

# Utilizing ICT in Making Video Project to Teach EFL: Students' Perspective

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## Abstract.

This study aims to explore students' perspective in using ICT to make Video projects to teach EFL and to find what problems they faced. Researchers employ qualitative research as a method in conducting the research. The data was obtained from interviews and questionnaires involving 12 students from ICT for TEFL class. The result shows students' perspective in Utilizing ICT in Making Video Project to Teach EFL: The use of ICT in class attracts students' attention and is very important for learning. ICT boosts learning teaching for EFL because they can explore how to deliver EFL material, helps English literacy, and makes the learning process more enjoyable. Students utilize ICT when working on video projects by searching for materials and using many editing applications. They put their effort maximally in using ICT and creativity when their teacher has good ICT skill and creativity. Students' style and creativity in making videos make students excited to watch classmates' videos. The problems are: (1) Poor internet network; (2) lack of editing skills; (3) it is difficult to work on group video projects during a pandemic, so it is difficult to discuss, unite ideas and divide tasks; (4) device limitations in making video projects so that it is difficult to determine an editing application that is suitable for the device you have; (5) limited learning materials so that students have problems to determine the material.

**Keyword:** ICT, video project, English, TEFL

## Introduction

The digital learning era is happening now and is unavoidable because of the rapid development of technology. Technological developments enter the realm of education and are able to provide services for teachers and students to carry out learning using technology. Technology in education can be in the form of tools such as computers, smartphones, tablets, etc and in the form of developed software such as learning applications, search engines and many more. Learning with technology maximizes the use of technology as a teaching medium, learning resource, or teaching method. Technological advances require teachers to use technology as part of learning, although teachers face challenges because they are digital immigrants while their students are digital natives (Hashim, 2018).

The use of technology has been planned long ago, as in the United States, which has developed a National Educational Technology Plan since 2010, in Europe, educational institutions have started purchasing equipment, digital learning content, professional development, and connectivity since before 2006, and in Africa the use of information and communication technology has also increased, although with limited access (Shrestha, 2014). The Covid-19 pandemic, which has been around for almost two years, has had a significant impact on the world of education by accelerating the use of technology in education. Technology can ultimately help education.

The term that is often used is information and communication technology or ICT, is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication. The use of ICT in the classroom provides opportunities for students to learn and apply skills that are important in the 21st century (Ratheeswari, 2018). The use of ICT also enhances the role of the teacher and creates a pedagogical environment. With ICT teachers can provide teaching that makes students more interested. Using ICT will certainly find dynamics and changes that require users including teachers and students to improve their abilities and knowledge regularly and the educational sector to rethink teaching and learning methods and content (OECD, 2016). It takes creativity and innovation for teachers to use ICT appropriately so that it has a good impact on learning.

Creative teaching involves teachers making learning more interesting and effective and using an imaginative approach in the classroom. Creative teaching is related to the teacher's personality, personal creativity, and the application of creativity in daily activities (Lapeniene & Dumciene, 2014). Creativity is also driven by passion and professional duty which is the source of energy that motivates teachers to be innovative and creative (Žydzūnaitė & Arce, 2021). This linkage is able to encourage teachers to change, have an open mind, and adapt to content and situations so that teachers are willing to learn technology to be applied in learning. Teachers' proficiency in using technology is indeed one of the major concerns related to how technology can enable creative learning and innovative teaching (Romina Cachia et al., 2010).

Video is one of the most used media by teachers to explain materials to students. Teacher can use others' videos in YouTube or any online video platform or make the videos by himself. On the other hand, video can be a way for teachers to enhance students' ability to use ICT creatively. Video-project is a common task given by teachers to students recently. The video project has purposes that tasks can be meaningful tasks, and to train the technical and soft skills required for living in 21st century citizenship (Puspa, 2016). Sari et al., (2020) indicated YouTube video projects develops teamwork skills, ability to manage stress, technological ability and creativity. Students also get broader knowledge related to English and enrich their insight. In conclusion she stated that students' self-quality improves rather than students' English language skills that seem decreased.

In IAIN Salatiga for semester 7 English education department in the academic year 2021/2022, they were having Practicing Teaching English as Foreign Language (TEFL) Using Information Computer Technology (ICT) class which is still held by online. In this subject, learning is done through whatsapp group. At the beginning of the lecture the lecturer provided information related

to this lecture. Students were asked to make a video project to teach English as Foreign Language (EFL). The first project was a group video project where students were given the freedom to choose groups with a maximum of four people in one group. The lecturer then gave time for students to choose one EFL material in the syllabus with various provisions such as videos with a duration of 3-6 minutes. Students must make videos as creative and interesting as possible using various video editing applications and look for sources of material in books and online on the internet. The first project was carried out within two weeks. Students uploaded videos of their group work to the Google drive of one of the members and then collected video sharing links to the lecturer. Lecturer criticized and asked for revisions if needed and students were given one week to revise. The second video project was an individual project where each student made a minute video without narration. Students must use their creativity to take advantage of effects, backgrounds, backgrounds, font types, transitions in editing applications that do not have a watermark. The theme of the video is still the same, namely about English learning materials. At the end of the semester, the lecturer selected several group project videos to be uploaded on the lecturer's YouTube channel and asked students to criticize the videos.

From the above phenomenon, using ICT in learning English must be creative. Lecturers foster students' creativity and innovation to use ICT in the form of video editing applications, images, sounds, and learning resources. This is very interesting because a lecturer who has good ICT skills can creatively channel creativity to students by means of video projects. Students don't just wait for learning videos made by lecturers, but students make videos that can be uploaded to the lecturer's YouTube as a source of learning English for others. Researchers are interested in exploring the perspectives of students in making video projects to teach EFL by utilizing ICT. This study aims to see the perspectives of students in using ICT to make Video projects to teach EFL and to find what problems students encounter in using ICT to make Video projects to teach EFL.

## **Literature Review**

Currently, English is the most widely taught foreign language (Hasanuddin, 2014). English as a foreign language is a term for English in a country where the mother tongue or the first language of the population is not English. In Indonesia, English is taught as a foreign language because in Indonesia the people have the local language as their mother tongue and Indonesian as their second language. The term second language (L2) is used to refer to both foreign and host languages and the teaching methods apply to the acquisition of both. In Indonesia English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia (Setyadi, 2020). Science and technology has developed with English. In addition, there is a need for a global language or an international language that facilitates communication for humans on earth and a worldwide web that can be accessed throughout the world. Therefore, TEFL is developed and taught considering the importance of English. EFL teachers mostly use the grammar translation method and the direct method in teaching (Anabokay & Suryasa, 2019). Meanwhile the integration of technology complementing existing TEFL methods has been evolving.

Information and communication technology (ICT) is a technology that provides access to information through telecommunications (Ratheeswari, 2018). The technology that supports

activities related to information is ICT. These activities include gathering, processing, storing and presenting data. ICT can help education and the opportunity to use ICT is wide open. Video-project is one of the learning methods that is very closely related to ICT. It is part of project based learning (PBL). The pedagogical value of video projects is that they create opportunities for learners to interact with authentic materials in the real world by searching for relevant information, developing their own interpretation, and producing a multimedia video (Huang, 2015). Video project assignment has proven to affect EFL learners positively (Aksel & Gürman-Kahraman, 2014; Kulsiri, 2018). Kamelia (2019) conducted a study that aims to see if videos can make students enjoy the teaching-learning process more. The result is that using the right videos in class provides a relaxed classroom situation.

Huang (2015) conducted an evaluation study on the effects of video projects on motivation and language learning in EFL learners. The implementation of the research in the classroom lasted for 14 weeks. In the first 8 weeks students chose a topic, looked for information on the internet related to the chosen topic, and made voice blogging. The topics they chose are entertainment (31.70%), technology (29.27%), travel (14.63%), and sports (7.31%). In the next four weeks, students collected and summarized the information obtained and then wrote a video project script. Next, students combined pictures, music and voice over into a video. In the last two weeks, students did presentations, peer commenting, and interviews. As a result, from a motivational point of view, students felt they had found a new way to improve their English skills and planned to take an English language proficiency test outside of school to prove their language skills. Meanwhile students' perception about the video project that they have done in English class are (1) Making a video providing the experience of learning by doing and using English for authentic purposes; (2) The fun factor in working on video projects maintains student interest and motivation; (3) Students can learn the technical skills needed in making videos; (4) Peer assessment encourages students to learn from friends and can reflect on themselves; (5) The demand for a lot of time in making videos becomes a challenge.

Video-projects have a significant influence on students' English ability and their soft skills. They were found to use English more fluently and communicative in their video (MP Sari & Wardarita, 2018). The research explored possible opportunities to improve public speaking through video projects. This is in line with Baron's (2021) research which shows that video projects can improve speaking skills. Students make videos that are not boring and monotonous but are very varied and creative in the form of vlogs, speech videos, or learning videos. They also rate videos made by classmates so that they train critical thinking. In other studies, YouTube video projects have facilitated students' critical thinking (Rohayati, 2021), student competencies in the scope of linguistics, information, communication, and technology. A study conducted by Sari et al., in 2020 entitled "EFL Students' Improvement through the Reflective YouTube Video Project" indicated an increase in team work skills, stress management, technological and creativity. Fadila (2018) found that students consider the ability to analyze content and increase interpersonal skills as the benefits of group project videos that are most mentioned by students. Acting and video editing skills are considered to have contributed the most to the project. They could also recognize the presence of language skills integration throughout the project.

Based on the research above, this research contains novelty. In previous studies, students made video projects with free themes even though they still used English because the purpose of the video projects was to improve students' English skills (Aksel & Gürman-Kahraman, 2014; Baron, 2021; Fadila, 2018; Huang, 2015; Kulsiri, 2018; Puspa, 2016, 2016; Rohayati, 2021; ABP Sari et al., 2020; MP Sari & Wardarita, 2018) . In this study, it was the students who made English learning videos to teach or as teaching materials for EFL students.

## Method

The method in this research is qualitative research. Qualitative research is research that aims to understand the phenomena experienced by research subjects (Sidiq & Choiri, 2019). Qualitative data analysis involves organizing, accounting for and explaining the data. Qualitative research rapidly assesses huge amounts of data, and early analysis reduces the problem of data overload by selecting out significant features for future focus (Cohen et al., 2007).

Qualitative researchers cannot extend their results from a sample to a population (Brown & Cozby, 1999). Sampling was done using simple random sampling. The sample is an English education study program student who has taken the ICT for TEFL class in the 7th semester of the 2021/2022 academic year. In this study 12 students were randomly selected from a total of 28 students in the ICT for TEFL class. Data collection techniques are interviews and questionnaires conducted through Google-form. The data analysis process begins by examining all available data from various sources. The next step is to carry out data reduction which is done by doing abstraction. The next step is to arrange them in units. The final stage of this data analysis is to check the validity of the data. After completing this stage, start now the stage of interpreting the data in processing the results.

## Findings and Discussion

### A. Findings

#### 1. Student's perspective on the use of ICT to make a Video project to teach EFL

*Table 1 : Statement of participants related to their perspective about utilizing ICT in making Video project to teach EFL*

Participant	Statement
P1	"It's more interesting because the theory is sometimes too rigid and the delivery of the material is less effective..."
P2	"Utilizing information and communication (ICT) is very important for learning and can increase creativity."

P3	"I think that using information and communication-based technology (ICT) will provide a better experience for both students and students, because they can explore methods of delivering material more broadly by utilizing existing technology."
P4	"...Very helpful in fun English literacy activities. Moreover, the video song is made more interesting so that students enjoy the learning process more."
P5	"... I agree, because it fits perfectly with the current era..."
P6	"Very helpful and can learn editing applications to improve editing skills. Especially now that the majority of people are already proficient in ICT in its application so that it is easier for us to make online learning videos."
P7	"My opinion regarding the use of ICT is very helpful in increasing student creativity."
P8	"...very good and fosters creativity."
P9	"...very useful for future supplies."
P10	"In my opinion, making learning videos is very good for learning content and also ICT can improve students' abilities in editing and searching"
P11	"...more interesting. It can help generate creativity for each student and can train students to think critically on how to make interesting learning using existing technology."
P12	"I really agree with the use of ICT. Learning becomes different and provides its own interest for students. Students become more enthusiastic about learning and focus more on understanding the material."

The student's perspective on the use of ICT to make a video project for teaching TEFL is very important for learning. By utilizing ICT to make video projects, students can improve their creativity in finding sources of material through searching and editing the videos they make. This provides a better experience for lecturers and students because they can explore the delivery of material more broadly by utilizing technology. So that it can help English literacy activities and students are more enthusiastic and focus on understanding the material because they enjoy the learning process more. Students are very happy to be able to work on video projects and learn to use ICT to make EFL learning videos. According to them, ICT for making EFL learning videos is very suitable at this time and will become their provision in the future.

The perspective of students is also seen from their answers in filling out the questionnaires given. The results are as follows:

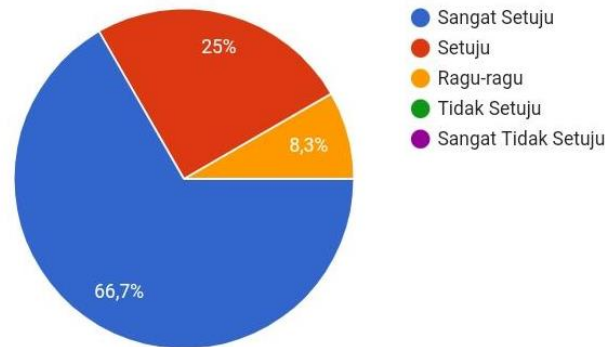


Figure 1 : Diagram of students' activeness in doing video project

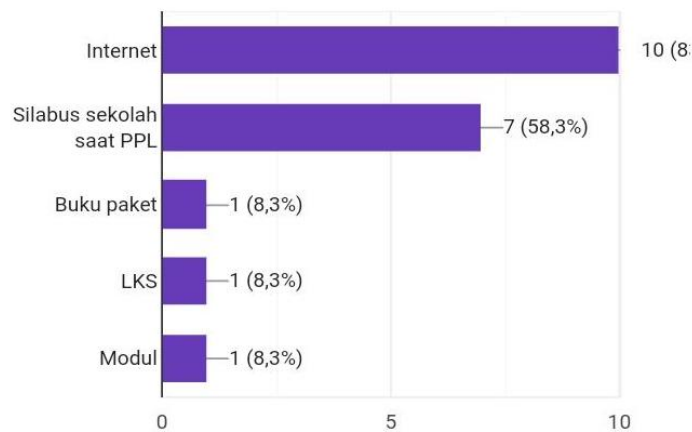


Figure 2 : Sources of syllabus and material

Based on the results of interviews and questionnaires, almost all students actively participated in making group video projects and only 1 student felt doubtful. Some applications that are often used to work on group video projects are Kinemaster, Cap Cut, Filmora, Canva, VN, TikTok, InShot, Photo Editor, Animaker, PicsArt, and Tweencraft. In making a video project, each group must choose one junior high or high school English material as evidenced by the syllabus. Most students get syllabus sources and materials from the Internet and school syllabus obtained during PPL. As for the sources of material from textbooks, worksheets, and modules, only a few students looked for material in printed books.

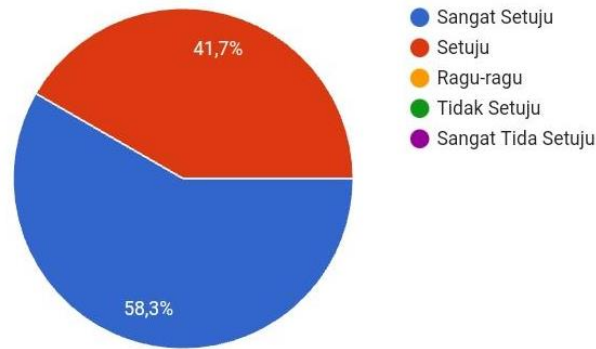


Figure 5 : Students' opinion that video project in ICT for TEFL can increase students' creativity in making English learning video to teach EFL

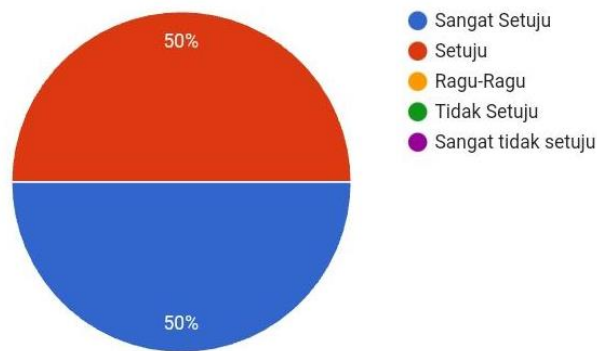


Figure 3: Students' view on teacher's excellent ability to utilize ICT influence students to make better and more creative videos.

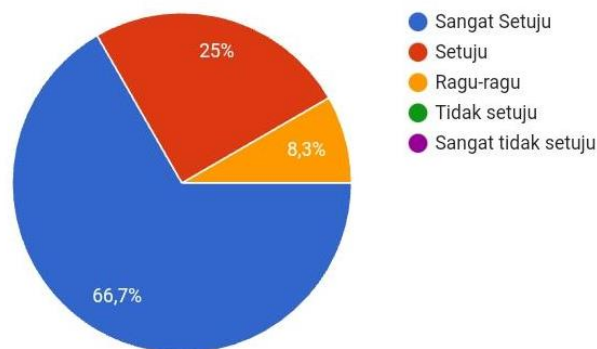
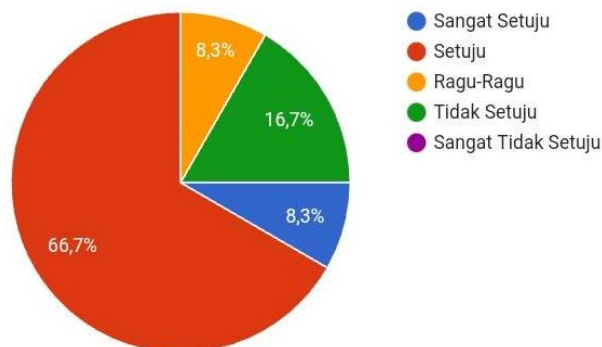


Figure 4: Students' opinion that teaching EFL will be more interesting if teacher utilize ICT





*Figure 5: Students are excited to see their friends' video project result than video made by teacher regarding to EFL material*

In making a video project, creativity is a mandatory thing and one of the aspects that is assessed. Students agree and strongly agree that video projects in the ICT for TEFL class can increase their creativity in making English as a foreign language (TEFL) learning videos. The ability of good lecturers or teachers in using ICT is also a factor that encourages students to be better and more creative in making video projects. When students meet lecturers who are less creative and do not understand how to use ICT, students become less interested and will only present low-quality videos because lecturers who are less creative will judge what is normal for students to be extraordinary for the lecturer. In fact, by utilizing ICT, learning English as a foreign language (EFL) will be more interesting. 75% of students who filled out the questionnaire admitted that they were more interested in seeing the results of videos made by classmates than videos made by lecturers or teachers. This is because students make videos of English material that are more unique, creative, and innovative than videos made by lecturers or teachers. Usually, videos made by students have a more contemporary and interesting style.

## **2. Problems faced by students in using ICT to make a Video project to teach EFL**

*Table 2 : Problem faced by students in utilizing ICT in making Video project to teach EFL*

<b>Participant</b>	<b>Statement</b>
P1, P6, P12	“Insufficient network...”; "When the weather is bad, the signal is bad too..." ;" "Internet signal problem”
P4	“Average editing skills so the video results are also average...”
P5	“If a group is difficult to unite the ideas of each individual...”

P6 and P9	“and also a laptop that has an error...”; “device limitations for project creation”
P10 and P12	“ the search for materials that match the instructions...” and “and the limited learning materials.”

Although utilizing ICT in making video projects to teach EFL has a positive impact, students still experience problems in the process. The problems encountered include: (1) Poor internet network; (2) lack of editing skills; (3) it is difficult to work on group video projects during a pandemic, so it is difficult to discuss, unite ideas and divide tasks; (4) device limitations in making video projects so that it is difficult to determine an editing application that is suitable for the device you have; (5) limited learning materials so that students have problems to determine the material.

## **B. Discussion**

### ***Students' perspective***

Every technological development quickly finds its practical application by several teachers in schools and expands the boundaries of education (Semenov, 2005) . ICT has entered the world of education for a long time and continues to develop until now. Currently, ICT is integrated in teaching and learning activities and has even become a subject like ICT for TEFL. Students for one semester work on group and individual video projects. The videos made must be English learning videos for EFL students. From the research results, all students have a positive view regarding the use of ICT in making Video projects to teach EFL. The student's perspective on the use of ICT to make a video project for teaching TEFL is very important for learning. By utilizing ICT to make video projects, students can improve their creativity in finding sources of material through searching and editing the videos they make. This finding supports the results of previous studies that video projects provide opportunities for students to think creatively (Aksel & Gürman-Kahraman, 2014). Video projects provide a better experience for lecturers and students because they can explore the delivery of material more broadly by utilizing technology. Video group projects are very relevant and help students apply the theory they get during lectures. (Fadila, 2018). The theory presented by the lecturer can be directly applied by students by making videos. This method is also one of the methods of learning by doing (Huang, 2015). The video group project succeeded in making the learning process more fun (Fadila, 2018) so that it can help English literacy activities and students are more enthusiastic and focus on understanding the material because they enjoy the learning process more. Students are very happy to be able to work on video projects and learn to use ICT to make EFL learning videos. In line with this, students in the research of ABP Sari et al., (2020) were interested in the addition of technology in English. They like it because the learning process becomes more interesting and challenging than traditional methods. Students see that ICT to make EFL learning videos is very suitable at this time and becomes their provision in the future. Huang (2015) and ABP Sari et al., (2020) suggested video making is very useful and applicable for students' future careers and encourages them to manage further innovative ideas.

Students' perspectives are also analyzed from the questionnaire they answered. Most of the students answered that they were very active and active in doing video-projects and only 8.3 % of students are elements. Students agreed to use technological tools in the SPV project (Kulsiri, 2018). This can be seen from applications used by students to edit the video they were working on. One student can use more than one application in making one video project. There are a maximum of three applications used per student. Video editing applications like Kinemaster, Cap Cut, Filmora, Canva, VN, TikTok, InShot are the most used by students. Besides that, students also looked for syllabus and material mostly from the internet and syllabus from school where they had PPL. Students said that by having a video project they can be more aware that technology can be used effectively to learn foreign languages (Aksel & Gürman-Kahraman, 2014) and it is suitable for foreign language learning (Kulsiri, 2018). They must learn to use video editing applications and the tools maximally. They mixed music, picture, text, transition, etc in using the tools. They enjoyed compiling information to enrich the content and embellishing their videos with appropriate music or visuals (Huang, 2015). Kulsiri (2018) supported that the student-produced video project created positive attitudes toward the usage of technological tools and language learning. Students perceived that technology can be used efficiently while working on a project and it was fun to use (Kulsiri, 2018). Some students perceived the language class with the use of technology more fun than the class with no technology (Kulsiri, 2018). 11 from 12 students support the use of ICT to teach EFL.

Students agreed (50%) and very agreed (50%) that a teacher's ability in using ICT influences their motivation in doing video projects. A good teacher is not s/he who only can ask their students to do something hence s/he cannot do it. Teachers should give good examples to be imitated by the students. In using ICT, teachers must have good ability first then they can expect his/her students to have good ICT skill also. Teachers can spur on students' creativity in using ICT by giving an example of being creative in using ICT. The effect is that students (75%) look forward to the results of their classmates' video projects rather than videos made by the teacher. This is because the videos made by students are more interesting and more up-to-date than the teacher's videos. Even though teachers are currently digital immigrants, they cannot make it as an excuse for not keeping up with the times. Therefore, researchers support the need to use ICT to teach TEFL. It is also suggested that students can contribute to making learning videos according to their tastes and creativity to be able to attract other students who are younger, the same age, or older.

### ***Problems***

Making a video project is not an easy thing to do. Students need big efficiency to fulfill and finish the project (ABP Sari et al., 2020). It naturally happens if students face difficulties in utilizing ICT in making video projects to teach EFL. The problems encountered include: (1) Poor internet network; (2) lack of editing skills although after doing the video group project they felt there is improvement of technology literacy, specifically taking and editing videos (Fadila, 2018). Of course before this project, most students stated that they had not made videos before and were not familiar with editing software (Huang, 2015) ; (3) the difficulty of working on a group video project during a pandemic, making it difficult to discuss, unite ideas and divide tasks. Students have difficulty working on group video projects due to the pandemic so they cannot meet in person. This contrasts with Kulsiri's research (2018) which states that students felt that the SPV (Student-

Produced Video Project) really promoted collaboration among peers and 28 responses revealed that YouTube video projects enhanced the students' cooperation (ABP Sari et al., 2020). This means students agreed that the SPV project helped students work more closely with friends and it was a preferred learning environment in language learning (Kulsiri, 2018).; (4) device limitations in making video projects so that it is difficult to determine an editing application that is suitable for the device you have; (5) limited learning materials so that students have problems to determine the material.

## Conclusion

Students reacted to the utilizing ICT in making video projects to teach are mostly positive. The use of ICT in class is interesting for students. The student's perspective on the use of ICT to make a video project for teaching TEFL is very important for learning. They agreed that ICT boosts learning teaching for EFL because they can explore how to deliver EFL material, helps English literacy, and makes the learning process more enjoyable. Students felt happy and enthusiastic about the new and modern method of using ICT to make video projects. At the end students can focus and easily understand materials given by the teacher because they learn by doing. Students utilize ICT when working on video projects by searching for materials and using many editing applications. They put their effort maximally in using ICT and creativity when their teacher has good ICT skill and creativity. Students' style and creativity in making videos make students excited to watch classmates' videos. So ICT is not an option to teach EFL but it is necessary in TEFL.

It cannot be neglected that when utilizing ICT in making video projects to teach EFL students encountered problems. (1) Poor internet network; (2) lack of editing skills; (3) it is difficult to work on group video projects during a pandemic, so it is difficult to discuss, unite ideas and divide tasks; (4) device limitations in making video projects so that it is difficult to determine an editing application that is suitable for the device you have; (5) limited learning materials so that students have problems to determine the material. Since problems are faced by students, this needs a consideration for schools and the government to provide access and tools to maximize the role of ICT in education. Most of the problems and challenges come from uncontrolled matters by students. By finding solutions, it is hoped that students and teachers can collaborate to make English videos, especially to teach EFL. Teacher knows the materials and pedagogical aspects in teaching while students bring creative ideas in making videos. It will be a great chance for TEFL to reach its success by utilizing technology.

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