

Investigating the Benefits of Video-making Projects in Developing English Communication Skills

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ABSTRACT

Project-based learning (PBL) is a learning method that is tested in many stages of education. Notably, video-making projects are frequently used to help English as Second Language (ESL) students actively apply the target language learned in the classroom to real-world situations. However, only a few studies have discussed the use of video-making projects by undergraduate students as active learning assignments and their benefits in developing communication skills. Therefore, the objective of this study is to investigate students' perceptions of the effects of video-making projects, a form of PBL on their English writing and speaking skills. A qualitative research design was conducted by interviewing students about their experiences with video-making projects. The participants of this study were 7 undergraduate students from the school of computer engineering at a Malaysian public university taking the required course titled English Communication Skills. The students were asked by their teacher to produce one video project as a requirement of the course. The data from the interviews were analyzed qualitatively. The findings of the study revealed that the students' attitudes towards the benefits and the use of video-making projects were overwhelmingly positive. They perceived that there were improvements in their English communication skills were improved by gaining new words, practicing better pronunciations, and using correct grammar. Consequently, it is strongly recommended to apply the video-making project in writing and speaking classes as an alternative way to enhance students' writing and speaking abilities.

Keywords: English Communication Skills, Project-based learning, video-making project

1.0 INTRODUCTION

Different publications and professionals describe communication skills differently, but the most fundamental definition is: Communication skills are the art and method of talking with another person via vocal and body language in order to convince or influence someone (Ahmad, 2016). Thus, communication skills refer to the capacity to communicate effectively via language. Communication is a collection of skills that allow an individual to express information in a manner that is received and comprehended. Basically, English communication skills involve four skills which are writing, speaking, listening, and reading skills. As English is a lingua franca, fluency in the language facilitates communication at many situations (e.g., conferences, seminars, client meetings, etc.). English enables people to travel around the globe for business or education without worrying about communication breakdowns. It is very important for students to master the English communication skills. Reading, writing, speaking, and listening are the basic four skills of language mastery.

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A variety of studies have shown that using videos in language classes has beneficial effects in the fields of listening such as creating authentic learning chances (Hung *et al.*, 2004; Kearney & Schuck, 2006), enhancing inquiry-based learning (Nikitina, 2011), and increasing students' motivation and self-efficacy (Shin, 2018; Shrosbree, 2008). Researchers generally discuss the use of professionally produced videos as lecture complements, providing students with real scenarios, pictures, and commentary from construction professionals, as well as adding an experiential flavor to classroom instruction. However, only a few studies have dealt with the use of video-making projects by undergraduate students as active learning assignments and their benefits in developing communication skills. Most of these few studies either focus on the effect of video-making projects on students' English writing skills alone or merely on the effects of video-making projects on students' English-speaking skills. There are only a few studies that have combined the two skills that are related to the benefits of video-making projects in developing communication skills when it comes to both English writing and speaking skills. This is why this study was carried out to investigate students' perceptions of the effects of video-making projects on their English writing and speaking skills by addressing the following questions:

1. What are the students' perceptions of the effects of video-making projects on students' English writing skills?
2. What are the students' perceptions of the effects of video-making projects on students' English-speaking skills?
3. What are the students' perceptions of video-making projects on developing their communication skills?

2.0 LITERATURE REVIEW

2.1 The Relationship between Technology and English Learning

The connection between technology and English learning has changed from learning about technology to learning with technology since the 1980s (Shin, 2018). Students engaged in factual work and work together to achieve goals and complete tasks by means of technology as a feature of constructivism and significant learning. Thus, Shin (2018) stated that language learning could be enhanced by the incorporation of technology to make the best language learning experience possible. Movies and television, for example, were used to provide more authentic feedback, while computer-mediated communication technology was used to involve students in real-life scenarios.

Furthermore, students and instructors have gained new understandings of language learning and teaching as a result of recent advancements in Information and Communication Technologies (ICT) and digital developments. These rapid advancements in ICT and technology-assisted learning have an effect on how we teach and study second and foreign languages (Nikitina, 2011). So, video-making projects are a result of these advances in technology. Student-made videos necessitate much more planning than a traditional in-class show. Aside from that, not only must the students synthesize numerous sources on the subject content, but they must also write it down as a script, read it and recite it followed by producing a video, which may necessitate multiple "takes" and consequent editing. Each of these phases exposes and reinforces the subject material for the students on a regular basis and accordingly, their writing and speaking are improving at a high level. Therefore, this current study tries to investigate to what extent students' video-making projects can help them with their writing and speaking.

To conclude, the usefulness of using technology in the English schoolroom has been proved by literature. According to Reinders & White (2011), technology is a method that aids students and teachers in achieving those educational objectives. They go on to say that technology has enabled engagement, situated learning, and encouragement for learning outside of the classroom. As a result of the association, technology-assisted English learning enhances students' English skills while influencing their technical abilities. In addition to that, this technology can be an effective tool for increasing students' autonomy, inspiration, satisfaction, and self-confidence while learning English both within and outside the classroom.

2.2 Project-based Learning

Project-based learning (PBL) “is a comprehensive instructional approach which engages students in an organized and cooperative manner to investigate and resolve certain problems” (Musa *et al.*, 2011, p.188). Students learn meaningfully through the process of researching, scaffolding, translating, negotiating, and producing items, such as the presentation and written report involved in their task of project-based learning. One way to promote cooperation skill is by using technology and the majority of students today are used to using digital technologies in their schoolwork. Besides that, students can use their technical abilities in project-based learning to engage in learning activities and develop not just language skills. Bell (2010) stated that PBL is a new way of learning that teaches a variety of techniques that are essential for success in the twenty-first century. Students direct their own learning through inquiry and collaborate to conduct research and generate projects that reflect their information. So basically, PBL is a student-driven and teacher-facilitated method of learning. Learners seek out information by posing questions that pique their innate curiosity.

Therefore, PBL is an educational methodology that is based on the philosophy of constructivist pedagogy. It shifts education from a teacher-centered approach to a student-centered approach by focusing on projects rather than lectures in the classroom. Additionally, in video-making projects, students construct and prove their knowledge by interacting with peers and collaborating in activities that are incorporated into real-life scenarios. Essentially, in this research, a student-created video project was used to help students improve their English writing and speaking skills and also to determine whether students regard video-making projects as positive learning experiences to improve their English communication skills.

2.3 Video-Making Projects in English Language Learning

Students and instructors have gained new understandings of language learning and teaching as a result of recent advancements in Information and Communication Technologies (ICT) and digital developments. These rapid advancements in ICT and technology-assisted learning have an effect on how we teach and study second and foreign languages (Nikitina, 2011). Video-making project is a result of advances in technology. Student-made videos necessitate much more planning than traditional in-class lessons. Not only must the students synthesize numerous sources on the video content, but they must also write it down as a script, read it and recite it before shooting the video. This might necessitate multiple "takes" and consequent editing. Each of these phases exposes and reinforces the subject material for the students on a regular basis. One would expect students to gain a deeper understanding of the subject matter as a result of the process of producing video assignments. Furthermore, an equally significant benefit of video-making projects is that students are actively learning rather than passively sitting in a traditional lesson, thus enjoying the project, resulting in greater satisfaction with the course, subject matter, professor, and college

students (Greene & Crespi, 2012). This is in line with the principles of PBL which are social interaction, collaboration, teamwork, and leadership principles.

2.3.1 The Effects of Video-making Projects on Students' English Writing Skills

Video-making projects have often been used to help language learning in the classroom for English as a Second Language (ESL) students. Yeh *et al.* (2020), analyzes how a video-making project affected EFL students' writing abilities. The pre-test and post-test scores revealed that the students had made significant improvements in their writing skills, especially in terms of word use, text structure, as well as the content. Notably, speaking about the culture of video projects in a language course, Forester and Meyer (2015, p. 193) stated that “video projects allow students to display writing, organizing, speaking, and critical thinking skills they have developed in a holistic fashion. They also received exposure outside of the course, making connections to communities normally not impacted by class assignments”. Most importantly, both teachers and students have expressed positive attitudes towards project-based learning in the language schoolroom. Teachers and students agreed that PBL had many benefits over conventional language teaching methods such as creating and developing vocabulary, learning how to collaborate, learning how to gather knowledge, sharing the information using authentic language, bargaining with one another to complete a mission, fostering participation, and assisting students in integrating into the group (Petersen & Nassaji, 2016). On the other benefit, the student can improve their multimodal literacy and their writing as well as by participating in video-making projects.

It must therefore be recognized that video projects were used to encourage learners to consciously use English and to increase their desire to learn English in the future by enhancing their sense of accomplishment. Learners learn meaningfully through the process of research, scaffolding, translating, negotiating, and producing items such as presentations and written reports or descriptions that are involved in their learning. Basically, digital video projects produced by students are one of the activities that have appeared as a result of development in ICT where students are given projects to create videos in which they exercise the language they are learning in these projects. Student-made videos necessitate much more planning than a traditional in-class show, not only must the students synthesize numerous sources on the subject content, but they must also write it down as a script, read it aloud and recite it, before shooting, which may necessitate multiple "takes" and consequent editing. Hence, video-making stages might reinforce the English communication skills for the students. Therefore, this current study tries to investigate to what extent students' video-making projects can help them with their writing.

2.3.2 The Effects of Video-making Projects on Students' English-Speaking Skills

There are some studies that have discussed the benefits of video-making projects on students' speaking skills. Dooly & Sadler (2016), reported in their study, which is qualitative in nature, that students who participated in PBL improved their ability to generate target language structures orally, especially those related to modality and imaginative reproduction, compared to students who did not. Basically, for foreign language learners, speaking as one of the productive abilities is regarded as difficult. Improving learners' autonomy in speaking exercises is one of the solutions to the issue. Dealing with this issue, a study was conducted by Arfiyantama (2015) to find out that using video helped students develop their autonomy as well as speaking skills in “transactional and interpersonal discussions.” This research used schoolroom action research to perform pre-test, first cycle, and second cycle exercises that were all centered on

speaking. The students' speaking ability was evaluated depending on the video they produced. Based on their result, students' speaking competence and autonomy can be improved by using the video production project in "transactional and interpersonal conversations". It is predicted that, with the help of technology, students will be capable to acquire English more independently not only during school hours but even after school hours. Furthermore, as one of the technologies used in the schoolroom setting, the video-making project needs individuals to learn through oral communication or speaking. As a result, it is anticipated that such practices will help students develop their speaking skills (Arfiyantama, 2015).

In conclusion, video projects have been shown to engage learners in expressing their thoughts, expressing themselves, collaborating with their peers, and objectively focusing on their own work, resulting in authentic learning experiences. Most researchers have done it quantitatively, either depending on quasi-experimental pre-test and post-test designs (Arfiyantama, 2015, Yeh *et al.*, 2020), or questionnaires (Aksel & Gürman-Kahraman, 2014). Whereas this study was done qualitatively by interviewing undergraduate students to write brief responses describing their experience with making videos.

3.0 RESEARCH METHODOLOGY

This study adopted a qualitative research methodology to seek answers to seek answers for these research questions (a) What are the students' perceptions of the effects of video-making projects on students' English writing skills? (b) What are the students' perceptions of the effects of video-making projects on students' English-speaking skills? (c) What are the students' perceptions of video-making projects on developing English communication skills?

The participants of this study were undergraduate students in the first semester from the Faculty of Computer Engineering in the academic year 2020-2021 at a Malaysian public university. 7 students were selected as a sample from the population through the purposive sampling method. The main instrument used to collect data was an in-depth semi-structured interview with the respondents who were taking the required course "English Communication Skills.". This notion gives participants enough time to express themselves and allows them to keep track of their thoughts and events in real-time. There are no restrictions or limited options for answering the questions. For this study, the qualitative method allowed the researcher to examine the effects of students' video-making projects on developing communication skills and understand the perceptions of students toward this style of activity. The reliability and validity of research are determined by the dependability of the data, as well as the adequacy of the data as evaluated in line with the data-gathering technique (Mason, 2002). To enhance the reliability and validity of this study, it is not merely about building an appropriate design for data collection but also having a system for displaying how transparent the data is and how the themes were collected. Creswell (2017) believed that using a computer programme may also aid in boosting the research's trustworthiness. Thus, this study was aided by the use of a software programme called Nvivo 12 Pro, which assists in organizing the codes and then extracting the themes from the data in a consistent manner. Furthermore, interviews are the main method of collecting data in this research.

A pilot study was conducted to ensure that the research instrument addressed the research questions appropriately. Three random undergraduate students were involved in the pilot test in which they were required to answer all the questions in the interview. Based on the results of the test, some small wording modifications were made to fit the comprehension of the responders better. All the interviews were

transcribed and categorized through thematic coding, following six stages of conducting thematic analysis as established by Braun and Clarke (2012). The stages started with immersing with data, generating code, searching for themes, reviewing potential themes, defining and naming themes, and finally producing the report. Every video recording of interview sessions was transcribed within a few days to ensure that the transcriber, who is also the researcher, could recall the details and ask the students for clarification on any unclear instances. Once the codes were categorized, their themes were extracted.

4.0 FINDINGS AND DISCUSSION

4.1 The Students' Perceptions of the Effects of the Video-Making Project on Students' English Writing Skills

The analyzed data from interview sessions indicated that these 7 participants showed noteworthy improvement in their writing proficiency after experiencing the video project. Essentially, students' writing skills can increase with the use of video projects. Students are interested because the video project allows them to study in a more relaxed manner.

4.1.1 *Writing skills in the Video Production Stage*

In creating their videos, students followed three stages, since there are three widely accepted stages for making videos: pre-production, production, and post-production stages. The first stage is the pre-production stage which means when a video maker prepares and plans what he has to do for a video, like writing scripts for the video. Meanwhile, the Production stage involves the stage where the actors have to act out the scripts, and the post-production stage occurs when the editor edits and shares the video on social media. Accordingly, the majority of the students said that the most helpful stage for developing their writing skills was the pre-production stage. Because during this stage, students wrote their scripts.

“Actually, after start practicing for the video project, I saw an impressive improvement in my writing. I think in the first stage while writing my scripts. My writing skill has developed since I have to write proper scripts and I have to use some proper words so that I can show some kind of creativity in my video so I think in first stage I noted that my writing been developed”. {Student A}

From the above statement, we could note that the most helpful stage for developing students' writing skills was the first, which is generally called the pre-production stage. This is because students have to write proper scripts and use some proper words so that they could show some creativity in their video.

4.1.2 *Script Writing*

The students concurred that video creation had the greatest impact on their writing abilities. This was due to the significant reading from many sources that students had performed during the pre-production stage while searching for materials for their contents. Remarkably, students' writing and reading abilities are actually put to the test as they write the scripts. Additionally, they recognized the basic fact that writing becomes simpler after reading a large amount of information.

“While working on the video project script, during the process of writing scripts for acting my video and revising, I noticed development regarding my writing skills, I saw that my writing is developing because I had to know more beautiful and suitable words for my project and write more suitable lines to fit in the script, reading from different sources help in that writing become more simpler” {Student A}

“During the process of writing scripts for acting my video and editing, I noticed some developments regarding my writing skills. It is not easy for me as an average student for English course. So, when I can use that kind of words, I feel like my writing skill have improved especially reading from various sources made my writing easier and help to pronounce clearly.” {Student E}

Remarkably, some students mentioned that the process of writing and revising the scripts helped them improve their writing skills. As the process of composing scripts was repeated multiple times, they sometimes changed the words that were difficult to recall with easier words based on their own familiarity with a variety of English vocabulary. As a result, they become more well-trained.

“The most developed talent, in my view, was writing ability. During the preparation phase, while we were composing the script, some of the words were difficult to recall, so we changed them with easier-to-remember ones with comparable meaning. As a result, we become more well-trained. As the process progresses, the idea for what to write comes to you spontaneously”. {Student G}

4.1.3 Grammatical Accuracy

From the data that has been analyzed, it was found that the students perceived improvement in their grammar aspect. The majority of the students stated that the video-making project helped them to understand the grammatical rules since the process of writing the scripts allowed them to improve their knowledge of grammar. With the video project, students can keep on practicing their grammar by writing the scripts for their videos.

“The video making project forced the student to arrange every sentence with good structure or grammar while he performs the video because in this, he has to show more creativity and talent. It helped me to know more about complex and compound sentences also about more connectors and other forms of sentences like degree, and voice. It developed my grammar since to show some creativity, I used different kind of words, different kind of grammatical items to show something beautiful to my viewers”. {Student A}

“Video project provides students with a decent structure. It helps students improve their writing. It encourages students to think about, how they should use grammar, and how they should take responsibility for the steps they take to achieve their goals. And it has improved my grammar skills in making this project. I used some terms which I haven’t used ever. I did some research before I made this video. Which helped me a lot”. {Student B}

The students’ responses showed that they perceived that video-making projects help them become more effective in arranging their sentences. Perhaps it forced the students to arrange every sentence with good structure or grammar while they acted the video. Students had to show more creativity and talent in their videos. Besides that, students have to take care of the grammatical rules to ensure understanding

among audiences. The scriptwriting stage was easier for them as they mostly used simple sentences with simple connectors.

“When I found that I should write a script and review about the stores I decided to use simple sentences, so I used the connectors of the sentences to make them simple and easy to read. I watched a similar video that help much” {Student C}

4.2 The Students’ Perceptions of the Effects of the Video-Making Project on Students’ English-Speaking Skills

The second research question in this study is to determine the effects of the video-making project on students’ speaking skills in the English language. Basically, the researcher found that the students perceived that the video-making project can improve their English-speaking skills. Notably, the video-making project provided genuine learning experiences by requiring students to articulate their ideas, express themselves, collaborate with their partners, and critically reflect on their own work. Basically, the act of creating videos effectively improves students’ oral communication abilities while also encouraging constructivist thinking. Data from semi-structured interviews epitomized the responses from the students as they indicated that making video projects improved their speaking skills, encouraged self-reflection, and helped in the monitoring and organization of speaking processes.

4.2.1 Speaking skills in the Video Production Stage

The majority of the students said that the most helpful stage for developing their speaking skills was the second stage as they had to perform their scripts in front of the camera. Here are some excerpts from students’ answers.

“The second stage I see my speaking is most improved is when I had to perform my scripts in front of the camera. I can talk influence with my friend without any doubt about the grammar and the words” {Student E}

4.2.2 Increasing Students’ Self-Confidence

Students’ responses were encouraging and optimistic despite their poor language ability. Lower-level students had made relatively greater development in their speaking skills since the video project gave students more opportunities to actively speak in English. Throughout the video-making process, students overcome their language barriers and combine their knowledge of a particular subject by presenting the scripts in front of the camera. Remarkably, students stated that the continuous rehearsal of their scripts and speaking in front of the camera increased their confidence and reduced their anxiety while speaking since they recorded themselves in front of the camera. This action has taught them how to express themselves more effectively. Thus, the video-making project helped them to learn how to speak English with good pronunciation, accuracy, and fluency. When recording their performance, students could immediately be aware of the mispronounced words. As a result, students could repeat it until they master it as they could review the video once it had been recorded. Also, students could do contemplation in which they could immediately correct their errors by watching their videos.

“Yes, I think the speaking part was a bit difficult for me because I have to pronounce every word perfectly and I have to speak different kinds of beautiful words for that my speaking skill has developed so I think to show some creativity I used different words, different sentences, I think that help me to develop my speaking skill so Yes, the video project helped me a lot with my pronunciation, accuracy, and fluency as I watched videos and practiced different skills to develop them” {Student A}

“In this assignment I realized that how important to get a lot of practice if we want to be better in English. Even though Mr.G teach me a lot about English, I have done extra reading and other effort, it would be nothing if no practice been done. I have practiced a lot before the video shooting part begin” {Student F}

4.2.3 Enhancing Students’ Vocabulary

In the interview, all of the participants gave the same response. They said that their vocabulary skill increased after utilizing the video project. The data from interview sessions revealed that the video-making project had a significant role in motivating students to improve their language competency because they had a strong desire to acquire and utilize new vocabulary in order to convey ideas and fulfill project objectives. Hence, students said that they needed to use or learn new words to show some kind of creativity in their own videos. According to the interview results, the students thought their language abilities had improved. At the first stage, which is the stage of preparing the scripts for their videos, students believed that searching for information from various sources improved their reading ability and vocabulary knowledge because they were required to read and compare a large amount of information before picking up what was suitable for their videos. Along with reading internet resources, the students benefited by looking for and viewing relevant YouTube videos to assist them in writing the scripts and expand their limited vocabulary. While doing research, they discovered some words that they had not used in their normal life. So, the video project naturally piqued their interest in discovering more new words.

“When I doing research, I have found some vocabularies that I haven’t see in our normal life or group so yes it naturally piqued my interest in discovering more new works or words, and I began my research! Researching helped me come up with fresh ideas for my video and its plans. Yes, I did. I learned a lot of new vocabulary that I would not have learned if I hadn’t been given the opportunity to make a video project!” {Student B}

4.2.4 Growth in Interaction Skills

The researcher asked students if they noticed any changes and growth in their speaking skills when performing for the video blog (vlog). All of the students indicated that they had benefited from their participation in this project. The most often recognized advantages and growth are those connected to strengthening one’s language abilities and increasing one’s linguistic confidence. Students reported that the video-making project helped them to interact with ease. Students have to gather information, which forces them to have these skills. Meaningfully, it helped them develop their interaction skills because some students conducted some kind of interview with a customer or owner of a shop or restaurant for examples. Meanwhile, the video-making project provided students with the opportunity to work autonomously while also engaging in interaction and communication.

“Video project improves my communication skills since like I have asked the people about something local or about local business that give good products and where to find it then go there and talking with people and asking them about the quality of the products there and how the workers in the shop treat the people and taking some photos. Yes, I have found a good change in my speaking skill because of I will make a video and I am going to post this video on YouTube so I have to say the pronunciation of every word correctly so I have found a good growth and evolution in my speaking skills”. {Student C}

4.3 The Perceptions of Students Towards Video-Making Project

According to the qualitative data from semi-structured interviews with seven undergraduates, students have a positive attitude toward the video-making project. Students believed that learning English through self-directed projects was more beneficial to them besides listening to instructors' lectures. Students were connected to online research, viewed a variety of relevant videos, read articles or magazines about their themes, wrote scripts, and created videos that combined various sources as well as watching videos to assist them in acquiring proper pronunciation. Furthermore, the majority of students believed they improved their ability to communicate their thoughts and opinions on particular subjects. They attempted to organize their thoughts in such a way that they would be acceptable to the audience. The analyzed data shows that students appreciate video-making experiences and consider them to be positive experiences.

“For me the video making project is a positive way of learning as it encourages me to show my talent and be more creative. Making video it was very interesting and was positive experience to me every stage helped me to improve my English skills. because I have developed my writing skill since I have to write proper scripts for my video and my speaking skill had developed since I had to speak in front of camera. Also help me to get skills that I need to speak in front of camera because I have phobia or shyness in the first time it was a bit difficult to me but in the end, I come up with it. I made the video successfully; I speak properly and I made proper script. It was very helpful for me to made such kind of project I used grammatical items and different vocabularies” {Student A}

From the view above, student A and most other students agreed that the video-making project is a positive way of learning as it encouraged them to show their talent and their creativity. All of the stages of creating a video were beneficial and helped them to improve their English skills, since they developed their writing skills in the first stage, which is the pre-production stage, as they had to write proper scripts for their own videos. Also, their speaking skills have developed in the second stage, which is the production stage, since they had to speak in front of a camera. Even the last stage, which is the post-production stage, helped them develop their writing skill since they have been doing the write-up for their videos.

“Yes, video-making project helped me to improve writing and speaking skills. At the beginning of the project, I felt that this project will be hard but when I started working on the project, I found that it is not that hard and I am learning something new and my writing, speaking skills became better.” {Student C}

4.3.1 Organizational Skills

The researcher found that all of the students reported that they had acquired some social, leadership, and

time management skills. In addition to that, patience was mentioned as a virtue acquired when working with others on the video project. Particularly in social skills, students learned how to manage their work and work with their friends. In management skills, students discussed their planning, organizing, cooperating, writing, and evaluating experiences. Besides that, students appreciated the flexibility to select their own topic and work at their own convenient time. The video project allowed them to work from any place and at any time of their choice and it made gathering materials and finishing the project more enjoyable. They enjoyed gathering information to supplement the content and enhance the videos with suitable music or images.

“Making video was the most enjoyable aspect because I can work with different people, volunteers and communicate with them really I gain some social skill. This action forces me to use English to communicate and it’s sometimes quite interesting”. **{Student E}**

Thus, the originality of the project seemed to have piqued the students' interest. When asked what they loved most about the video project, most students found the most enjoyable part is editing the video since editing is something new to them. Students gained new skills while completing the project using video editing software. It was noted that despite the difficulties students faced with the software, they felt that knowing how to utilize these tools would be beneficial in the future.

“For me, the editing part was the most enjoyable part of the video-making project also I do edit the video with Microsoft software I learned how to edit the video I got editing video skills so yes video making project help me a lot with my writing, speaking and video editing skill and I enjoy making the video”. **{Student A}**

4.3.2 Critical Thinking and Creativity

The video-making projects help students develop their creativity and critical-thinking abilities. Video makers created their videos and they are aware that their videos will be virtually published and read online. Thus, the audiences of the videos may provide feedback to the video makers in a way that motivated and enhanced their critical thinking skills. They mentioned that making videos provided them an opportunity to develop creative thinking in creating and modifying their videos to be viewed as appealing. They also discussed how they improved their analytical and critical thinking abilities by expressing their opinions and sharing knowledge, information, and viewpoints.

“My project was about giving a review about local food called Kalavuna in local restaurant in my hometown. I liked the project because it allowed me to be creative. especially when I know that I have to share it on social media this actually encourages me to write and speak in different way the professional way. my writing and speaking skills development a lot though out the work. in order to avoid any silly mistakes such as wrong pronunciation, I check each words’ pronunciation that I rarely use using google translate. As a result, I can remember the pronunciation for future use video making project does help to write in the field which they are interested. Its helps to express their feelings their points more clearly. A familiar subject or environment helps a person to express more than other people who haven’t gone there or has no idea of it” **{Student B}**

Based on the results of the research, it has been proven that the students perceived the use of video-making projects improved their English writing and speaking skills. This is in accordance with the opinion of Arfiyantama (2015) that using video-making projects in the classroom to teach "transactional and interpersonal conversations" can improve students' speaking competence. The video-making project can help students learn how to speak English with good pronunciation, accuracy, and fluency. The benefits concerning language skills were also reported by Puspa (2016). Basically, the findings of this qualitative study are in line with the findings of Puspa's study. The purpose of her study was to determine which students had the most developed English skills at each stage of the video project implementation process as well as to determine whether students see student-made video projects as positive learning opportunities for developing 21st-century skills that are important to their future careers. The implementation of student-made videos was divided into three phases: preparatory, video production, and video presentation. The result revealed that in the preparatory stage, the students stated that they develop their writing skill the most. In the production stage, speaking skills were trained the most.

The findings of this study are supported by similar ones in a study by Mafruudloh and Fitriati (2020). The purpose of this study was to explain how PBL was implemented in a non- English department "management department class" and to determine the influence of PBL on students' speaking abilities. This study found that PBL was appropriate and successful for teaching speaking. They remarked that PBL enabled the students to think creatively and prepare well for speaking lessons. Furthermore, the theory of social constructivism by Vygotsky supports this result as well. Essentially, constructivism implies that students can develop their own knowledge through interactions with their surroundings, which is the basis for video-making projects. This theory supports the instructor as a facilitator, students as active participants in the learning process, real-world activities, various opportunities to use critical thinking skills, cooperation with classmates, and a culminating project that combines the entirety of the classroom experience.

5.0 CONCLUSION

This study convincingly demonstrates that students perceived that they improved and honed their English writing and speaking skills while working on the video-making project. The students noticed that they developed their writing skills the most during the pre-production stage, while their speaking skills were developed mostly during the production stage. All of the stages of creating a video were beneficial and helped them improve their English skills. In this study, video projects have been identified as potential interactive methods for English language learning.

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Appendix

A sample of Semi-structured interview with participants

Interview questions related to writing skills

Answer this segment based on your experience writing the video-blog (vlog) script and its write up

- 1) In which video making stages, did you notice that your writing has been enhanced?
- 2) How did the act of script writing help your writing skills?
- 3) Explain how did the video making project forced you to become more effective in arranging your sentences?
- 4) What kind of assistance did you get to make sure that writing employs simple sentences with connectors such as “and, but, because”?
- 5) How did you write a text that contains a comprehensive detailed description of a familiar subjects?

Interview questions related to speaking skills

Answer this segment based on your experience recording the video-blog (vlog).

- 1) In which video making stage, did you consider that your speaking level has improved?
- 2) How far, the video- making project helped you to learn how to speak English with good pronunciation, accuracy and fluency?
- 3) How the video project encourages you to learn and use new words?
- 4) Explain any changes, growth and evolution in your speaking skills when performing for the video-blog (vlog).

Interview Questions related to the perceptions of students

Answer this segment based on your feeling when completing the video-blog (vlog).

- 1) What were the enjoyable parts of the project?
- 2) What didn't you like least about the project?
- 3) What parts of the project did you find the easiest and most challenging?
- 4) Describe your attitude towards the project throughout the different stages of the video-making project.