help the learners to support their learning and add some knowledges.

### **Challenges of Video Project as an Assessment in Language Learning.**

Besides the benefits of video projects, there are some challenges in video production. According to Hona (2012), video projects can be time-consuming, insufficient competence in computer skills, and video production cost.

*Consuming much time.* The process of video making can be time consuming. Hona (2012) stated that making a video from capturing to deliver video takes a lot of time on editing the video. Perihan (2012) also stated that recording the video took a lot of time because it will be more than two times to record. The editing process takes a lot of time because it is for adjusting the sound, giving some effects, sound and video transition. In addition, video project needs more than two weeks on its process (Ting, 2013). The video making is started from make a script, the role distribution, take a shoot and video edit. The first step is make a script. The students have to make a script before they take a shoot. They will decide the title and the plot of the story. In deciding the title, the students will see the theme that had given by the teacher, then they can decide the title. After that, the students will make the plot of the story based on the theme and the title. In making a plot of the story, the student or the script writer also makes a dialogue. After the dialogue was done, the script writer distributes the

script to the talents then she/he distributes the role. The second step is role distribution. In deciding the role of the talents, the script writer should decide the role in each talents. the script writer will make an audition to decide the role talents.

The third step is take a shoot. 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.

*Spending much money.* This is the annual problem when the students video production needs some tools for supporting the production. The students will spend much money to pay the crews, talents, tools and also the facilities. The first, video production needs some tools for supporting the production. The video production needs some complex tools, such as video camera, tripod, DSLR camera, microphone, and calpperboard. There are several tools that difficult to be found, so the students should rent from the studio. The second, the students should pay the crews, talents, tools and also the facilities. The video production needs some money. The students should rent tools and facilities and also pay the crews and talents. Making a video can cost much money because the producer have to pay the crews, rent tools and the costumes (Hona, 2012).

***Lowing students' computer skill.*** In the process of video making, the students find some obstacles. Hona (2012) also stated that the obstacles of making video is the stitching the videos, making the transistions, adding music, titles, and connotations. Not every students can use the software for video editing because the teacher also does not have much time to teach them how to use the software. Dealing with Windows Movie Maker is challenges (Ting, 2013). It means that the students do not know about how to use the application of video editing. They learn the editing software hardly.

***Strategies on video making.*** There are several strategies that used by the students to face the challenges in video project, such as bepatience and listen to the group members ideas, manage the shooting process, and learn how to use video editing software (Ting, 2013).

***Being patient and listening to the group members' ideas.*** In making a video, students have a group member. Each member has their job desk, so they will have some ideas to make a video. To solve this problem, the leader of the group should be patience and listen their ideas. Each member allows to give the suggestion or ideas to make a video, so it will make the group solid and have a good video. According to Ting (2013) who argued that the director managed the challenges by being patience and listened to the group members ideas.

*Managing the shooting process.* The process of making a video will consume more than two weeks, but the students only have two weeks to make a video. In the process of making video, there are three steps that the students should pass, such as pre-production, production and post production. The students will spend a lot of time on production because the students will deal with the shooting process. In the shooting process, students will deal with the sound, lighting, camera work, and take a shoot. On this steps, students will consume much time, so they organize the time to finish it on time. The students will make a time table to schedule their work. Students have to set up the schedule, clear the planning, and talk to the group mates about what they are going to do before and after video project (Hafner, 2011).

*Learning how to use video editing software.* The students do not know how to use the editing software because they have not use the software before. The video project needs an editing software to edit the video. So they have to use the editing software. To solve that problem, the students learn how to use the editing software. They learn the editing software while editing the video. The students learn the software step by step until they understand how to use it.

### **Review of Previous Related Study**

There are three previous studies that had been conducted related to the current study. The first is a study conducted by Aksel and Kahraman (2014). This article aims to find the effectiveness of video project assignment on foreign language learning. There were 100 students from School of Foreign Languages, Uludağ



University in Turkey which is from pre-intermediate 33 students, elementary 33 students and intermediate 34 students. The researcher used quantitative method. The result of this research can be different into three different domains, which are language skills, language learning process and preparing the videos. The first is language skills. The students showed that they believed their daily conversation was improved by video assignment project. The second is language learning process, the students become aware of the fact that the technology can be used for their foreign language learning process. The third is preparing the video. The students received their themes of video project so that is suitable for their preferences and interests. They also can get higher score from VPA (video project assignment).

The second is a study by Ting (2013). The article aims to understand the students perception on the implementation of video projects into the English language classroom. The participants of this research were 35 third semester students from the Centre for Foundation Studies who were enrolled in the Foundation in Health Sciences programme at Chase, Selangor. The age range of the participants was between 18 to 20 years old and they were from intermediate level of English language proficiency. It used qualitative online reflective journal. The result of this research showed the students were so excited and generally got positive things about the video project. However, initially there were still some hesitations due to lack of experiences as well as skills in movie-making in video project.

The third is Huang (2015). This study aims to explore the language learning and motivational effects of a video project, including students' perceptions of the processes, and the impact of peer evaluations. The participants of this study were forty-three intermediate EFL learners in Taiwan. This study used mixed method to find the students' perception. The results of this study from ANOVA, the language learning effects were more obvious in the low proficiency than high proficiency group. Then, based on the t-test analysis, the researcher used pre and post motivation questionnaire showed that students increased their learning motivation and the interview data showed that students felt their confidence and improvement when video making can boost their technological capability.

Those studies explain clearly about the procedures and the results of the study. Although this research explains clearly about the procedures and the results of the study, the researcher does not add more references or experts to support the study. Based on Aksel and Kahraman (2014), video project assignment had a positive perceptions on the effectiveness of using video project assignment. Ng Choo Ting (2013) also explained that the students were excited to get a video project although they are lack of experience in movie-making. Some benefits also explained by Hsin-chou Huang (2015). His research said that students can be motivated on their learning by making a video. The students also felt confidence and improved their technological capability. These research can be the researchers guideline to support her research. Moreover, this research can use those researches because those

researches clearly explain the results. This research will investigate the tools, procedures, and problems that were faced by the students in creating video in language learning. This study has differences from the three previous related studies because those previous related study did not mention some details that should be needed in a video project.

### **Conceptual Framework**

Video is a combination of sound and vision that has simultaneous sensory channels such as visual and aural. Although video is a simultaneous sensory, there are strengths and weaknesses on using video. Video project as an assessment has been added in English Education Department of Universitas Muhammadiyah Yogyakarta. The teacher gives a project to the students to make an education video in group. On the process of making a video, the students have to follow the procedures. Moreover, the students also have to use some tools that will support their project.

Although the students work in group, they also have some challenges on the process of making a video. Based on the figure below, the students have their perception of using video project in English learning. In addition, video project has some tools, challenges and strategies that influence the students.

Figure 1. Conceptual Framework

