The Utilization of Video Makers in Essay Writing: A Case of English Education Study Program at Sriwijaya University

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Abstract: The Utilization of Video Makers in Essay Writing at English Education Study Program of Sriwijaya University. Objective: The aim of this study was to discover the fifth-semester students' views on the use of video makers in essay writing at English Education Study Program of Sriwijaya University. **Method:** This study applied descriptive qualitative method. There were 39 participants who participated in answering the questionnaires of this study. The data was presented and described based on the percentage obtained from the result of the questionnaires. **Finding:** The results of this research showed that using video makers in essay writing has a beneficial impact on students' multimodality writing in the twenty-first century. **Conclusion:** Along with the advancement of technological tools, students of the 21st-century can create multimodal composition of video essays by utilizing video maker application in project-based multimodal essay writing.

Keywords: 21st-century era, project-based learning, essay writing, video makers, multimodal composition.

*Abstrak: Pemanfaatan Video Makers dalam Penulisan Esai di Program Studi Pendidikan Bahasa Inggris Universitas Sriwijaya. **Tujuan:** Penelitian ini bertujuan untuk mengetahui pandangan mahasiswa semester lima tentang penggunaan video maker dalam penulisan esai di Program Studi Pendidikan Bahasa Inggris Universitas Sriwijaya. **Metode:** Penelitian ini menggunakan metode kualitatif deskriptif. Terdapat 39 peserta yang berpartisipasi dalam menjawab kuesioner penelitian ini. Data disajikan dan dideskripsikan berdasarkan persentase yang diperoleh dari hasil kuesioner. **Hasil:** Hasil penelitian ini menunjukkan bahwa penggunaan pembuat video dalam penulisan esai memiliki dampak yang menguntungkan pada penulisan multimodalitas siswa di abad ke-21. **Kesimpulan:** Seiring dengan kemajuan alat teknologi, mahasiswa abad ke-21 dapat membuat komposisi video esai multimodal dengan memanfaatkan aplikasi pembuat video dalam penulisan esai multimodal berbasis proyek.*

Kata kunci: abad ke-21, pembelajaran berbasis proyek, penulisan esai, video makers, komposisi multimodal.

■ INTRODUCTION

Nowadays, in the 21st-century era, The way individuals make meaning, share knowledge, and communicate with one another has changed. Meaning-making and communication have become modern styles as the digital era has progressed (Dahlström, 2019; Omland, 2021). The traditional and static single-mode text forms have given way to dynamic multimodal texts in terms of meaning and knowledge creation. In our current communication era, there are numerous sources that can be used to create meaning. Multimodal works often use images, color, and sound effects (Kress, 2010; Jiang & Vásquez, 2020; Sun et al., 2021). As a result, the altering of the twenty-first century era altered how individuals communicate and compose meaning in a multimodal way.

As society, including the educational field, has become more digital, the demand for technologically skilled teachers has increased, highlighting the need for current teaching and learning methodologies, particularly when technology integration expands into education (Bower, 2017; Inderawati & Vianty, 2021). With the transformations brought about by new technologies, digital competency necessitates a new set of knowledge, skills, and attitudes in addition to literacy. Because the majority of students in the twenty-first century are digital natives, digitalization in education is unavoidable. Educating pupils who are linked with digital tools such as tablets, phones, and computers in educational processes may boost the effectiveness of education as technology in the classroom becomes more common.

The twenty-first century is an era in which technology and human life are inextricably linked and cannot be separated. It is indisputable that technology has profoundly altered all parts of life, particularly education. Gündüzalp (2021) suggests that In the current digital environment, instructors have a wonderful access chance to knowledge, sources, and resources to educate and teach via digital tools or gadgets. It is critical for teachers, who play critical roles in educating future generations, to master information literacy and digital literacy skills. Technology is used in the teaching and learning process to help students develop 21st-century abilities. In order for pupils to increase their knowledge skills in 21st-century education, technology is required.

In the twenty-first century, the use of technology in language class classrooms has become a crucial aspect of the learning process. Language learning has been aided and improved by the use of technology. Teachers can adjust classroom activities using technology, which improves the language learning process. Technology is becoming increasingly important as a tool to assist teachers in facilitating language acquisition for their students.

Furthermore, 21st-century talents necessitate the abilities that pupils must possess in order to grow and develop from an early age. Furthermore, teachers are able to apply and attempt to include technology in the process of teaching and learning because information and communications technology (ICT) has become a part of daily practices in the twenty-first-century (Simamora et al., 2020). Collins & Halvorsen (2018) suggest that Language classrooms should be integrated with a variety of activities that bring meaningful and intellectually stimulating practices, as well as processes that allow students to do more than just present their ideas and thoughts using oral, written, and verbal communication, but also to understand complex points of view, make judgments and decisions, and collaborate creatively with others using technology. Thus, students in the twenty-first century should use technical instruments (video producers) to create multimodal essay writing.

Basically, multimodality is defined as the representation of multiple modes (Kress, 2010; Bouchey et al., 2021) which has particularly

drawn the attention of many linguists in recent years. According to Visosevic & Myers (2017), the use of two or more modes for producing meaning at the same time is known as multimodality. The modes used include written or vocal language, visual, auditory, and spatial representation. Fouad (2021) states that the use of many ways to convey meaning is referred to as multimodality. Multimodality is characterized in literacy as a notion that presents an extensive approach of meaning making to meet the needs of new-age learners in the twenty-first century. Naik (2021) also proposes that in order to contribute effectively to the social world, next-generation learners must be capable and skilled in employing several modes to generate and convey meaning in a multimodal manner. As a result, students in the twenty-first century must be able to construct meaning in a multimodal manner using digital resources.

■ METHODS

Research Design

This study was descriptive in nature. A descriptive study is a sort of qualitative study in which the occurrence in an environment is described and focused on. The researcher employed descriptive qualitative research as a methodology for data gathering and analysis in this study. Chai et al., (2021) claim that qualitative research is used to acquire data that investigates the character, conduct, beliefs, and personal qualities of individuals or groups. The researcher used qualitative research because it is a method for gaining profound meaning and insight about the social issues of individuals or groups in a given context.

Participant

This research was conducted at Sriwijaya University's Faculty of Teacher Training English Education Study Program. The subjects of this study were fifth- semester English Education Study Program students at Sriwijaya University who had taken an essay writing course and used video maker apps to create a project-based multimodal essay writing. As a result, the research was conducted on 39 students (21 students from class A Indralaya and 18 students from class B Palembang).

Instrument

The data were obtained from questionnaires. To prevent unnecessary data, the researcher was asked and consulted about the instrument used in this investigation. According to Taherdoost (2018), the questionnaire is one of the most often used data collection techniques in social science research, with the primary goal of obtaining important information in the most accurate and trustworthy way. The questionnaires were distributed to 39 students of English Education Study Program, which consisted of 25 items. Creswell (2016) states that a questionnaire is a research instrument that is delivered to each participant to gain information about what a person perceives, believes, likes, and dislikes.

Analysis of Data

The data obtained from the questionnaire were examined. Each statement's frequencies were first computed and then translated to percentages. Following that, the results were reviewed descriptively by categorizing each assertion. Finally, the findings were summarized in order to respond to the study question.

■ RESULTS AND DISCUSSION

This study was conducted to investigate the research problem of fifth-semester students' perspectives of the use of video makers in essay writing at Sriwijaya University's English Education.
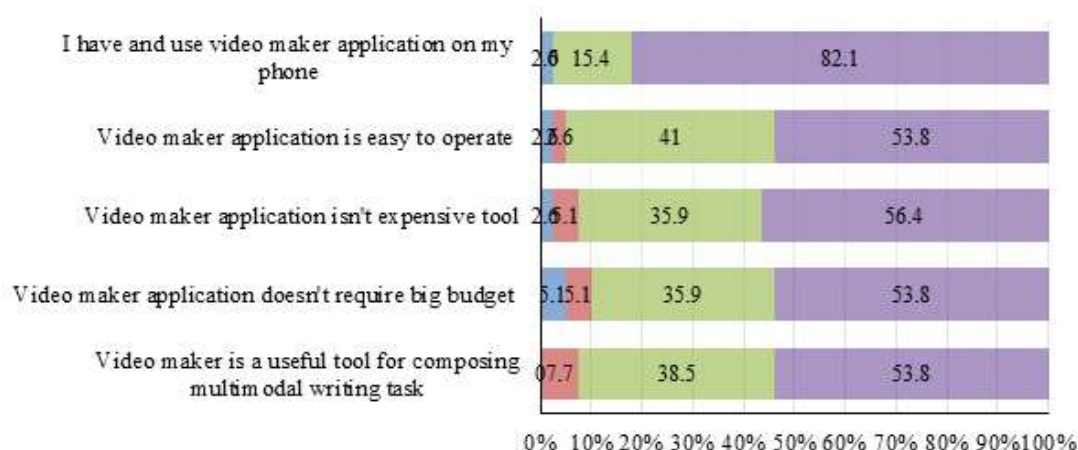
Figure 1. The students' perception about video maker application

According to the data shown above, the most frequently selected item was that students have and use video maker application(s) on their phone (82.1% strongly agree and 15.4% agree). The questionnaire results showed that the majority of fifth-semester English Education Study Program students are familiar with video creator applications and use video maker applications in their own mobile phone, with 82.1% strongly agreeing and 15.4% agreeing. This is similar to the result of a study conducted by AlSaied & Akhtar (2021) found that Students are quite familiar with mobile phones, and they also use video producing apps on their own phones. Students also viewed the video creator program as a useful tool for composing multimodal essay writing because it is simple to use (53.8% chose highly agree and 35.9% opted to agree). They reported no technical challenges in generating videos using their smartphones because they all have smartphones capable of shooting videos. They are familiar with the process of creating short videos, which has been accurately predicted and documented by earlier research (Hafner, 2014; Pasaribu, 2019; Mahardika, 2021). Only two out of 39 students could not see the value of video creator (2.6% chose strongly disagree). Surprisingly, the majority of students believed that using video maker software did not require a large budget (53.8% chose strongly agree and 35.9% chose agree). As a result, students can use the video creator program to create a project-based multimodal essay.
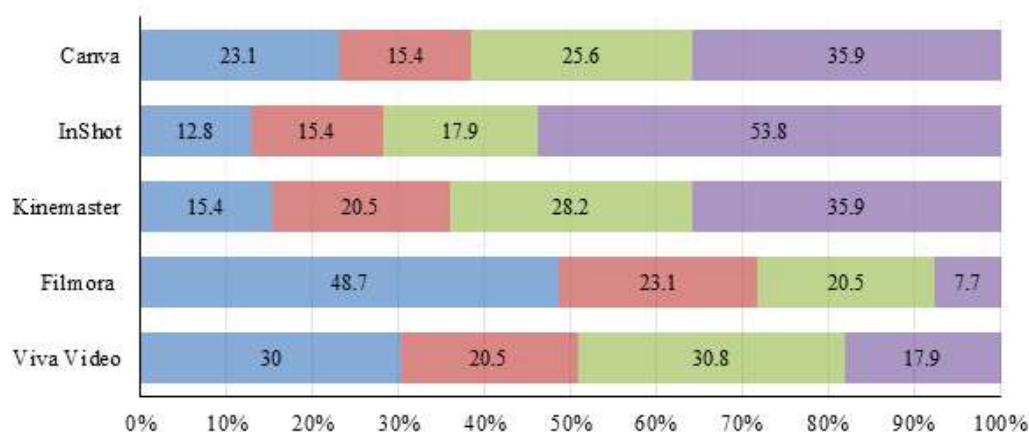

Figure 2. The students' perception about kinds of video maker applications for composing multimodal essay writing

According to the data above, students created multimodal essays using a variety of video maker tools. Inshot is the most commonly utilized application (53.8% of students strongly agree). Kinemaster and Canva were the other video creation applications used (35.9% of students chose highly agree). Hadi et al., (2021) found similar conclusion that Canva is a powerful medium for assisting students in improving their writing abilities. Students in the English Education Study Program, on the other hand, rarely used the Filmora program (48.7% picked strongly disagree) and the VivaVideo application (30.8% chose strongly disagree). This conclusion is highly fascinating because it affects the outcome of the film students created.
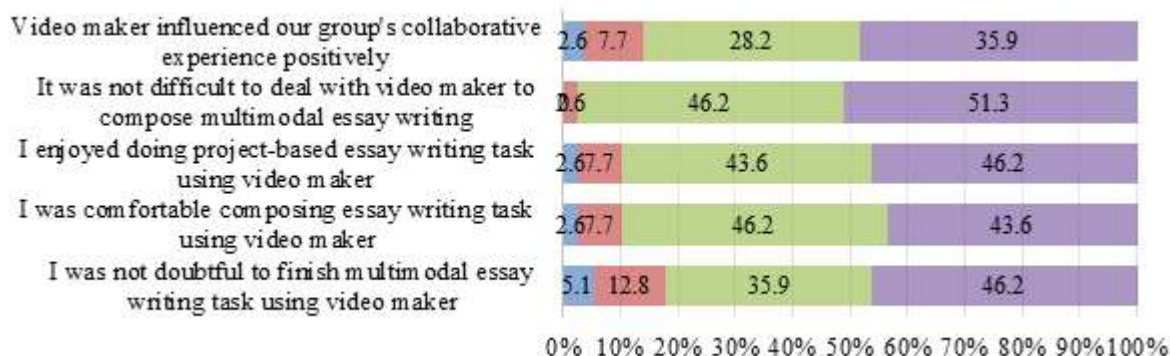
Figure 3. The students' perception on the impact of video makers for composing multimodal essay writing

The results shown above represented students' perceptions of the impact of video maker applications on multimodal essay writing. The questionnaire findings revealed that the majority of students enjoyed and felt comfortable undertaking project-based multimodal essay writing in a group (on question no. 13, 46.2% picked strongly agree and 43.6% opted to agree). The questionnaire results also showed that students thought using video maker programs improved their group collaboration in project-based multimodal essay writing (61.5% picked highly agree and 28.2% opted to agree). This finding is consistent with the previous study conducted by Mohseni (2021) that The improvement of writing skills among EFL learners was significantly influenced by project-based expressive and referential writing instruction.
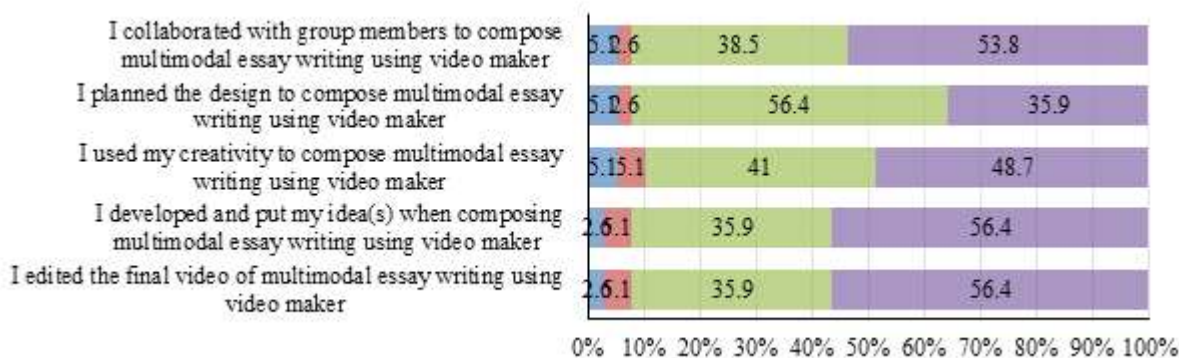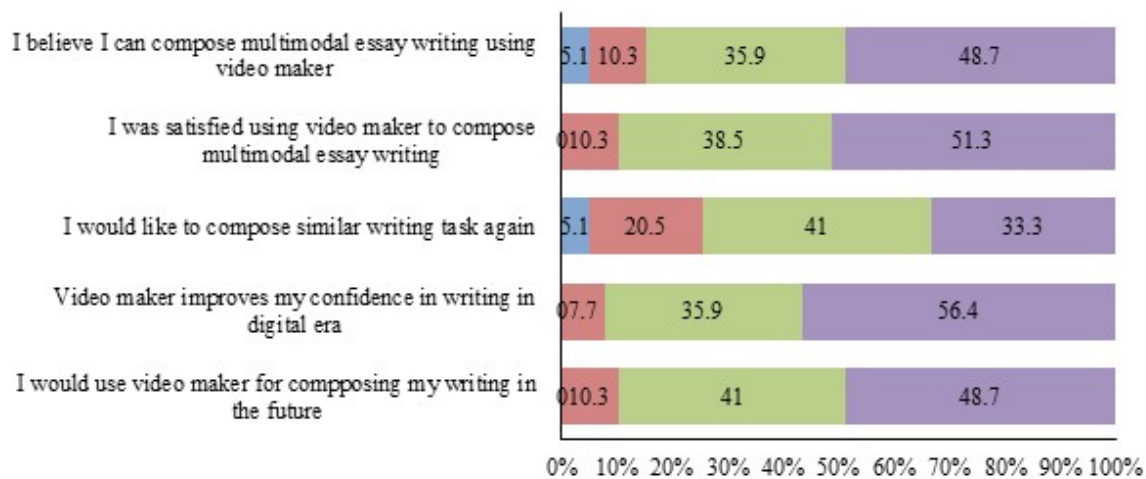

Figure 4. The students' perception on the process of composing multimodal essay writing

Similar to study conducted by Tessamonica (2019), using the video creator program did not cause students to doubt their ability to complete the project because working with the video maker application was not challenging for them (46.2% of students chose strongly agree and 35.9% decided to agree).

The results shown above showed the students' perceptions of the process of creating a multimodal essay. According to the findings, project-based multimodal essay writing fosters collaborations among fifth-semester students of Sriwijaya University's English Education Study Program (53.8% picked highly agree and 38.5%

opted to agree). Ghosheh Wahbeh et al. (2021) found a similar conclusion that Project-based learning is recommended for autonomous and collaborative learning that can benefit students' learning. The process of completing this assignment begins with students planning the design of the video essay that will be generated. Students used their creativity and expressed their thoughts in this project-based process to write multimodal essay writing (on question no. 19, 56.4% chose highly agree and 35.9% decided to agree). Finally, students used a video creator to edit the final film of essay writing (56.4% of students opted highly agree and 35.9% chose to agree).

Figure 5. The students' perception of the impact of video makers on students' confidence and motivation to compose multimodal essay writing in the future

According to the results of students' perceptions of the impact of video maker applications on their confidence and drive to write multimodal essays in the future. According to the data, the study's participants claimed general satisfaction with the use of video makers in essay writing (on question no. 22, 51.3% of students picked highly agree and 38.5% opted to agree). This perspective corresponds to an increase in students' confidence and motivation to write in a multimodal manner in this digital era (on question no. 24, 56.4% picked strongly agree and 35.9%

decided to agree). This finding is similar to a study conducted by Mahardika et al., (2021), In terms of the effect of video creation on students' willingness to learn English, participants exhibited confidence in their English competency after successfully making English-language videos. Students gained faith from the film producer that video production rewards them with positive emotions and enthusiasm to learn (Wulandari, 2019). Furthermore, students appreciated the learning experience, which included everything from group formation to scriptwriting and video

editing. Students were sufficiently happy with project-based multimodal essay writing using a video maker, and they applied 21st-century skills (Yulianti et al., 2020).

CONCLUSIONS

Based on the findings and discussion in the previous chapter, it is possible to conclude that students' attitudes on the use of video producers in essay writing were favorable. The fifth-semester English Education study program students at Sriwijaya University believe that the use of video makers in essay writing has positively influenced students' multimodality writing in the twenty-first century because students can create an essay video using video makers application, which is considered an innovative way to present an essay to other people in this digital era. According to the findings, the majority of students felt at ease and enjoyed conducting project-based multimodal essay writing. Through project-based multimodal essay writing, fifth-semester English Education Study Program students at Sriwijaya University can collaborate, share, and put their creativity in the project group of producing multimodal essay writing employing video makers through project- based multimodal essay writing. Students might increase their passion for using video editors in essay writing. Students can also increase their knowledge of video creator software in order to be more conscientious about this topic.

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