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Journal of University Teaching & Learning Practice | Journal of University Teaching & Learning Practice Volume 18 Issue 3 Article 08 2021 | Camera Roll, Action! Non-specialist Undergraduate English Learners' | Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions of Using Video Production in Learning English | Perceptions of Using Video Production in Learning English | Gusti Ngurah Agung Wijaya Mahardika Universitas Negeri Malang, Indonesia, wijayamahardika@gmail.com | Utami Widiati Universitas Negeri Malang, Indonesia, utami.widiati.fs@um.ac.id | Yazid Bhastomi Universitas Negeri Malang, Indonesia, ybasthomi@um.ac.id | Nunung Suryati Universitas Negeri Malang, Indonesia, Nunung.suryati.fs@um.ac.id | Follow this and additional works at: <https://ro.uow.edu.au/jutlp> | Recommended Citation | Recommended Citation Mahardika, I., Widiati, U., Bhastomi, Y., & Suryati, N. (2021).

Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions of Using Video Production in Learning English. Journal of University Teaching & Learning Practice, 18(3). <https://doi.org/10.53761/1.18.3.8> | Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au | Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions | Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions of Using Video Production in Learning English | of Using Video Production in Learning English | Abstract Abstract | This paper reports on non-specialist undergraduate English learners' perceptions about the use of video project in learning English, which was adopted to counter students' low English learning motivation.

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Using a questionnaire and interview, the researcher obtained data on students' perceptions of the use of video project in learning English. The study results showed that the learners have a positive perception of the impact of video production on their English learning (dimension mean of 4.07). The learners also reported that video production improved their confidence in their English and increased their motivation (dimension mean of 4.17).

Lastly, the learners considered video production as a feasible, enjoyable, and affordable way to learn English (dimension mean of 4.29). Keywords video production, non-specialist English learners, learners' motivation, sense of achievement. This article is available in Journal of University Teaching & Learning Practice:

<https://ro.uow.edu.au/jutlp/vol18/iss3/08> Journal of University Teaching & Learning Practice Volume 18 Issue 3 Article 08 2021 Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions of Using Video Production in Learning English | Gusti Ngurah Agung Wijaya Mahardika Universitas Negeri Malang, Indonesia, wijayamahardika@gmail.com Utami Widiati Universitas Negeri Malang, Indonesia, utami.widiati.fs@um.ac.id Yazid Bhastomi Universitas Negeri Malang, Indonesia, ybastomi@um.ac.id Nunung Suryati Universitas Negeri Malang, Indonesia, Nunung.suryati.fs@um.ac.id Follow this and additional works at:

<https://ro.uow.edu.au/jutlp> Recommended Citation Recommended Citation Mahardika, I., Widiati, U., Bhastomi, Y., & Suryati, N. (2021).

Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions of Using Video Production in Learning English. Journal of University Teaching & Learning Practice, 18(3). <https://ro.uow.edu.au/jutlp/vol18/iss3/08> Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au 1 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions Camera Roll, Action! Non-specialist Undergraduate English Learners' Perceptions of Using Video Production in Learning English | of Using Video Production in Learning English Abstract Abstract This paper reports on non-specialist undergraduate English learners' perceptions about the use of video project in learning English, which was adopted to counter students' low English

learning motivation. Data were collected from the first-semester students of Hinduism Education Department in a state university in Indonesia.

The students were taught English using group-based video projects where they developed their own scenarios, shot, edited, and presented their videos by themselves. Video production was used to enable the learners to use English actively and improve learners' motivation to learn English in the future by promoting the learner's sense of achievement. Using a questionnaire and interview, the researcher obtained data on students' perceptions of the use of video project in learning English.

The study results showed that the learners have a positive perception of the impact of video production on their English learning (dimension mean of 4.07). The learners also reported that video production improved their confidence in their English and increased their motivation (dimension mean of 4.17). Lastly, the learners considered video production as a feasible, enjoyable, and affordable way to learn English (dimension mean of 4.29). Keywords video production, non-specialist English learners, learners' motivation, sense of achievement.

This article is available in Journal of University Teaching & Learning Practice: <https://ro.uow.edu.au/jutlp/vol18/iss3/082> Journal of University Teaching & Learning Practice, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted Introduction The lack of motivation is one of the major problems faced by English teachers teaching non-specialists second language learners, who take English as a compulsory course while majoring in other subjects such as engineering or medicine. Most of these learners seem to have proximal external motivation such as passing the exam, getting the credit for the course, and forced to take the course as a university requirement (Fryer et al., 2014).

This lack of motivation, or more appropriately the loss of motivation, seems to stem mainly from their own experiences of failures in learning English or even negative attitude towards foreign language and culture (L. Li & Zhou, 2013; Sakai & Kikuchi, 2009; Xie et al., 2018). One other major factor contributing to students' low motivation level is the tedious, repetitive, and grammar-oriented English learning process. Unfortunately, teachers still rely heavily on textbook-based learning activities such as memorizing, translating sentences, repeating the teacher's sentences (Al-Khasawneh, 2017), repetitive grammar exercises, and sentence or text translation tasks (Cankaya, 2018). Classroom observations indicated that a typical English lesson for non-specialist students usually starts with reading comprehension activities, followed by a question-and-answer session, and then ends with grammar exercises.

Previous studies focusing on non-specialist English learning reported that Grammar exercises such as filling in the blanks and rewriting sentences were used more frequently by teachers, which serves more to prepare the students for exams rather than to train them to use the language communicatively (Ariatna, 2016; Wachob, 2006). Students consider these grammar exercises and textbook-based tasks, which include long and difficult texts, as boring and demotivating (Jean & Simard, 2011; Sakai & Kikuchi, 2009).

To promote and bolster students' motivation, teachers should use a teaching technique that will prompt their students to use English in a fun and enjoyable way. The technique should also foster, nurture students' motivation, and increase students' self-confidence so they will have the desire to learn again in the future (Dörnyei & Ushioda, 2011; Xie et al., 2018). One of the innovative teaching techniques used by English teachers to attract the students' attention and foster their motivation is using video in teaching.

The **use of video in English language teaching** has been widely studied and viewed as an important and interesting way to teach. Previous studies on **the use of video in** ELT can be divided into two distinct categories. The first is the video viewing, where students view videos and do follow-up activities based on the video viewed. The second is the video production, where students produce videos of their own as part of the learning process. Of these two, the first category has been well studied and has been the main focus of the investigation into video and its impact on English learning (Mekheimer, 2011).

Video viewing is considered to be more than just a novel approach to everyday teaching (King, 2002). It facilitates language learning, improves motivation, listening skill, fosters positive attitudes towards learning **English (Park & Jung, 2016; Woottipong, 2014)**, and creates an interesting and lively English learning atmosphere (Çakir, 2006; Georgieva-Tsaneva, 2019; Mekheimer, 2011; Ronchetti, 2010). **Previous studies on video production and language learning** have found that video production is just as beneficial as video viewing in helping students learning a language.

Besides improving students' speaking skills (Akdeniz, 2017; Bobkina & Domínguez Romero, 2020; Gromik, 2012), it also seems to help students' public speaking presentation (Hung & Huang, 2015). Video production is also a powerful tool for developing students' second language literacy by creating multimodal literacy materials (Toohey et al., 2012). **Other than speaking skill, previous studies on video production and language learning primarily focused on students' experiences and challenges in producing** video in a second language (Khojasteh et al., 2013; Loftus et al.,

2014; Yanti & Mulyono, 2020), cultural content, collaboration and creativity in video

production process (Goulah, 2007) students' autonomy (Hafner & Miller, 2011) and fostering students' digital literacy (Hafner, 2014). 1 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production 3 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production RMIT Classification: Trusted Although previous studies have helped us to understand the effect of video production on second language learning, past studies have been less informative on the perceived impact of video production on learners' English learning, since previous studies investigation have been limited to speaking skill (Göktürk, 2016; Gromik, 2012; Hung & Huang, 2015).

Furthermore, even though motivation is instrumental for successful language learning (Csizér & Dörnyei, 2005), previous studies have not investigated the impact of video production on non-specialists language learners' motivation to learn English. Lastly, previous studies have reported students' challenges when producing videos, especially in terms of technical competencies such as difficulties in finding an appropriate setting, capturing clear audio, and editing the video (Khojasteh et al., 2013; Loftus et al., 2014).

Considering that video production might be costly as it involves shooting and editing, it is advisable that English teachers investigate whether English language learners consider video production a financially affordable and technically viable technique. This becomes essential since students come from different economic backgrounds with differing technical skills (E.g., shooting and editing video). To sum up, the present article reports the result of the implementation of video production technique in a general English course for non-specialist learners, more specifically this article aims to describe (1) non-specialist language learners' perception of the impact of video production on their English learning; (2) non-specialist language learners' perception of the impact of video production on their motivation to learn English in the future; and (3) non-specialist language learners' perception of the implementation of video production itself.

Literature Review Video Production in Second language learning Video production is a powerful teaching technique, which when used appropriately will help students to learn the subject matter and address the diverse cognitive, social, and technological needs of 21st-century teachers and learners (Sweeder, 2007). Previous studies on the effect of video production on second language learning have provided empirical evidence of its positive impact, especially on learners' oral competency. To illustrate this, Gromik (2012) studied a group of second- year Japanese undergraduate EFL learners who were instructed to produce 30-seconds video monologues using their cellular phones.

The study found that the participants managed to achieve a 46% increase in word production and a 37% increase in the number of words uttered per second (Gromik, 2012). Gromik concluded that regular video production motivates the participants to

produce their best effort and increase their word output. Similar findings were reported Hung and Huang (2015), who studied 36 English major undergraduates during a semester-long video production in the form of video blogs. The study reports overall significant speaking performance improvement.

Out of the 14 speaking performance skills rated, six skills exhibited the most marked improvement: introduction, projection, posture, intonation, purpose, and conclusion skills (Hung & Huang, 2015). Besides improving learners' speaking performance, video project also delivers positive effect in multimodal literacy, and can be used to elicit learners' out-of-school resources in the school environment (Toohey et al., 2012). To investigate students' digital ac Hafner studied undergraduate English for Science course students in Hong Kong. The participants of the study were instructed to produce a video of a scientific study in English.

The results showed that the participants managed to produce a wide range of videos, with varying degrees of approach to the audiences as well as in quality, and that the participants work well with the digital literacy, which was embedded along with more traditional literacy practices in the course design. Despite the limitation, the study 2 *Journal of University Teaching & Learning Practice*, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> 4 *Journal of University Teaching & Learning Practice*, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted highlights the potential use of video project to practice students' ability to create and deliver meaning through multimodal ensembles, which is considered an important 21st-century skill (Hafner, 2014; Hafner & Miller, 2011).

To sum up, previous studies suggest that video production is a potential learning tool, which will be very beneficial for the students when implemented appropriately. It will improve students' language skills and their ability to work in a team, boost their motivation to learn, create a condition for authentic language use, and even enable them to explore, exercise, and improve their technical and management skills. However, previous studies have focused on the impact of video production on speaking skill and have not yet investigated other skills such as reading and writing.

Furthermore, despite investigating students' motivation, previous studies have not delved deeper into investigating whether video production has motivated the students to study English in the future. Finally, few studies have investigated the students' perception of the implementation of video production. This is important to know since students have different technical skills. Do students find video production easy to do? Do they need special skills to produce the video? These are the unanswered questions that the present study attempts to investigate.

Motivation and Non-specialist second language learner Teaching English as a foreign language is never an easy task. It is even more so when the students have low motivation to learn English. This is a typical case when dealing with non-specialist English learners, for whom the English course is nothing but a compulsory course. Students' motivation has long been established as instrumental in language learning (Csizér & Dörnyei, 2005). Even though the students may very well require English for their future, many students have low motivation to study English (Park & Jung, 2016).

Students' low motivation can be caused by several demotivating factors such as learning contents, or test score, especially for those with low motivation. When students face the fact that they have low scores in a test, they can lose their confidence and eventually their motivation, seeing the learning process as a lost cause (Sakai & Kikuchi, 2009; Xie et al., 2018). Negative attitudes towards foreign language and culture can also cause students to lose their motivation. This can manifest from differences in culture, such as different writing systems between students' culture and the English language (Li & Zhou, 2013).

Further results from Saudi Arabia submitted Classroom Characteristics as the most demotivating factor followed by Course Materials, and Test scores as the second and third most demotivating factors, respectively (Al-Khasawneh, 2017). The study also found that the majority of the students did not get the opportunity to communicate in English and that their learning experience is limited to repeating English sentences after the teachers. They also considered their course contents were not interesting and consisted of memorizing and translating sentences from the textbook. Similar results were obtained from a study conducted on non-specialist English learners in Turkey (Cankaya, 2018).

Students' motivation can also shift as they get older, as reported by a study conducted on young Danish students (Fenyvesi, 2020). The study reports a decrease in motivation to learn English among young Danish students. As they grow older, students shift from reliance on external authority (their teachers or parents) to instrumental and more future-oriented motivation. The study also reports that students consider learning words and grammar rules without context and too much repetition in English class to be boring. Students prefer more varied learning activities in a real-life context (Fenyvesi, 2020).

The above studies' results indicate that non-specialist English language learners' motivation is greatly affected by many factors, such as classroom characteristics, the content of the learning materials, learners' attitude toward the target language and

culture, and learners' experiences of failure during learning. To overcome these demotivating factors, teachers must design and present 3 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production 5 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production RMIT Classification: Trusted a learning process that enables learners to experience enjoyable and fun English learning (Baranowska, 2020; Trinder, 2017).

This can be done either by producing material that will help and encourage students to learn English or by using a new approach and media in the classroom (Ismaili, 2013; Jiménez & Rose, 2010; Wachob, 2006). Even more than just bolstering learners' motivation, teachers need to find an approach that will grab the students' attention and nurture their motivation and increase their self-confidence (Dörnyei & Ushioda, 2011). In other words, teachers need to design a learning experience that will provide learners with a sense of achievement.

The term sense of achievement refers to the fact that people need a sense of success and satisfaction in their English learning process and become confident in their ability to learn (Peipei & Pan, 2009). The sense of achievement is a part of the student's intrinsic motivation, which will propel the student to learn for their satisfaction, engage in activities that provide learning challenges, and eager to learn new things (Komarraju et al., 2009; Oz, 2016). Furthermore, the sense of achievement will prompt the students to learn harder, reward them with more success, and eventually become more motivated to learn.

To promote students' sense of achievement, teachers need to provide a learning experience that pushes the students to be productive and produce something. Therefore, instead of viewing videos, the students themselves must produce the videos, and learn the necessary skills required to produce the video, both English skills, and technical skills during the video production (Masats et al., 2009; Sweeder, 2007). Their success in video production will reward them with satisfaction, and the satisfaction will encourage them to learn more and do more. At the same time, success will also improve their confidence in themselves and their English.

This nature of video production is very beneficial for teaching Non-specialist learners since the focus of the teaching is not merely teaching English but also teaching the students to like English and entice them to learn more in the future. Method Setting and Participants The present study was conducted in a state university in Bali Province, Indonesia. The data were collected from an intact class of 35 non-specialist English students from the Hinduism Education Department, consisting of 25 female students and 10 male students. The participants receive English course as a compulsory course.

These students were studying to teach Hinduism as part of the mandatory religious education in Indonesia. Naturally, the main bulk of the students' syllabus is Hinduism courses, and English courses are given to improve their ability to communicate in English to support their primary task as Hinduism teachers. The students were in their first semester, and the English course is the first of two compulsory English courses in the department's curriculum.

All participants have had a minimum of 6 years of formal English instruction, 3 years in junior high school, and another 3 years in senior high school. During these years of instruction, the students were taught all the skills of English and grammatical structures. Instruments The data were collected using a questionnaire and semi-structured interviews with the students. The questionnaire used was a five-point Likert-scale questionnaire, with responses ranging from 1 (strongly disagree) to 5 (strongly agree), and consisted of 15 items based on three dimensions.

The dimensions were, 1) the students' perception of the impact of video production on English learning, aimed at identifying whether the learners consider video production as beneficial for their listening, speaking, writing, reading skills as well as their understanding of grammatical rules. 2) the students' perception of the impact of video production on students' motivation to learn English in the future, aimed at identifying whether the learners consider video production bolster their motivation to learn English in the future, their confidence in their English, confidence in future mastery of English, 4 *Journal of University Teaching & Learning Practice*, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> 6 *Journal of University Teaching & Learning Practice*, Vol.

18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted confidence in their ability to produce better videos, and the realization that English is a subject matter that can be mastered. And 3) the students' perception of the implementation of video production itself. This part of the questionnaire aimed to identify students' perception of the video production, their entry behavior towards producing a video, whether or not they consider that video production requires advanced skill, expensive equipment, and a big budget.

The participants were also asked whether they feel satisfied with the learning process using video production. The questionnaire was written in Bahasa Indonesia to minimize inaccurate responses due to language barrier. The questionnaire administration and the interview session were conducted after the final grades for the course were published to free the students from any concern regarding the impact of their answers on their

grades. The questionnaire was first piloted on 30 students of another intact class from the same department who were also taught English using video production.

The questionnaire items' analysis yielded Cronbach's Alpha Value and the Cronbach's Alpha Based on Standardized items values of .903 and .932, respectively. Thus, the questionnaire was considered reliable to be used in the present study (Tavakol & Dennick, 2011). The resulting data from the questionnaire were tabulated and the items in each dimension were ranked based on their means. The means of items 1 to 5 were averaged to obtain the first dimension mean, the means of items 6 to 10 were averaged to obtain the second dimension mean, and the means of items 11 to 15 were averaged to obtain the third dimension mean.

The mean scores of each item in each dimension shows students' response to the item, the higher the means score (ranging from 0.00 to 5.00) the more positive the responses are. A series of interview sessions were conducted with the participants in group settings, based on the groups they were in when producing the videos. The interview was conducted to explore further the quantitative data obtained from the questionnaire. The participants were asked similar questions to the questionnaire but worded in a more open-ended fashion to elicit more in-depth responses.

Video Production Procedures The English course described herein is the first of two English courses available for the Hinduism Education Department students. Being a general English course, the course aimed to recap the students' previous 6 years of English instructions in junior and senior high school and prepare them for their second English course, the English for Hinduism Teachers. This course was previously delivered through a handbook-based approach heavily focusing on reading comprehension and grammatical rules.

The typical meeting starts with reading comprehension activities, followed by passage-based questions and answers, and then closed with grammar rules explanation and practice. Students consider this learning process as boring since this type of learning activity was the staple learning experience during their previous English instruction. They also considered learning as difficult due to the grammar rules and practice activities. The researcher opted to use video production as an alternative technique in delivering the course by incorporating speaking, writing, listening, and reading activities into the Preparation Phase of the video production and requiring the students to submit a video as their final project of the usual written final examination. Another reason to use video production to frame the delivery of the course was to motivate the students by providing them an opportunity to create a genuinely tangible product.

It was hoped that the students' videos would show to the students themselves that they can use their English, and at the same time it will also show to the students that English is a subject that can be mastered, just like any other subject that they have learned. The video production was implemented in the 16-meetings English course for a whole semester. The video production implementation was conducted in three phases: The Introduction Phase, the Preparation Phase, and The Video Shooting and Screening Phase.

The introduction phase was the phase where the teacher introduced the video production to the students. The teacher and students 5 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production 7 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production RMIT Classification: Trusted discussed the video production process, the material, skill, and the product expected from the students. The students were also instructed to form groups and start their topic selection.

In the Preparation Phase, the teacher taught the students the skill required to produce the video such as the necessary language functions, grammatical rules, specific terms, and other linguistics aspects related to the video. This phase forces the students to read articles, watch videos and clips, and hold discussions related to their topics, and later the students were also forced to write a script for their video. The learning process focused on 1) information gathering through watching videos and reading articles related to the students' topics, and 2) script drafting based on the information gathered beforehand, including the revision and rewriting of the video script to the point where the script is considered to be acceptable. The teacher also worked with the students to improve their pronunciation, especially when the video involves dialog, monologue, or voice-over.

The Preparation Phase covered grammatical and structural competence, reading, writing, and listening skill. Besides the linguistic aspects, the teacher also introduced some basic video production skills, such as camera handling, camera angle, sound recording, and video editing skills such as scene transition, text imposition, and so forth. The final phase was the Video Shooting and Screening Phase. In this phase, the students went to the field to shoot their video and then edit the video based on the requirements outlined in the Introduction Phase.

The final product of the video production was 7 videos, each with less than 15 minutes duration. As part of the production parameters, the videos were recorded using only smartphones. To instill a sense of fair play, the students were not allowed to record the video using DSLR cameras or video cameras or ask anyone outside their group members

to shoot or edit the videos. For fairness, ease of instruction, and economical reasons, the software used to edit the video was limited to the free version of Videopad. After the videos were finalized, the class then screen the videos together.

Each video screening was followed by questions and answer session where the students and teacher discussed the video. There was also an award ceremony for Best Pronunciation, Best Script, and Best Video. At the end of the course, after the students' grades were announced, the students were instructed to fill in the questionnaire and participate in the interview. Before administering the questionnaire and conducting the interview, the researchers explained to the participants that their responses to the questionnaire and the interview would not affect their grades in any way whatsoever.

Results Students' Perception of The Impact of Video Production on Their English Learning The first research problem investigated in the present study was students' perception of video production's impact on their English learning. The questionnaire administered showed that the students have an overall positive perception of video production's impact on their English learning with a dimension mean of 4.07. This dimension investigated students' perception of video production's impact on their reading, listening, speaking, writing skills, and understanding of grammatical rules. The highest mean score for the English skills was 4.37 (SD = .690), from item number 3 "VP helps me to understand English reading passages better". Followed by speaking skill, "VP helps me to speak English better" (M = 4.34 SD = .684).

Students considered writing skill as the third most affected skill, "VP helps me write better" (M = 4.06 SD = .725). Learners also thought that their listening skills were affected by learning English using video production (M = 3.89 SD = .867). The lowest mean score for the first dimension was 3.71 from item number 1 "VP helps me understand English grammatical rules," indicating that students considered grammar mastery the least affected skill. 6 Journal of University Teaching & Learning Practice, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> 8 Journal of University Teaching & Learning Practice, Vol. 18 [2021], Iss. 3, Art. 08

<https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted Tabel 1.

Descriptive Statistics of Learners' Perception of The Impact of Video Production on Their English Learning. Item N Min Max Mean Std. Dev VP helps me to understand English grammatical rules 35 2 5 3.71 .926 VP helps me to write better 35 3 5 4.06 .725 VP helps me to understand English reading passages better 35 2 5 4.37 .690 VP helps me to speak English better 35 2 5 4.34 .684 VP helps me to understand spoken English better 35 2 5 3.89 .867 These numbers are relatively easy to understand when compared with the interview results. During the interview, the students confirmed that their reading comprehension ability was the most affected aspect of English learning by video

production.

This stemmed from the extensive reading they have to do when researching the materials for their topic during the preparation phase. "I was really happy when I heard that we were not going to use any textbook, but then after selecting our topic, I realized that we were going to read a lot more articles than the texts in the textbook. But I don't mind. I learned a lot about my topics from the articles. They are really useful for my script writing". (F14) Another student commented that her speaking skill, especially her pronunciation, was improved by repeating her dialogue over and over again.

She also stated that she modeled her pronunciation from models on youtube. "Speaking is hard. I try again, again, and again. I watch people on youtube to know how to say it. I learn new words too, like marvelous. I like the word" (F1) In writing the script, students truly put their writing and reading skills to the test. They also realized the fundamental truth about writing, "writing is easier after reading a lot of materials" (M2). He further stated that the script writing "really made me read" (M2). Since the students found it challenging to write in English, they wrote the script in Bahasa Indonesia and then translated it into English sentence by sentence.

Students realized that by reading enough materials, they could use the phrase they picked up to save themselves the trouble of translation. "We were lucky, we found some articles from the internet about our topic Pura Besakih. We found many sentences which are difficult to translate from Bahasa Indonesia, such as terletak di lereng Gunung Agung (situated in the slope of Mount Agung)" (M5) For some of the students, listening was quite a challenge. In the interview, students stated that they researched a number of videos on their topics, but they found that some words eluded them.

To try to understand the words, they have to "play it again, still don't understand, play it again, until I know it" (M3). After they were shown the way to activate the close captioning, they found it easier to understand the meaning of the speaker. Nonetheless, the close captioning does not guarantee 100 percent accuracy, and "for some words, I have to ask the teacher" (F1). The survey data showed that students' understanding of grammatical rules was the least affected by video production. During the interview, the students admitted that they ignored grammatical rules. Their attention was more on meanings, phrases, and pronunciation.

Since there was no specific instruction for the students to pay attention to grammatical rules, they simply focus on collecting 7 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production 9 Mahardika et al.: Non-specialist English Learners' Perceptions of Video Production RMIT Classification: Trusted information for their

topics. Even during the script writing phase, the teacher was the one who guides the students to use proper grammar. "I think the meaning is the most important thing. As long as people can understand what we want to say, a little mistake is not a big problem" (M9) "I did not pay any attention to grammar. After we wrote the script, the teacher rechecked it.

When he found mistakes, he told us how to correct it. But after that, I forgot the rules again" (F20) Students' Perception of The Impact of Video Production on Their Motivation to Learn English in The Future The second research question investigated was students' perception of the impact of Video Production on their motivation to learn English in the future. For the researcher, this is one of the focal points of the research. Changing students' attitudes and view towards English and English learning is the first step to mastery.

Most of the students expressed their confidence in their English after producing their videos (see Table 2). They considered video production beneficial in improving their confidence in using English (M = 4.09, SD =.562). Video production also seemed to have boosted their motivation to learn English in the future (M = 4.23 SD =.426). In the same vein, most of the students indicated agreement with the statement "English is not as difficult as I thought" (M = 4.29, SD =.789). Furthermore, students also stated that if they were given more time, they would have been able to produce better videos (M = 4.06, SD =.338).

The questionnaire results also revealed that students indicated their confidence in being able to master English (M = 4.17, SD =.891). These results indicate that the students have a positive perception of video production's impact on their future English learning. This is a significant finding for the researcher since motivation is a vital supporting factor in language learning. Tabel 2. Descriptive Statistics of Learners' Perception of the Impact of Video Production on Their Motivation to Learn English in The Future.

Item	N	Min	Max	Mean	Std. Dev
VP improves my confidence in using my English	35	3	5	4.09	.562
With more time, I can produce better videos	35	2	5	4.06	.838
VP makes me want to learn English more in the future	35	4	5	4.23	.426
English is not as difficult as I thought	35	2	5	4.29	.789
I believe that I can master English	35	2	5	4.17	.891

The students' interview indicated that the students consider video production as beneficial in building their motivation and confidence in their English ability.

Before introduced to video production, students have few opportunities to speak, "usually we were told to pair up and read conversations in the book" (M3). With video production, students were encouraged to create their dialogue with minimal interference from the teacher, something much appreciated by the students since it

gave them freedom and the right to earn the results. "We wrote the conversations in the script, not the teacher. We use short sentences, so it is easier to remember. But we wrote them ourselves not copying from the book". It was not easy, but we did it.

(M3) 8 [Journal of University Teaching & Learning Practice](https://ro.uow.edu.au/jutlp/vol18/iss3/08), Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> 10 [Journal of University Teaching & Learning Practice](https://ro.uow.edu.au/jutlp/vol18/iss3/08), Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted When asked about [their confidence in their](#) English, students responded very positively. One student stated that she was very proud of what she and her group had produced. "We did a good job. I never recorded my English before, I think it is good and I pronounce the sentences well. My friend told me that I sound like Bali Channel (an English segment on tourism broadcasted by local television channel BaliTV).

I think my English is not bad only need more practice." (F3) Students also showed increased [motivation to learn English in the](#) future, especially their instrumental motivation. As one student aptly described. "I want to study English more, I think I will join an English course. I want to make (youtube) contents in English. I know many people want to know about Bali. The real Balinese life, not the tourist-Bali. Many youtubers are not from the US or England, but they speak English in their channels."

(M7) Students further elaborated that they think English can also be mastered by comparing it to other difficult subjects, "I like English and I am sure I can speak quite well if I learn hard, English is learnable, still a lot easier than mathematics or Sanskrit (as part of their curriculum these particular students were also taught Sanskrit)" (M3). When asked about the possibility of producing better videos, the students indicated that they would have been able to do just so if they were given more time to prepare.

However, their answers were divided into two different understandings of the term "better videos". On the one hand, [some students claimed that](#) they would have delivered better videos with richer materials as in never-known-before facts about their topics, better pronunciation, and more native-like language. On the other hand, other students claimed that they would have produced better videos with better angles, better background, better scene transition, or to sum up, with better mise en scene. "The challenge is in the information collection for the script.

Reading will only give you so much information. We would love to have the chance to go to interview the people involved in the ritual and document the whole procession from the preparation stage until the very end (this particular group topic was Masangih ritual which typically took several days of preparation)." (M8) "One thing that I regretted

from our video was the opening scene. It was cloudy when we went there, so the lake looked so dark. I wish we had more time. I would have loved to take a better opening.

I imagine taking time-lapse footage of the sunrise over the eastern hill over the lake as the opening (this particular group topic was Pura Ulundanu Batur, a beautiful temple located on a hill overlooking Lake Batur)." (M7) Students' Perception of **The Implementation of Video Production** The third research question investigated the students' perception of **the implementation of video** production. Since video production in the past required specialized equipment, skill set, and a big budget, it is crucial to know whether the students consider it to be so in today's context.

The questionnaire results indicated that students **have a positive perception of** video production implementation in learning English, **as can be seen** from the overall mean of 4.29 (see Table 3). Students revealed that initially, they were not sure that they would be able to produce the video as required, with a mean score of 4.29 (SD = .622). The interview later clarified that their doubt was based more on language consideration rather than technical considerations. Students consider that 9 Mahardika et al.: Non-specialist **English Learners' Perceptions of** Video Production 11 Mahardika et al.:

Non-specialist **English Learners' Perceptions of** Video Production RMIT Classification: Trusted video production does not require advanced skills nor expensive equipment. The two statements, "VP does not require advanced skill" and "VP does not require expensive equipment" were responded positively with mean scores of 4.60 (SD = .497) and 4.23 (SD = .598), respectively. The budget requirement was considered low since the students already have the equipment required, and the editing software used was the free version.

Students indicated this by giving positive responses to the statement "VP does not require a big budget" with a mean score of 4.06 (SD = .338). Lastly, students expressed their satisfaction with **the result of the** learning process. They give positive responses to the statement "I am satisfied with the learning process" with a mean score of 4.26 (SD = .701). Tabel 3. Descriptive Statistics of Learners' Perception of **The Implementation of Video** Production. Item N Min Max Mean Std. Dev Initially, I was doubtful that I can finish the video 35 3 5 4.29 .622 VP does not require advanced skill 35 4 5 4.60 .497 VP does not require expensive equipment 35 3 5 4.23 .598 VP does not require a big budget 35 3 5 4.06 .338 I am satisfied with the learning process 35 2 5 4.26 .701 **Video production is a** novel learning experience for the students since they were already well set with the conventional handbook-based learning process.

During the interview, several students stated that they had started the course with

trepidation due to their previous experiences in learning English. Since English is a compulsory subject matter from the 7th grade, the students had 6 years of English learning before taking the course. The previous learning experiences, however, were primarily based on reading-related tasks and grammar exercises. "The teacher usually gives us a passage to read and then answer some questions based on the reading, after that we were given grammatical formulas and we have to make sentences based on the formula. It was like that for every meeting".

(M7) The students' interview disclosed that the students had no problems at all when shooting the video because they like making short videos of their own with their smartphones. Students admitted that their initial inhibition was caused by the language requirement. "Making the video was easy, we make videos all the time, for Instagram, Facebook, and vlog. It's English which is difficult, but now we can make vlogs in English! We just have to make a better script".

(M8) Since the teacher prohibited the students from using any video capturing device other than their smartphones, the students felt that they did not have to look for any special equipment. They also think that the smartphone-only rule leveled the playing field. "I made videos with my phone, so I know how to use it. It's good that we can only use our phones because not everyone has expensive and good DSLR (camera). I was about to use my phone anyway, it has a good camera". (M7) Most of the participants were full-time students, therefore the amount of money they have to spend on school projects is always a concern.

But video production does not require a big budget, as long as both the teacher and the students are willing to work creatively and do not get too ambitious with 10 [Journal of University Teaching & Learning](https://ro.uow.edu.au/jutlp/vol18/iss3/08) Practice, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> 12 [Journal of University Teaching & Learning](https://ro.uow.edu.au/jutlp/vol18/iss3/08) Practice, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted the project. Students stated that they have no complaints regarding the amount of money they have to spend producing the videos. "We did not spend much money making the video. The camera was free, we used our phones.

The editing was free, videopad is free, and we were not allowed to ask other people to edit our videos." (F3) "Honestly, our biggest expenses were food and gas for our motorbikes when we went to Pura Besakih, but it was also not that much because Pura Besakih is not that far. Besides the phones, we also used a tripod and clip-on mics, but those are ours too." (F20) The video production also gave the students a sense of purpose and competition. The completion of the assignment gives them a sense of achievement.

Students felt challenged by the topic as well as by their friends' plans. "At first, we were going to make a video about Panglipuran (a popular tourism object). But then we learned that another group was also doing Panglipuran, and their plan was already better than ours. So, we switched to Pura Besakih (the largest and most sacred Hindu temple in Bali), and we did our best to make a better video than the other groups". (F20) After the students produced their videos, they felt a tremendous sense of achievement.

They were very proud of their videos, **as can be seen** in their way of answering the questions directed at their videos during the video screening. The students also realized that learning English is fun and enjoyable. They especially like the screening session because watching their videos with their peers gave them a sense of closure. "Honestly, I never liked English before, I mean I know it is important but I just don't like it because it is hard with all the grammar formulas and everything. But now, I managed to make this video, it is mine, I worked very hard for it and succeeded.

I am sure that I can master English, I just have to work hard". (M1) "We worked hard, very hard for the videos. The hardest part was writing the script. But I think we did good and it all paid off when we watched the videos together. Our video was not that long, but the process was long. In the end, I really like our video and I will never forget the hard work". (M3) Students' responses to the survey and interview indicated that they **have a positive perception of the use of video production in learning English.**

The students further commented that they found no major problem during the production and editing of the video Discussion The questionnaire and interview results indicated that students considered video production beneficial for their English learning process. Students thought that the most affected skill was reading comprehension. This result is very interesting since it is not in line with **previous studies on video** production. **A previous study suggested that video production increases students' vocabulary and improves their speaking, translation, and writing skills, but not** reading skills (Yeh, 2018).

Although Yeh's study also requires the students to read source materials before writing their scripts, reading skill was not listed among the skills affected by video production. This may be caused by 11 Mahardika et al.: Non-specialist **English Learners' Perceptions of Video Production** 13 Mahardika et al.: Non-specialist **English Learners' Perceptions of Video Production** RMIT Classification: Trusted the fact that the reading materials read by the participants in Yeh's study were in Chinese instead of English.

Unlike Yeh's study, the present study requires the participants to read source materials in English. **The impact of video production on** students' reading comprehension skills

seemed to stem from the extensive reading they had to do when researching the materials for their topic during the preparation phase. During the preparation phase, the students read numerous articles as well as watching videos on their topic.

In other words, the students were exposed to extensive reading, which increases their vocabulary repertoire and improves their reading comprehension, writing, and grammar competencies (Mason & Krashen, 1997; Pigada & Schmitt, 2006; Suk, 2017; Webb, 2007; Webb & Chang, 2015). As for the speaking skill, the present study found that students considered speaking skill as the second most affected skill by video production. This finding corroborates previous studies' results, which found that video production significantly improved students' speaking and presentation skills in the areas of projection, intonation, posture, introduction, conclusion, and purpose (Hung & Huang, 2015). The present study found that students model their pronunciation after source videos and improve their pronunciation by repeatedly pronouncing their sentences.

Partially echoing Yeh's (2018) findings, the present study participants also considered their writing and listening skills improved by video production. The repeated writing and revising cycle of the script writing, prompted the students to learn to employ the correct words to express their ideas effectively. Watching the source material videos also provide students with ample opportunities to improve their listening comprehension skill.

The combination of audio and visual inputs stimulates students' perception and entertains them simultaneously (Woottipong, 2014). In general, these results provide empirical evidence that video production has the potential to help students develop more than just their speaking skills. In terms of the impact of video production on students' motivation to learn English, the present study participants expressed their confidence in their English competence after successfully producing videos in English.

They initially doubted their English competency, but their success has shown to them that they can produce the video in English, and they will also be able to master English as long as they are willing to work hard for it. The present study's findings corroborate previous studies' findings on the impact of video production on students' confidence that video production rewards students with positive emotion and motivation to learn (Pirhonen & Rasi, 2017; Wulandari, 2019). Furthermore, students enjoyed the learning experience from group forming to script writing, video shooting, and editing, and finally the video screening and discussion. Every phase of video production exposed students to English in various forms of activities.

For example, in the Preparation Phase, students pushed themselves to read newspaper

articles, watch youtube videos, and discuss the information obtained with their group members in class. They have to do all these activities in English. But since the students' goal and focus were on making the video, they enjoyed all these exposures to English and did not view them as a burden, as they would have when they were told to answer grammar exercises. This enjoyment eventually modified students' perception of English learning. Most of the students may have started the course with a sense of trepidation based on their previous encounter with English classes.

However, after the course, students realized that English learning could be made fun and enjoyable (Baranowska, 2020; Park & Jung, 2016). Meanwhile, for some students, the combination of English mastery other skills, i.e., video production skills, opens up new opportunities for their future, such as being a content creator. Students realized that with the mastery of English, they could do so much more with their life and this realization prompts students' instrumental motivation to study English more seriously (Peipei & Pan, 2009).

12 *Journal of University Teaching & Learning Practice*, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> 14 *Journal of University Teaching & Learning Practice*, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted The participants of this study reported overall satisfaction with the implementation of video production in learning English. They reported no technical difficulties in producing videos using their smartphones since they all have smartphones capable of recording videos.

They are familiar with the workings of making short videos, something which has been accurately predicted and reported by previous studies (Gromik, 2012; Hafner, 2014; Hafner & Miller, 2011). In addition, students enjoyed the process and the novelty of video production technique. Students stated that they have never made any videos to learn English before, and this technique helped them enjoy the course better than merely doing grammar exercises or repeating teacher sentences (Cankaya, 2018; Fenyvesi, 2020; Jean & Simard, 2011).

Students' sense of enjoyment in producing videos matched the results reported by previous studies (Koc, 2011). Furthermore, in video production, students were more motivated to learn because they are actively involved in designing and conducting the learning process. This involvement puts the students as more than a mere consumer of the learning process, but also as the producer of the learning process itself (Multisilta, 2014).

One of the participants' recurring expressions to describe the learning process is "we

worked hard". Students truly worked hard, and in the end, students were awarded a sense of completion and a sense of achievement. During the video production, the participant went through a meaningful learning experience where students did more than just receiving knowledge presented by the teacher or any other sources, and students have actively constructed their knowledge based on the information they received (Karppinen, 2005; Sharan, 2015). By collating information from numerous sources and writing them into a script and then shoot and edit a video based on the script, students have actually used the language being learned.

This kind of learning is more beneficial for the students since it provides a more meaningful learning experience (Hakkarainen, 2011; Nikitina, 2009). Due to technological advancement, video production seems to emerge as a viable and affordable option for language teachers in delivering a fun and enjoyable way to learn. However, despite its strengths, video production is not without potential difficulties. The present study has shown that the first and most apparent potential difficulty with video production is keeping the students' focus on the language requirements of the video production.

As has been clearly indicated in the interview, if teachers did not specify and enforce the language learning aspects into the production, the production will end up being, simply put, video production with no language learning values. Students may easily be tempted to focus on producing beautiful, artistic videos, yet neglected the English content. Therefore, the teacher plays the vital role of keeping students on track by paying close attention to the students' progress, especially during the preparation phase.

Teachers need to make sure that students are trying their best to collect information about their topics, since this is the point where students are most exposed to rich English stimuli. Attention must also be put on the script's quality since poor script usually comes from poor information collection. This may indicate a low level of English exposure, i.e., students simply read one or two articles and then jumped right into script writing. Teachers must also beware of students taking shortcuts, such as copying their scripts from available sources or maybe even copying and editing other people's videos on their topics.

Both teachers and students must always remember that the goal of video production is to learn English through the joy and fun of video making. Considering the substantial workloads in producing a video, it would be wise to implement video production in a group setting. The group setting will have at least two benefits. First, it will reduce individual students' workload and allow students to work cooperatively with their fellow teammates.

This will prompt students to develop and implement their teamwork and interpersonal skills, resulting in deeper information processing and more meaningful psychological connections with their group (Smith, 1995). The group setting will also prompt students' competence to construct new understanding by challenging and defending each other's ideas (Kozar, 2010). Thus, working in a 13 Mahardika et al.: Non-specialist **English Learners' Perceptions of** Video Production 15 Mahardika et al.:

Non-specialist **English Learners' Perceptions of** Video Production RMIT Classification: Trusted group will expose students to new and different ideas and allow them to experience and implement negotiation skills which will be very useful in a real-world setting. Another point that teachers need to pay attention to is the technical limitation in producing the video. Since students may have different technical competencies and different access to equipment, teachers need to set some ground rules to assure that each student will have the same entry position.

This can be done by limiting the equipment that may be used based on the students' devices. Teachers also need to clearly state the video's specifications such as duration, format, and so on. Furthermore, steps also need to be taken to ensure that the students edit the videos themselves and not enlist any help from professionals. By setting the ground rules, students will have similar entry positions, and their resulting videos will be the result of their hard work and efforts. This will further motivate the students to do their best, at least trying to do better than their friends.

Conclusion To conclude, the present study's findings suggest that **learners have a positive perception of** video production's impact on their English skills. They believe that video production improves their reading, speaking, writing, listening skills, and grammar comprehension. Findings also suggest that video production improves students' **motivation to learn English in the future by** providing a fun and enjoyable learning experience, challenging process, and rewarding result.

During the production process, learners work collaboratively with their group mates and competitively against other groups. This setting motivated **learners to work hard to** produce something better and different from their friends. **The result of the** learning, the videos, showed to the students that they can master and use English competently just as they master and use any other subject that they learned. Furthermore, learners also considered video production to be a technically viable and financially affordable learning experience.

Most of the learners are already familiar with video recording activities, and the

technique requires a little budget and simple equipment. One other thing that we can draw from the present study is that video production implementation requires teachers' vigilance. Teachers must always pay close attention to learners' progress and ensure that they stay focused on learning English through video production instead of simply producing beautiful videos.

Ground rules covering technical aspects of video production must also be set and enforced by teachers to ensure that they have a level playing field in producing their videos. Further study should be done on different levels of education, such as in junior and senior high school, since the setting of the current study in higher education, gives a rather freehand for the instructor to design and carry out the source. It would be very interesting to see how video production can be incorporated into elementary, junior, and senior high schools curriculum and **the impact of video production on** students' English learning from said levels.

Other focuses of future video production research may be on the impact of gender on video making and differences in perception of video production in ELT between digital native and digital immigrant. Furthermore, it would also be interesting to study teachers' perception and students' perception of video production to see whether there is an alignment or misalignment of their perceptions and their reasons. 14 **Journal of University Teaching & Learning** Practice, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> 16 **Journal of University Teaching & Learning** Practice, Vol. 18 [2021], Iss. 3, Art. 08 <https://ro.uow.edu.au/jutlp/vol18/iss3/08> RMIT Classification: Trusted References Akdeniz, N. Ö. (2017). Use of student-produced videos to develop oral skills in EFL classrooms. *International Journal on Language, Literature and Culture in Education*, 4(1), 43 – 53. <https://doi.org/10.1515/llce-2017-0003> Al-Khasawneh, F. M. (2017). Demotivating factors affecting EFL learning of Saudi undergraduate students. *International Education Studies*, 6, 25 – 34. <https://doi.org/10.5539/ies.v5n1p181> Ariatna. (2016). The need for maintaining CLT in Indonesia. *TESOL Journal*, 7(4), 800 – 822. <https://doi.org/10.1002/tesj.246>

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