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Collaborative Video Project in English Online Learning: Challenges and Benefits

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Abstract: Cooperative foreign language learning can be achieved by creating a video in a group. The purpose of this study is to discover university students' perceptions of the implementation of creating collaborative video projects in English online learning during the pandemic situation. This study seeks to answer two research problems: first, the challenges that students face in the process of video creation; second, the benefits that they obtain from the video project. The data was contributed by 83 English Department students in a private university in Indonesia. For their final project, the participants were asked to create a group video related to the topics of learning materials. Two types of data collection were used in the study namely the open-ended questionnaire and the videos as the final products. Thematic analysis was used to analyze the qualitative data. The findings show that students have faced several challenges in creating videos, especially technical preparation and time management; however, they have also benefited from the video project as they were immersed in autonomous learning. This study demonstrates that a video project is needed as it helps to foster students' creativity, teamwork, and English language development.

Key words: video project, online English language learning, students' perception

Abstrak: Pembelajaran bahasa asing yang kooperatif dapat dicapai dengan membuat video dalam kelompok. Tujuan penelitian ini untuk mengetahui persepsi mahasiswa tentang penerapan proyek pembuatan video dalam pembelajaran online bahasa Inggris selama situasi pandemi. Ada dua masalah penelitian yang akan dibahas: pertama, tantangan yang dihadapi siswa dalam proses pembuatan video; kedua, manfaat yang mereka peroleh dari proyek video tersebut. Data penelitian berasal dari 83 mahasiswa Jurusan Bahasa Inggris di salah satu universitas swasta di Indonesia. Untuk tugas akhir mereka, para mahasiswa diminta untuk membuat video kelompok terkait dengan topik materi pembelajaran. Dua jenis data yang digunakan dalam penelitian ini yaitu kuesioner terbuka dan video sebagai produk akhir. Analisis tematik digunakan untuk menganalisis data kualitatif. Hasil analisis data menunjukkan bahwa siswa menghadapi beberapa tantangan dalam membuat video, terutama persiapan teknis dan manajemen waktu; namun, mereka juga mendapat manfaat dari pembelajaran mandiri selama proses pembuatan video. Penelitian ini membuktikan bahwa proyek video diperlukan untuk membantu menumbuhkan kreativitas, kerja tim, dan pengembangan Bahasa Inggris siswa.

Kata kunci: proyek video, pembelajaran Bahasa Inggris, persepsi mahasiswa

INTRODUCTION

The pandemic situation that has been experienced by both teachers and learners has changed how the teaching and learning process goes. University students mostly attend English subjects to learn the theories, and skills, and to practice with their peers. However, due to the pandemic situation, teachers and learners are no longer in the ordinary classroom, they need to transform and start online learning by using available educational platforms, such as Google Classroom, Zoom, Slack, Google Meet, Skype, even WhatsApp or Line application.

Online learning has also changed the traditional way of assessing students' knowledge, skills, and language ability. As Ali (2020) found in his study technology usage is necessary during the pandemic as online and distance learning is urgently needed. Before the pandemic, students were commonly tested by written quizzes, class exams, or short papers; nevertheless, after the pandemic, they are often tested by online quizzes, online exams using certain applications, or video projects, though short papers are still being used as an assessment tool. Several researchers have researched the use of video projects in English university classrooms, such as the studies done by Ting (2013), Aksel and Gurman-Kahraman (2014), Puspa (2016), Abdulrahman & Basalama (2019), Abuhmaid (2020), etc; however, this study covers more in-depth findings by investigating the students' collaborative video project in addition of the students' perceptions in English online learning.

There have been several studies regarding university students' perceptions of the use of video projects in English classrooms. However, to the best of our knowledge, there is little research on observing the collaborative video project itself as the real outcome of students' performance apart from the students' perceptions of their video creation and its process. The research is conducted to fill the gap in using collaborative video projects for university students during the pandemic situation in English classrooms at a private university in Indonesia. Thus, the purpose of this study focuses on investigating the challenges and benefits of doing collaborative video project assignments in English online learning during the pandemic situation for university students. The study attempts to answer the following research questions:

1. What are the students' perceptions of the challenges in doing collaborative video projects in English online learning?
2. What are the students' perceptions of the benefit of doing collaborative video projects in English online learning?
3. What is the result of the students' collaborative video project in English online learning?

LITERATURE REVIEW

A. Information and Communication Technologies

The rapid development of Information and Communication Technologies (ICT) has many advantages for language learning. As Reinders and White (2011) stated there are various positive effects of ICT integration within the process of EFL language learning (as stated in Aksel & Gurman-Kahraman, 2014, p. 319). Ivone, Jacobs, & Renandya (2020) further added that students' learning opportunities have been expanded using technology which results in the chance of learning anywhere and anytime (p. 272). They argued that it is no longer needed for

people to depend on traditional news media or encyclopedias, whereas people can obtain much information from other people's wikis, social media, and websites (p. 272). Furthermore, during the pandemic situation where students and teachers have limited access to face-to-face education, Ivone, Jacobs, & Renandya (2020) concluded that ICT links both learners and teachers to learn and teach outside a traditional classroom (p. 272).

ICT has been used in many English classrooms using social media, websites, YouTube videos, and many more. One of ICT usage is the use of video projects in language classrooms Jensen, Mattheis, & Johnson (2012) stated that “creating more dynamic and interactive classrooms along with promoting positive interdependence and individual accountability” as the benefits of video projects (as stated in Aksel & Gurman-Kahraman, 2014, p. 320). Moreover, they argued that video projects make learners more motivated, and enjoyable to practice the target language collaboratively, also those projects raise the autonomy of the learners (as stated in Aksel & Gurman-Kahraman, 2014, p. 320).

B. Video Project

Regarding video projects, Nikitina (2009) mentioned that language learners are learning the target language by experiencing the language itself when they are creating the video, thus video project proposes a practical way “to infuse constructivist pedagogical strategies into foreign language teaching” (p. 173). Furthermore, Nikitina (2010) argued that video project contributes to close to authentic language learning situations due to in the video, the students recreate real-life situations, such as choosing transportation, going shopping, dining in, etc. (p. 29). Abdulrahman & Basalama (2019) stated that video projects are beneficial in enhancing students' creativity and vocabulary acquisition as they can share their experiences in learning and experience a critical thinking process in a group; moreover, students' motivation is also increased due to doing the video project.

C. Online Learning

Due to the COVID-19 outbreak around the world, the closure of schools and universities has been inevitable since March 2020. Thus, the use of technology and technological gadgets is truly significant for students and educators to conduct online and remote learning during lockdowns and social distancing (Ali, 2020). These unpredictable situations and unexpected changes require flexible and resilient education systems (Ali, 2020). The role of teachers to adapt and overcome the limitations in new teaching and learning environments is crucial.

There have been some actions and efforts to cope with the online learning situation along with its benefits and challenges. In his research, Abuhmaid (2020) conducted project-based teaching in an education course for 154 students at Hashemite University in Jordan. It turned out that university students have positive perceptions of project-based learning. Meanwhile, at Saudi University, Al-Nofaie (2020) is using Blackboard for online learning in Morphology classes for English students due to Covid-19. Despite the benefits and challenges of online learning, the research implied that the students prefer in-class learning to virtual education due to the need of physical interaction.

In Indonesia, research regarding the advantages and constraints of online learning has been done by Fatoni et.al (2020) among 100 students from various private universities. The data is collected by using semi-structures questionnaire after 6 weeks of online learning. The study reveals some advantages of online learning namely the students are not limited by the place, time,

and space; they can listen anytime, anywhere. There are also some disadvantages such as network instability, limited interaction, poor quality of the educational environment, inaccurate delivery of the learning content, lack of direct interaction, and reduced concentration. The students expressed their dissatisfaction in terms of insufficient data provision, assignment changes, constraints on team projects, reduced academic achievement, etc. Therefore, this study suggested some practical solutions such as upgrading network stability and increasing interaction by having face-to-face classes for practice.

D. Previous Studies Regarding the Use of Collaborative Video Project

There are four studies related to the use of video projects in language classrooms. First, Ting (2013) investigated 35 university students in Selangor regarding their perception of the use of video projects in English language classrooms. The students were instructed to create a video clip with themselves being the actors by using Windows Movie Maker as the video editing tool. The instrument used was the students' reflection journals that were submitted after finishing the video clip.

The findings showed that the video project has resulted in boosting the students' creativity although they experienced difficulties at first in editing the video. These students have also done cooperative learning as they had to tolerate various group members' opinions and conclude about the video project. Ting (2013) concluded that video projects as a practical way to connect students' language learning and their real lives which supports authentic language learning.

Second, Aksel & Gurman-Kahraman (2014) researched the effectiveness of video project assignments (VPA) on foreign language learning. Their participants were 100 students at the School of Foreign Languages, Uludağ University in Turkey, who consisted of elementary, pre-intermediate, and intermediate levels. The participants were asked to reflect their opinions on the effectiveness of VPA in a questionnaire. Based on the quantitative data, there were no negative student perceptions found. The findings showed that VPA has positively affected the participants' foreign language education. The students were able to learn by doing with their classmates in finishing their VPA, so their creativity and their English learning outside the formal context were promoted.

Third, in her research, Puspa (2016) investigated the use of video project implementation (in 3 phases: preparatory, video production, and video presentation) to develop English skills and the student's perception regarding the use of student-made video projects as a positive learning experience to enhance 21st-century skills. The participants were 31 university students of Management major in Universitas Bengkulu, Indonesia. There are two types of data, the first one is from the closed-ended questionnaire. The second one is from group observation, group reports, and semi-structured interviews. The result shows that the students could improve their writing skills and they regarded the project as a positive learning experience in improving their 21st-century skills.

Fourth, Oranpattanachai (2018) examined the students' perceptions of creating video projects as part of their grade assignment. The participants were 42 Engineering university students in Thailand enrolled in English subjects. The data was collected by using an online questionnaire. The analysis used quantitative and qualitative approaches. The results indicated that the students possessed a high to very high level of satisfaction related to video clip production. Moreover, there was no significant relationship between their grades and their level of perceived value towards the video creation.

Fifth, Abdulrahman & Basalama (2019) studied the use of collaborative video projects to motivate students to study English vocabulary. Their participants were 25 EFL students who joined the Vocabulary Building Course in FKIP Universitas Islam As-Syafi'iyah, Indonesia. The students in each group had to make a video (5-7 minutes) about 10-15 English academic vocabulary. The data were taken from questionnaires, interviews, and observation of the classroom itself.

The results showed that the students had positive opinions and attitudes regarding the video project. The students' vocabularies were enriched, and their motivation was increased due to the enjoyable learning during the process of making the video project.

RESEARCH METHOD

A. Type of Research

To answer the research questions, this study employed a qualitative research design through an open-ended online questionnaire, which is used to investigate the benefits and challenges of using video projects as the final assessment of English online learning. Moreover, this study also used data collected from the students' video projects and reflections.

B. Research Subjects

The participants of this study are 83 undergraduate English students at a private university in Indonesia. During online learning for one semester from September 2020 to January 2021, 48 students registered in the American Culture (AC) subject and 35 students joined the Learning Styles and Strategies (LSS) subject. Those two classes are compulsory subjects for the fifth-semester and the third-semester students. The students aged between 18 and 21 years old, male, and female students appeared in both classes.

C. Research Procedure

Two types of instruments were used to collect data from the participants. First, an online open-ended questionnaire that contains the participants' reflection and their evaluation of the video project implementation. Second, the participants' video project contains different aspects for each different class.

In doing the video project, the students were divided into several small groups and each group created a video related to the topics discussed in class. In AC class, each group created a video based on the analysis of one topic from the textbook and the analysis of the result of the two-month email interviews with one American. In LSS class, each group created a video related to language learning strategies. After finishing the video project, all participants evaluated the challenges and benefits of doing the project by taking an online open-ended questionnaire.

D. Data Analysis

The data from the first instrument was analyzed by following the thematic analysis procedure from Braun & Clarke (2006). The data was sorted and classified into a variety of codes before they were sorted into several themes. Similar themes were reviewed and grouped into respective categories. The data from the second instrument were analyzed qualitatively by looking at the relevance of the video project to participants' language or cultural learning.

RESULTS AND DISCUSSION

This section answers the first research question about the challenges in doing video project assignments in English online learning for university students during the pandemic situation.

Table 1:
The Students' Perceptions of the Challenges of Video Project

| Class | Technical preparation | Location and time | Teamwork/virtual communication | No problems/challenges |
|-------|-----------------------|-------------------|--------------------------------|------------------------|
| AC | 6 | 15 | 24 | 3 |
| LSS | 18 | 11 | 9 | 1 |

From Table 1, there are three kinds of challenges that the students faced in doing the video project assignments, namely technical preparation, location and time, and teamwork or virtual communication. The biggest challenge in AC class was teamwork or virtual communication, whereas, in LSS class, technical preparation became the biggest challenge. A sample of students' responses in AC class can be seen below:

(S13) I think the biggest challenge is virtual communication. Since we couldn't meet offline, we had to discuss all the material and the job desk online. Sometimes I think it also makes it difficult to express our opinions without misunderstanding.

(S16) The challenge is only in terms of teamwork. Specifically, in doing the analysis, I must revise their answer since one of the persons in my team when doing the analysis only copy paste the answer from the Americans without analyzing it...

(S25) It is a bit hard to discuss the video's theme and concept because it is not easy to explain through chat.

(S42) ...in this situation sometimes it's hard to communicate with friends about assignments, especially about hard assignments like making videos. this can be caused by bad signals or activities in the hour that make us distracted...

Based on the students' responses in the AC class above, teamwork and virtual communication were the biggest challenges for them. It was more difficult for them to discuss the video concept and job descriptions online than offline as it usually caused misunderstanding. Besides, bad signals and each person's activities made it more difficult to communicate with each other.

Moreover, the students in LSS class found that technical preparation was the biggest challenge for them. The problems were caused by limited and unstable internet connection, limited phone storage, also no camera available. The students also had no sufficient editing skills as this was not taught in LSS. Several students' responses in LSS class related to the technical preparation can be seen below:

(S1) Making the video concept and submitting the video to YouTube. It was challenging because there was a bad connection during the submission of the video. But most of all, the most challenging one is the preparation, it takes so much time

to make the presentation slide and it's difficult to talk spontaneously during recording.

(S6) There's only one obstacle that I experienced when creating the video during online learning, and that is technical issues. My wi-fi could sometimes be bad so I couldn't load the video that I was editing.

(S12) The editing was challenging because I don't have many skills in editing so, I think our video doesn't have the 'fancy' elements of editing.

(S15) I think for me is setting the props is hard and I always took a lot of videos because the angle wasn't good the prop not on a good setting or sometimes the object blurred...

(S21) ...We also fought because of a technical problem with one of our friends' laptops while editing the video.

(S25) I think the technical preparation is quite a problem for me because I have limited phone storage and unreliable Wi-Fi. I also don't have a camera, so I must record it on my phone.

As is exhibited in Table 1, the second challenge that the students in both classes experienced was location and time. Their responses from both classes are as follows:

(S2) I think the challenge is to find the right location to record the video since it is necessary to find a place that is not too dark, not too bright, and not noisy. (AC)

(S26) The challenge for me is managing the time for making the video (AC)

(S40) Perhaps the time, because sometimes when one of us is available, the others might be busy. So, we could not match the time with each other...(AC)

(S9) ...The location is challenging because of this pandemic. We can't easily meet up together and it would be easier to make the video if we work in the same place together...(LSS)

(S13) In my opinion, the hardest challenges are the location and time because my house is under reconstruction, and it is very noisy. I needed to prepare the videos and retake my part more than 10 times because there was always disturbance from the outside of my room. (LSS)

(S17) In terms of location and time, the challenges are we should wait for the other member's part first before we can start ours. For example, to edit the whole video, one member should wait for the other member to give their recording part. (LSS)

As can be seen from the students' responses above, location and time became the second biggest challenge for them in creating the video. Related to location, several students stated that it was difficult to find appropriate places to do a nice recording as some houses were noisy and under construction. Related to time, it was difficult for them to find a suitable time for all group members, and they had to wait for each other's recording before they could edit the whole video.

Comparing the challenges that the students have experienced and the previous studies regarding the challenges of doing video projects, it was found that the findings are in line with Fatoni et.al (2020). They found that their participants faced some challenges in doing their video projects related to unstable networks, limited interaction, and unsupportive quality of the educational environment. In this study, the students also faced the same challenges as those students in the Fatoni et cetera. al (2020)'s research. The students in this study admitted that they have limited and unstable internet connection, limited online interaction between group members that sometimes-caused misunderstanding, also a supporting environment for video recording that was difficult to find due to the conditions in the students' houses were not suitable for recording. Furthermore, the findings of this study are also in line with Ting's (2013) research in which the participants experienced difficulties in video editing. The students in this study, especially in LSS class, did not have sufficient skill in video editing due to there being no explanation of how to edit a video in that class.

This section discusses the benefits of doing video projects in English online learning during the pandemic in AC and LLS classes. The categories of benefits are related to content materials, learning experiences, and teamwork. The data is based on the questionnaire adapted from Oranpattanachai (2018) and the video project that the students have created. The questionnaire result from the AC class is presented in Table 2, whereas the result from the video project is presented in Table 3.

Table 2:
The perception of students in AC class

| No | Statement | Agree | Not sure | Disagree |
|----|---|-------|----------|----------|
| 1 | Producing a video in groups helps me to develop my English language skills such as speaking, listening, reading, and writing. | 46 | 2 | 0 |
| 2 | Producing a video clip in groups develops my understanding and awareness of American culture | 44 | 4 | 0 |
| 3 | Producing a video clip in groups helps me to develop my understanding and awareness of my own culture. | 37 | 10 | 1 |
| 4 | Producing a video clip in groups helps me to develop my analytical skills. | 44 | 4 | 0 |
| 5 | Producing the video clip in a group has helped me improve my level of understanding of the lessons. | 46 | 1 | 1 |
| 6 | I like producing a video clip in a group | 27 | 19 | 2 |

| | | | | |
|----|--|----|----|---|
| 7 | English classes in the next semester should use a group video project as a learning tool. | 27 | 18 | 3 |
| 8 | Producing the video clip encourages my creative thinking | 42 | 5 | 1 |
| 9 | All members of my group contributed equally | 44 | 3 | 1 |
| 10 | My group members and I have learned information from each other while working on a group video project. | 46 | 2 | 0 |
| 11 | Producing the video clip helped me practice working on a team | 48 | 0 | 0 |
| 12 | I have formed a new or good relationship with my group members | 45 | 3 | 0 |
| 13 | The experience of working on a group video project will help me when I work on a team in my future career. | 45 | 3 | 0 |
| 14 | Producing the video clip in a group has not used lots of my money | 48 | 0 | 0 |
| 15 | Producing the video clip in a group does not consume a lot of my time | 21 | 19 | 8 |

Based on the data in Table 2, the American Culture students believed there are some benefits of using a video project as their final exam. First, regarding the class materials, most of the students believe that producing the video in a group has developed their English language skills, there are 46 out of 48 students agree with this statement. Similarly, 46 students agree that they can improve their level of understanding of the lessons by producing the video clip in a group. Also, 44 students accepted that they could develop their analytical skills as well as their understanding and awareness of American Culture. Meanwhile, only 37 students think that they can develop an understanding and awareness of their own culture by producing the video clip.

Second, regarding the benefits related to learning experiences, 42 students believe that producing the video clip can enhance their creative thinking. Meanwhile, only 27 students liked producing the video in the group and recommended using the video project as a learning tool for other English subjects.

Third, in terms of teamwork, all the students accept the fact that producing the video clip has helped them practice working as a team. Moreover, 46 students believe they can learn from each other in the process of making the video. Furthermore, 45 students think that they can develop a good relationship with the group members and believe their current experience of

working in a team will be helpful for their future career. Meanwhile, 44 students agree that all their group members have contributed equally to the video project.

Table 3:
The result of the video project in AC class

| Topic | |
|--------------------|---|
| Religious heritage | <ul style="list-style-type: none"> ● According to Mr. J, he also finds that most Americans perceive religious diversity as a good thing, although there are some Americans who do not accept the idea of religion, it is still believed that it is the right of every American to believe anything they want without any judgment from others. ● Mr. J agrees that the competition in the US has caused significant pressure for people to work hard, which contributes to the workaholic and materialistic lifestyle. ● From the interview and the book, we can see how Americans still value diversity in terms of religion, regardless of the differences they have. |
| Frontier | <ul style="list-style-type: none"> ● The result of our interview confirmed the similarities between the book and the interview because the interviewee herself was also concerned about the misuse of gun law which is the result of many tragic deaths in the United States. ● The American that we interviewed states that she has her perspective. She believes that having guns for recreation and hunting is okay, however, she argues that the government should decide which kind of guns ordinary people can buy. ● We learned that most of the American values at the time were taken from their frontier heritage. |
| Abundance | <ul style="list-style-type: none"> ● Mr. TB said that cleanliness is a very important thing in the West, and he also thinks that if a restaurant or food stalls maintain their cleanliness it means that they care about their customers. ● His answer is most of his information comes from his phone and other small devices. Television is mostly for entertainment now in his opinion. News info and data can be received more easily through our phones because they are always with us. ● Cleanliness is important for us and for those public places such as restaurants, hotels, theatres, and so on that need to maintain their cleanliness to show that they care about their customers. |
| Ethnic diversity | <ul style="list-style-type: none"> ● From the result of the interview, inclusion in diversity to me means embracing a person for who they are as an individual, no matter their makeup and |

| | |
|--------------|---|
| | <p>background God made us all different and that does not have to be divisive it can be unifying.</p> <ul style="list-style-type: none">● The result of the interview is that people from different ethnic and cultural backgrounds get along by working together and cantering the interactions around what they share in their new country such as speaking English, recreation, and entertainment, working a job together, and anything else.● We need to be proud of the uniqueness of our country, the diversity is what makes us special. |
| Education | <ul style="list-style-type: none">● There is a set of national learning standards called Common Core that every state must follow unless their state standards are better.● Poor family yet was able to attend the wealthiest school in her district instead of wealthy, credit limitations on where you can attend the school come in the form of where you live, for example, if you live in District 5 you are not allowed to attend a school in district 7 even though the better school are in that district.● We have broadened our thinking through an inside look from our interviewer's perspective which has made us appreciate education more than ever before. |
| Leisure time | <ul style="list-style-type: none">● In the textbook, it is stated that many people in America spend their free time playing on the internet or watching TV all day long rather than doing outside activities. This is different from what Mrs. K said. In the result of the interview, Mrs. K said that the TV has been replaced by the Internet since many people prefer spending their time on the internet rather than watching TV.● We noticed that Americans love doing leisure things that are beneficial for them.● We also learned that compared to Americans, Indonesians are more into relaxing activities such as hanging out in coffee shops and visiting the mall while Americans love doing physical activities that require high physical movement such as exercising. |

Based on Table 3, the students in AC classes benefited from the use of a video project in developing their understanding of AC. They have summarized the main ideas regarding six topics in the AC textbook: religious heritage, frontier, abundance, ethnic diversity, education, and leisure time. The students have also compared the main ideas in the AC textbook with the Americans that they interviewed. Therefore, the students have gained more knowledge of the main ideas stated in the textbook. They could compare what is written in the textbook and the reality happening in the interviewees' surroundings. Moreover, they have also reflected the insights that they have got into their own lives as Indonesians.

Table 4:
The perception of the students in LSS Class

| No | Statements | Agree | Not sure | Disagree |
|----|---|-------|----------|----------|
| 1 | Producing a video in groups helps me to develop my English language skills such as speaking, listening, reading, and writing. | 31 | 2 | 2 |
| 2 | Producing a video clip in groups develops my awareness of my potential and learning styles. | 30 | 3 | 2 |
| 3 | Producing a video clip in groups helps me to develop my understanding of Multiple Intelligences. | 33 | 1 | 1 |
| 4 | Producing a video clip in groups helps me to learn effective language strategies as a language learner. | 33 | 0 | 2 |
| 5 | Producing the video clip in a group has helped me improve my level of understanding of the lessons. | 31 | 3 | 1 |
| 6 | I like producing a video clip in a group. | 19 | 11 | 5 |
| 7 | English classes in the next semester should use a group video project as a learning tool. | 13 | 16 | 6 |
| 8 | Producing the video clip encourages my creative thinking. | 31 | 2 | 2 |
| 9 | All members of my group contributed equally | 33 | 2 | 0 |
| 10 | My group members and I have learned information from each other while working on a group video project. | 33 | 2 | 0 |
| 11 | Producing the video clip helped me practice working on a team | 32 | 2 | 1 |
| 12 | I have formed a new or good relationship with my group members | 33 | 1 | 1 |

| | | | | |
|----|--|----|---|---|
| 13 | The experience of working on a group video project will help me when I work on a team in my future career. | 34 | 0 | 1 |
| 14 | Producing the video clip in a group has not used lots of my money | 31 | 0 | 1 |
| 15 | Producing the video clip in a group does not consume a lot of my time | 22 | 5 | 8 |

Based on Table 4, it can be noticed that LSS students believe there are some benefits of using a video project as their final exam. First, in terms of class materials, 33 out of 35 students believe producing the video clip has developed their understanding of Multiple Intelligences and helped them to learn effective language strategies as language learners. 31 students think they can enhance their English language skills and improve their understanding of the lesson. Besides, 30 students accept that they can develop their awareness of potential and learning styles by producing the video clip.

Second, related to learning experiences, 31 students believe producing the video clip has developed their creative thinking. Meanwhile, only 19 students like producing the video clip in a group and only 17 students recommend using group video projects in other English classes.

Third, regarding the teamwork perspective, 34 students accept that the experience of working in a group will be useful for their future careers. 33 students believe they can have a good relationship with group members, they can learn from each other, and the members have contributed equally to the project. Furthermore, 32 students agree that they can practice working in a team to produce the video clip.

As can be seen in Table 5, creating a video project is beneficial for the students to gain more knowledge and understanding of online learning strategies and suitable study skills. In the videos, the students informed the audience and showed some practical actions, demonstrations, or examples related to the online learning strategies and study skills that they have applied at home or learned from the learning materials. The setting of the place in the video is mostly their homes, bedrooms, or study spots. For example, they demonstrated how to study effectively by taking notes and using color codes in their books during online learning. They showed how to schedule their time, plan to do the daily tasks marked in the calendar and listen to music while studying. Moreover, they shared some information related to time management, test preparation strategies, and note-taking strategies. Obviously, by creating a video, the students have successfully informed and performed some actions related to the learning materials in LSS class.

Table 5:
The result of the video project in the LSS class

| Student | Online learning strategies | Study skills |
|---------|---|--|
| 1 | Schedule your time by making your calendar. Make a journal for it and | Organization to feel more comfortable when studying. |

| | | |
|---|--|--|
| | track your progress. Participate fully, respect your lecture, and chat with polite language. | Make sure you have a planner to keep track of what you are doing. Make a schedule to make your time effective. Mark the calendar when to study. |
| 2 | Know your ability and limit, if you are tired then take some rest to clear your mind. Also, reward yourself. Invest in your health, and listen to music after studying. | Better time management. Give yourself an earlier deadline to reduce missing deadlines. Minimize time on social media. Use a forest app to maintain productivity or silence your phone. |
| 3 | Study effectively by taking notes. Prepare your notebooks, write your notes with color codes, and highlight them. Listen to music while studying. Find the study playlist on Spotify or YouTube. | Note-taking strategies. Separate your classes, write down the meetings, and put page numbers so you know where it belongs. Highlight your textbooks. |

Comparing the benefits that the students have experienced and the previous studies regarding the benefits of doing video projects, it was found that the findings are in line with Jensen, Mattheis, and Johnson's (2012) statement that the benefits of video projects are to create more motivating learning atmosphere and to promote learners' autonomy. The participants in this study did autonomous learning as they made the video project. The students of AC class were aware of American culture, and they also developed their analytical skills and creative thinking by doing the video project when they compared and contrasted the main ideas that they found in the textbook and what the Americans shared in the interview.

The students of the LSS class creatively produced and performed in the video to enhance their understanding with some practical applications of effective online learning. Moreover, this study is also in line with Ting's (2013) conclusion that video projects can support learners' authentic language learning. As can be seen in the findings, the participants of AC classes have interviewed the Americans to get deeper insights into the American values for their video project. As a result, these students at the same time have learned the English language from the native speakers. Whereas the students of LSS classes have been able to use English as the medium of communication and information in the video that they created.

CONCLUSION

In conclusion, the findings of the research have shown the challenges and the benefits that the participants have experienced in doing the video project during the pandemic situation. Several challenges faced by the participants were mostly related to the distant learning situation due to the pandemic, such as virtual communication between group members, unstable internet connection, suitable places for recording the video, and different available times for each member

to do the video project together. Whereas benefits that the participants experienced are related to their autonomous learning as they depended on each other in their group to finish the video project.

The findings of this study are essential to any English teachers or lecturers who are eager to implement video projects as a class assignment, especially during pandemic situations where most classes are conducted online. As students' motivation in learning English needs to be triggered; therefore, video projects can be an option to encourage students to express their creative ideas instead of any usual written tests. In addition, video projects foster students' skills in teamwork and managing their time. However, there are several limitations regarding this research. First, the data collection is only based on an online questionnaire and the video project itself. Adding interviews will support more detailed data. Second, the time allocation given to do the video project is quite short as the students were only given about three months to gather the data and create a group video. By giving longer time, the students would be able to obtain more detailed data, learn video editing skills, and create better videos. Therefore, it is necessary to conduct follow-up research related to the use of video projects to gain more insights into how video projects could support students' motivation in language learning during a pandemic situation. Future research should be conducted with more equipped data instruments to obtain richer data.

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