Enhancing Students' English Skills Through Video Making: A Project Based Language Learning Practice

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Abstract. The present study examines students' perspectives regarding the potential English language enhancement on the implementation of video-making project in the business English course at a vocational higher education context. The video-making as the PBLL method is one of the effective teaching strategies because it encourages student participation in the learning process and fosters an environment conducive to active learning. Forty-eight students enrolled in business English course- the accounting program at the State Polytechnic of Ujung Pandang comprised the participants of this investigation. This study employed a mixed-methods approach (convergent design) and gathered quantitative and qualitative data through a questionnaire. By employing this methodology, the researcher gathered both types of data simultaneously incorporated the data into a comprehensive analysis of the research issues by interpreting the overall results. The results of this study indicate that using video-making project as a Project-Based Language Learning (PBLL) framework enhance the students' English skills effectively. This method also enhances the students' engagement and practical application of Business English concept. Moreover, through this project, the students claim that it fosters collaboration since they must work in group. However, they did face challenges in the implementation of this method, such as time management and technical aspect of video making.

Keywords: students' perspectives, video-making project, project-based language learning.

1 INTRODUCTION

Nowadays, English is a significance language in the current Industrial Revolution 4.0 which has influenced many sectors, including education [1]. It has become important to learn English, especially in higher education level because English is one of required skills especially in developing 21st century skills in the current digital era. Various aspects of life need to be integrated with the digital technologies in the Industrial revolution 4.0 era, and to facilitate the process, English plays a crucial role [2]. Mastering English is particularly important in higher vocational education because it enables to build effective communication and collaboration in various professional contexts [3]. It also helpful in accessing and utilizing digital resources which are dominantly available

in English [4]. Moreover, English is proficiency important in career advancement as it prepares the students for digital era [5].

One of the main challenges educators face in teaching English at vocational education levels is the relevance of the curriculum. Educators need to ensure that the skills taught to the students are aligned with their needs. Educators' other challenge is transcending conventional teaching methods, which can foster active language skills crucial for effective communication [6]. Moreover, the educators also have to face the various students' English proficiency [3]. In teaching English at the vocational education level, the students must have adequate language ability and high enthusiasm for learning English to complete the tasks [7,8]. It seems unavoidable that many educators must review some basic concepts in learning English, such as grammar before teaching English for academic or other specific purposes. Hence, to address these challenge, English language teaching methods must be change and develop continuously [9].

In the context of Industrial Revolution 4.0 and the efforts to develop 21st-century skills, Project-based Language Learning (henceforth PBLL) is one of the effective methods of teaching English. PBLL is an instructional method contextualising learning by engaging students in language learning activities through real-world projects. PBLL effectively enhances the student's English communication skills [10]. It can motivate the students to use English to communicate and solve problems since they have to work on projects that reflect real-world context. PBLL also promotes speaking skills and creates enjoyable learning experiences for students because they have opportunities to use English creatively and engagingly [11]. Moreover, through PBLL, the student's writing skills have improved since the students are engaged in extended inquiry processes and carefully designed tasks [12]. Additionally, by engaging students in PBLL, they can learn to collaborate effectively, contributing to developing students' life skills [13].

Among various projects in implementing the PBLL method, making videos can be one of the challenging projects to enhance students' English proficiency [14,15]. Student's learning process and involvement can be maximized through the video-making project because it provides opportunities for the students to actively participate in the class since they have to work collaboratively in a group, resulting in a deeper understanding and retention of English [16]. Using the video-making project as a PBLL practice also enhances the students' English communication skills by instructing them to use English in expressing ideas and discussion when they work collaboratively in their group so they can improve their speaking, listening, writing, and reading skills [17,18]. Moreover, Video making projects enable the students to use video editing software, record and edit videos, and incorporate multimedia elements, benefiting various aspects of their lives; therefore, this project can enhance students' digital literacy skills [19].

Research on Project-Based Language Learning (PBLL) has been conducted extensively recently. Indonesia has a growing number of PBLL-related research projects. Alwasiah explored the implementation of project-based learning in narrative writing using an animated storytelling tool [20]. The study demonstrated that project-based learning facilitated the production of target language and enhanced students' narrative writing skills. Widyanungrum explored multimodal project-based learning in listening and speaking activities with a focus on building environmental care [21]. The study demonstrated that multimodal project-based learning facilitated language skill development

and environmental awareness. Anugraha & Padmadewi conducted a need analysis of technology-based project-based learning in higher education [22]. The study highlighted the potential of project-based learning to develop competencies and improve students' command of the English language.

Currently, PBLL research studies in Indonesia emphasize teaching English as an academic discipline and instituting PBLL, with little attention placed on students' content knowledge in their academic disciplines (e.g., engineering, business, or agriculture). While various projects have been used for PBLL implementation to meet the student's needs in vocational settings, there remains a need for effective forms of projects in English classrooms where students' English language skills and subject knowledge are intertwined. There needs to be more proof supporting the efficacy and implementation of PBLL. Considering this, the present study aims to investigate students' perspectives on how a video-making project as an interdisciplinary project implemented as PBLL can enhance the vocational student's English proficiency.

2   LITERATURE REVIEW

2.1   Project-based Language Learning Method

Project-based Language Learning (PBLL) is a teaching approach that combines acquiring language skills with the practical implementation of real-world projects. The approach is oriented around students and emphasizes active participation, cooperation, and the practical application of language abilities in genuine situations. PBLL is a teaching method that prioritizes enhancing learners' language skills through multidisciplinary projects that incorporate authentic, real-world scenarios [23]. Learners can enhance their language abilities and cultivate essential 21st-century competencies by actively participating in projects that encompass research, problem-solving, presentations, and creative productions [24]. PBLL facilitates the development of learner autonomy through the provision of opportunities for learners to engage in their learning process actively, explore subjects related to their interests, exercise decision-making abilities, and take responsibility for their projects [25–27]. Autonomy and control in the learning process have positively impacted learners' motivation and engagement as they perceive the significance and worth of the language skills they acquire [28]. PBLL, or Project-Based Language Learning, establishes a learner-centered setting that promotes significant and efficient learning encounters by providing student autonomy. Collaboration constitutes a vital element of Project-Based Language Learning (PBLL). Learners' engagement in group or team settings offers them the chance to actively engage in developing and refining their communication and negotiation skills.

Additionally, learners can obtain valuable feedback from their peers, which aids in their personal growth and learning. Moreover, including varied viewpoints within the video-making group or team environments allows learners to understand the subject matter better. Lastly, learners can cultivate a sense of collaboration, which is beneficial for their overall development [29]. The incorporation of collaborative activities in language learning facilitates an enriched educational experience through the provision of

opportunities for realistic language use, the cultivation of critical thinking skills, and the establishment of a nurturing learning community. Furthermore, Project-Based Language Learning (PBLL) places significant emphasis on integrating language skills and content knowledge through the successful execution of projects [30]. Through the integration of diverse language skills in a comprehensive manner, individuals can effectively utilize their language abilities in genuine situations, thereby enhancing their comprehension of both the language itself and the subject matter at hand. Integrating many elements in language learning enhances its relevance, motivation, and engagement while simultaneously cultivating critical thinking and problem-solving abilities.

2.2   Implementation of Project-based Language Learning Method

There are steps involved in implementing the PBLL approach. The first step of PBLL is designing and planning projects that effectively utilize practical activities which enable students to use their English skills [31]. The educators also must select topics that correlate with the language learning objective [32]. In addition, the project must be authentic, significant, and relevant to the learners' interests and actual situations, and it needs to involve various language skills [33]. After the project has been planned and designed. The educators should provide the students with comprehensive instructions and guidelines. This includes describing the project's objectives, requirements, and evaluation criteria. The assistance and materials to complete the project successfully also need to be provided by educators to facilitate the students' comprehension of the projects [34]. Educators are crucial in facilitating and guiding the language acquisition process during the PBLL implementation phase. It entails monitoring the progress of the students' projects, addressing any challenges or obstacles they may face, and providing feedback [35]. Additionally, educators can explicitly teach vocabulary, grammar, and language structures [12]. Educators can also provide students with opportunities for reflection on their language-learning experiences and make connections between their project work and the language skills they are acquiring [34]. Educators must also facilitate student collaboration and peer interaction because project-based learning frequently involves group work [36]. The last phase is evaluation and reflection. It is a crucial component that is integral to the implementation of PBLL [11,32]. Educators should design assessments that evaluate the projects' content and language learning outcomes, including students' oral presentations, written reports, and overall language proficiency. In addition, it is advisable to encourage learners' participation in the process of reflection, which includes their learning journey, project accomplishments, and language development [37]. Educators must evaluate the effectiveness of PBLL through the accumulation of learner feedback and self-reflection on their pedagogical strategies [29].

2.3   The Video Making Project as an Interdisciplinary-based Project

A video-making project is interdisciplinary in implementing PBLL because it employs videos for communication and language practice and incorporates elements from multiple disciplines. As an educational instrument, video production has been recognized for its capacity to integrate various skills and transcend the boundaries of a single

discipline. This integration permits a unique intersection between language learning and other disciplines, such as technology, business, and media studies [11]. Students can investigate and integrate knowledge from various disciplines by incorporating video-making projects into project-based language learning, thereby improving the learning experience. By participating in video-making projects, students are exposed to essential skills for the digital age, such as scriptwriting, production, editing, and presentation. Video production projects foster motivation to enhance self-competence and collaboration with peers and instructors [28]. This suggests that these projects improve language skills and facilitate the development of other competencies, such as teamwork and self-confidence, which are beneficial in interdisciplinary settings. Students can adapt their language skills to real-world business scenarios through video-making projects [17,38,39].

3   Method

To investigate the students' perspective whether using a video-making project as a practice of the PBLL method improves their English skills, this study employs a mixed methods approach and an applied convergent design. By employing this methodology, the researcher gathered both types of data concurrently and subsequently incorporated the insights into the interpretation of the overall findings in order to present a comprehensive analysis of the research questions. The forty-eight students enrolled in the business English course at vocational higher education. The data collected through the questionnaire consisted of both quantitative and qualitative data (closed-ended and closed-ended questions, respectively). After the method was implemented, a questionnaire was distributed to the students.

In data collection procedure, a pilot study was conducted to assess the instrument's validity and reliability before data collection. Internal validity: Expert judgment was used to determine the construct and content validity of the instrument, which was then verified using a sample. In order to ascertain reliability, the researchers employed Cronbach's Alpha and the Pearson Correlation Coefficient. The validity and reliability of both instruments have been established by the results of their respective validity and reliability tests. Methods of data collection through questionnaire are described in the subsequent context: After implementing the PBLL method in the business English class, the researcher administered a questionnaire to investigate the students' perspective on how the method improved the their English skills. The questionnaire is divided into two sections: quantitative and qualitative. The quantitative part of the questionnaire consists of closed-ended Likert scale questions specifically crafted to gather data on various aspects, including student engagement, perceived progress in English language proficiency, and the method's effectiveness. The qualitative section comprises open-ended inquiries designed to comprehend the student's experiences and perspectives comprehensively.

The implementation of the PBLL method in this study involved the implementation of a video-making project. The participants, consisting of four to five students per group, participated in collaborative activities and created a video without the researcher's intervention in their capacity as the subject's lecturer. "Business Meeting"

was the subject of the project in which students selected a topic to discuss and developed the meeting's script and storyboard. After completing the script and storyboard, each student in the group recorded a video of a role-play. Students in each group should complete the assigned project through collaboration within four weeks. This project provides the students with an excellent opportunity to improve their English skills by solving a real and significant issue they have selected as the topic of their meeting. Before starting class, a brief explanation was provided regarding the project. Students can communicate with the lecturer through various network services such as Facebook, e-mail, or WhatsApp in case of difficulty or need for assistance throughout the project activity. One week prior to the due date of the project, a lecturer verified that the project ought to be uploaded to YouTube. Each group is required to post their instructional video on YouTube on the day of the presentation. An opposing group composed a feedback worksheet during their presentation. Additionally, it is required for students in each group to complete the questionnaire.

For data analysis techniques, the quantitative data from the questionnaire was analyzed using descriptive statistical analysis. The data obtained from the questionnaire was assessed using a Likert scale. The questionnaire responses (scores) were subsequently calculated using the Statistical Package for the Social Sciences (SPSS) in preparation for analysis. The researcher utilized a deductive approach to analyses the qualitative data gathered. It involved starting with formulating hypotheses, followed by collecting and analyzing the data.

Additionally, narrative analysis was employed to examine the data, consisting of the following steps: The researcher systematically arranged and classified the data obtained from the open-ended questions in the questionnaire into distinct concepts after initially documenting and processing the data. The researcher then linked the collected data to the closed-ended queries to determine the students' perspective whether the PBLL method improves their English skills. The final step is data interpretation to explain the result.

4 Results and Discussion

4.1 Results

The quantitative data findings of the study on the impact of video-making projects as a PBLL practice in a Business English class is presented in the Table 1.

Table 1. The Results of Quantitative Data Collection.

State-ments	Frequency Percentage (%)					
	Strongly Disagree	Disagree	Neither Agree not Disagree	Agree	Strongly Agree	Total
1	6.3	0	4.1	31.3	58.3	100
2	2.1	2.1	12.5	52.1	31.2	100
3	2.1	2.1	4.1	48.0	43.7	100
4	0	4.2	31.2	39.6	25.0	100

5	0	4.2	8.3	62.5	25.0	100
6	2.1	2.1	16.6	58.4	20.8	100
7	4.2	0	2.1	54.1	39.6	100
8	2.1	0	41.7	52.0	4.2	100
9	2.1	2.1	43.7	37.5	14.6	100
10	2.1	0	37.5	39.6	20.8	100
11	2.1	6.3	56.3	29.2	6.2	100
12	0	2.1	27.1	56.3	14.6	100
13	0	4.2	31.2	54.2	10.4	100
14	0	4.2	8.3	58.3	29.2	100

The research findings support the effectiveness of video making as a Project-Based Language Learning (PBLL) approach to enhancing students' English proficiency and their overall experience learning business English. Significantly, 89.6% of students agreed or strongly agreed that video-making enhanced their learning experience (statement 1). Regarding applying Business English skills (statement 2), 83.3% of respondents felt that the projects provided opportunities for both creative and practical application. Significant improvements were observed in teamwork and communication abilities; 91.7% of the participants reported that the projects offered opportunities to enhance their proficiency in these fields (statement 3). In addition, statement four indicates that 64.6% of the students acquired greater confidence when utilising Business English in practical situations.

Apart from its application in video-making projects, PBLL has also been shown to be effective in enhancing various aspects of English language proficiency. A notable 79.2% of students perceived PBLL to positively influence their English grammar and vocabulary (statement 6). 87.5% of students agreed or strongly agreed that it enhanced their reading comprehension (statement 5). Most respondents (93.7%) expressed that PBLL allowed them to improve their speaking and listening abilities (statement 7). In contrast, opinions regarding its effect on writing skills were more diverse (56.2% supported the positive influence, as stated in statement 8).

Regarding problem-solving and critical thinking (statement 9), 52.1% of students held a positive perception of PBLL, while 43.7% maintained a neutral view. The real-world application also revealed potential in PBLL; according to statement 10, 60.4% of students agreed or strongly agreed that it enhanced their confidence when employing English in practical contexts. Seventy-nine per cent of students agreed that PBLL facilitated a practical comprehension of English language concepts (statement 12). Comprehensive skill integration was considered helpful by 87.5% of the students (statement 14), and creative thinking was encouraged by 64.6% of the participants (statement 13).

In a business English course, it was found that video-making projects implemented as PBLL practice were, on the whole, effective teaching methods. It fostered confidence and innovative thought processes in addition to reading, grammar, vocabulary, speaking, and listening outcomes. These outcomes demonstrate the importance of implementing project-based methods in teaching the English language.

For qualitative data findings, when the data collected from students was analysed, several significant themes appeared. Primarily, the students conveyed an overwhelming feeling of enjoyment and enthusiasm while participating in the project. All those

involved drew immense relief from the opportunities for innovation it provided and valued the chance to collaborate with other students in an environment that promoted mutual understanding and collaboration. Nonetheless, this experience was full of obstacles; instead, it was fraught with difficulties. Technical difficulties and a substantial challenge in time management disrupted the video editing process.

Regarding possible improvements, a considerable number of students expressed the desire for further instruction, specifically during the initial stages of the project. Furthermore, they advised the incorporation of additional instances that highlight practical video projects within the realm of Business English. They held the belief that such examples would offer significant motivation and understanding. Moreover, the students' perceptions of English proficiency in business contexts were significantly impacted by this project. It underscored the critical significance of possessing a proficient command of the language when communicating business concepts and ideas in a professional setting.

4.2   Discussion

This study aims to examine the efficacy of utilizing video-making projects as a component of the Project-Based Language Learning (PBLL) method, which has been recognized as a successful pedagogical method for developing 21st-century skills, particularly in the context of applying English skills in practical situations [12,40]. The results of the research validate the comprehensive skill enhancement provided by PBLL. Significant proportions of students reported an enhancement in their English proficiency in vocabulary, reading, speaking, grammar, and listening. However, the impact on their writing was relatively consistent. Although opinions regarding the effect of PBLL on writing skills were more varied, a moderate 56.2 percent of respondents noticed improvements in their writing. It indicates that future implementations of PBLL should perhaps emphasize this aspect of language learning. Students not only acquired English proficiency but also made significant progress in developing critical business competencies such as effective communication and creative collaboration. The fact that up to 91.7% of participants demonstrated improvement in these domains demonstrates the multiple advantages of PBLL as an instructional method.

As evidenced by the 83.3% agreement rate, the students agree that PBLL enhanced their business English skills significantly, specifically in business meetings. This finding aligns with previous studies that have underscored the interdisciplinary feature of video-making projects [23,38,39]. Regarding critical thinking and problem-solving abilities, there is scope for improvement, as indicated by the fact that while a significant proportion (43.7%) of the students expressed a position of neutrality, 52.1% reported a positive impact. This subtle discovery is noteworthy because Business English is more than merely a set of lexicon and grammatical rules; it facilitates efficient decision-making and solving challenges within business contexts.

Furthermore, it was confirmed by 89.6% of the students that the video-making project had a beneficial effect on their learning experience. Consistent with previous investigations that suggest Project-based Language Learning methods improve the learning experience by encouraging increased involvement and significance, the findings of

this study confirm this concept [25,26,28]. The findings validate the claim that video-making projects can substantially improve students' English proficiency. This finding supports assertions regarding video-making's effectiveness in business English [17]. Furthermore, this aligns with the broader amount of research concerning the efficacy of PBLL in fostering problem-solving skills, critical thinking, and authentic language use [24,27].

Furthermore, the qualitative results contribute an essential aspect to the quantitative data. Affective and behavioural dimensions, such as an intense feeling of enjoyment and fulfilment, attest to the intrinsic motivation that PBLL has the potential to foster; consequently, this can result in improved educational achievements. Nevertheless, this beneficial encounter was full of obstacles, including challenges related to time management and technical difficulties. While PBLL is effective, its implementation may require improvement to overcome these obstacles; for instance, this could be accomplished by providing more explicit guidelines or allocating additional resources.

Students' feedback identified certain aspects that required further development in the future, including the necessity for supplementary guidance and exemplars. This type of immediate feedback can facilitate iterative enhancements to course design and provides educators seeking to optimize the PBLL approach in Business English courses with a practical course of action.

The utility of implementing PBLL in higher education contexts is supported by the effectiveness of the video-making project in improving students' English proficiency [33,37]. This finding offers significant empirical validation for the ongoing pedagogical discussion regarding innovative approaches to language learning, specifically in contexts such as Indonesia, where chances to interact with native speakers and apply English in practical situations are limited. Not only is the pedagogical approach engaging, but it also improves a variety of skills essential for practical business applications. Although certain obstacles require attention, the data presents an unmistakably favourable picture that underscores the significance and applicability of PBLL in current Business English classrooms.

5   Conclusion and Suggestion

The aim of this study is to investigate the students' perceptions on the use of video-making project as a PBLL practice to improve students' English skills in business English class. Through mixed-method approach, this study utilized convergent design to gain comprehensive understanding by combining quantitative and qualitative data. The results of this study indicate that using video-making project as a Project-Based Language Learning (PBLL) framework enhance the students' English skills effectively. This method also enhances the students' engagement and practical application of Business English concept. Moreover, through this project, the students claim that it fosters collaboration since they must work in group. However, they did face challenges in the implementation of this method, such as time management and technical aspect of video making.

This study was limited to 48 students from Accounting Department at vocational higher education. Future research could involve a larger and more diverse sample to

increase the generalizability of the findings and focus on how video-making projects impact specific language skills, such as speaking, listening, reading, or writing. This would help educators tailor their teaching approaches more effectively. It would be also beneficial to compare the effectiveness of video-making projects with other forms of PBLL or traditional teaching methods in Business English classes. For practical implication, educators must provide students with more initial guidance and examples of successful projects to help them navigate challenges more effectively. Additionally, a well-defined assessment rubric should be shared with the students before they commence their projects, enabling them to better understand the expectations and evaluation criteria.

Acknowledgments

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