

CHAPTER I

INTRODUCTION

A. Background of Study

In today's world of education, equipping students with a variety of skills is crucial. Modern education requires students to not only master basic knowledge but also possess critical thinking, problem-solving, creativity, and good communication skills. The main challenge in the learning process today is to create meaningful, active, and reflective learning experiences. This should encourage students to not only acquire information but also to reflect on it. Students tend to gain better understanding and more complex thinking skills when they are directly involved in relevant and challenging activities. Therefore, studying students' learning experiences during the learning process can help us understand how effective an approach or learning method is.

One approach that is considered to create an engaging and challenging learning experience is the video project completion. Video projects learning also have the potential to develop students' cognitive and creative abilities (Khadijah & Nursakiah, 2020). Considering current developments, where video is widely available and appealing to students, and students already possess basic video-making skills due to their familiarity with creating and editing their own videos, completing a video project is considered quite interesting and promising for students. In this project, students are not only required to understand a topic

but also asked to use visual and narrative media to convey their understanding. This process involves various skills such as planning, research, scriptwriting, teamwork, filming, and video editing. This activity is not only technical but also involves complex thinking processes such as reflection, problem-solving, and decision-making. Each of these stages requires students to think critically, make decisions, and reflect on the content and message they want to convey, thus facilitating a deeper learning experience. In surah At-Taubah verse 105 Allah Ta'ala said:

وَالشَّهَادَةِ وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عَالَمِ الْغَيْبِ
فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ ١٠٥

In this verse, it is a command that shows how important it is to act, work, and create something useful. This command can be interpreted in modern education as an encouragement to apply knowledge in real life, such as completing a video project. Video learning projects require cognitive and psychomotor understanding. Students not only gain theoretical understanding of these ideas, but they can also apply that knowledge in the form of visual storytelling and communication. Each step of the project, from script writing to filming and editing, is a form of “real action or effort” that can demonstrate students' knowledge and abilities.

Furthermore, critical thinking skills are one of the important competencies in learning that need to be developed systematically. Critical

thinking is a very important skill when facing fast and complex information flow. Farib et al. (2019) stated that critical thinking skills are the ability to think effectively which can help students to analyze, evaluate and make decisions developing a new perspective. However, this ability does not develop automatically. To train students to think deeply, the right learning approach is needed. One effective strategy for developing critical thinking is through writing activities. Writing allows students to organize ideas, develop, arguments, and reflect on their thinking process systematically. In the completion of video projects, writing activities such as script writing, storyboarding, or reflection journals can serve as a bridge between conceptual understanding and critical expression of ideas. By writing, students not only compile information but also evaluate and interpret their own experiences in completing the video project.

This is in accordance with the word of Allah SWT in surah Ali Imran verses 190-191;

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ ۝ ١٩٠
الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَوَاتِ
وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ ۝ ١٩١

This emphasize the importance for humans to develop analytical and reflective thinking skills about the reality around them. Just like when a teacher assigns a project to students, and then gives them the opportunity to work in

groups to complete the given task, students will think more and exchange ideas, and it can also help students develop their critical thinking skill.

In this case, a study was conducted to analyze and ensure that the implementation of project-based learning (PJBL) through video project completion activities can enhance students' critical thinking skills at MTs Sabilal Muhtadin Muara Teweh and to understand the experiences they faced in applying the project-based learning method. Teaching English through project-based learning (PJBL) with video project completion activities can be an alternative in the learning process. This learning approach not only helps teachers facilitate students in learning and connecting the material with students' real-life experiences, but also motivates students to apply their knowledge in their daily lives through critical thinking and problem-solving skills.

Based on this description, the selection of the title of this research is based on several academic and contextual considerations. First, the selection of Project-Based Learning (PJBL) is based on the characteristics of this learning model which emphasizes the active involvement of students through the completion of real projects. PJBL provides opportunities for students to learn meaningfully by integrating knowledge, skills, and attitudes in a series of learning activities. Through PJBL, students not only receive material passively, but are directly involved in the process of planning, implementing, and

reflecting on learning, thereby supporting the development of critical thinking and problem-solving skills.

Second, the focus on writing skills was chosen because writing is a productive skill that requires high-level thinking skills. In the context of learning English, writing activities are not only related to linguistic skills, but also to the ability to organize ideas, develop arguments, and reflect on learning experiences. Writing skills become an effective means of practicing critical thinking because students must analyze information, choose relevant ideas, and organize them logically and systematically. Therefore, writing skills are considered relevant to be studied in the implementation of PJBL.

Third, the use of video projects was chosen because video media allows students to combine writing skills with visual and communication skills. In completing a video project, students must write a script, craft a storyline, and tailor the message to the intended audience. This process requires students to think critically in determining the content, structure, and way of conveying the message. In addition, the video project provides a space for students to express creativity and apply their knowledge of the English language in a more authentic and applicable context.

Fourth, the use of Instagram Reels as a publication medium was chosen because this platform is close to students' daily lives and is one of the most frequently used social media. Instagram Reels allow students to share their work with a wider audience, thus increasing motivation to learn and a sense of

responsibility for the quality of the work produced. By publishing videos through Instagram Reels, learning doesn't just stop in the classroom, but connects with students' real worlds, while amplifying contextual and meaningful learning experiences.

Based on these considerations, the combination of Project-Based Learning (PJBL), writing skills, video projects, and Instagram Reels is considered relevant to be researched to see how this learning approach can improve students' critical thinking skills and understand students' learning experiences during the learning process.

B. Definition of Key Terms

To avoid misunderstanding possibilities in this study, the researcher gives some definitions of key terms that are necessary to be known and understood as follows:

1. Student's learning experience

Student's learning experience is the experience of students in learning and interacting with subject matter, teachers, classmates and learning environment. As well learning experience with learning methods or other factors in learning English.

2. Video project completion

Video projects refer to part of the project-based learning method (PJBL). The project involves planning, production, and video editing stages,

which assist students in understanding the material as well as collaborative and technological skills. Video projects integrate aspects of learning, including academic knowledge, critical thinking skills, collaboration, and creativity, by providing real-world context for learning.

3. **Critical thinking**

Critical thinking skill are the ability to analyze, evaluate, and interpret information logically and objectively to make reasoned decisions or solve problems. In the context of this study, these skills are demonstrated by students as they plan their video content, write script, and reflect on their ideas during the writing process while completing their video projects.

4. **Writing**

Writing in this study refers to the process students engage in to complete their video project, including the activities of writing a script, designing a narrative, as well as compiling a reflection or report related to the project. Writing is seen as an important part of the creative and cognitive process that supports the development of students' critical thinking skills.

C. Research Questions

The main question to be addressed in this research are:

1. What are students' experiences in completing an English video project?
2. what are students' writing difficulties in completing the English video project?

D. Objectives of Study

According to the question, the research aims to investigate:

1. To explore students' experiences in completing an English video project.
2. To identify the writing difficulties faced by students in completing the English video project.

E. Significance of Study

This research is beneficial for students, teachers, practitioners and researchers. Given the importance of utilizing learning methods with PJBL for teachers and students, because PJBL has an important role in helping teachers in increasing students' creativity and critical thinking. As well as making English learning more diverse and interesting. Many teachers and educators believe that PJBL in the form of video project completion has a significant impact on English language learning. This research will provide useful information for teachers about students' views and experiences in completing video project assignments, especially the problems and challenges students face in completing video project assignments. This research can also be a reference for teachers to evaluate their practice of learning English with PJBL method and improve their teaching ability. This research is expected to be used as a reference for others, hopefully this research will be useful for all readers.