The implementation of project-based learning through animated videos in reading for specialized information

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ABSTRACT

This research investigated the implementation of project-based learning through animated videos in reading for specialized information and the perception of students on it. This research differed from others because students visualized the information from the reading text into animated videos. The implementation of project-based learning through animated video was measured by observation. Students' perceptions about it were measured from the questionnaire. Thirty-two vocational students took part in this research. Based on the results of observations, three steps of project-based learning supported students' success in achieving the learning outcomes. The result showed that students' positive responses about the process of creating animated videos were: they worked with group (65,6%); they tried to design their animated videos (62,5%); they accessed and used features properly (59,4%); and they enjoyed to learn reading for specialized information (71,9%). Students' positive responses about the benefits of creating animation videos were: they established good communication (62,5%); they got a better understanding (71,9%); they felt easier to visualize the lesson material (62,5%); they were more motivated to read (53,1%), and they felt more enthusiastic to learn new vocabularies (65,6%). On the other hand, students' negative responses showed that they spent a lot of time in making animated videos (9,4%). Lecturers recommended using easy and basic applications in creating animated videos, such as Canva. The implication of the research was students developed their creativity to visualize a reading text in the form of animated videos, and they understood the reading text.

Keywords: animated videos; project-based learning; reading for specialized information

INTRODUCTION

Reading skill is challenging English skills for vocational students in Politeknik Negeri Malang, Indonesia. Many reading activities only focus on reading and answering questions from various kinds of reading texts. Monotonous reading activities make students not enthusiastic in reading class.

Students must be able to pay attention to the structure, vocabulary, content, organization, and mechanics of reading texts (Wang & Lee, 2020). Students who are non-English majors and non-native English speakers have difficulties in reading. It can cause foreign language anxiety, which has detrimental effects on English language teaching. They do not know how to understand the reading texts. Then, they experience more struggle to read because they have difficulty reading in English. Therefore, students are encouraged to practice reading every time. It will help them to understand the reading text.

Lecturers must be able to attract students to enjoy the learning process in reading for specialized information class. Reading for specialized information is a course that improves students' skills in reading information from texts specifically. The material taught covers reading graphs, diagrams and other important information. The main purpose of learning will be achieved if students feel interested in the lecturers' presentations. Lecturers have an important role in preparing teaching materials, tools, and learning models that are set for the goal of reading activity in teaching ESP students. In this case, lecturers try to engage the students' motivation to learn reading for specialized information by giving materials and practical tasks that attract the students' attention to the learning (Husnawadi, 2021).

There are various topics for teaching in reading for specialized information that are suggested for lecturers. The various topic covers reading for specialized information associated with graphs, diagrams, and other information. The expected learning output is that students can read special texts related to graphs, diagrams and the like when they work. Therefore, they will not feel confused to understand the text. Lecturers are suggested to give English textbooks containing different kinds of reading texts and also give additional tasks for students. There are many books in the international trades and publishers that can be used for students in reading for specialized information. Many teachers can take advantage of internet resources to enrich their potential reading for specialized information resources.

Project-based learning can be implemented through the use of technology in reading class, such as teaching reading for specialized information. The use of ICT and technological tools is a necessity for lecturers and students in this 21st century (Arifani et al., 2020; Loi & Hang, 2021). Both to prepare themselves for facing worldwide challenges in language teaching. The development of technology facilitates teachers and students to learn language (Espinoza-Celi & Pintado, 2020). For example, software or mapping tools used for several educational purposes (Robillos, 2021).

Project based learning is the best ways of English teaching model. It is to enrich students' critical thinking (Habibi et al., 2022). As a pedagogical tool, project-based learning carries a myriad of benefits. During the process of project-based learning, students may have different viewpoints. They have to learn to negotiate with others to set goals, to work out an action plan, and to divide their work. They also have to discuss what information to collect and how to collect it, how to design instruments for gathering data, how to present and analyze information, and how to present the final product. All these involve higher-order thinking skills.

Students have to engage in meaningful communication to look into the project topic, to negotiate with their peers, to get things done, to collect data, to process and analyze data, etc. By encouraging learners to seek out learning opportunities, teachers provide a language-rich environment which not only enables learners to develop language skills but also helps foster learner autonomy. In the second or foreign language classroom, however, one major difficulty lies in finding ways to encourage and maximize the use of the target language. If students often switch to their mother tongue during project-based learning, the benefits in terms of learning the target language would be greatly reduced.

Project based learning involves students' to create a specific product with their friends (Kasim et al., 2022). This model is used in the English Teaching and also ESP course (Habibi et al., 2022). If project-based learning is to be implemented successfully, therefore, more attention should be paid to the preparation and implementation from students' perspectives, including the linguistic and cognitive demands presented by project-based learning, the complexity of project organization, and the need to motivate and support students throughout the project learning process.

Digital technology, an overarching term including ICT, is often suggested as a means to facilitate teaching and learning of EFL reading. ICT can be used in English teaching, such as WhatsApp, blog, YouTube and others (Apriani et al., 2022; Kusuma, 2022; Mulyani et al., 2021). In English language teaching (ELT) field, people are increasingly showing great interest in combining language teaching with technology in creative ways to promote leaning (Wang & Lee, 2020). English lecturers have important role in accompany students to learn reading activities (Sharif et al., 2023). Therefore, they can combine the activity by using learning tools (Syamdianita & Cahyono, 2021). Online media platform can facilitate lecturers and students in reading courses (Rosyada & Sundari, 2021). Lecturers implemement various learning strategies by using technology in classroom activities (Ramli et al., 2022).

Animated videos become a good teaching output in reading for specialized information. It is an educational tool to increase students' reading skills (Muslem et al., 2022). Animated videos can enhance students' creativities (Muslem et al., 2022). There are many tools such as Powtoon and Biteable application are famous examples of animated videos application where users can create different types of video stories as reading references (Arifin et al., 2022). Animated videos is very useful in teaching English (Fatimah et al., 2021). In this case, students can create their own animated videos as project-based learning output in reading for specialized information.

One of the technologies which could be utilized for teaching reading for specialized information is animated videos. The communication practice through making animated videos encouraged students to be interested in class participation. Several research examined students' attitudes and perceptions of reading skills by using animated videos (Alghonaim, 2020; Ardiansyah et al., 2022; Lestari & Wibawa, 2021; Sari, 2021; Sari et al., 2021; Shafira & Rosita, 2022). Most of previous research concluded that animated videos gave positives effects on students' reading comprehension.

There is no previous research examine about the implementation project-based learning through animated videos in reading for specialized information. Therefore, this present study is very important to be done. It is because project-based learning can be used for teaching method in reading for specialized information. For example, the result of students' animated videos can have a positive effect and measurable effect on students' English skills (Spring, 2020). Students get benefits such as having good project work skills, improving creativity, and getting self-confidence. Project-based learning helps students to improve their skills to produce a project (Guo et al., 2020). Students become more active in classroom activities and show more enthusiasm for the new things or knowledge that they obtain (Santyasa et al., 2020). Therefore, project based learning is highly recommended as learning method (Almulla, 2020).

Then, several research examined about animated video. By using caption animated video in reading class, the students can easily get the idea by synchronizing what they read and what they watched (Sari et al., 2021). They can see visual aspects about reading texts, such as animation, image, and colours (Lestari & Wibawa, 2021). It means that animated video contain effect to attract students' reading interest (Sari, 2021). Therefore, it is very important to do research about an implementation of project-based learning through animated videos in reading for specialized information. These research problems can be stated as follows:

1. How is the implementation of project based learning through animated videos in reading for specialized information?
2. What are students' perceptions on the implementation of project based learning through animated videos in reading for specialized information?

METHOD

The case study was to be exploratory, descriptive, or explanatory (Schoch, 2020). Case study was a research design that provided a challenge for researchers. Case study research was a challenging research because researcher needed deep analysis to solve the problem. The researcher explored, described and explained the case in relation to an implementation of project based learning through animated videos in reading for specialized information.

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77

Thirty-two vocational students took part in this research and they were divided into eight groups. Each group created two kinds of animated videos. Lecturer divided students into eight groups and there were four students of each group. They done two kinds of tasks were in relation to create animated videos. All of the research subject took part in that project based learning. Two research instruments were observation and questionnaire. The implementation of project based learning through animated video was measured by observation. Students' perceptions about it were measured from questionnaire. Data were analyzed by using descriptive qualitative in which the researcher analyzed the data in the form of description from results of observation and questionnaire.

RESULTS AND DISCUSSION
The implementation of project based learning through animated videos in reading for specialized information

This section examined about the result of an implementation of project based learning through animated videos. This research contained two kinds of observation results because there were two kinds of projects.

Table 1
Observation checklist animated video project 1

Subject   :   Reading for specialized information
Topic   :   Animated Video Project 1
Schedule :   1st week until 4th week

No	Procedures	Criterias	Yes	No
1	Project Preparation	Lecturer introduces and discusses the reading text materials in Reading for specialized information	√	
		Lecturer divides the class into several groups	√	
		Lecturer gives project instructions, rules and time schedule to students	√	
2	Project Implementation	Lecturer facilitates the project activities to guide students during the project implementation	√	
		Student shares ideas in creating good animated videos with his/her group	√	
		Student designs and visualizes animated videos with his/her group	√	
		Student creates the content of animated video with his/her group	√	
		Student with his/her group provides information in the form of pictures and graphics to help readers understand the contents of the text in animated videos	√	
3	Project Evaluation	Student presents animated video with his/her group	√	
		Lecturer and students reflect on the animated video project they have done.	√	
		Lecturer and students share their experiences of conducting animated video project	√	

Table 2
Observation checklist animated video project 2

Subject   :   Reading for specialized information
Topic   :   Animated Video Project 2
Schedule :   5th week until 8th week

No	Procedures	Criterias	Yes	No
1	Project Preparation	Lecturer introduces and discusses the reading text materials in Reading for specialized information	√	
		Lecturer divides the class into several groups	√	
		Lecturer gives project instructions, rules and time schedule to students	√	
2	Project Implementation	Lecturer facilitates the project activities to guide students during the project implementation	√	

		Student shares ideas in creating good animated videos with his/her group	√
		Student designs and visualizes animated videos with his/her group	√
		Student creates the content of animated video with his/her group	√
		Student with his/her group provides information in the form of pictures and graphics to help readers understand the contents of the text in animated videos	√
3	Project Evaluation	Student presents animated video with his/her group	√
		Lecturer and students reflect on the animated video project they have done.	√
		Lecturer and students share their experiences of conducting animated video project	√

In the step of project preparation, there were three steps. First, lecturer introduced and discussed the reading text materials in reading for specialized information. Then, lecturer divided the class into several groups. After that, lecturer gave project instructions, rules and time schedule to students.

In the step of project implementation, there were five steps. Firstly, lecturer facilitated the project activities to guide students during the project implementation. Secondly, student shared ideas in creating good animated videos with his/her group. Thirdly, student designed and visualized animated videos with his/her group. Fourthly, student created the content of animated video with his/her group. Finally, student with his/her group provided information in the form of pictures and graphics to help readers understood the contents of the text in animated videos.

In the project evaluation, there were some steps to be observed. Lecturers discussed with students about their difficulties in complementing their projects. Then, lecturers evaluated students' animated videos based on rubric evaluation. The rubric evaluation contained the originality of animated video, creativity, design, content and relevant information based on Reading for specialized information topics.

Students' perception on an implementation of project based learning through animated videos in reading for specialized information

This section examined the result of students' questionnaires related with project based animated videos.

Table 3

Questionnaire of students' perceptions

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Student is able to work with his/her group in creating animated videos				11 (34,4%)	21 (65,6%)
2.	Student can establish good communication with his/her group	1 (3,1%)	1 (3,1%)		10 (31,3%)	20 (62,5%)
3.	Student can create animated videos with a combination of animation, images, texts, graphics, and sounds.	2 (6,2%)			20 (62,5%)	10 (31,3%)
4.	Student can access and use the animated video features properly				19 (59,4%)	13 (40,6%)
5.	Student do not spend a lot of time in making animated videos		3 (9,4%)	1 (3,1%)	11 (34,4%)	17 (53,1%)
6.	Student found that the use of animated videos is faster to get a better understanding of reading text in reading for specialized information	2 (6,2%)			7 (21,9%)	23 (71,9%)
7.	Student felt easier to visualize the lesson material by using animated videos				12 (37,5%)	20 (62,5%)

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79

No.	Statement					
8.	Student enjoys to learn Reading for specialized information by using animated videos				9 (28,1%)	23 (71,9%)
9.	Student more motivated to read various specialized information topics by using animated videos	3 (9,4%)	2 (6,2%)		17 (53,1%)	10 (31,3%)
10.	Student felt more enthusiastic to learn new vocabularies used by watching animated videos				21 (65,6%)	11 (34,4%)

Based on the table number 1, it shows the statement about "Student is able to work with his/her group in creating animated videos." There are 11 students (34,4%) agreed with that statement. Then, there are 21 students (65,6%) strongly agreed with that statement. All students' responses affirm they could finish their project with their groups. They worked together with their groups to create animated videos.

Based on the table number 2, it shows the statement about "Student can establish good communication with his/her group." There is only 1 student (3,1%) strongly disagreed with that statement. There is only 1 student (3,1%) disagreed with that statement. Then, there are 10 students (31,3%) agreed with that statement and there are 20 students (62,5%) strongly agreed with that statement. The result shows that there are two students who had a problem with the communication skills with their groups. Both of them should practice how to communicate with others by using English.

Based on the table number 3, it shows the statement about "Student can create animated videos with a combination of animation, images, texts, graphics, and sounds." Then, there are 2 (6,2%) respondents strongly disagreed. Then, there are 20 (62,5%) agreed with that statement. Then, there are 10 (31,3%) strongly agreed with that statement.

Based on the table number 4, it shows the statement about "Student can access and use the animated video features properly." There are 19 (59,4%) respondents agreed with that statement. Then, there are 13 (40,6%) respondents strongly agreed.

Based on the table number 5, it shows the statement about "Student does not spend a lot of time in making animated videos." There are 3 (9,4%) respondents disagreed with that statement. Then, there is 1 (3,1%) respondent chose neutral with that statement. There are 11 (34,4%) respondents agreed with that statement and there are 17 (53,1%) respondents strongly agreed with that statement.

Based on the table number 6, it showa the statement about "Student found that the use of animated videos is faster to get a better understanding of reading text in reading for specialized information." There are 2 (6,2%) strongly disagreed. Then, there are 7 (21,9%) agreed. Then, there are 23 (71,9%) respondents strongly agreed with that statement.

Based on the table number 7, it shows the statement about "Student felt easier to visualize the lesson material by using animated videos." There are 12 (37,5%) respondents agreed with that statement. Then, there are 20 (62,5%) respondents strongly agreed with that statement.

Based on the table number 8, it shows the statement about "Student enjoys to learn Reading for specialized information by using animated videos." There are 9 (28,1%) respondents agreed with that statement. Then, there are 23 (71,9%) strongly agreed with that activity.

Based on the table number 9, it shows the statement about "Student more motivated to read various specialized information topics by using animated videos." There are 3 (9,4%) respondents disagreed with that statement. There are 2 (6,2%) respondents chose neutral. There are 17 (53,1%) respondents agreed with that statement. There are 10 (31,3%) respondents strongly agreed with that statement.

Based on the table number 10, it shows the statement about "Student felt more enthusiastic to learn new vocabularies used by watching animated videos." There are 21 (65,6%) agreed with that activity. Then, there were 11 (34,4%) students strongly agreed with that statement.

DISCUSSION

Several research examined students' attitudes and perceptions of reading skills by using animated videos (Alghonaim, 2020; Ardiansyah et al., 2022; Lestari & Wibawa, 2021; Sari, 2021; Sari et al., 2021; Shafira & Rosita, 2022). Based on previous research, this current research was different from them. All previous research only focused on teachers' role to provide animated video in reading class. This current research examined the implementation from project based learning through animated videos in reading for specialized information. This current research allowed students to create their animated videos as learning output in reading for specialized information.

Based on the results of observations in this research, three steps of project based learning were found that all steps supported students' success in achieving the reading for specialized information learning outcomes. Three steps included project preparation, project implementation and project evaluation. The implementation of these three steps had implications for students' success in understanding reading texts which were visualized in the form of video animations. Students understood the reading text well because they were able to visualize the information displayed in the form of graphs and diagrams in their animated videos. That result was in relation to Sari et al., (2021). She stated by using caption animated video in reading class, the students could easily got the idea by synchronizing what they read and what they watched. Lestari and Wibawa (2021) also argued that students could see visual aspects about reading texts, such as animation, image, and colours. All projects given by lecturers to students could be completed well in this research. Students also worked together with each other to enhance their English communication skills. The successful implementation of project based learning in learning reading for specialized information was carried out well, if all steps were followed well.

The result from questionnaire showed positive responses about process of creating animated videos were: they were able to work with his/her group (65,6%); they tried to design their animated videos by a combination of animation, images, texts, graphics, and sounds (62,5%); they accessed and used features properly (59,4%); they enjoyed to learn reading for specialized information (71,9%). From these results, the implications of this research showed that students felt comfortable in participating for creating animated videos. This activity in this current research made students thought creatively to design their animated videos by combining animation, images, texts, graphics and sounds which are in line with Lestari and Wibawa (2021) argument. The activity of completing a project together in a group also built interaction between one student and another (Almulla, 2020).

There were also positive responses about benefits of creating animated videos were student established good communication with his/her group (62,5%); they got a better understanding (71,9%); they felt easier to visualize the lesson material (62,5%); they more motivated to read various specialized information topics (53,1%), and they felt more enthusiastic to learn new vocabularies (65,6%). The implications of research based on these data showed that project based learning in reading for specialized information had succeeded in increasing students' interest in reading texts. They were also eager to add new vocabulary when visualizing reading text in animated videos. Sari (2021) also argued that animated video contained effect to attract students' reading interest. On the other hand, there were negative responses from students (9,4%) that they spent a lot of time in making animated videos. The difficulties faced by these students in this current research because they did not enjoy to use technology for learning process. Lecturers gave recommendations for them to use easy and basic application in creating animated videos, such as Canva. It was because Canva could be used to create animated videos easily (Spring, 2020).

CONCLUSION

Based on the results of observations in this research, three steps of project based learning were found that supported students' success in achieving the reading for specialized information learning outcomes. The result showed that students' positive responses about process of creating animated videos were: they worked with his/her group; they tried to design their animated videos; they accessed and used features properly; and they enjoyed to learn reading for specialized information. Students'

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81

positive responses about benefits of creating animation videos were; they established good communication; they got a better understanding; they felt easier to visualize the lesson material; they more motivated to read, and they felt more enthusiastic to learn new vocabularies.

On the other hand, students' negative responses showed that they spent a lot of time in making animated videos. Lecturers gave recommendations for them to use easy and basic application in creating animated videos, such as Canva. The implication of research was students developed their creativities to visualize a reading text in the form of animated videos and they understood reading text. Animated videos which have been created by students could be used as learning models for English lecturers, especially in reading class. It will very important to examine other aspects in reading for specialized information for further research.

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83