

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Project-Based Learning

Currently, the implementation of project-based learning in higher education has been used. Project-based learning (PBL) is a learning method that focuses on working on projects or tasks as a learning medium for developing skills, competencies, and deeper knowledge. PBL can be used by educators when they want to create an active learning environment and ask students to focus on their development. Portes De Oliveira et al., 2021, p. 228 argued that “Project-based learning is an active methodology that consists of developing projects based on real problems in order to develop knowledge and skills that are passed on in theory” (p. 228). Students are at the center of the learning process when using project-based learning (Boondee et al., 2011). Moreover, (Boondee et al., 2011) also explained that project-based learning is used to replace conventional teaching methods where the teacher plays an essential role, being the teacher directing students to the learning they want or learning that aligns with the goals of the project. Project-based learning aims to provide long-term, multidisciplinary, student-centered learning experiences that are connected to real-world issues and practices (Arroyyani, 2018). Hence, Because the integration of content and learning skills is a crucial aspect of project-based learning and needs to be identified in project outcomes, students must acquire, practice, apply, and expand skills as part of project design.

There are some benefits of implementing project-based learning in the classroom. Project-based learning can improve teamwork skills and student motivation, articulation between theory and practice, inquiry and problem-solving (Indarti, 2016). In addition, project-based learning yields beneficial learning outcomes by assisting students in developing their interpersonal, work ethic, and cognitive abilities (Kettanun, 2015). The implementation of project-based learning in the classroom looked very useful for students. However, students also have challenges in doing project-based learning. (Tsybulsky & Muchnik-

Rozanov, 2019) found three difficulties. First, students struggle with disciplinary problems. Second, group learning requires more time than traditional frontal teaching because student teachers struggle to manage their time when preparing and executing lessons. Third, reflective narratives reveal a lack of confidence and uncertainty about the selected mode of instruction.

Learning steps in project-based learning as developed by The George Lucas Educational Foundation (2005, as cited in Sinulingga & Moenir, 2022a):

- 1) Open the lesson with a challenging question (start with the big question).

Learning begins with essential questions. The questions that can give tasks to students in carrying out an activity. The topics taken should be following the realities of the natural world and begin with an in-depth investigation.

- 2) Planning the project (design a plan for the project).

Teachers and students collaborate on the planning process. Students are expected to feel a sense of ownership over the project in this way. The key components of planning are knowing the resources and instruments that can be used to assist in completing project activities, as well as choosing activities that can assist in providing answers to important questions.

- 3) Develop a schedule of activities (create a schedule).

Teachers and students work together to create an activity schedule that will get the project finished. This phase of the project involves a number of activities, such as making a schedule for its completion, setting a deadline, helping students develop a method that fits the project, and asking them to justify their method choice.

- 4) Supervise the project (monitor the students and the progress of the project).

While the students are working on the project, the teacher has to keep an eye on their activities. In order to facilitate the monitoring process, a control card-shaped rubric is created and teachers serve as mentors. Teachers instruct students in group collaboration. Without disregarding the interests of their group, each student is free to select their own role.

5) Assessment of the resulting product (assess the outcome).

The purpose of the assessments is to support educators in gauging students' mastery of the material, assess each student's growth, and offer feedback on the degree of comprehension attained.

6) Evaluation (evaluate the experience).

At the end of the learning process, educators and students reflect on project activities and results. The reflection process is carried out individually or in groups. At this stage, students are asked to express their feelings and experiences while completing the project.

2.1.2. YouTube in Education

Jawed Karim, Steve Chen, and Chad Hurley founded YouTube in 2005. YouTube is a media-sharing site, which is a type of social media that facilitates its users to share video and audio media. YouTube enables users to upload, watch, and share videos. Even YouTube can be used to watch movies, listen to music, watch different tutorials, and even view the most recent news and conduct information searches.

YouTube is not only used for entertainment but also YouTube is useful for education. YouTube can be a source and learning media. The use of YouTube in education has opened up new opportunities for more flexible and creative learning. Recently, there has been a surge in the utilization of YouTube for educational purposes, as it stands as the third most widely visited website globally and serves as a prominent web-based platform for sharing videos (Nacak et al., 2020). YouTube is an alternative media for finding online learning resources because it gives users access to find videos according to their needs (Astuti, 2022). Therefore, it will be easy to seek various videos on YouTube, because YouTube provides a lot of videos with various topics that can be integrated into the teaching-learning process.

With features that allow access to a wide range of audio-visual content, YouTube offers a dynamic and interactive learning experience for learners. One area that greatly benefits from this potential is language learning. Through videos that include native conversations, pronunciation exercises, to simulations of real-

life situations, YouTube provides opportunities for language learners to develop their skills. With YouTube's ability to deliver audio-visuals in the target language, learners can practice listening, speaking, reading, and even writing skills through authentic and contextualized content.

2.1.3. Video Project in EFL Speaking Class

Speaking is the most crucial for learning a foreign or second language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Luoma, 2004). Chaney (1998, cited in Nuraini, 2016) stated speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". These elements include pronunciation, grammar, vocabulary, fluency, and understanding. They all have an impact on the quality of English-speaking (Kurniawan, 2019). Speaking is one of the most difficult skills to learn. Video projects are one way to help students learn speaking skills.

Video project in the context of EFL (English as a Foreign Language) is one of the innovative learning methods to improve students' speaking skills. Video project commonly means a structured and intentional endeavor aimed at producing a single video or a sequence of videos. Since the early 1980s, video projects have been used in language teaching and learning. They are specifically designed for use in large classes or foreign language courses. Advances in digital technology have made the use of video projects more attractive. Therefore, video project is one of the greatest methods in learning English. This is because video projects can provide opportunities for students to practice their speaking skills. Uploading videos to a YouTube channel is one way to develop a video project. Shrosbree (2008) suggests several steps involved in producing a digital video project. First, taking videos, students can take videos using a camera or cellphone camera. Second, for video editing, students can use any editing application. Third, after the video is edited, the video can be distributed and saved on drives, disks, flash disks or social media such as YouTube, Instagram, Facebook, etc.

According to Maria (2017), video projects are an effective technique for improving students' speaking skills. She also said that with video projects,

students become enthusiastic about attending class, entertained, and motivated to be involved in making video projects. Moreover, video projects can help student recognize problems in pronunciation, reduce anxiety, develop their fluency and vocabulary mastery, promote self-confidence, and self-reflection (Sumardi et al., 2020). Besides that, there are also several challenges in working on the video project. Students experience anxiety when working on the YouTube video project because of their low self-esteem, their peers' unfavorable opinions, and the intimidating nature of the classroom (A. B. P. Sari & Iswahyuni, 2019).

Therefore, in learning English, students asked to make video project which will be uploaded to their YouTube channel. This video project is suitable for EFL speaking class, especially in the Professional Listening and Speaking (PLS) course.

2.1.4. Self-Determination Theory

Edward Deci and Richard Ryan developed Self-Determination Theory (SDT) to explain human motivation. Self-determination theory is an approach to understanding human motivation and personality that uses scientific research. This theory emphasizes the importance of inner strengths that develop within a person to help them develop their personality and regulate their own behavior (Ryan, Kuhl, & Deci, 1997, as cited in Ryan & Deci, 2000). Self-determination refers to the ability or process of making one's own choices and controlling one's own life. It is a fundamental concept in the context of human motivation and psychology, particularly within the framework of Self-Determination Theory (SDT). SDT posits that self-determination is a vital aspect of psychological well-being.

Self-determination theory focuses on the interplay between the extrinsic forces acting on persons and the intrinsic motive and needs of human beings. People can generally be motivated by outside factors such as money, acclaim, and fame, and this type of motivation is known as extrinsic. Besides that, self-determination theory also focuses primarily on internal sources of motivation or intrinsic motivation, such as learning to gain independence and wanting to prove yourself.

In SDT there are three basic needs, namely the need for autonomy, competence, and relatedness (Ryan & Deci, 2020b). Autonomy is the need to control one's own choices and actions. Autonomy refers to the feeling that we can choose and direct our lives. When a person acts autonomously, they do so willingly and wholeheartedly. Competence is the basic need to feel effective and have mastery in the important things in one's life. Competence concerns the feeling of mastery, a sense that one can succeed and grow. This need is seen in curiosity, desire to learn and drive to master skills. Relatedness is the need to feel connected and have good relationships with others. People feel related when they feel cared for and valued by others. In addition, relatedness includes feeling accepted and important in a group. By establishing close relationships and being part of a meaningful social group, one feels a sense of relatedness and belonging, for example, through making positive contributions or showing a good attitude towards other group members. Therefore, basic psychological needs are very important, as well as in the context of learning. Student autonomy, competence and relatedness are important aspects that need to be fulfilled, because by fulfilling these needs, the learning process will run more smoothly and student learning outcomes can improve (Bayu & Saputra, 2023). Students will be more motivated and engaged in learning activities if the three needs above are better supported and met (Ryan & Deci, 2020a).

2.2. Study to the Relevant Research

The present research is relevant to several previous studies. The first study conducted by Ismailia and Binarkaheni (2022) focus on the process of conducting a video project to accomplish speaking skill requirements, such as grammar, vocabulary, comprehension, fluency, and pronunciation. The findings show that by writing the script the students can learn to write with good grammar and vocabulary, understand the task, be fluent in pronouncing English words, learn to edit the video, and help students and lecturers conduct a collaborative teaching and learning process to produce videos with some elements of complete speaking. Moreover, Iin, (2022) conducted a study entitled “The effect of video project-

based learning on students' speaking skill". The results of this study demonstrate the important and advantageous effects of employing project-based videos as a medium for students to develop their speaking, creativity, and self-assurance. Amira and Amri, (2022) focus on analyzing students' speaking ability in YouTube video projects in online speaking class. The findings showed that in the YouTube video project, the students' speaking ability is good. The use of YouTube video projects in speaking class can be used as an alternative way of learning speaking inside or outside the classroom. Therefore, to fill the gaps in the previous studies, this research explores students' opportunities and challenges while working on a YouTube video project on a Professional Listening and Speaking course in Indonesian higher education.