Chapter One

Introduction

This chapter discusses the background of the study why the researcher wants to do the research. Second is about the statement of why the problem is important to be investigated. The next is the research question to limit the discussion of the research. Next is about the purpose of the study that provides the objectives of doing this research. Significant of the research is also presented telling about to whom this research will be useful.

Background of the Study

Technology is becoming an important media in teaching and learning process, especially in the educational field. Teachers use technology as a tool or media almost in every subject. Technology has changed the way of giving instruction of learning from traditional to digital way, for example, teachers use such laptop, smart phone, screen, projector, and audio system. According to Reinders and White (2011), technology becomes a tool to support the learners and educators to achieve a certain goal in education. Those tools can ease the teacher in preparing or delivering material of the lesson easier. Thus, nowadays teacher involves technology to the learning process as a tool to support them in delivering the materials. The kinds of technologies that can be used for teaching and learning process include audio, video, audio-video, and multimedia. One of the teaching media usually used in teaching and learning process is a video which can expose the students' ability out of class.

Students can use digital technology, especially image and video to construct personally meaningful digital stories that exposes students out of class (Vasudevan, Schultz, & Bateman, 2010).

Video is beneficial to support the learning process in classroom activities. It provides the material in terms of audio and visual. Student can receive information from the video in terms of theoretical and practical material. Furthermore, video has another function for classroom activity to record students' project such as role play, documentary, and TV commercial (Brooke, 2013). The project can be designed by the teacher as assignment in the language class, especially English Foreign Language (EFL) classrooms. It happens today that many teachers ask their students to make a group project in terms of video related to a certain topic discussion. Hafner (2011) gives an example of implementing video project done by students English for science project. It is a project prompt simple experiment, similar to their laboratory project in their own discipline which consists of doing background research and developing hypothesis, documenting the procedure, and presenting the result in the class. Students work in group of three, and finish due in week seven of the course. This activity deals with students' speaking and listening skill where students are engaged to show their language skills. Furthermore, in this digital era, almost all of students are familiar with the gadget such as smart phone, tablets, computer, and camera that can capture a video. It is supported with varieties of software to edit the video such as Windows Movie Maker, Moviemaker, Adobe Premier, and so on. The result shows

that students are becoming more motivated and it also promotes self-directed learning (Hafner, 2011).

Video project gives many benefits for students in the learning process. Students can learn the material of English in the real context when they are making video. Learning in the real context, students can evaluate their speaking skill, and learn about the culture and gesture (Sihem, 2013). It also can enhance students' motivation in learning because they learn out door of class that makes them move from the theory class which sometimes boring. Students are motivated to learn English because they have a chance to learn a conversation in the real life (Xhemaili, 2013). Video project helps the teacher to improve students speaking skill by putting them in the real context, and engage students' motivation in the learning atmosphere.

Since many technologies occur to support the learning process, material in English Education has been developed with the technology. Many students prefer to search the material in their gadgets and internet search engines such as YouTube, Google, and Instagram than looking for some books in a library. There are also many studies study about video project such as Classroom Video Project: an investigation on students' perception (Ting, 2013) and Video Project Assignments and Their Effectiveness on Foreign Language Learning (Aksel & Kahraman, 2014), that find out relation the video project and language learning. This research is important to be conducted to review the use of video project in the process of learning speaking skill. Therefore, the researcher would like to study the video project.

Supported by current technologies, teacher has designed a project assignment in the form of video which is called as video project. This video project has been conducted by teachers of English Language Education Department (ELED) in One of Islamic Private University in Yogyakarta. This activity is usually done in group with the topic that had been discussed in the classroom. It is usually used by lecturer to give the assignment to measure the students' ability especially in speaking skill. In this opportunity, students also can know their ability such as pronunciation and grammar in their speaking after they watch their video themselves. Students usually take the video in 5-10 minutes based on what the teacher instructed to the students. The students are all actors in the video who use English as the target language of the video. Since this assignment is a project, the teacher usually gives the due date at the last meeting of the semester which becomes the lesson final project.

Based on the researcher experience, though video project may take too much time to prepare and execute, it actually gives variety of benefits. While preparing for the shoot, it is crucial to build a good script which involves creativity and peer discussion. Practice before the shoot is also important. In terms of speaking skill, the researcher used to monitor his accuracy and fluency while practicing. Peer monitoring is also needed so that each member of the group can know any mistakes thus can learn from it.

Since there are many benefits according to several theorists, the researcher tries to investigate how the implementation of video project in EFL classrooms, and what students' skills being improved, especially their speaking skills. The

implementation that will be investigated such as the procedure of making video, the time of the video, and the benefit of the video based on the students' perception. This study also investigates the skills that have been learned by students after making the video project. The implementation will be investigated by interviewing the students who have made the video project.

Statement of the Problems

Video project can be a useful tool in learning, but not all of students can use it easily. Students faced some problems during the video project, such as lack of speaking, acting, editing, and team-working. Besides, the deadline of making video project also becomes one of the obstacles when students make the video project so they cannot make it maximally. Based on researcher experience, speaking is also difficult even though the students have the script because sometimes the speakers forgot what they have to say and need improvement. Moreover, acting is also important such as gesture and facial expression to make the scenario natural. Students also need editing skill to edit and produce the video, but not all students have this skill. On the other hand, students often cannot work well in team that makes the video not maximal and late to be submitted. Those are problems that the researcher experienced, and based on the preliminary research.

Since the video project deals with speaking skill, the researcher is curious with the use of video project on the process of learning speaking skill. All members are the actors who should act the speaking skill. It shows the way the students speak

such as the way they pronounce, the vocabulary they use, the accuracy of their grammar, and so on. Teacher assesses students' skill from watching the video submitted by the students in the form of disk or soft file. The quality of video should be high and the sounds should be heard clearly, because the sound is the important aspect to be considered since the video project focus on speaking skill.

Some lecturers have implemented the video project as the assessment for ELED in One of Islamic Private University in Yogyakarta students. The video project has been done in some courses, such as Computer Literacy and Tourism. However, not all teachers use video project as the learning media in the classroom. It means that students are not too familiar with the concept of video project. Hence, teachers need to know how the students deal with video project. Thus, the researcher would like do this research to investigate the students' perception on the use of video project on the process of learning speaking skill.

Delimitation of the Problems

As mentioned before, there are several problems arose from the implementation of video projects in EFL classroom as one of the tasks given in the learning process. However, this study focuses on how the implementation of video projects is done in EFL classroom based on the experts' opinions as well as the researcher's experience. In addition, this study exposes students' opinions of what speaking skills being trained through video project. Since this research is done in ELED in One of Islamic Private University in Yogyakarta, the result cannot be

generalized. It is possible that the implementation of video project and students'
opinion toward video project revealed in this study are different than the study
conducted elsewhere.

Research Questions

Based on the problem, the research questions are in the followings:

1. How is the video project implemented in the process of learning speaking skill
   as experienced by the ELED students at One Islamic Private University in
   Yogyakarta?

2. What are the aspects of speaking skills being trained by the implementation of
   video project as perceived by ELED students at One Islamic Private
   University in Yogyakarta?

Purpose of the Study

Based on the problem above, the researcher would like to investigate how the
video project implemented in the process of speaking skill, and what speaking skill
trained. For investigating those, researcher needs to reveal what steps in making
video project, and what students' feeling when they finish making video project. The
purpose of this research can be formulated below:

1. To reveal what steps and activities that students do in the process of making
   video project.

2. To find out which speaking skills enhanced by the use of video project as
   perceived by students

Significance of the Study

The research is useful for the following parties, including the researcher, student, teacher, and school.

Researcher. The researcher himself gained new knowledge after conducting this study. Later, when the researcher can finally be a teacher, he can implement video project in his language learning class.

Students. This study is hoped to be useful for students of English Education Department. They will be motivated to do video projects seriously after understanding the benefits offered through video projects. In addition, students will have a new fun activity to learn speaking English language outside the classroom.

Teachers. Teachers may consider activities in the form of video. The new model of activities will stimulate the students to be interested in doing the assignment. Furthermore, the teachers who have implemented the video project in their class can be motivated to use video projects for their other classes video projects will help them to develop more ideas and to give them more interesting activities to offer.

Organization of the Study

The structure of this research is organized as the following. In chapter one, the researcher explains the introduction of the research which are the background of the study, the statement of the problem, the delimitation of the problem, the research question, the purpose of the study, the significance of the study, and the organization

of the study. Chapter two reveals some of the literature reviews of speaking skill,

video project, the implementation of video project in English classroom, enhancing

students' speaking skills with video project, some review of related studies, and the

conceptual framework. Chapter three focuses on the methodology used in this study

which includes research design, setting and participant, data collection method and

data analysis. Chapter four reveals the findings based on the data analysis and the

discussion of the findings. Chapter five, as the last chapter, summarizes the overall

result of this research as well as some recommendations from the researcher.