



The Powers of Self-Reflection in English Language Learning Using Video Project Based-Learning

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ABSTRACT

Project based-learning (PjBL), focusing on students' creativities in producing a particular task, has been variously integrated into English as a Foreign Language (EFL) instruction to promote students' skills. To support PjBL, teachers have integrated the use of technologies in the classroom since technologies enable teachers to modify teaching-learning activities. One of the modes of technology commonly applied is video project-based learning (VPBL) due to its benefits for both teachers and students. Research reveals the benefits of integrating PjBL and VPBL by focusing on the learning outcomes. In addition, self-reflection, as the ability of students to assess themselves regarding how and what they have learned and done in the tasks, might empower students to be better. This study highlights the benefits of self-reflection in English language learning through VPBL. VPBL empowers learners to create videos on topics of interest, using English as the communication medium. This study is a kind of literature research summarizing the findings of the previous studies on the utilization of self-reflection on students' speaking projects. The study found that VPBL fosters self-reflection among learners, as they must plan, produce, and evaluate their work. Self-reflection is a crucial skill for language learning, as it helps learners to identify their strengths and weaknesses, set goals, and monitor their progress. The powers of self-reflection in English language learning using VPBL indicate that teachers must employ such cases in the classrooms.

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1. INTRODUCTION

Project based-learning (PjBL) focuses on students' creativities in producing a certain task. It commonly fosters students to work individually or in a group when completing tasks. According to (Asfihana et al., 2022), PjBL is student-centered learning that allows students to design their project works. In English language learning, PjBL has been variously integrated into English as a Foreign Language (EFL) instruction to promote students' skills (Prasetiyo et al., 2023; Sirisrimangkorn, 2021; Syawaludin et al., 2022). To support PjBL, teachers have integrated the use of technologies in the classroom since technologies enable teachers to modify teaching-learning activities. (Musa, 2016) claims that the integration of technologies in the students' learning process brought a pedagogical paradigm shift in many of today's classrooms. In addition, the trends towards technologies enhanced English Language Teaching (ELT) have been implemented broadly for years (Ehsan & Ehsan, 2015; Sulisty et al., 2019). One of the modes of technology commonly applied is video project-based learning (VPBL) due to its benefits for both teachers and students.

Video-based learning (VBL) enables students to develop skills and knowledge by learning from videos (Lutviana & Mafulah, 2018). It could be in the form of internet source videos such as from YouTube channel or video lecture from teacher. While in VPBL students do the tasks delivered in the form of video content. A lot of studies indicated that VPBL could improve students' language skill development, especially speaking skill. (Nandiana et al., 2021) stated that VPBL is effective to develop students' speaking skill since it boosts students' confidence in speaking and builds students' creativity in performing the tasks. VPBL makes students become more active in constructing their own knowledge by doing tasks (Astiar et al., 2020). Puspitasari (2020) noted that VBL supported 21st century language learning skills including critical thinking, creativity, communication and collaboration.

Self-reflection is one of the important factors in developing successful language learner. (Andrés & Velandia, 2015) stated that self-reflection enabled learners to achieve specific goals in learning and to stay focus on those goals. In this case, self-reflection could increase learners' confidence, awareness, and positive self-concept. (Chang, 2019) noted that self-reflection in the form of videos could reinforce students' knowledge, build social support and emotional support for creating positive learning collaboration at class.

Furthermore, VPBL could also develop students' performance and self-efficacy through the implementation of self-reflection such as in (Megalina et al., 2021). Many studies concerning PjBL and VPBL described the use of video as a means for delivering materials and the result of students' project, yet limited studies highlighted the power of VPBL as a means of students' reflection in learning. The purpose of this study is to highlights the benefits of self-reflection in English language learning through VPBL. VPBL empowers learners to create videos on topics of interest, using English as the communication medium.

2. METHODS

This study employed literature review research. Literature review according to (Hempel, 2019) is a summary of published research of certain topic. This research summarized the published research about the benefit of self-reflection through the implementation of VPBL in ELT. The function of this literature review research is to provide the context for new research, that is self-reflection with the context of digital era, in which it incorporates technology in the practice of self-reflection though videos as a means of today's communication. (Ratnasari, 2018) noted that literature review provides information of

certain subject area in a certain period of time. 21 articles about the benefits of self-reflection through VPBL published from 2014 to 2022 from the reputable journal database, such as ERIC Journal and Google Scholar were used as the data sources. This literature review is considered as critical review since the purpose of this research is to cite several research findings to convey the benefits of self-reflection through VPBL. This study used library research by using George (2008) model that includes 10 steps: 1. selecting the topic that is self-reflection in English language learning through VPBL, 2. proposing research question, 3. systematic browsing for related sources and skimming for related information, 4. determining the database used and determining the application used for referencing the tools, 5. determining sources, 6. reading the sources closely, in this case 37 references, 21 references were relevant while 16 references were not relevant, 7. mapping similar findings and comparing different findings, 8. drafting thesis, that is several benefits of self-reflection on language learning through VPBL, 9. stating the argument and outlining, and 10. drafts and revisions.

3. RESULTS AND DISCUSSION

VPBL Fosters Self-Reflection

VPBL described in several studies proved to be effective in promoting self-reflection with certain video formats and tasks. Students in learning must plan, produce and evaluate their works. A study by (Eghterafi et al., 2022) indicated that a series of videos, that is called video-based feedback, about learning including the process of completing the task, making the errors, and correcting the errors could be the source of students' self-reflection. Those videos reminded students to reflect on the process of learning, especially what they have got and what they have missed in learning. Another study by (Shaw, 2022) proved that VPBL gave students' opportunities to reflect on their performances by implementing in-depth feedback on the videos they created. Each step of the students' performance (planning and performing) was given in-depth feedback from both teacher and peers. Students have more chances to evaluate and improve their work before final performance by reviewing their video performance. It enables self-reflection. According to (Falter & Barnes, 2020) reflective video analysis enhanced students' self-reflection better if the videos created by students was not known to be evaluative (it is not graded). Then, the sense of self-reflection was created naturally by building supportive environment, positive support from both teacher and peers.

Self-Reflection through VPBL Helps Learners to Plan Learning Strategies to be Effective and Meaningful

Learning conceptual understanding required students' active participation in learning since they learned basic concept to be applied in practical skill. VPBL could help students to plan strategies in learning by reflecting the videos of their performance regularly. Students could draw strategies in learning by understanding their own capacity learning through video reflection. Reflection from VPBL guided them to compare the conceptual understanding they learned and the practice they do reflected on the video they created. Then, students build their own learning strategies, that matched with their own strength and weakness on learning something require conceptual understanding from what they have learned. (Balbay, 2020) introduced self-reflective journal keeping to help students to plan strategies in learning academic presentation. In speaking class, after learning the theory of academic presentation, students were asked to record their presentation frequently, every time they performed the

tasks. Then, students watched their videos performances while doing self-reflection, especially how they apply the theory of academic presentation into the practices. In this case VPBL built students' awareness of learning strategies that is suitable with their own. Additionally, (Joseph-Edwards & Edwards, 2022) noted that video-based feedback using screencast in online learning promoted students' self-regulated learning. Students could plan learning strategies well by reflecting from the videos of their performances and use the feedback as a guidance to improve their work. (Ghilay, 2018) Noted that self-reflection through VPBL helped students to manage learning, especially the order in studying the materials with different level of difficulty, so that they could understand the materials deeper since it helped them to focus.

Self-Reflection through VPBL Motivates Autonomous Learning and Students' Engagement in Learning

It goes without saying that autonomous learner will be successful language learner. Autonomous learners are the ones who are responsible for their own education/learning and are able to work independently. Self-reflection on the practice of VPBL supported autonomous learning in which students were directed to the habit of doing self-reflection regularly in the process of learning. They trained to be active learner and thus built their own confidence. (Anas, 2019) introduced students-created video, in which student actively engaged in meaning-making process of learning by creating video project based on several stages, namely planning (materials selection), locating the scenes, editing, and submitting. Each stage was recorded on the videos. Those videos were then watched by both teacher and students for several times as a means of self-reflection. Reflection was done when both teacher and students focus on the forms, especially when they reviewed students' errors and progress they have achieved. This practice motivates students to be aware of becoming autonomous learners.

learning could not round well when students are not motivated in following the lessons. VPBL is one of the solutions to make students more active and interested in studying. To make students engaged in learning teacher should consider students' interest in learning and collaboration among peers. In designing project for students' task, teacher could select a topic that matched with students' interest as well as involve students' collaboration. (Jung, 2021) used short film and roleplays as the topic of video project. In doing this project students worked together in designing, organizing, and collaborating the project. Result indicated that collaborative project improved students' engagement in learning by doing self-reflection. (Purwanti et al., 2022) utilized students' video evaluation project to evaluate students' engagement in learning. Students perceived positive view on the use of video as a means of doing reflection.

Self-Reflection in English language learning through VPBL Build Students' Technological Skill

The implementation of self-reflection through VPBL involved students' creativity and skill to plan, create, and produce the videos. In this sense, students' technological skills were also trained. Technology will always be developing, as well as the video creation. The advanced technology development on internet and social media encourages the inventors to develop software/technology that supports video creation to be informing and entertaining in interesting way. That is why there were many tools that could be used in creating video that supports VPBL output to be interesting. When using those tools students indirectly learn

how to operate those tools in different context and purposes. This practice enabled students to build even improve their technological skill. Such new tools enabled students to do self-reflection incorporated with the video production as they could insert comment and edit it for the better video production. (Davis & Oh, 2021) used slide-casts to conduct students' self-reflection. Self-reflection was done in the form of video-analysis of students' performances recorded on several videos. In this case, both teacher and students evaluated students' performances by watching those videos and posting the feedback on the keynote whiteboard video, available on slide-casts. (Williams, 2022) introduced digital learning tools namely video chat and audio as well as desktop and file sharing to do collaborative self-reflections. The reflection process was carried out using video with the feedbacks and comments that were addressed through those digital learning tools. (Cavanagh, 2021) and (Lam & Habil, 2021) reviewed the role of video annotation (VA) in supporting self-reflection process during learning using videos recordings of students' performances. VA is a tool that allows the users to add captions or comments on the video. In (Cavanagh, 2021) study, students annotated the videos they produced using time-stamped comments to deliver self-reflection, then those videos with annotation were delivered to the supervisors to be given feedback. (Dalgarno et al., 2014) and (Kong et al., 2009) used web conferencing, mobile videos, and video conferencing in helping learners to reflect on their learning after the exams. Result indicated that technologies stimulated students' self-reflection as well as their skill in operating video conferencing. It is found that VPBL supported self-reflection and improve students' skill in using technological tools.

Self-Reflection through VPBL Develop Teaching Skill of Pre-Service Teacher

Pre-service teacher is a student who learned to develop the skill to teach particular subject in a micro teaching class. The skills that they should master are the ability to teach, starting from developing the lesson plan, delivering the lesson to the targeted students, and doing evaluation. VPBL was applied mostly in microteaching class, in which pre-service teachers were given project to conduct learning starting from planning the lesson, delivering the lesson, and reflecting the lesson. In delivering the lesson, students were asked to record their teaching practice in the form of video so that both teacher and students could reflect on their practices. Those videos then were watched and evaluated by both teacher and pre-service teachers as way of doing self-reflection. (Smith, 2019) introduced friendship lesson feedback in which self-reflection was done together with peers of pre-service teachers. Pre-service teachers recorded their teaching practices in each session of teaching. They watched together the videos with their peers. From those videos they evaluated the way they taught and received critical lesson feedback from their peers. In this case collaboration in doing reflection using VPBL helped pre-service teacher to improve teaching practice by making right planning, and evaluating instructional goals. (Shaaban, 2022) used model lesson videos reflections, selfie videos reflections, and peer-coaching to reflect on the teaching practices of 24 pre-service teachers. Students conducted teaching practice for three months, each week they performed and recorded their teaching practice twice. The videos then were watched and students received feedback from both teacher and their peers. Findings indicated that selfie video reflection improved their teaching practice better than received feedback only from the teacher. (ER et al., 2022) utilized video-based self-reflection to reflect on students' progress in microteaching class. It is found that videos recordings of students' performance in teaching practice simulated teaching practices in which it recording the teaching process in detail as well as evaluating classroom atmosphere. (Blomberg et al., 2014) and (Cho & Huang,

2014) used classroom videos in developing pre-service teachers' skill in teaching by doing self-reflection about the way they plan and conduct teaching practice. Result indicated that classroom videos affected pre-service teacher reflection style and belief to be positive. Pre-service teacher received powerful motivation by doing self-reflection using classroom videos.

Self-reflection in English language learning through VPBL Supported Students' Critical thinking

In VPBL students created a product as the result of the stages process of critical thinking based on the Bloom's Revised Taxonomy. To arrive at the result of the product, students followed series of critical thinking from remembering, understanding, applying, analyzing, evaluating, and creating. By watching the videos that students have created and doing self-reflection, students came at the applying, analysing and evaluating level of critical thinking. Before planning the project, they should understand the materials as well as the instruction. Students came at the level of applying when they were successfully created the product. Students did not know how much they have achieved in learning if they were not doing reflection on the product or performance they produce. In this case, students should analyze the result of their product or performance and this step is evaluating stage on Bloom's Revised Taxonomy. As stated by (Mete, 2020) self-reflection through VPBL nourished students' critical thinking as they displayed the applying, analysing and evaluating level of critical thinking.

4. CONCLUSION

To sum up, VPBL encouraged self-reflection, and self-reflection supported VPBL's process and result. The outcome of VPBL, students' result of video project, is a real and authentic source that could be analyzed to know how much students have achieved in learning. There are six benefits of self-reflection through VPBL (1) VPBL Fosters Self-Reflection, (2) Self-Reflection through VPBL Helps Learners to Plan Learning Strategies to be Effective and Meaningful, (3) Self-Reflection through VPBL Motivates Autonomous Learning and Students' Engagement in Learning, (4) Self-Reflection in English language learning through VPBL Build Students' Technological Skill, (5) Self-Reflection through VPBL Develop Teaching Skill of Pre-Service Teacher, and (6) self-reflection in English language learning through VPBL Supported Students' Critical thinking. Self-reflection supported VPBL's process in which it enables students to identify their strengths and weaknesses, set goals, and monitor their progress. Self-reflection supported VPBL's learning outcome since the quality of the result of video project created by students improved after being given feedback in self-reflection process. The powers of self-reflection in English language learning using VPBL indicate that teachers must employ such cases in the classrooms. This study has some limitations, in both PjBL and VPBL, several projects required students' cooperation either in the reflection or in the process of completing the task, this study has not addressed the role of collaboration in utilizing self-reflection through VPBL. Besides, the role of self-reflection though VPBL in supporting teacher's professional development has not been investigated. It is suggested for the future researchers to conduct study concerning the limitations of this study.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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