



Learning Strategies in Making Video Project Assignments in ESP Class

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Abstract

The development of digital video as one of the Information and Communication Technology (ICT) has crossed the threshold in the fields of education while the use of video has triggered teachers to use it in teaching and learning English. The purpose of the study was to investigate students' learning strategies in making video project assignments conducted by students in an English for Specific Purposes class. Totally, 32 Informatics Management students who were taking English course in the ESP class at State Polytechnic of Subang. The data were collected through the questionnaire and the focus group discussion in which 8 students volunteered to participate. The results from the questionnaire analysis revealed that the students showed positive attitudes where they frequently used Cognitive strategies ($\bar{x} = 3,98$), Social strategies ($\bar{x} = 3,84$), Metacognitive strategies ($\bar{x} = 4,15$). The focus group interview revealed the ways the students employed the three strategies above, they liked to practice strategies of concepting the content, strategies of interpersonal cooperation, and strategies of recalling the concept. The study suggested that using various learning strategies in making video project assignments would benefit and the outcomes could be attributed to the proficiency level in both languages and making videos to master English that would be essential for students' future career.

Keywords: Learning Strategies, Video Project Assignments, Technology

INTRODUCTION

Technological advancements have evolved in our day-to-day lives and are reflected in all fields. These advancements are led by the emergence of artificial intelligence, robotics, the internet of things, autonomous vehicles, and nanotechnology (Diwan, 2017). This broad area has been introduced as Fourth Industrial Revolution which is also known as Industry 4.0 (Kagermann et al. 2013; Shatreovich & Strautmane 2015). Hussin (2018) mentioned that the Industry 4.0 affects not only the business, governance and the people, it also affects education as well, thus the name Education 4.0 comes to exist. Education 4.0 has demanded the current education system along with the technology as well as teaching and learning method. Consequently, many higher education institutions have introduced the design of ICT in their educational system.

Using technological tools, such as video in English language learning, is believed as a good way to engage the students to be active learners. Dumova (2008); Kearney & Schuck (2004) believed that having students create digital video can be an active and authentic learning assignment. Additionally, learners creating and authoring a video are not only engaged in active, authentic learning but are also engaged in personalized learning (Cambell & Cox, 2018). Moreover, Hafner and Miller (2011) pointed out that video projects provide a social context in which learners are able to interact with one another as well as experiment with a range of digital video technology to create personally meaningful multimodal artifacts. Thus, English teachers can assess their students' generative activity, expressions, voices, word choices in natural ways.

Video project in English language learning has become popular since learners can maximize their potential using video platforms to engage learning activities in order to achieve learning goals. The advantage of video learning is also seen in its effectiveness in presenting complex information and processes that are difficult to be presented through a single medium (Mayer & Moreno, 1998). Despite the popularity of video projects in English learning, there is a lack of understanding in relation to learning strategies especially in the use of learning strategies in making video project assignments and how they employ their learning strategies in making video project assignments.

The English video projects are usually prepared by the students to engage and enhance their communication, as well as to provide learners' opportunity for social collaboration learning. Aksel & Gürman-kahraman (2014) stated that in making video projects, students are engaged in assignments to prepare videos in which they practice the language they learn and the implementation of these projects has a number of benefits for the learners. Moreover, Nikitina (2009) believed that with the help of video projects, language learners have a chance to practice the target language in a more meaningful way and to develop useful strategies that can ease their learning process. Therefore, the purpose of the study is to answer the research questions of "what learning strategies do the ESP students use in making video project assignments?" and "how do the students employ their strategies in making video project assignments?"

Video Project Assignment Procedures

The Video Project Assignment was designed for Informatic Management students as their final project in their ESP Class. They prepared the video for three months during their one-semester English Course. The students were required to do a role play and make a 'talk

show video'. The students were assigned to make a video in groups of 4 to 5 students and should make it with the duration up to ten minutes. In making the video project, all of the students in the group should contribute enthusiastically because the score was obtained both from a group and an individual performance. The contribution of the project to the students' GPA was 15%. The criteria for the project evaluation were based on two different assessment tools. They were group evaluation (50%) and individual evaluation (50%) scales. Importantly, the lecturers had informed them to take part and employ a chance to participate and present their performance as good as possible in the video. The researcher believed that this project would be beneficial because they could maximize their potential by using video platforms to engage in self-directed learning activities to achieve their learning goals. As the result, all of the groups were able to finish it on time.

METHOD

Research Design

This study was designed to collect the data from students' perceptions on their language learning strategies in making video project assignments. Thus, in accordance with it, the researchers used the mixed methods approach since it aimed to clearly identify both quantitative by using questionnaires and qualitative data by using Focus Group Discussions (FGD).

Participants and Setting

The participants were a group of students from Informatics Management stud program at State Polytechnic of Subang who were taking English for Specific Purposes in the first semester. While the number of participants for the FGD were 8 students from the group of 32 students. This institution was quite new and established in 2014. There were 192 students in total at the campus, while for the present study, 32 students from one class participated since only this class which took ESP at that semester.

Research Instrument

Since this research aimed to analyze students' perception, a questionnaire was designed by the researchers. It had five points Likert-scale, ranging from the values 1 (strongly disagree) to 5 (strongly agree), and consisted of 15 items related to three different domains of language learning strategies as shown in the table 1. The questionnaire was adapted from some scholars (Oxford, 1990; Schmidt & Watanabe, 2001; Griffiths, 2008). The experts

provided some statements on how language learning should be implemented. The statements were acceptable to be used since these could answer the main research question of the study. As stated by Dörnyei (2003, p. 31), the initial stage of questionnaire design should focus on clarifying the research problem and identifying what critical concepts need to be addressed by the questionnaire. First domain perceived students' cognitive learning strategies. Second, the students' perceptions regarding the social learning strategies. Third, students' opinions on metacognitive learning strategies.

Since this instrument has not been used before, it was piloted with 32 students who were different from the selected sample. The results of the analysis of Pearson Product-Moment Correlation indicated that items in the questionnaire were valid because the average score of significant value was 0.017 and it was not higher than 0.05 ($0.017 < 0.05$). At the 0.05 level, the items of questionnaire are valid when the significant value is < 0.05 (Priyatno, 2014, p. 55). Moreover, to get better understanding of the informants' language learning, focus group discussions were conducted with the volunteers obtained from the participants who were willing to be volunteers in the group discussion. The use of focus group interviews was applied to give information on how groups of the selected participants think or feel about a particular topic and give great insight into why certain opinions are held, as well as produce insights for developing strategies for outreach.

Table 1. The Criteria for the Interpretation of the Mean Value (Tavakoli, 2012)

Mean Value	Level of Frequency	Level of Agreement
4.21 – 5.00	Always	Strongly Agree
3.41 – 4.20	Often	Agree
2.61 – 3.40	Sometimes	Neutral
1.81 – 2.60	Seldom	Disagree
0.00 – 1.80	Never	Strongly Disagree

Data Analysis

The quantitative data collected from the questionnaires were keyed into Statistical Package for Social Science (SPSS) version 23.0 to generate descriptive statistics and reveal the average and standard deviation value from the questionnaires results. The data obtained from the FGD were analyzed by content analysis to gain students' in-depth understanding and orientation of the students' learning strategies.

FINDINGS AND DISCUSSIONS

To answer the research questions, the quantitative results were presented in three domains of learning strategies; cognitive strategies, social strategies, and metacognitive strategies, while the qualitative results were coded by using content analysis.

What learning strategies do the ESP students employ in making video project assignments?

Cognitive Strategies

The participants were questioned to assess their cognitive strategies in making the video project. The overall mean value of the participants was = 3,98. It can be concluded that the students reported having positive attitudes towards the cognitive strategies in making the video. They employ the cognitive strategies frequently as shown in the table 2.

Table 2. Frequency level of Students' Cognitive Strategies N = 32

Items	Statements of Cognitive Strategies	Mean	SD	Frequency
1	I use my previous knowledge when I make the video	3,97	0,65	often
2	I think and decide the topic first before I present in the video	3,97	0,71	often
3	I take a note what I want to present in the video	3,91	0,73	often
4	I need to think using my first language before I speak English in the video	4,13	0,71	often
5	I remember what I want to present in the video	3,94	0,80	often
Overall mean results		3,98	-	-

Social Strategies

The participants were assigned to express their social strategies in making the video project. The overall mean value of the participants was = 3,84. It can be examined that the students reported having positive attitudes towards the social strategies in making the video. They employ the cognitive strategies frequently as shown in the table 3.

Table 3. Frequency level of Students' Social Strategies N = 32

Items	Statements of Social Strategies	Mean	SD	Frequency
1	I cooperate with my classmate to discuss what I want to present in the video	4,28	0,77	Always
2	I ask my friends to correct my mistake in making the video	4,06	0,84	Often
3	I ask to my friends when I do not understand	4,28	0,81	Always
4	I watch some videos first before I present in the video	3,56	1,01	Often
5	When I do not understand something, I search in the Internet	3,03	0,82	sometimes
Overall mean results		3,84	-	-

Metacognitive Strategies

The participants were inquired to illustrate their metacognitive strategies in making the video. The overall mean value of the participants was = 3,84. It can be determined that the

students reported having positive attitudes towards the metacognitive strategies in making the video. They employed the metacognitive strategies frequently as shown in the table 4.

Table 4. Frequency level of Students' Metacognitive Strategies N = 32

Items	Statements of Metacognitive	Mean	SD	Frequency
1	I make a concept first before I present in the video	4,16	0,77	often
2	I repeat some difficult words or sentences	4,03	0,82	often
3	I train my English skills first before I present in the video	4,13	0,61	often
4	I evaluate my English skills before I present in the video	4,13	0,79	often
5	I analyze my mistakes before I present in the video	4,31	0,64	always
Overall mean results		4,15	-	-

How do the students employ their strategies in making video project assignments?

In order to understand how the students employed their learning strategies in making video project, the Focus Group Discussion (FGD) was applied. After analyzing the students' transcripts, the following thoughts and categorizations were obtained. Details in actual words were shown in the following table.

Strategy of Concepting the Content

The participants' statement showed that most of them preferred to make an outline of their contents by remembering and memorizing the text and narration before they presented it in the video. Importantly, the students seemed to feel more comfortable to translate from Bahasa Indonesia to English since converting the words or sentences from their first language made it easy for them to speak and understand the target language as shown in the quantitative data ($\bar{x} = 3,98$) where the students employed the concepting the content strategies frequently.

Table 5. Students' comments from FGD for Cognitive Strategies

Data Extract	Themes
<i>"We must remember the text and also memorize, if not we will be confused"</i>	Strategy of Concepting the Content
<i>"Yes, of course we should remember, but first, we must take a note to organize what we are going to speak, who will be the first and who will be the next"</i>	
<i>"We make the script in Bahasa Indonesia, and we must translate it to make easy. And we can understand"</i>	

The data from FGD was also in line with the quantitative data in which these strategies matched with the cognitive strategies where most of the students used them ($\bar{x} = 4.98$). These strategies were underpinned Chung (2015), he stated that many learners utilize more cognitive strategies in the process of learning, such as rehearsal, organization, critical

thinking, and comprehension and these strategies were believed to be effective to be used in task design. Additionally, the use of cognitive strategies was useful and needed in making the video project, as stated by some researchers who believed that video production can foster deep thinking and understanding of content and students making video project displayed a recorded improvement in knowledge of course material (Martin et al., 2013; Frenzel et al., 2013). Thus, it could be assessed that these strategies would allow the students to perfect their presentation skills and yield impressive learning outcomes in terms of English skills. In other words, it also gave them the opportunity to showcase their knowledge with a strategy they might be more comfortable.

Strategy of Interpersonal Cooperation

The students’ perceptions showed that they liked to train by themselves and cooperate with their friends before they began to record because they believed that their friends were able to correct their mistakes. Additionally, in order to show their performance properly, they watched some online videos. Their comments also are similar with the numeric data where it showed that the students frequently the strategies ($\bar{x} = 3,84$).

Table 5. Students’ comments from FGD for Social Strategies

Data Extract	Themes
<i>“First we have to train by ourselves and then ask friends”</i>	Strategy of Interpersonal cooperation
<i>“Training in front of the mirror is not enough, we need our partner to correct our mistakes”</i>	
<i>“Some friends are needed to see us first before presenting in the video”</i>	
<i>“We also need some videos from YouTube, because we can speak like them”</i>	
<i>“Yes, especially videos that related to our topic. So, watching videos also helps us to speak like the way they speak”</i>	

The comments from FGD implied that the goal of the social interaction was to communicate with others. As mentioned by Jones (2015) that the characteristics of social learning strategies could assist in bridging a divide between individual and social views of learning. In other words, the social interaction is a face-to-face process consisting of actions, reactions, and mutual adaptation between two or more individuals. (Milner, 2012). Moreover, when the students liked to do social interactions, it might be one of the new challenges for learners to improve their social interaction capability digitally. In the essence with learning strategies, the learners who had connected to a network would be able to share and find new information they search for (Ferdian, 2017). The students expressed by using the Internet, they were able to absorb how the speakers initiated and sustained a conversational exchange,

negotiate meaning, and non-verbal communication. As the results, when they had a cooperation with their partners, they would have efforts to present in the video confidently. Prosperpio and Gioia (2007) emphasized that students' learning is enhanced when they were actively involved in the learning process and when the process includes social interaction and problem solving. Therefore, the use of interpersonal cooperation strategies were delivery systems for knowledge to students and as means for them to demonstrate that peer revision and feedback were able to assist every student in coordination of collaborative learning process. Additionally, using online media could enhance scholarly communication by strengthening relationships, facilitating research collaboration, publishing and reflecting on ideas, disseminating information, and discussing issues.

Strategy of Recalling the Concept

The students' statements believed that these strategies were overview and lining with the concept they made to be presented in the video project. The strategies of recalling the concept were to raise the awareness of learners so that they could self-evaluate their own strategies. These were also in line with the quantitative data ($\bar{x} = 4,15$) in which the students employed the recalling the concept strategies frequently.

Table 6. Students' comments from FGD for Metacognitive Strategies

Data Extract	Themes
<i>"We usually repeated some difficult words and sentences"</i>	Strategy of recalling the concept
<i>"Repeat the difficult words or sentences can help us to speak fluency"</i>	
<i>"Before submitting the video, I must evaluate first because sometimes the first video is not good."</i>	
<i>"We must know what is our mistakes and in which part we make mistakes. So, we can correct and repeat again because it can help to make a good video"</i>	

The students' comments inferred that they made cognizant of gaps in their knowledge, enable them to re-construct their strategies and increase their self-confidence in order to make a video delightfully. When the students were able to identify their errors, they would infer possible reasons for the errors and discover what they had misunderstood and they could revise or correct their mistakes. As mentioned by White (2013), successful learners were those who were frequent users of metacognitive (self-management) strategies. Similarly, it is necessary to provide opportunities for learners to develop metacognitive awareness and to guide them in improving and expanding their knowledge about learning and becoming successful learners (Hauck, 2005). Thus, using metacognitive strategies were crucial in the

success of learning since it is a process in which the students organize and manage their learning, including control of their time, thoughts, emotions, behaviors, and environment. Furthermore, these strategies in making video project were valuable as highlighted by Martin et al., (2013), video production can foster deep thinking and understanding of content. In other words, the metacognitive strategies provoked the students to discover, analyze, and overcome misconceptions in making video project assignments.

CONCLUSIONS

The results of the present study showed that assigning students to make video project assignments was a powerful pedagogy that could help to develop students' learning skills. It has presented evidence of various strategies used by ESP students at State Polytechnic of Subang that helped them to use English in making the video project assignment. The current study results had added new knowledge in the field of learning strategies research and students' choice of strategies was possible to contribute to the students' English language learning. In addition, successful strategy selection might depend on the students' own individual characteristics, the learning target, and the learning context to integrate their strategies so that they worked well together to achieve positive outcomes. The outcomes could be attributed to the proficiency level in both languages and making videos to master English. Therefore, using learning strategies in producing videos had given students the opportunity to express creativity, to work in a team, and to be part of a motivating experience since it provided an opportunity to hone communication skills, cooperation skills, and self-regulated skills which will be essential for students' future career.

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