THE UTILIZATION OF VIDEO MAKERS IN ESSAY WRITING AT ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

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DECLARATION

I, the undersigned,

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Certify that thesis entitled "The Utilization of Video Makers in Essay Writing at English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, December 2021

The undersigned,

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DEDICATION

This thesis is sincerely dedicated to:

Allah SWT who has given me physically and mentally health to finish my thesis.

I also thank to half of my soul, my parents,

Kusmito & Sumiyati

who always give wholehearted love and endless support to me.

Also thank you so much for my youger brother, Muhammad Riko Okta Venando

and my sweet little sister, Talita Rafifa Sakhi

who always cheer me up.

They gave me strength and motivation to finish my thesis

Motto:

"Don't you know that Allah knows what is in the heaven and the earth?

Verily, it is all in the book (Al-Lauh Al-Mahfuz). Verily, that is easy for Allah"

(Qur'an: 22:70)

"Everyone has value when spreading the benefits in each respective field,

and never forget the balance of the world and provisions for the hereafter.

Indeed, life is about progressing ourselves towards Allah"

(Ermalati Putri)

"You have to want to fight for yourself"

(Maudy Ayunda)

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The Researcher,

Ermalati Putri

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ABSTRACT

The transformation of meaning-making in the 21st-century era has a great influence on the way students write an essay from traditional static single way into dynamic multimodal composition. One of the multimodal composition types is video composition (digital multimodal composition text). Along with the advancement of technological tools, students of the 21st-century can create multimodal composition of video essay by utilizing video maker application in project-based multimodal essay writing. This study is a descriptive study that examined the utilization of video makers in essay writing at English Education Study Program of Sriwijaya University. This study aimed to find out the fifth-semester students' perceptions toward the utilization of video makers in essay writing at English Education Study Program of Sriwijaya University. There were 39 participants who participated to answer the questionnaires of this study, and 6 selected participants were interviewed by the reseacher. To obtain the data, the following three data collecting tools were used in this study: questionnaires, semi-structured interview, and documentation. Data analysis followed the thematic analysis framework by categorizing data into themes. Therefore, the finding of this study revealed that the utilization of video makers in essay writing has a positive impact on students' multimodality writing in the 21st-century.

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

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Nowadays, in the 21st-century era, the way people make meaning, share information, and communicate with each other has been changed (Sofendi, et al.,2021; Inderawati, et al., 2018; Inderawati, et al., 2019b). Throughout the advancement of the digital era, meaning-making and communication have also turned into modern styles (Dahlström, 2019; Omland, 2021). The way of making meaning and knowledge has changed from the traditional and static single-mode text forms to dynamic multimodal texts. There are various sources that can be employed for making meaning in this modern communication era. Pictures, colour, and sound effects are commonly used to create multimodal compositions (Kress, 2010; Jiang & Vásquez, 2020; Sun et al., 2021). As a result, the changing of the 21st-century era influenced the way people communicate and compose meaning in a multimodal way.

In line with the changes of this era, students of the 21st-century can compose any kind of multimodal text using technology which is also necessary for them to follow up the advancement of the digital era. Multimodal compositions are specifically aimed to widen the way people communicate and share information and knowledge in which understanding the concept of communication is not only limited by the use of language, but it can be more than that (Smith et al., 2021). Naik (2021) states that the students of the 21st-century need a new form of literacy that is dynamic in order to follow up the highly globalized digital era. Similarly, Inderawati et al., (2019) put forward that the use of technology has been a new concept of learning in this digital era which presents positive response to students and teachers. Therefore, the use of technology is necessarily entailed in the teaching

and learning process in which students of the 21st-century era are able to create many different multimodality projects (Inderawati, et al., 2018; Sofendi, et al., 20.

Basically, multimodality can be defined as the representation of a variety of modes (Kress, 2010; Bouchey et al., 2021) which has particularly drawn the attention of many linguists in recent years. According to Visosevic & Myers (2017), multimodality is the use of two or more modes simultaneously for making meaning, the modes used include written or oral language, visual, audio, and spatial representation. Fouad (2021) states that multimodality is the utilization of a variety of modes to deliver meaning. In literacy, multimodality is defined as a concept which present an extensive way of meaning making to fit the new-age learners' needs in the 21st-century. Naik (2021) also proposes that the next-generation learners need to be capable and skilled in using different modes to construct and express meaning in a multimodal way in the order to contribute well to the social world. Thus, students of the 21st-century must have the ability to create meaning in a multimodal way using digital tools.

In addition, project-based learning in writing class is considered as an appropriate instructional approach that can be applied to facilitate students for working and performing in groups collaboratively. Students are engaged in meaningful 21st-century skills in which collaboration of writing project are emphasized (Argawati & Suryani, 2020). Project-based learning is a method of teaching and learning process that encourages students to discover, work, express, create, solve, display, compose or write through exploration, comprehension, communication, creativity, and critical thinking. Guo et al., (2021) put forward that project-based learning in essay writing class provides a great chance for students to write creative writing ideas and products that are meaningful, interesting, attractive, and practical lessons. Instead of focusing merely on writing or typing the writing text, students in the 21st-era can focus on utilizing the media and digital tools in order to compose a multimodal essay writing.

A study conducted by Hafner (2014) pointed out that students learned to transform an argumentative essay into a multimodal compositional piece, therefore

the process of turning conventional linear organization form into non-linear web pages that incorporated images, sound effects, hyperlinks, and so forth into the online spatial arrangements. Similarly, a previous study discovered the ways students arranged and re-arranged semiotic modes to know the most effective ways for meaning-making (Shin & Cimasko, 2008; Shin et al., 2020). A previous related study conducted by Yeh et al., (2020) also found a similar result that through making videos for authentic audiences in online communities, students could enhance their communicative skills in the digital era.

1.2 Research Questions

This study was arranged to answer the formulated two research questions:

1. What were the fifth-semester students' perceptions toward the utilization of video makers in essay writing?
2. How did the fifth-semester students perceive the utilizationof video makers in essay writing?

1.3 Research Objectives

The objectives of this study were to find out:

1. The fifth-semester students' perceptions toward the utilization of video makers in essay writing.
2. How the fifth-semester students perceived the utilization of video makers in essay writing.

1.4 The Significance of the Study

The study was conducted in order to present several contributions to the lecturers, students, and future researchers. The findings of this study are hoped to deliver a positive contribution to:

1.4.1 The Lecturers

This study provides some detailed information regarding the fifth-semester students' perceptions toward the utilization of video makers in essay writing at English Education Study Program of Sriwijaya University. It is expected to be a piece of additional information for the educational field in exploring a great way to assist students in writing and can give a contribution to the lecturer of English Education Department to facilitate the teaching and learning process, especially for students to compose multimodal essay writing using video makers.

1.4.2 The Students

After the researcher was getting the research findings, this study is expected to help the students to support and to encourage them to compose multimodal essay writing using video makers.

1.4.3 The Future Researchers

It is expected that the result of the study gives useful information for readers and become an additional reference for other researchers in conducting other research on similar topics and the researcher hopes that this study can inspire other researchers to conduct further researches about video makers or other topics related to multimodal writing to enhance the existing of the study.

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