Promoting Students' Motivation in Learning English Vocabulary through a Collaborative Video Project

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Abstract: The main objective of this study was to motivate EFL (English Foreign Language) students in learning English vocabulary by using collaborative video Project. This study followed a case study methodology to describe how video project experience can engage students to learn English and provide them an opportunity to participate in tasks as well as enrich their vocabularies. Twenty-five EFL students in the Vocabulary Building Course (VBC) participated in this study. This study used three phases for evaluations: the pre-production phase, production phase and post production phase. Data were collected from classroom observations, the video Project process and document analyses. A summary of the findings related to the video theme and narrative analysis of students' videos are presented in this paper. Data analysis showed that students responded differently to their video project assignments and produced different types of collaborative videos with the help of a camcorder and computer application. Then, a survey was conducted to collect feedback from participants to learn their opinions and attitudes regarding the use of collaborative video project, students' learning and motivation. Participants in this study expressed positive attitudes and opinions toward their video-project experiences. This study demonstrates that video Project can be a great tool for promoting students' motivation and participation in learning English, enriching their vocabulary and can be an effective and powerful tool to create fun, interactive, and collaborative learning environments.

Abstrak: *Tujuan utama penelitian ini adalah untuk memotivasi pembelajar EFL dalam belajar vocabulary bahasa Inggris melalui Proyek Video kolaboratif. Penelitian yang merupakan studi kasus ini menggambarkan bagaimana mahasiswa terlibat dalam pembelajaran dan proyek video ini juga memberikan kesempatan pada mereka untuk berpartisipasi dalam tugas sekaligus meningkatkan vocabulary mereka. Partisipan penelitian ini berjumlah 25 mahasiswa yang belajar bahasa inggris sebagai bahasa asing. Penelitian ini mencakup tiga tahapan yaitu: tahap pra produksi, tahap produksi dan tahap paska produksi. Data dikumpulkan dari hasil observasi kelas, proses pembuatan video dan analisis dokumen. Ringkasan hasil penelitian terkait dengan tema videodan analisis naratif dari video yang dibuat oleh mahasiswa. Hasil analisis data menunjukkan bahwa siswa memberikan respon yang berbeda terhadap tugas proyek video mereka dan menghasilkan jenis video yang berbeda dengan bantuan kamera dan aplikasi computer. Selanjutnya, survey juga dilakukan untuk mengetahui sikap dan opini mahasiswa terhadap pemberlakuan proyek video kolaboratif, proses belajar mereka dan motivasi. Partisipan penelitian ini menunjukkan opini dan sikap positif terhadap pengalaman mereka dalam melakukan proyek video ini. Penelitian ini membuktikan bahwa proyek video merupakan alat yang baik untuk meningkatkan motivasi dan partisipasi mahasiswa dalam belajar bahasa inggris, memperkaya vocabulary, dan bisa menjadi alat yang efektif dan berdaya guna untuk menciptakan suasana pembelajaran yang menyenangkan, interaktif an kolaboratif.*

Kata kunci: *motivasi belajar, mahasiswa, proyek video, kosa kata*

INTRODUCTION

Encouraging EFL students to learn English can be somewhat challenging for teachers especially when students have no specific target to achieve and felt no need to learn it. In Indonesia, although English is considered as one of the compulsory subjects in Elementary up to university level, students do not seem to see the importance of using English subject outside of the classroom. This is reflected in their motivation for learning English, which has a serious obstacle of not mastering the English vocabulary. This yielded many Indonesian EFL learners to lack the motivation for studying English.

Reviewing the literature above that described the importance of technology in the classroom, it is obvious that video is a highly significant part of teaching and learning in ESL/EFL. This is because, it is understood that students will gain advantages from their understanding of the broad knowledge of words, phrases and expressions learned from watching the videos. Although research on the use of video in vocabulary instruction is prevalent, the availability of research and resources on video production by students in vocabulary learning is very rare. Only a few research has reported how a video project can improve students' motivation, they are from Dodson (2000), Helden-brand (2003) and the English language learning, including fluency, pronunciation, vocabulary from the research results by Carkin (2004), and Hardison & Son-chaeng (2005). It is unfortunate that not all teachers take full advantage of utilizing video projects when teaching vocabulary. Some teachers complain that too much time is needed to integrate videos into classroom settings.

In most English majors at the university level in Indonesia, vocabulary building is offered as an integrated course or a compulsory two-credit course. The teachers, however, lack attractive teaching strategies to teach this course. For almost a decade, vocabulary teaching at universities, is either taught as its own course or taught integrated in skill courses. Most teachers have favored a teacher-centered approach and frequently used the grammar-translation method, which does not sufficiently motivate students to learn vocabulary. Hence, the quality of teaching and learning vocabulary is insufficient. In reality, students are in fact, not able to comprehend either simple or complex reading tests after studying English for several years, because they lack the confidence and experience in using appropriate vocabularies to communicate with foreigners.

Analyzing the situation above, there is a clear case for exploring the use of video project among EFL students, who are taking courses in vocabulary. Today, the prevalence of internet access, computer applications and software demands critical media literacy skills from students. Therefore, there is a great need to introduce students to video projects that can develop their vocabulary and media literacy skills to meet today's challenges. This video project is assumed to help prepare students to acquire the 21st-century skills that is needed to learn, study, work, function, and interact with other people in the modern digital society (Prasad,Rao & Dollah, 2012; Triling & Fadel, 2009, P.176). This study attempts to answer the following two research questions:

1. Can collaborative video project motivate students to learn English vocabulary?

2. What are students' perceptions on the use of collaborative video project that motivates them in learning vocabulary as well as enhance their vocabulary learning?

LITERATURE REVIEW

A.   Vocabulary

Vocabulary is an important aspect to master in English language learning. It is a basic foundation to construct a word into a good sequence of sentence so one can express ideas and communicate effectively in both oral and written form. This is in line with several scholars who have defined that vocabulary is a core component of language proficiency which provides the basis for how well learners can communicate with others (Khoii and Sharififar, 2013; Jackson and Amvela, 2000; Linse, 2005). Richard & Renandya (2002) also stated that "vocabulary is a core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write" (p. 25).

In most English major at the university level in Indonesia, vocabulary building is taught as one course and teachers are reported to have suffered from attractive teaching strategies to teach this course. For almost one decade, vocabulary teaching at the university favors teacher-centered and grammar-translation methods which do not motivate students enough to learn it. Hence, the quality of the teaching and learning vocabulary is far from being satisfactory. In reality, not only do students have difficulty in comprehending reading texts, they lack confidence and experience in expressing their vocabulary to communicate with foreigners.

B.   Vocabulary video and video project

Video is one of the popular multimedia tools to be used in language classrooms because it helps to display content, deepen comprehension, and enhance lexical and grammatical learning (Gorjian, 2014). As a form of multimedia, video 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). Because of this, video can give a strong positive

effect on both the motivation and affective learning of students of English, since it can make the connection of visual clues, to the memory process, and the recall of new knowledge (Sydorenko, 2010; Karakas and Saricoban, 2012). The work of Kearney and Campbell (2010) and Kearney and Shick (2006) show the benefits of using videos to produce authentic learning opportunities for students. They say that the video encourages academic rigor when viewed from an advocacy, research based perspective.

Nowadays, numerous vocabulary videos are produced by professional people or companies to illustrate the meaning of words and phrases. Several research on the use of video in classroom instruction have shown that videos enhance students' English skills for both individual and group collaboration (e.g. Bull & Bell, 2010; Kearney & Schuck, 2006; Shewbridge & Berge, 2004). Along with the use of video in EFL classroom, video making by students becomes a multidimensional way that has been practiced by language educators to facilitate teaching and learning process. Carney & Foss (2008) state that production approach helps students create work in an innovative, fun, and stimulating way. The authors go on to say that using video production project could support students to express their understanding of the course better as students cab become creative, and remember more of what they have learned because technology-enabled project learning with videos produces meaningful classroom instructions.

According to Meeks & Ilyasoya (2010), students are allowed to be intelectually challeged if they work in a project, which isequipped with technology tools. This confirms Sentlowitz's (2009) research, which finds that students obtain problem-solving skills and enhance their analysis when they work individually or in a group to find, process, and synthesize information from video projects.

Reviewing the scholarly reports above, it is obviously seen that the video is a highly significant part of teaching and learning in ESL/EFL because students obtain advantages from broadly knowledge of words, phrases and expression. Despite the fact that research on the use of video in vocabulary instruction widely exist, research and resource availability of video production by students in vocabulary learning is still a very rare instance. Only a few research report is found on how a video project can enhance students' English language learning, which includes the fluency of vocabulary use in pronunciation and speaking skills (Carkin 2004; Hardison & Son-chaeng 2005) thus, increasing student's motivation in learning EFL (Dodson 2000; Helden-brand 2003).

Unfortunately, many teachers do not take full advantage of video projects when teaching vocabulary. Some teachers complain that it takes too much time to integrate videos in their classroom materials. This condition is odd, when Cruse (n.d.) finds that half of frequent video project user's new vocabulary. In other words, combining an audio and visual media like video should be encouraged more to teachers an effective multimedia in the teaching and learning process of EFL.

C.   Motivation

Many experts have investigated motivation for decades and most of the studies have defined that motivation is the power that makes someone to act or not to act something (Guay et al, 2010; Broussard & Garrison, 2004). In the field of language teaching, the effect of learning motivation has been researched by many scholars. According to Gardner (1985) motivation is "the combination of effort plus desire to achieve the goal of learning the language plus the favorable attitudes toward learning the language." (p. 10). This fundamental theory has been extended by many linguists and language experts recently in a form of L2 models of motivation (Dorney, 2005). It is believed that motivation in language learning can be generated, maintained, and terminated depending on students' learning experiences. There are many factors that can influence students' learning motivation for both external and internal motivations. This may consist of environmental factors, teachers, methods, media and others. Although change in the language aptitude or verbal intelligence of students is little (Christophel & Gorham, 1995; Kim, 2005), there is a possibility that a student, who has low motivation at first, will later show high motivation in language learning. Because of this, the change of motivation in language learning is worth studying. According to Dorney (2001) It is important to study the effect of a particular instructional method for the enhancement of L2 motivation. Therefore, this particular study employed a case study framework to reveal a more in depth analysis of students' motivation as well as to address the research question informed above.

METHODOLOGY

A. Type of research

This project draw inspiration from the "Teach Learn" work entitled "Engaging Students in Video Production and Movie Project" that is supported

by SONY (2009) and makes use of its central ideas and procedures. The unique element of this project is the adjustment of technical support based on sources' availability and students' basic video skills. Additionally, this project also incorporated the Cisco Video Solution for Education (Greenber & Zanetis, 2012). The various perspectives discussed in the Cisco Video Solution for Education were useful in directing the project both theoretically and procedurally. In this study, a qualitative case study approach was applied to explore the use of collaborative video project to engage students in learning English vocabulary. By using this approach, an in-depth analysis of data from a number of sources was performed to provide a rich and holistic description as well as a picture of the particular group case (Merriem, 1998).

B.   Research subjects

This project was carried out in a Vocabulary Building course, in the English Department, of FKIP Universitas Islam As-Syafi'iyah, East Jakarta-Indonesia. Twenty-five students who enrolled in the Vocabulary Building course participated in this research. The selection of students was done purposively due to the researcher's time and availability. For this project, students were divided into groups, and each group was given tasks to making a video about English vocabulary and used their creativity to produce the video. Five groups of students created short (5-7 minutes) vocabulary videos focusing on explaining some English vocabulary, with each video incorporating planning, shooting, capturing, editing, exporting and uploading the video to YouTube and Edmodo. Capture screen samples of their videos are shown in Appendix 1.

C.   Research procedure

The project was conducted in three sequential phases: the preproduction phase, production phase and research phase.

1.   <u>Pre-production phase</u>

Before working on their project, students were shown a sample of vocabulary video produced by the teacher and several vocabulary videos from YouTube and vocabulary learning websites as follows:

a.   The Teacher's Room: Use vocabulary box
https://www.youtube.com/watch?v=_H48pXUpvoc
b.   School vocabulary
https://www.youtube.com/watch?v=o6nQQraEN90

    c.   Basic Vocabulary Practice
        https://www.youtube.com/watch?v=ZaclpV4L2Po
    d.   Vocab Revision game
        https://www.youtube.com/watch?v=pKe1tJhm7Cw
    e.   Teaching Vocabulary
        https://www.youtube.com/watch?v=mEHMDpPqlpU

The teacher then provided them with a brief introduction to Windows *Movie Maker* software by showing and explaining the process of editing the video. Pre-production is a critical process that ensures success in production. Basic decisions of the production approach were provided, and planning was initiated. In this phase, students brainstormed their ideas through group discussion. A worksheet for collaborative video project was also provided to guide students in brainstorming the central ideas of the project, including specific features that they would use in their video, such as animation, drawings, songs, photographs, PowerPoint, demonstration, talking head or a combination of all of the above, as well as the structure of the video. This worksheet was submitted to the teacher one week after the project assignment.

2.   <u>Production phase</u>

During the production phase, each group of three or five students produced one video, around five to seven minutes long, on the topic of English vocabulary such as describing people, things in the house, kitchen equipment's, friendship, English words used in social media and other interesting topics. The production stage consisted of two parts: video filming and editing. Several practical elements, such as time management and a checklist of basic equipment for filming (newly charged batteries, external handheld microphone, tripod, etc.), were prepared to ensure smooth preparation and organization during the video production process. In addition, the teacher was available and could be reached during and after class to discuss questions, problems and collaborative solutions regarding the content of the video and its production. These practical steps were taken in this study and greatly complemented students' own efforts.

3.   <u>Post production phase</u>

The research phase was conducted after the production phase. This phase was aimed at learning about students' perceptions of the use of

collaborative video project in learning vocabulary. The post production phase consisted of:

a) Survey questionnaires:

A survey was conducted to collect feedback from 25 students to assess their opinions and attitudes toward the use of collaborative video Project in the English vocabulary classroom. Descriptive data from the survey was analyzed using frequency counts. Responses from students (both direct response and through open-ended questions) are quoted verbatim.

b) Interviews:

The interviews were conducted to understand students' views on collaborative video Project, with a particular emphasis on issues related to learning motivation and participation in learning vocabulary.

c) Observation:

The use of multiple data-gathering methods ensured collection of views from students, which were then validated through observation during the video project and interviews after the project.

D.   Data analysis

Data analysis was performed by using percentages and explanations. In this paper a table is used to present the survey results regarding student's perceptions about collaborative video project derived from their practice during the project.

RESULT AND DISCUSSION

This paper reports the results of a project that is aimed at motivating EFL students to learn English vocabulary by creating vocabulary videos. This project involves planning, designing, creating and uploading a short vocabulary video online which provides students with the opportunity to show their videos and to communicate with broader audiences than they have access to in their classrooms. This paper directs attention to the production

phase, which presents the summary of findings related to the production theme and narrative analysis of the videos.

A.   Summary of collaborative video-project

The students' approach to video Project was imaginative in both content and presentation. The group decided on the specific focus of their projects and developed propositions as shown:

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Table 1:
Video production works

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Group	Topic	Idea	Type of video production
Group 1	Describing People	Presenting 15 academic vocabularies including explanation of morpheme and word formation	Using animated pictures that act out the word.
Group 2	Adjective words	Teach and demonstrate 12 academic vocabularies	Demonstration by using puppet, pictures and conversation
Group 3	Adjectives	Present 12 academic words (adjectives) in daily life	Combination of pictures, animation, videos and stop motion
Group 4	Work World	Presents 10 academic words Including explanation of morpheme and word formation	Conversation (Acting), and Pictures
Group 5	Kitchen stuff and Cooking	Presents 12 intermediate vocabularies	Demonstration by using pictures and video game animation

From the table above, it can be seen that students were able to produce ten to twelve words and phrases within five to seven minutes. Interestingly, each video had a different topic, features and creativity. In the video, students showed intermediate to advanced words and phrases and explained them in different ways. In the worksheet given by the teacher in early stage of this project, all of the groups stated that Windows *Movie Maker* would be used for this project since they had little experience in creating videos. Surprisingly, the findings show that students used applications including *Wondershare video editor, Cyber Link Power Director, Adobe After Effects, Movavi, Adobe Premiere CS6, Corel Video Studio and Windows Movie Maker* during editing and production,

even though the teacher had only introduced Windows Movie Maker. To be noted, all of those software had English-only menu so students always refer to the dictionary to understand the menu. The quality of the videos also reflected that students used various type of cameras in filming, such as SLR cameras, pocket cameras and mobile-phone cameras. The following is a discussion of the result of the survey questionnaire:

Table 2:
Students' perception on collaborative video project

No	Emerging themes	Opinions of students				
	Students' Motivation	SA (%)	A (%)	N (%)	D (%)	SD (%)
1	I feel I would learn more vocabulary by making videos	24	68	8	0	0
2	I enjoyed group discussion about videos preparation with my group member	36	56	8	0	0
3	I thought creating the videos is an enjoyable and great of valuable classroom time	20	56	24	4	0
4	I enjoyed watching the videos prepared by my classmates	48	44	8	0	0
5	I feel motivated to learn English through the video project	80	20	0	0	0
6	I plan to learn English word as much as possible	90	10	0	0	0
	Student Learning					
7	I feel that I would have gained more knowledge from completing a research paper project rather than doing the video project	0	0	8	52	40
8	I feel that the video project helped me to better acquire academic vocabularies	24	60	12	4	0
9	Working on video production could have assist me to improve my vocabulary	24	72	4	0	0
10	I felt like I could learn something by viewing and reviewing the videos prepared by my classmates	20	64	16	0	0
11	The teacher should continue to assign the video project	28	60	12	0	0
	Collaboration					
12	This project gives me chance to be creative	65	20	15	0	0
13	I like adding animation, colors, pictures and other features in the video	60	20	20	0	0

No	Emerging themes	Opinions of students				
14	I enjoy creating a story board for this project	90	10	0	0	0
15	I found many creativity from my classmates' video project	75	20	5	0	0

Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

Data revealed that majority of the participants enjoy learning vocabulary through video project. Additionally, a majority of students enjoyed the group discussions about preparing their videos and watched videos prepared by other groups. Of the students responding to question number 4, which responded that they enjoyed watching the videos prepared by their classmates, indicated that students were engaged in teamwork and experimenting with competition, which enhanced their cognitive development. Regarding students' learning, the survey data noted that most students felt that they would have gained more knowledge from completing a research paper rather than completing the video project. In terms of motivation, participants admitted that they felt motivated to learning not only vocabulary but also an overall English language after doing this collaborative project. They also would learn English as much as possible in the future since they already have the motivation to learn it through this project.

Furthermore, data also showed the highest percentage of positive agreement in regards to vocabulary acquisition through collaborative video project. It is also obvious that most participants agreed that the video project can be regularly applied in the EFL classroom in the future. Moreover, most participants felt that collaborative video project provide them opportunity to be creative and enjoyed their classmates' creativity shown in the videos.

In addition to the survey data above, this research also utilized interview data to reinforce the findings of the survey. Data from the interviews showed that the video project provides students with a chance to express themselves in an enjoyable situation that they may not be able to experience outside of the classroom. The findings also showed that some students felt more independent as learners, less threatened by teachers' presence and enjoyed the opportunity to work collaboratively. The team-working culture made students happy because of the exchange of experiences and views in the group that they were working with. A couple of students contended that the video project was an effective way for them to participate in the course while enriching their vocabulary and language skills such as listening, speaking, and writing. From a personal perspective, they believed that the video production improved their confidence, developed their creativity, and encouraged them to share their

ideas, views, opinions and experiences. Some students stated: "I enjoyed Project the video because this task was carried with others and was fun". Another opinion of a student in group 1 was that:

> "I liked this project because I feel that the video project helped me to learn several advanced vocabulary words from my friends and my group video".

> "This project really boosted our creativity from Project the video and also improved my vocabulary and speaking skill."

> "Being brave to speak English is hard for me, but because of this project, I am able to speak English in front of people and the camera."

The benefits of utilizing video production projects in a set of courses extended further than improving language and self-confidence. During the first time that this project was introduced, students were unenthusiastic because they had no video project or editing skills. Consequently, when the first stage of the video-project process was started, students felt that they faced large obstacles in how the project should be started. A student in group 4 stated, "I did enjoy the video even though I had to face obstacles related to the availability of equipment in the early stage of this process. Then, I tried to learn some basic video editing from YouTube tutorials. I was satisfied that I was able to produce a video with my team."

Another obstacle stated by the students was the difficulty in motivating their group members to finish the project.

> "I did enjoy doing the video project. Although sometimes it could be considered a waste of time when someone tried to encourage the rest of the group members and their response was 'we are not in the mood.'"

> "I found it was difficult to learn to use editing software or applications from videos. I spent a lot of time searching and learning it from a friend. I sometimes had conflicts with my team if someone stood against our idea."

Similar to those statements, students clearly stated that when encouraged to collaborate on the video project, they often faced conflicts with group members, as well as discovered new strengths and talents within themselves

while coping with new concepts and technical skills. In spite of this difficulty, by the time the production process had finished, students clearly demonstrated positive attitudes in their statements, such as:

> "I liked this assignment because I developed new knowledge, new words and learned how to create videos with a variety of applications, such as Adobe Premiere, that we used in our project."

> "I think it is important to work on a project like this. I learned a lot about video maker and dubbing for video projects. This really adds to my knowledge, both from sharing with my friends and exploring online resources."

The above students' opinions confirm the findings of Perez, Peters, Clarebout, and Desmet (2014), who claim that the process of digital video production and, most importantly, the process of reflection allowed students to find their own pathways in learning while still engaging with the key curriculum goals. This was certainly the case with these students; in fact, this was the first time in the history of this class that students had completed video editing outside of class without assistance.

Additionally, a student in group 3 showed evidence of problem-solving skills, which allowed him to excel at this task. For instance, uploading and integrating appropriate music to the RRW software was initially a challenge for him; however, he displayed his increasing autonomy by searching the manual and even visiting a friend who had mastered video editing for advice. Similarly, another student in group 4 also showed proof of critical thinking in his observations of the project:

> "I learned how a short video is made and how important it is to think about what the creator wants to say to persuade people."

Likewise, another student from group 5 highlighted the positive results of the video project. For instance, he mentioned that it was

> "a fantastic experience to make our own video. I thought it was difficult to make a video that was smoother and natural, but in fact, I enjoyed editing: for example, I enjoyed selecting music and putting effects in the video."

This feeling of students supports the findings from Tyner's study (2003) that when digital equipment is used for hands-on production, students can

apply skills, such as critical analysis, critical thinking, synthesizing, and evaluating knowledge and attitudes. Therefore, through the video project experience, students can build their own understanding through hands-on experience that boosts the growth of critical thinking skills and uses reliable tasks of inquiry, thought and problem solving.

Using collaborative video project seems to be very promising for engaging students in learning vocabulary, particularly English intermediate vocabulary, as done in this study. However, it is necessary to design these types of projects for the purpose of engaging and motivating students in the targeted activities so that they will benefit from them; otherwise, these projects will be more of a gimmick than a tool to help students learn. The next section explains in depth the research findings related to the research question addressed in this study.

B.   Summary of the observations on students' video project process and their creativity

A significant outcome of the project is the various collaborative videos for English vocabulary created by students. The findings of this study revealed that the students were motivated to learn because they were engaged in teamwork and were able to experiment with the equipment, which enhanced their cognitive development. From the observations of the video project process, it can be assumed that planning or preparing for the project was very important. In the pre-production phase, students must deal with certain issues such as agreement and disagreement, compromising different opinion, and problem solving as they are demanded to work collaboratively with their peers. Though student preparation was crucial to success, there were also many practical things that a teacher could do to ensure smooth preparation and organization during the video-production process. The importance of respecting other's time when working with cameras, audio recorders and computers must be strictly impressed upon the students. They learned about time management and the job description of each person in the group. While learning 10-15 words vocabulary that were shown in the video, it is acknowledged that students have learned many vocabularies naturally while making the video.

It was observed during the pre-production stage that, on the one hand, that a majority of students showed interest in planning the video topic and features, and building the action sequences. On the other hand, they also had many arguments and disagreements over finalizing the ideas regarding features

and action sequences. Additionally, students who showed low levels of interest at the phase of topic discussion became more interested when the video was brought in. The coverage of each video clearly showed the different levels of knowledge among the groups. This means that students with different language abilities and different abilities proficiencies regarding filing and editing videos required different approaches to video work. From this observation, it was clearly seen that students who were familiar with technology (YouTube videos, movie maker software and computer applications) contributed more collaborative ideas for developing the story. They also responded differently during video production. For example, groups 2 and 3 had more interesting and interactive videos because their videos contained significant content in terms of clarity, vocabulary, and presentation. The students in these groups had more knowledge and skills in media literacy and ability to work with various movie maker applications. It is interesting to acknowledge that the well-chosen background music by these groups enhanced their videos.

In a different approach, group 1 used a hand puppet to speak and also used short sentences while varying the pitch, volume and pace. It was interesting to see students taking on a role or voice to explore new ideas and create tension, curiosity, and excitement. It was observed that students used the puppet to impart knowledge by repeating something or repeating it incorrectly so the conversation with the puppet could lead to an explanation of the words. In their video, the hand puppet helped to authentically represent English.

Unlike groups 1, 2 and 3, group 4 showed several scenes of a short conversation. The process of choosing the best scene was time-consuming since they used several scenarios. Ultimately, the video included very interesting scenes with different settings in which students had to learn how to state their opinions, support them, and refute others by using intermediate vocabulary words. At times, the conversation in the movie went well, and it appeared that the students forgot that they were speaking in a foreign language. Lastly, group 5 utilized a unique combination of pictures, video games, and their own video.

The other common element observed during production was that three groups that showed interest in acting and excitement about being in front of the camera. It was perceived that students found it difficult to film action sequences from multiple angles (as in the case of group 4); however, they realized its potential during editing when different shots and scenes were

combined. Fascinatingly, students in group 3 acted out the words and sang the words and phrases with different rhythms. Two groups used conversational settings before introducing the words or phrases to be explained, while others used pictures and captions with colorful text in PowerPoint slides to show vocabulary.

Another sample of creativity in the video included showing a picture of a family talking together that one person had captioned with a conversation between them that ended with a person saying the word "donate". Several groups made collaborative use of the text to drive their videos. All of the groups had colorful moving text and text effects. In terms of the modes of narration or the narrative style of the productions, all of the groups had an opening and closing segment in their videos. This correlated with Niestyto et al.'s study (2003), in which students seemed to prefer 'open' productions to 'closed' ones.

In postproduction, it was generally observed across all of the groups that boys were more interested in editing than the girls in their groups. It was also observed that the majority of the students were passionate about music and brought in their own selection of songs to accompany the visuals.

C. Creativity in video project and learning motivation

This section elaborates on creativity in video project and how the results of students' perceptions of the project relate to their learning interest and motivation, as proposed by the first research question. Regarding learning motivation, researchers have verified that motivation is also generally recognized as very important in the challenge of learning a foreign language. This indicates the degree of involvement in learning and degree of mental effort one puts into learning (Means, Jonassen, & Dwyer, 2004). Several studies revealed that if a teacher teaches students interesting and important topics, they will be more motivated to learn (Greenberg, & Zanetis, 2012).

Students in this project admitted that they were interested in learning actively so they can more easily receive what is being taught. They were not afraid to make mistakes in speaking because the group members and teacher always helped and reinforced them in speaking. This indicates that students have control over their thoughts, actions and preferences in the learning process, which implies that the teacher has created motivational learning settings. Similarly, students feel empowered and have a sense of belonging when they are given the chance to create a video as an assignment. This develops students' motivation toward learning English and also contributes to

the development of additional skills (such as acting, filming and editing videos), creativity, innovation, leadership, social interaction and team work. Based on the interview data, students returned again and again to the features that they found most motivating; for example, the video content, such as images, video and audio, made the application more practical, challenging and fun than conventional learning tools, a finding that is in line with the study of Berns et al. (2016) in which students agreed that the interactive nature of video motivated them in learning and brought learning to life.

When students have intrinsic motivation, they are more likely to engage in learning activity, accomplish their task and learn the lesson because they see value in the learning experience (Anderman & Bandura, 2012). It was observed from this study that learning English vocabulary through the video project can increase interest by shifting the lesson into a powerful communication style during the explanation of important things. In working with each group, the teacher gained valuable insight into students' efforts to speak English during their discussions. Most students were highly motivated and determined to take full advantage of the class to improve their English. Students who felt a lack of vocabulary and inferior in expressing themselves orally wanted to improve their speaking skill.

Once students experience active student-oriented learning, such as this video project, they are automatically motivated to improve their learning and achievement. Since students who participated in this study were categorized as EFL young learners, who easily become bored and have difficulty paying attention to the lesson over a long time, video production can offer an attractive way for them to learn English. Students confirmed that they were more comfortable and enjoyed learning English vocabulary through this video production project, as noted by Cook (2001): "high motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation" (p.118). The findings of this study reveal the essential point of motivation as seen from the comments above. Witnessing students' collaborative video project, their progress in learning involvement and vocabulary enrichment confirmed my interest in promoting learning culture using technology as it is important to build students' motivation for learning English. It is exciting to acknowledge the creativity and validity of these activities in the spirit of their engagement and participatory values.

In addition, students confessed that the videos were fun to watch and that the assignment increased not only their motivation to learn vocabulary but also their creativity. The data showed that the videos were engaging and

humorous, and unexpectedly, students had completed the project in only four weeks. Another point is that each group showed different creativity. In line with this finding, Niestyto et al. (2003) argues that the quality and style of student media productions or videos depends on the specific contexts in which they are made and on the persons or groups involved.

In terms of the quality of the videos, the student videos will circulate as 'video low' (little technical expertise, considered more authentic) as defined by Fiske (1990) rather than as 'video high' (highly produced, mass distributed). However, findings about creativity use in videos showed that the video project gave students the choice of how best to express a given idea through captions, pictures, slides, videos, and animation. By utilizing applications in editing and production to manipulate the way that information is presented, students were capable of producing professional-looking videos with some limitations. Henceforth, they reportedly spent more time on discussing the ideas of their video presentation and designing and editing the videos, so they gained more knowledge of the production process. This confirms previous studies that found that collaborative video projects performed collaboratively with technology can enrich students' knowledge and experience and their peers' reactions toward their work, as well as offer greater awareness of the needs and perspectives of the audience (Carney & Foss, 2008; Hasegawa, Koshino, & Ban 2015). In other words, the authenticity of the production and sincerity of the experience represented in students' videos will attract the audience's attention.

This study included a few students who had little or even no video editing experience and knowledge of media literacy. Therefore, they spent a large amount of time discussing the issue of filming and editing with friends who are good at filming and editing. This gave them valuable opportunities to use their spoken English (producing numerous vocabulary words from their memories based on the conversation) with classmates who speak the same native language as they do. This confirms second-language motivational self-system theories that suggest that possible attitudes can be underpinned by what students might wish to become and what they are afraid to become. Students feel comfortable when they see their performance in the video as someone who is fluent in English. They are also motivated to study harder because learning in an enjoyable situation will help them to further develop their patterns of thought. Obtaining those skills can enhance students' confidence and competence. Hence, they will voluntarily engage with and successfully complete complex English-language tasks.

However, it is worth noting that some students are not tech-savvy and may not be interested in video Project, so they may feel intimidated. Therefore, teachers must give them direction by demonstrating how to create videos and recommending a list of software or applications that can be used so students do not have to spend a lot of time experimenting with them, which may be a deterrent. Technical support is essential to reduce students' frustration, especially for those who have no media skills.

Empirically, the results of this study add new knowledge to researchers' understanding of vocabulary learning and will initiate research about the correlation between video production and vocabulary acquisition. The interview results revealed that students primarily believed in the importance of vocabulary learning for tests. They were confident in their competence in vocabulary learning, but they expressed less interest in it.

D. Vocabulary learning and enhancement through collaborative video project

Currently, video technology allows students to work on their own video productions, which has direct implications for use in the classroom, as students feel the need to learn with technology in a context in which the establishment of content, media, and language knowledge becomes more meaningful (Dal, 2012). This study discusses how video Project can enhance students' English vocabulary within the framework of task-based language learning. Furthermore, four principles for effective vocabulary instruction according to Blachowicz and Fisher (2000) are used to analyze the video project.

First, students had the opportunity to actively involve themselves in word learning, as academic vocabulary development does not come about only through listening activity but also beyond it, such as in discussion and interaction. Through group discussion in this project, students had opportunities to clarify their thinking and extend each other's knowledge. The video-production activity provided opportunities to interact with their group and encouraged them to provide each other with new information, which reinforces comprehension strategies used by proficient students. This enjoyable development task extended student learning beyond passive experiences. This project required active learning and peer interaction, which allowed students to grasp words from both the inside and outside, Project academic vocabulary a part of their daily discourse. Thus, the acquisition of English words (vocabulary) were not only from the assignment but also the

words they used during the process of making video. In addition, this project also allowed a written approach to build student academic vocabulary. As demonstrated by group 4 and group 1, students involved themselves in writing their story before they presented it on their video, so they had more opportunity to use academic vocabulary in their writing. The findings reveal that the opportunity to retell their experiences reinforces the use of new vocabulary both from the process of making videos and assigned vocabulary for video, then the concepts.

Second, during pre-production, students made personal connections with the definitions of the words they were going to show in the video. In this part, not all students were able to connect a word's meaning to something familiar to themselves since English is a foreign language for them. However, students were able to remember and use the words more readily by visualizing it. This personal connection is implied by students' ideas in video design and word visualization, which were mentioned in group discussion. Our results found that students developed specific vocabulary as they created stories and acted them out in front of the video camera. This activity led them to store the information and process it in his/her own thoughts. By Project personal connections, students also experienced visual perception as they became involved in actively analyzing pictures or illustrations. Defining words, including specific nouns, verbs, or adjectives, is also a process of learning by doing. The activity of finding adjectives and then converting them to illustrations, actions, drawings and watching their friends guess the words can be fun and a great way to acquire vocabulary. This activity provided a rich foundation for using vocabulary words in real-life, meaningful situations. This also reconfirmed a previous study by Dalton and Grisham (2011) that the creation and analysis of images can promote students' thinking about the meaning and hierarchal relationships among words.

Third, working on this project immersed students in vocabulary learning as they dug deeply for information about the words. A current study in the field of cognitive theory has proven that students compile information that they receive by means of experience. According to Durkin (1989), information that is obtained through the senses is compiled in the form of schema, which is "an organized network of concepts embodying some aspect of knowledge" (p. 441). Students acknowledged that they learned and then used the words or phrases that they obtained while working on this project. Hence, students were able to memorize and use those words or phrases not only in the process of discussing their video project and during video performance but also later

in writing and daily conversation. It was observed that students developed their English vocabulary knowledge in various ways.

Fourth, as the pre-production phase demanded that students brainstorm and submit a preliminary production draft, students put forth extra effort to choose the best design for their video. The 12 words that were shown in the videos were taken from various resources. The findings reveal that students ensured that the chosen words were defined correctly by looking at different resources that explained the words and definitions. This indicates that students consolidated meaning through multiple information resources. As words were selected to be shown in the video, students created knowledge maps that showed relationships between and among words.

One of the ways students consolidate their knowledge of academic vocabulary is to use specific words in constructed sentences (Fisher and Frey, 2008). In this project, students constructed sentences from words that were chosen, a practice Fearn and Farnan (2001) call a "given word sentence" (p. 87). The project let students expand their sentences and enabled them to use the academic vocabulary and mechanics that are necessary to express the information.

Engaging students in the vocabulary learning process through video production has shown to provide the opportunity for students to learn words and expressions in a systematic way. For example, when the word "pugnacious" (which means "aggressive") appear in a video, it should be accompanied with audio or visual cues of anger or aggression. In fact, some of the students' videos used humor, emotion, and dramatization to help the audience remember the word and its meaning more easily. The entire process of video project and creativity can lead to discussions and a platform for sharing ideas, even if it is outside of the classroom.

As a student-centered project-based activity, the video project exercise has familiarized students with skills, such as writing, directing, and speaking. This activity has stimulated their interest in learning language that required them to have interactions, which involved problem solving and higher-order thinking. This confirms Sentlowitz's (2009) finding that problem-solving skills and analytical ability of students are developed when they work individually and in groups to find, process, and synthesize information.

The data collected through questionnaires and interviews has also provided an understanding of this project that can help students to acquire vocabulary and enrich their academic vocabulary. This confirms Carkin's

study (2004) that a video project can enhance students' motivation to learn English including certain skills; vocabulary and pronunciation. Thus, the research question regarding whether collaborative video project can motivate students in learning English and can be a powerful tool for a teacher to make students' usage of the English language visible in the classroom, is therefore confirmed.

CONCLUSION

The finding of this study has offered a new data collection instrument in the research on a video project of vocabulary learning classroom observation. Although currently there have been no reports available in the literature on classroom observation in this type of study, the observation of this research demonstrated that students' vocabulary video ideas are related to their learning interest and experience. This indicated the importance of students' background knowledge in producing a vocabulary video project.

There are many advantages offered by a video Project in the EFL classroom. This project yielded valuable insights into EFL teaching practices that integrated collaborative video production into the curriculum. The video project provided EFL learners with meaningful learning, enjoyment and benefits that emphasize fun and effective communication rather than perfection. With clear guidelines, tutorials, materials and instruction, students were able to work efficiently to complete the task and demonstrated their ability and skills, both in English language and digital literacy.

As a pedagogical benefit, it is clearly seen that the collaborative video project has boosted EFL students' creativity for language learning purposes. The video project is significantly valuable for students to enhance their vocabulary acquisition and creativity, as it allowed students to share their learning experience as well as to promote a sense of belonging and transform learning values freely. In addition, the video project has enabled students to think collaboratively and critically, as well as to voice their ideas, concerns and possible solutions about the issues concerning them. In fact, numerous frameworks are available for assisting students in acquiring vocabulary and enhancing their learning interest and motivation, as well as in augmenting their video project skills and collaborative video Project, as reported in this paper. Yet, as this project includes classroom management issues, as further research, this study could serve as a model for undisciplined classrooms because even passive students will find a way to engage, thereby expanding

their learning. Thus, it is suggested to develop follow up research by using a larger number of samples with using mixed methods to gain more conclusive results.

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APPENDIX:

https://m.youtube.com/watch?v=Q9GDU_JN8Vw&feature=youtu.be

https://m.youtube.com/watch?v=SzaemkaU91o

https://m.youtube.com/watch?v=aCGQZ8-UOQE

https://m.youtube.com/watch?v=uYLnviipoWI

https://m.youtube.com/watch?v=Ab6TWuj6tLQ

https://m.youtube.com/watch?v=5IQnkeCWxUs

https://m.youtube.com/watch?v=uKjTyRWCfJs