



Situating Student's Impromptu Participation in a Group Project: A Content Analysis on Student Video Blogs

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Abstract. Activating every group member's participation in project-based learning (PjBL) is one of the challenges in the implementation of PjBL approach. This study aims to analyze group member's impromptu participation in a group project. Each group was given a project to create a 5 up to 15-min video blog (vlog) in Business English and Communication class. Content analysis was conducted to analyze students' vlogs that documented their group meetings before the project and the project presentation. The findings reveal that the group member's impromptu participation was situated with the control of members' eye contact, natural visual attitudes, and authenticity of students' vlogs. Moreover, most group members participate actively and spontaneously without relying on notes and scripts in their vlog projects.

Keywords: Project-Based Learning · Video Blog · Impromptu Participation

1 Introduction

The systematic literature review on Project-based learning revealed that PjBL is a promising approach to improve students learning outcomes [1]. However, the studies in the field of PjBL have only focused on the studies of the effects of the approach while study on the learning process in PjBL is still highly recommended. One of the foci in learning process is how students participate in their group project. The participation that is situated in classroom can be controlled and monitored by teacher while spontaneous participation outside classroom remains a question to be answered.

Situating student impromptu participation is possible in PjBL because students are given opportunity to manage their group work. However, formal class setting impacts their participation where several group members are reluctant to express their points of view. Lack of students' participation is crucial to discuss [2, 3]. This is related to the formal setting of class and the nature of EFL itself.

Connecting impromptu participation to a rather informal setting of English learning situation in Indonesia is potentially one of the ways of opening the window to see how student participate in group project activity spontaneously. In fact, in Indonesia, English is taught as a foreign language because the language policy has been regulated by the

government. As a foreign language, English is not used by most students outside English class. They usually deal with English only when they are in English class at school or in an English course. The setting of their learning is mostly in formal setting with a stiff atmosphere. Therefore, this study investigated students' participation a situated outside classroom setting. The students' project works were situated in after-class group meetings preparing for their projects and in the presentation of their project works that are documented in vlogs.

The use of vlog as the media is considered as the feasible one because the students' familiarity with gadgets and their features. Moreover, their access to internet and multi-media grows significantly especially amid covid 19 pandemic. Vlog is now happening in Indonesia. Vlogging has grown as a media to express one's creativity.

The use of spontaneous classroom activity in enhancing students' participation has been reported in language teaching [4]. The basic concept follows the impromptu speech, but the project in this study is situated in different atmosphere. Vlogging project is designed to analyze how students participate spontaneously in their group project.

2 Literature Review

Vlog is a new face of blogging. Before the development of vlogging, conventional blog was the latest media for internet users to express their idea online. Moreover, micro blogging also has its place. In the journey of online media, vlogging turned into mainstream. Instead of writing a content, in vlog a vlogger creates a content as a video. IT media elevates, users' creativity comes together. The use of audio-visual media in teaching practice is more acceptable in educational context [5]. Nowadays, vlog has been used in developing student's speaking skill [6]. Vlogging enables students to perform in speaking activity beyond their experience in a speaking class. So, this study concerns on how students participate in their group spontaneously.

Vlogs are usually created to record one content creator activities or his/her ideal about something that he is interested in. As it is developing, the contents are now various. The segments are also from a wider range of age. Kids creator, teens blogs, and celebrity work on their creating content on their vlogs. The content material is also various. English learning content is available in thousand vlogging media sharing at present. The contents are made as a lecture with conventional teaching record or a futuristic video editing. They are presented in the language that the creator prefers. In addition, it inspired the opportunity of the empowerment of audio-visual contents needs to take into account for it is positively perceived by language learners [7]. In Indonesia case, most learning contents were made in Indonesian Language to explain English. In this study, the students made it all in English. In relation to classroom in Indonesian context, the president of Indonesia, Joko Widodo, recommended vlogging to be included in school curriculum [8]. Vlogging was democratized in aspects of life includes education.

Previous study investigated the phenomenon of vlog from how content creators act and perform in it. Biel, Aran, and Gatica-Perez [9] found that vlog has a relation to nonverbal behavior of the content creator. As a study of student's participation, this study concerns on how students participate in group project spontaneously. The content that the students created were a final project on Business English and Communication

Class. They created a content where they recorded a video when they conducted the preparation meeting and when they demonstrated the product that they planned as the outcome of the project.

The content that students have made is analyzed based on the originality and the authenticity of the content. This study did not see students' content based on the quality of video editing or the effect. Thus, the vlogs were seen from the real action and picture that the students have shot. It is to keep the context of impromptu participation on track.

Furthermore, the existence of vlog as a media of practicing English in Pjbl connects with the nature of vlog. A vlog can be made very personal or in group. The atmosphere of practicing English in a vlog is different from that in a conventional English class because it gives a different atmosphere to the students. Sanches-Cortes et al. [10] have identified vlog in the form conversational social video media. As it also functioned as a social media it offers more natural setting. In relation to learning, Thompson, Switky & Gilinsky [11] found the effectiveness of impromptu activities in developing student's spontaneous participation. Therefore, this study aimed to analyze the students' impromptu participation through their vlogs.

3 Method

This study was part of pilot study of a dissertation. It applied content analysis to analyze students' vlogs. The study collected data from a private university students in Indonesia. The content analysis was done to analyze students' impromptu participation through their vlogs. The vlogs were situated in a group meeting and project works. The analysis focused on nonverbal aspects of vlog that refer to Dairazalia, Shiro, Kazuhiro, & Daniel [12].

4 Findings and Discussion

The content of students' vlogs includes the preparation meeting and the data presentation. In the preparation meeting, students took place as they prefer. Each group shot their vlogs in various setting. The meetings were situated in café, student's lounge in campus, and at home. The project results presentations were situated in students' home kitchen for the projects are cooking demos.

The Analysis focused on nonverbal aspects of the vlogs. However, since this study is part of a pilot study, the analysis did not apply any micro expression software analysis. The nonverbal aspects were realized in how the student performed their participation in the situated vlog. In addition, the analysis was divided into three parts [12]. The first step is analyzing the originality of the idea of the students in their vlog and how it flows. The second is the analysis on students' eye contact in the video, and the third one is to analyze their natural visual attitude.

The analysis on the originality of the idea started on paying attention to what students were talking about and how their ideal flow. In general, the students discussed the topic that they have chosen as their vlogging project. 7 (87.5%) of the 8 videos were in the form of a live recording with some introduction. The live recording means that the vlog contains their recorded meeting without any editing. Most students participate to share

their idea in the meeting spontaneously. Of the 8 vlogs, there is 1 (12.5%) vlog that is made with major editing. That vlog was made using a script and it was full of video cutting. Another vlog has a minor video cutting where the idea flow still happened very smoothly like six other vlogs.

The analysis on the students' eye contact is important to see how students were involved in the meeting particularly on how they get in touch one each other. Different from ideal flow, eye contact helped this study identify students' nonverbal behavior in the vlogs [9]. This step led the analysis on whether the student's paid attention on the recording and how it may impact to their performance in the vlogs. As this study was conducted to add option for students to participate spontaneously even when they are outside of English class, the students' eye contacts reflect their eye direction when they participate. Based on the analysis on their eye contacts, it is found that most students got engaged in meeting and cooking demo in the vlog that they create without relying on cue card as well as intervention from other teammates.

The final step is the analysis on students' visual attitudes in the video especially when they record the step of product-making demonstration. In the phase of meeting, the students were in the position of sitting and join the meeting, but in product demonstration, they perform in a more dynamic situation. They show how to cook something where the situation is more complex than the phase of meeting. In 7 out of 8 videos (87.5%), students performed naturally without using scripts. The rest, 1 (12.5) video was cut and edited with the aid of cue card.

The general findings on the three steps are presented on Table 1.

The impromptu participations were significantly better-situated in the preparation meeting. Before the group presented their project, they were situated in activity to organize a preparation meeting. In the preparation meeting, all group members decide the project that they would realize. After that, they have to deliberate every single material that is needed. In the group deliberation, group members gave their opinion spontaneously while other responded to the opinion as an impromptu idea delivery. However, in the project presentation, the roles of each member's in project presentation were also determined. As the result, a prepared participation or role is more likely performed.

Students' active participations were supported by the project work atmosphere. In the preparation meeting, group took place in such place as campus lobby, canteen, and café. Each group appoints a member to become a moderator. The moderator led the meeting and asked for all group members input to the project plan. So, the member's participation in the preparation meeting were captured in the form of impromptu speaking and spontaneous idea.

The setting of the students' vlogs leads to a warm discussion. Actually, there was no regulation on where the students should shoot the video for the vlogging project. That is their decision to set their vlogs. As it was an out-class project, the vlog comes to students' daily life. They shoot their video in the pace that they prefer. The students express their comfort feeling of doing group project based on their preference too. They took their favorite place to conduct the meeting and to present the output of the project in cooking demos. Their nonverbal expression also indicates the positive responses from students toward the vlogging project. These findings reflect student's positive perception

Table 1. The Impromptu Participation of Students

Vlog Code	Form of Content	Situation	Students' Impromptu Participation
1	Live recording	Meeting in campus canteen	<ul style="list-style-type: none"> • Giving opinion spontaneously without cue card • Responding to other member's opinion spontaneously
2	Live recording with minor editing	A natural campus talk	<ul style="list-style-type: none"> • Giving opinion spontaneously without cue card • Responding to other member's opinion spontaneously
3	Live recording	A home-setting conversation	<ul style="list-style-type: none"> • Giving opinion spontaneously without cue card • Responding to other member's opinion spontaneously
4	Video compiling with major editing	A campus talk with using cue card	Most participation is settled using cue card
5	Live recording	A talk in a café	<ul style="list-style-type: none"> • Giving opinion spontaneously without cue card • Responding to other member's opinion spontaneously
6	Live recording	A talk in a cafe	<ul style="list-style-type: none"> • Giving Opinion spontaneously without cue card • Responding to other member's opinion spontaneously
7	Live recording	A talk in a pizzeria	<ul style="list-style-type: none"> • Giving opinion spontaneously without cue card • Responding to other member's opinion spontaneously

(continued)

Table 1. (continued)

Vlog Code	Form of Content	Situation	Students' Impromptu Participation
8	Live recording	A talk at home	<ul style="list-style-type: none">• Giving Opinion spontaneously without cue card• Responding to the memother member's opinion

on the use of audiovisual media in classroom [8]. That means that the situated project has created a good and comfort learning situation for student.

The findings that most students participate spontaneously in the group work revealed the opportunity of improvement in classroom participation. It is relevant to what has been captured by Heinz [3] where active and spontaneous participation of students in interpreting class was situated in interpreting practice without note taking. Furthermore, the student's active participation is a bridge to better classroom engagement which in the same spirit as the related studies [7, 11]. The students were given chances to empower their maximum capacity so that they are encouraged to participate in impromptu action, speech, and involvement.

In addition, attention on students who were not confident to participate spontaneously is related to their adaptability. As a student of a large class, some students may need adaptation to group work. They need more time to prepare themselves in the recording. Actually, this study recommends future research to hear student's voice about impromptu participation in a group project.

5 Conclusion and Suggestion

Situating students' learning in an informal setting of learning by using vlogs is potential to activate student's impromptu participation. The different atmosphere and the setting of vlogging project has brought new experiences for the students in doing their project work. The findings reveal that the group member's impromptu participation was situated with the control of member's eye contact, natural visual attitudes, and authenticity of students' vlogs. Moreover, most group members participate actively and spontaneously without relying on notes and scripts in their vlog projects.

This study recommends a more comprehensive study to investigate student's spontaneous participation not only through free interpretation but also listen to student's voice.

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