



Journal of English Teaching and Applied Linguistic

<http://jurnal.stkipgribl.ac.id/index.php/jeta>

print ISSN 2722-3388

online ISSN 2722-3396

EFL STUDENTS' PERCEPTIONS TOWARD EDUCATIONAL VIDEO PROJECTS

MUHAMMAD SUKANDI¹

MUHAMAD HASBI²

UNIVERSITAS ISLAM NEGERI SALATIGA, SALATIGA, INDONESIA¹²

[1muhammadkandi22@gmail.com](mailto:muhammadkandi22@gmail.com)

[2muhamadhasbi@uinsalatiga.ac.id](mailto:muhamadhasbi@uinsalatiga.ac.id)

Abstract: This research aimed to know the EFL students' perceptions toward educational video projects in Computer Assisted Language Learning (CALL) class. This research method was descriptive qualitative, with the research instrument used being interviews with 7 students who had completed educational video project assignments in the CALL class of the English Education Department at UIN Salatiga. The result of the study revealed that most students showcased positive perceptions of the educational video project, proven by some of their testimonial words such as interesting, exciting, relevant to the study, and beneficial. The project helped them to develop their digital skills, especially in video editing, improve their speaking skills, mainly their pronunciation, increase their confidence in speaking, develop their creativity in making an educational video, and learn teamwork. They also encountered a few obstacles during the completion of the project, especially those related to the recording and video editing process, their lack of confidence in speaking in front of the camera, and difficulty finding a suitable location and time for recording.

Keywords: CALL, educational video project, EFL students, perception

INTRODUCTION

One of the main goals of English language teaching is to enable EFL

learners to communicate in the target language in a real-world situation (Oxford, 1990). It implies that EFL

learners are encouraged to be proficient language users. To achieve this goal, classroom activities that consider active use of language communication is strongly recommended (Hasbi, 2017). On the other hand, an actual language learning environment does not always provide EFL learners with a natural setting to enhance their English language skills. Therefore, teachers have to find good strategies that can elevate students' English language skills (Hasbi, 2024).

One of the concerning issues is the fact that there are several limitations associated with the EFL classroom. Cziko (2005) identifies several issues, including limited exposure to the target language, limited opportunities to use the target language, limited exposure to inaccurate forms of expression produced by both fellow students and the teacher, limited opportunities for authentic communication, and EFL teachers' limited language ability and cultural understanding. The learning environment can be significant if it is based on a "real-world context" and encourages the development of skills required for "successful living in

current society" (Kearney & Schuck, 2004).

During this impressive era of technological progress, advanced technologies can "offer powerful organizational, computational, and visualization tools to promote learning" (Windschitl, 2002; Hasbi et al., 2024). Video is an effective medium for assisting in language learning (Islamiah, 2021). It can even "transport" students to classrooms and lecture halls in distant places. Video is intimately connected to our daily lives. With the growing production of smartphones and tablets such as Android tablets and iPads, capturing and uploading videos on social networks such as Facebook and Twitter are just a "touch" away and have never been so easy. LeBaron (1981) noted that contemporary students are more exposed to and influenced by videos than their predecessors. Significant advances in video technology have offered new educational opportunities and transformed how young people express themselves and engage with their peers (Egbert et al, 2011; Hasbi et al., 2024).

Video projects are excellent demonstrations of the importance of learning by doing. Teachers should use today's modern technology to allow students to create their own "video," with the students serving as main actors in the production (Brown, 2001; Sari et al., 2022). Video projects in language classes help young adults develop media literacy in the digital age, which Aufderheide (1993) defined as the ability to access, analyze, evaluate, and communicate messages in various digital forms.

The Computer Assisted Language Learning (CALL) course students in the English Education Department, UIN Salatiga underwent the video project. They worked on a project where students had to record digital videos for English education. The project encouraged students to work together in groups and take responsibility for managing various information and communication technology resources. The purpose of this project for the students is to allow them to use English and develop their teaching and digital skills.

The students' perceptions influence the success of teaching and learning English. If the teachers know

the students' perceptions, they are able to decide the appropriate teaching technique. According to Kleinke (1978), perception is important for both teachers and students because it influences teaching and learning activities. Understanding their perceptions will help them know what they need and what teaching media is helpful for them. As has been established previously, the perceptions of students significantly impact the teaching and learning of English. Therefore, the teachers need to know students' perceptions of positive or negative perceptions of a video project. Based on the description above, these are the main questions that this study focuses on:

1. What are EFL students' perceptions toward educational video projects in CALL class at UIN Salatiga?
2. What are EFL students' obstacles in completing educational video projects in CALL class at UIN Salatiga?

METHOD

The descriptive qualitative method was implemented in this research to determine the results of the research question. In collecting the

data, the researcher interviewed the respondents by WhatsApp voice message from June 7th, 2022 – June 12th, 2024, for the Computer Assisted Language Learning class in the English Education Department of UIN Salatiga, Central Java. The researcher involved the students of the Tuesday CALL class based on the lecturer's recommendation. This class consisted of 26 students and one lecturer. According to Cohen (2007), in a qualitative study of thirty individuals, a sample of five or six may suffice for the researcher who is prepared to obtain additional corroborative data as part of the validation process. In this study, the researcher took a random sample of 7 students as the interviewees. These seven students came from seven different groups. Each group consists of 3 to 4 students. The semi-structured interview was used to interview the students to gain the information in detail and clearly. The interview was categorized into four themes: implementation of the video project, level of satisfaction upon completion of the video, the relevance of the video project to English teaching, especially the students' teaching skills, and obstacles during the production. To analyze the data, the researcher used

the theory from Gay and Arasian (2000), who categorized data analysis as the following steps: data managing, reading and memorizing, describing, classifying, and interpreting.

RESULT AND DISCUSSIONS

Result

A. EFL students' perceptions toward doing educational video projects in Computer Assisted Language Learning class

(1) The implementation of the educational video project assignment

Q1: How did you react when you were first informed of the educational video project?

"My first impression was okay, it's interesting because videos are my hobby. Well, it's not a hobby but a habit, and I have jobs related to videos. So when I first found out there was a video assignment, I was quite interested and started to think how good it would be, that's it, more or less." (interviewee 1)

"Of course, I was excited when I learned that Mr. X's assignment was a video project." (interviewee 5)

"What I was thinking when I first learned that I would be working on

a video project, I immediately began to consider what my video's concept would be. Then I started looking for any applications I might require to complete the assignment.”
(interviewee 6)

Q2: Were you interested in doing an educational video project?

“Yes, I was. It was interesting.”
(interviewee 1)

“Yes, I was. I liked and was very interested in doing the video project assignments.” (interviewee 4)

“Of course, I was interested. In my opinion, this assignment was different from the typical question-based assignment. It could also refresh the brain because it was related to creativity.” (interviewee 5)

Q3: Did you afraid that you wouldn't be able to manage the project?

“Yes, I did afraid because my video project was quite tricky. There were several objects and layers, but the laptop I was using was unable to render the video, so what happened was that I had to change my laptop. So I started to worry about not being able to finish editing the video. Maybe that was the biggest problem.” (interviewee 1)

“Honestly, I was worried because video editing is not easy. Sometimes we face many obstacles when editing videos. And also good recording quality is using a camera, not using a smartphone camera.”
(interviewee 2)

“Yes, I did. I was afraid my smartphone or laptop specifications were not qualified to design good videos because video editing applications are usually large and require high gadget performance.”
(interviewee 3)

(2) The level of satisfaction upon completion of the video

Q4: Did the final product of your video met your expectations?

“Yes, it turned out to be like what I had expected.” (interviewee 2)

“It turned out to be like what I expected. Even because I was so proud and happy, I watched the result of my video project many times. Because the process was also quite complicated, and I could finish it as I expected. Then we also got a good grade. So, I was very happy, and I appreciated myself.”
(interviewee 3)

“Our video project turned out to be like what we expected. The lecturer

also did not ask us for revisions. It means that it has met the assessment standards.”

(interviewee 4)

Q5: Were you satisfied with the outcome of your video project, or did you believe it could have been improved?

“Yes, I was very satisfied. Even though I checked other groups’ videos, I wondered what application they used. Maybe I can use them for another time. But that’s it. That was my best ability for my video project at that time.” (interviewee 3)

“I can say I was satisfied. But it looks like it could be better in the next assignment. Because actually, there were many ideas that I had not used.” (interviewee 4)

“I was satisfied with my video project. However, at the deadline for submitting assignments, the results of our videos were corrected first by Mr. X, and if there were still things that needed to be improved, we could revise them so that the results would improve. And on that opportunity, I revised my video to maximize the results.” (interviewee 5)

(3) The relevance of the educational video project to the study

Q6: Was it relevant to your study?

“It was relevant. Because the video project was related to computers and technology, then as prospective English teachers, we must be able to convey the material as attractively as possible. So we need to keep up with technological developments so that there are always innovations in teaching.” (interviewee 3)

“Of course, it was relevant. Because making this video project can also help us make videos as unique and creative learning media for our prospective students. Moreover, the content was also related to the subject, so I think it was relevant.” (interviewee 5)

“It was relevant because it improved our mastery of English from the material we make into videos, as well as improved our editing and other skills.” (interviewee 7)

Q7: What have you learned from the project?

“What I learned was more about digital skills and also sharpening my creativity for how to present teaching material in attractive video packaging. Besides that, I also got experience working in a team because there was a division of tasks. Some were in charge of

finding materials, compiling materials, and editing videos and some were recording voices.”
(interviewee 1)

“The most significant advantage, in my opinion, was the improvement in my digital skills and boosting my confident. I had to start with very basic video editing skills to complete this assignment. Moreover, we were able to work in a team.”
(interviewee 3)

“In my opinion, there were a lot of advantages. It helped me to develop creativity in making and editing educational videos. It helped me to improve my speaking skills, particularly pronunciation.”
(interviewee 5)

B. EFL students’ obstacles in completing educational video projects in CALL class

(1) The obstacles during the recording process

Q8: Was the video shooting session smooth?

“My group’s video was an animation that required dubbing. Because we had to do a voice recording, the recording must be clean. But, unfortunately, it was raining at that time. So the problem was the

recording’s result was a bit noisy.”
(interviewee 1)

“To be honest, during the recording process, there were many obstacles. We needed a quiet place for the recording process. Even in the silence of a place, there was still sound coming in.” (interviewee 2)

“There was a problem. I was nervous about speaking in front of the camera because I could see my face. I simply lacked confidence. Perhaps I’m not used to it.” (interviewee 7)

Q9: What were the challenges you faced during the recording process?

“Because we only needed to do the voice-over for the video so we could record it at home, unfortunately, it was raining during the recording process.”
(interviewee 1)

“The problem was determining the location and time.” (interviewee 6)

(2) The obstacles during the editing process

Q10: What were the obstacles you encountered during the completion of the project in terms of costumes, properties, the editing process, and so on?

“During the editing process, there was an application that couldn’t be

downloaded, or it was because the internet network was terrible. After that, the edited video was deleted, and so on. That's the worst thing. Moreover, that was a group video assignment. I thought the video editing would be a burden for one member." (interviewee 2)

"The hard part was only in the editing process. It needed our creativity, patience, and accuracy because the duration and appearance of the material must be in sync with the voice-over." (interviewee 5)

"Maybe the problem was in the editing process. Basically, my group was not capable of video editing." (interviewee 7).

Discussion

Based on the research findings, there are several students' perceptions toward the implementation of video project assignments. The students stated that the video project was interesting and exciting because they felt the learning was fun and could put their creativity into the project. Even though 5 students claimed they were interested in the video project and only 2 students were neutral on whether they liked it or disliked it, all 7 students

were also worried they might be unable to manage the assignment.

Sharma (2015) explained some important factors influencing someone's perception. Perceptual learning is the first thing to consider. People learn to prioritize certain sensory stimuli while ignoring others. Experience is the best teacher for such perceptual abilities. Students who have received training in a specific talent are superior to those who have not. As an interviewee mentioned that he is already familiar with video editing, and as a result, he stated that he was interested and excited about the project. According to Altman et al (1985), a person's perception is influenced by their situation and previous experiences. When people meet a circumstance, they have already experienced, they will recall the previous encounter. This theory is in line with the student's statement about his worry in managing the project in the interview. His perception is influenced by the situation he experienced. He recalled the consequences of the situation he experienced in editing the video.

There is a strong relation between perception and learning. Ginting et al.

(2022) and Kleinke (1978) stated that perception is important because it influences students' learning. Hasbi (2013) added positive perception should be followed by positive attitude too in order to be working. When students positively perceive the video project assigned by the teacher, they are more likely to succeed in learning English. Students will be able to learn the material effectively. On the other hand, if students have negative perceptions toward the teaching media used by the teacher, it leads them to be failed as they struggle to develop an interest in learning English.

According to Hubbard & Levy (2006), CALL is the study and creation of online learning, tutorials, and learning tools. CALL covers word processing, email, chat, and audio-video conferencing software. Based on the research findings, the students believed that the project was related to computers and technology. As prospective English teachers, they must be able to convey the material as attractively as possible. Therefore, they need to keep up with technological developments so that there are always innovations in teaching. Jonassen, et al (2003) said technology should partner

in the teaching and learning process and engage and support thinking. Video projects are a type of technology that can be used to help teach and learn. All subjects in this research claimed that the educational video project was relevant to the study, where students are prospective teachers in the English Education Department.

Furthermore, the students stated that they had learned many things from the educational video project that they could apply to their future teaching of English. For example, the students mentioned that this project developed their digital skills, especially in video editing, improved their speaking skills, especially their pronunciation, increased their confidence in speaking, grew their creativity in making an educational video, and learned teamwork. The researcher concludes that the project is beneficial to the students. The technology became their partner and helped them manage the project in the teaching and learning process in CALL class.

According to Fraser & Oram (2003), there are five reasons a video project is beneficial. The first reason is active because students can use their creativity to create a video through a

video project. A video project allows them to expand their knowledge to produce good videos. The second reason is constructive. It is the way students relate video projects as new experiences to previous ones. They can change their conceptions about the video project during the learning process. The third reason is intentional. Students should develop learning goals and use this method in the future. As mentioned by the interviewee earlier, the students, as prospective English teachers, must be able to convey the teaching material as attractively as possible, in this case, through educational video. The fourth reason is authenticity. Students must create videos about themselves as actors or models for their video projects. The last reason is cooperation. When students work in groups, it is usually required. When students work individually, they must cooperate with the teacher. They must comprehend the method and stages they will apply in producing a video project. In this research, the students worked in groups. Based on the research findings, five students mentioned teamwork or cooperation as the benefit they could obtain from the educational video project.

During the video production process, the students faced some obstacles. The obstacles they faced included a lack of confidence in speaking in front of the camera, limited ability to operate video editing software, and difficulty finding a suitable location and time for recording. Mayer (2001) stated that well-designed multimedia instructional messages could promote active cognitive processing in students even when they appear to be behaviorally inactive. Some students exhibit passive behavior, so making a video project motivates them to perform well in front of the camera. It can boost their self-esteem. This theory relates to the student's answers in the interview about obstacles they faced during video production. However, the video project helped the students overcome the challenges they coped with during the video production and allowed them to boost their self-esteem.

To sum up, the video project and other technology-based activities are strongly recommended to be commenced in EFL classes. Both students and teachers seem to have at least the basic technological knowledge of it. The current young students who

are dominantly Gen Z generations have been gifted with technological capacity, and the present EFL teachers majorly have integrated technology-enhanced language teaching mainly as an impact of the COVID-19 outbreak (Hasbi et al., 2020). Lastly, to achieve a fruitful students' learning outcome from technology-based projects, teachers should remember to humanize their teaching so that it suits their students' needs (Muthmainnah & Hasbi, 2022).

CONCLUSION

Most of the students had positive perceptions of the educational video project. They stated that the project was interesting and exciting. Furthermore, they claimed the project was beneficial and relevant to the CALL class study. They obtained many technological and English language skills from the project that they can apply to their future English teaching, including developing their digital skills, especially in video editing, improving their speaking skills, especially their pronunciation, increasing their confidence in speaking, developing their creativity in making an educational video, and building good teamwork. On the other

side, some of them also felt afraid. They worried that they might be unable to manage the assignment caused of obstacles they encountered during the video project production. The obstacles related to the recording and video editing process include their lack of confidence in speaking in front of the camera, difficulty finding a suitable location and time for recording, and their limited ability to operate video editing software. Despite these challenges, they were eventually able to overcome the obstacles and succeeded in managing the project. Therefore, they were pleased and satisfied with the outcome because their project met the assessment standards.

REFERENCES

- Airasian, P. & Gay, L. R. (2000). *Educational Research: Competence For Analysis An Application (6th ed)*. New Jersey: Merrill Prentice Hall.
- Altman, S., et al. (1985). *Organizational behavior: Theory and practice*. London: Academic Press, Inc.
- Aufderheide, P. (1993). *Media literacy: A report of the national leadership conference on media*

- literacy*. Aspen, CO: Aspen Education University of Institute. California.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd ed.)*. Pearson Longman.
- Cohen, L., et al. (2007). *Research methods in education 6th ed.* New York: Routledge.
- Cziko, G. A. (2005). Electronic tandem language learning (eTandem): A third approach to second language learning for the 21st century. *CALICO Journal*, 22(1), 25-39.
<https://doi.org/10.1558/cj.v22i1.25-39>.
- Egbert, G., et al. (2011). *Moving forwards: Anecdotes and evidence guiding the next generation of CALL*. *International Journal of Computer-Assisted Language Learning and Teaching*, 1(1), 1-15.
<https://doi.org/10.4018/ijcallt.2011010101>.
- Fraser, P. & Oram, B. (2003). *Teaching digital video production (teaching film and media studies)*. California: BFI
- Ginting, D., Fahmi, F., Barella, Y., Hasbi, M., Kadnawi, K., Rojabi, A. R., & Zumrudiana, A. (2022). Students' perception on TPACK practices on online language classes in the midst of pandemic. *International Journal of Evaluation and Research in Education (IJERE)*, 11(4), 1995-2009.
<https://doi.org/10.11591/ijere.v11i4.23014>
- Hasbi, M. (2013). The attitudes of students from ESL and EFL countries to English. *Register Journal*, 6(1), 1-16.
<https://doi.org/10.18326/rgt.v6i1.1-16>
- Hasbi, M. (2017). Bringing pop-culture into classroom: Speaking 3's Got Talent activity to enhance speaking skill of university students. *Ta'dib*, 19(2), 183-192.
- Hasbi, M., et al. (2020). *English Teaching Practices in Indonesia during COVID-19 Crisis*. CV Raditeens.
- Hasbi, M., et al. (2024). *Useful AI Tools For English Teachers*. Rizquna. <http://e->

- repository.perpus.iainsalatiga.ac.id/21414
- Hasbi, M., et al. (2024). *How to Teach English to Gen Z Students*. Rizquna.
- Hubbard, P. & Levy, M. (2006). *Teacher education in CALL*. Amsterdam: John Benjamins Publishing Co.
- Islamiah, N. (2021). Students' Perception in Using Youtube in Learning English. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 4. <http://dx.doi.org/10.20527/jeta ll.v4i2.8814>
- Jonassen, D. H., et al. (2003). *Learning to solve problems with technology: A constructivist perspective (2nd. Ed)*. Columbus, OH: Merrill/ PrenticeHall.
- Kearney, M. & Schuck, S. (2004). *Authentic learning through the use of digital video*. In W. Au & B. White (eds.). Proceedings of the Australian Computers in Education Conference, Adelaide. <https://opus.lib.uts.edu.au/bitstream/10453/7451/1/2004001442.pdf>.
- Kleinke, C.L. (1978). *Self-perception: The psychology of personal awareness*. San Fransisco: W.H. Freeman and Co.
- LeBaron, J. (1981). *Making television: A video production guide for teachers*. New York: Teachers College Press.
- Levy M. (1997) *CALL: context and conceptualisation*, Oxford: Oxford University Press.
- Mayer, R.E. (2001). *Multimedia learning*. Cambridge: Cambridge University Press.
- Muthmainnah, N., & Hasbi, M. (2022). Can humanizing classroom meet EFL learners' needs?. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 27(1), 53–64. <https://doi.org/10.24090/insania.v27i1.6490>
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers.
- Sari, A. S., Fadilaturrahmah, F., Kalsum, U., Yuliana, Y., Juliansa, P. R., Putra, Y. S., & Tansilo, H. (2022). Pelatihan pembuatan video sebagai media pembelajaran

menggunakan Kinemaster. <https://doi.org/10.3102/00346543072002131>
Media Abdimas, 1(3), 41-45

Sari, R. A. (2016). *Students' perceptions of the video project in their speaking class: A study of 11th grade of SMAN 1 Kasihan students (Thesis)*. Yogyakarta: Sanata Dharma University.

Sharma, N., et al. (2015). Perception of 1st year dental students studying in Odisha toward career choice: A cross-sectional survey. *J Indian Assoc Public Health Dent*, 13(4) 449-530. <https://doi.org/10.4103/2319-5932.171163>

Ting, N. C. (2013). Classroom video project: An investigation on students' perception. *Journal of Procedia – Social and Behavioral Sciences*, 90, 441-448. <https://doi.org/10.1016/j.sbspro.2013.07.113>

Windschitl, M. (2002). *Framing constructivism in practice as the negotiation of dilemmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers*. *Review of Educational Research*, 72(2), 131-175.