

PROCESS WRITING APPROACH COMBINED WITH VIDEO-BASED MOBILE LEARNING: EFL STUDENTS' PERCEPTIONS

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Abstract: Writing skill is seen as essential to be mastered by EFL students. Therefore, it is necessary to advance the EFL students' writing skill. This study aims at scrutinizing the students' perceptions on the implementation of process writing approach combined with video-based mobile learning. This learning strategy emphasizes on the student's creativity in writing composition by creating video project using mobile phones. This study involved 31 students of vocational high school in Batu City, East Java, Indonesia. A questionnaire and a prompt interview were used to collect data on two aspects: students' perceptions on the meaningfulness of the writing project and their perception on their writing competence. The results revealed that the students who experienced a combination of process writing approach and video based mobile learning perceived the strategy positively. More particularly, they found the writing project was meaningful to organize their ideas better. The writing composition presented in the video assignment has assisted the students in enhancing the writing skills.

Keywords: *process writing approach, video assignment, writing skill, writing project, students' perceptions*

INTRODUCTION

The booming of mobile learning as the realization of ICT in today's instruction has been developed as a novel didactic platform for language learning and teaching since the beginning of twentieth century. Along with the requirements to integrate the 21st century skills in language classroom, mobile learning is considerably beneficial to experience the 4Cs (i.e. collaboration, communication, critical thinking, and creativity). This technological tool is able to augment students skills both academically and socially, provide opportunity of sharing information (Alismail & McGuire, 2015) as well as accommodating the flexibility and mobility of learning (El-Hussein & Cronje, 2010).

Some concepts of mobile learning in educational setting have evolved (e.g., O'Malley & Vavoula et al., 2005; Chen & deNoyelles, 2013; Gafni, Achituv & Rachmani, 2017). Referring to O'Malley & Vavoula et al. (2005), mobile learning requires the exposure of mobile devices such as mobile phone, pads and tabs in classroom activities. Similar definitions on the use of mobile gadget were also proposed by Chen and deNoyelles (2013) and Gafni, Achituv and Rachmani (2017), yet they give more emphasis on the ability of the students in independent, personalized and ubiquitous learning.

Recent studies of the effectiveness of mobile learning in EFL classrooms have been conducted (Awada, 2016; Papilaya, 2017; Talakoub, 2018). The results from the studies have shown the same successful result that mobile learning is effective to advance the EFL students' achievements. Awada (2016) proved the effectiveness of WhatsApp in improving Lebanese EFL students' writing proficiency. Additionally, Talakoub (2018) with mobile social networking sites as supplementary strategy has established its efficacy on writing proficiency of Iranian students.

Regarding the dilemma faced by Indonesian EFL students in writing proficiency and the necessity to integrate the 21st century skills, teachers are expected to create innovative and up-to-the-minute teaching strategies which can accommodate the mobility and flexibility of learners. A combination of process writing approach and mobile learning is believed to be effective to face the students' problem in writing. Papilaya's (2018) study exploring the effectiveness of process

writing approach combined with internet sources is effective to boost the EFL students' writing skill.

The present study focuses on the students' perceptions on the implementation of mobile learning on the basis of video assignment using process writing approach. Prior to this study, the effectiveness of the strategy of process writing approach combined with video-based mobile learning has been reported (Imelda, Cahyono, & Astuti, 2019). In the research of Imelda et al (2019), the students who joined the writing class learned to write procedure texts and they were engaged in video project. Hence, a subsequent study exposing the students' perceptions on the meaningfulness of the project and their achievement in the combined strategy is employed.

Generally, studies on the students' perceptions on mobile learning in language learning revealed positive attitude toward its implementation (Almutairy et al., 2015; Awada, 2016). A study by Almutairy et al. (2015) implied that students considered m-learning as a practical platform for learning as it conformed to their needs and interests,

Nevertheless, there have been some challenges found in the students' perception on the implementation of m-learning in English instruction (Al-Said, 2015; Nalliveetil & Alenazi, 2016; Elaish et al., 2017; Iqbal et al., 2017; Ozer & Kilic, 2018). Some negative perspectives appeared in that some students experienced that generally applying m-learning in language teaching spent large storage that slowed down the mobile phone operation in searching information (Al-Said, 2015). Surprisingly, it was discovered that spending much time on gadget may potentially lead to depression and insomnia that affect the students' achievement (Nalliveetil & Alenazi, 2016) as well as mobile phone addiction (Ozer & Kilic, 2018). Likewise, the poor connectivity as the common barrier during the class may affect the teaching and learning process (Iqbal et al., 2017) and demanded financial cost of internet to support the network connection (Elaish et al., 2017).

In reference to the EFL students' perception on the use of video assignment for learning (e.g Ting, 2013; Puspa, 2016; Efendi, 2017; Cahyono, 2018), it turns out that there has been limited literature on the research of EFL students' perceptions on the utilization of video project for writing. Ting's (2013) study focused on speaking skill and vocabulary building, respectively. Meanwhile, Puspa (2016) and Efendi (2017) emphasized that students felt motivated and fun in learning the integrated four language skills from video project. There has been only one research study done by Cahyono (2018) revealing the students' perception on the application of video project in writing.

Reflecting upon the gaps described previously, the present study is intended to probe the students' perception on the implementation of process writing approach combined with video-based mobile learning. The research questions are formulated as follows:

1. How do students perceive the meaningfulness of writing project using process writing approach combined with video-based mobile learning?
2. How do students perceive their writing competence after performing the writing project using process writing approach combined with video-based mobile learning?

METHOD

This study describes the students' perceptions on the implementation of process writing approach combined with video-based mobile learning. It involved 31 second grade students majoring post-harvest program at State Vocational High School (*Sekolah Menengah Kejuruan/SMK Negeri*) 2 at Batu City, East Java, Indonesia. The study concerned with the procedure texts which consist of four parts: goal, material and tools, steps or procedures, and tips. The students already learned the procedure texts when they were in the first grade. The activities of creating video

assignment on mobile devices were derived from the process writing approach by Grenville (2001) and Murray (2004) involving five stages as presented in Table 1.

Table 1 Teaching Schedule

No	STAGE	ACTIVITIES
1	Planning	Introducing the nature of procedure text by using video lectures, Giving examples of procedure texts Brainstorming ideas on the genre of procedure text, Assigning topics for the students' writing project.
2	Drafting	Asking the students to make their draft of procedure texts by referring to the examples, Asking the students to manage photo collections during practicum.
3	Revising	Asking the students to check the organization and content of the procedure text Asking the students to make some revisions
4	Editing	Assigning the students to check vocabulary items, grammar editing as well as punctuation and spelling
5	Publishing	Asking the students to present their videos on the writing project Distributing questionnaire to be completed by the students

A set of questionnaire was distributed to investigate the students' perception after getting involved in video assignment of writing using mobile devices. The questionnaire consisted of two sections, each of which contains five items by using 5-level Likert-scale that varies from "strongly agree" to "strongly disagree". The students' responses to each item were valued on the basis of the standard points, namely 5 for "strongly agree", 4 for "agree", 3 for "undecided", 2 for "disagree", and 1 for "strongly disagree". The items of the questionnaire were adapted from Al-Said (2015) and Awada (2016) and modified on the basis of two aspects: meaningfulness of the writing project (items 1-5) and students' writing competence (items 6-10).

In addition, a prompt interview was used to confirm the students' responses and illuminate the explanation of their options. It also aims at identifying the students' reasons for their "undecided" and "disagree" choices. The interview was directly performed after the students completed the questionnaire, thus here is no certain list of questions in conducting the interview. Prompt interview is considerably essential to augment the data and draw conclusions in this study.

FINDINGS AND DISCUSSION

The findings of the research include the students' perception on the meaningfulness of the writing project and their perception on their writing competence.

Meaningfulness of the Writing Project

The result of the analysis of the students' perception on the meaningfulness of the writing project is shown in Table 2.

Table 2 Students' Perceptions on the Meaningfulness of Writing Project

No	Questionnaire items	Total value	N	Average
1	This writing project can increase my motivation in learning	136	31	4.39

	writing.			
2	I feel fun while doing the writing project.	137	31	4.42
3	This writing project is meaningful and beneficial for learning writing.	137	31	4.42
4	I can collaborate and share ideas with classmates to complete the writing project.	143	31	4.61
5	This writing project is best suited with the post-harvest program.	128	31	4.13

As shown in Table 2, in general, the students *agreed* that the activities of composing video for writing project can boost their motivation in writing class (Item 1). However, it was found out that a male student *disagreed* with the statement for the reason of not bringing the mobile phone. From the prompt interview, it was discovered that the phone was taken by one of the teachers as a punishment for playing game during class. As a consequence, he had to depend on one of his classmates who could share a mobile phone during video lectures in the first meeting.

The students *agreed* that all of the activities during writing class (Item 2) were fun. Conversely, it was discovered one conflicting option from the student. From the prompt interview it was found that the female student felt doubt that the activities during writing class were fun since there was limited storage of her phone. She said, “I did not have enough storage to download the video. I had to delete some photos and video first, and it took a few more minutes”.

The students *agreed* regarding the importance and benefit of the writing project (Item 3). Thus, it can be inferred that the students gave a positive response to the implementation of the strategy. Furthermore, more than 90% of the students agreed that this strategy gave much exposure regarding the opportunities in doing group work (Item 4), discussing ideas and sharing ideas in class.

Lastly, the students considered that the activities done in writing class (Item 5) is meaningful since the two skills—English writing and postharvest productive skill—supported each other. The students’ pre knowledge about the material helped them find suitable topics for the writing task.

The Students’ Writing Competence

The other five questionnaire items (Items 6-10) were used to investigate the students’ perception on the writing competence after working on video project using mobile phone. The result of analysis is shown in Table 3.

Table 3 Students’ Perceptions on the Writing Competence

No	Questionnaire items	Total value	N	Average
6	I can easily understand the topic of the lectures.	130	31	4.19
7	My writing ability is improved after completing this writing project.	134	31	4.32
8	I am able to write my ideas based on the topic easily.	139	31	4.48
9	Peer and teacher’s feedback help me to arrange the ideas into good composition.	137	31	4.42
10	I am able to present my video project of writing well.	123	31	3.97

Table 3 shows that basically the students *agreed* regarding their understanding of the topic of the lecture. However, some students opted for *undecided* option. The prompt revealed that the undecided position was caused by the small size of the screen. Therefore, some students need more time to understand the video material. One of the students said, “I have to pause the video many times to understand what it is about.”

Pertaining to Items 7 and 8, the students thought that there was an improvement on their writing skill after working on video project. The students agreed that the interesting activities encouraged them to learn composing a text and develop their writing performance. Further, this was also supported by the feedback from peer and the teacher in arranging the writing text (Item 9). The students *agreed* that by having the opportunity of proof reading and sharing feedback, the ability of writing was advanced.

Finally, there was a positive reaction on the session of video project presentation (Item 10), yet some students uttered *disagreement* toward it. The prompt interview showed that this was due to the poor connection of the network for some times.

Thus, the combined strategy was perceived to be able to develop the students’ writing skill. This result was in line with the findings from previous studies on the students’ perceptions on the use of mobile learning in language learning (Almutairy et al., 2015; Awada, 2016). The students’ engagements in the activities of creating video project for writing were beneficial to enhance the writing skill. Additionally, collaborative works and technology insertion during writing class provided the chance for experiencing the 21st century skills. This finding was pertinent with the result of the study conducted by Cahyono (2018) concerning the exposure on video project in writing. Apart from the difference skill observed, the current study enriched the literature that supported video assignment for improving language skills (Ting, 2013; Puspa, 2016; Efendi, 2017)

Meanwhile, the challenge on technical problems substantiated the study conducted by Iqbal et al. (2017). It affected the process of video project presentation in publishing stage. Al-Said (2015) voiced that this challenge led to delay the process of gathering rapid information. This strengthened the outcome of Elaish et al.’s (2017) study indicating that employing mobile learning entailed financial support to maintain good network connection.

Conversely, the analysis from the students’ responses on the meaningfulness of the strategy concluded that the result from the present study was somewhat different from the findings acquired from the two preceding studies (i.e., Nalliveetil & Alenazi, 2016; Ozer & Kilic, 2018). The prompt interview explained that the students expressed their amusement in doing all activities without addiction and depression.

CONCLUSIONS

The present study scrutinized the students’ perception on the implementation of process writing approach combined with video-based mobile learning. The aspects of the students’ perspectives cover two points, namely meaningfulness of the writing project and the students’ writing competence. Concisely, there was a positive response from the students on the accomplishment of writing project on the basis of video assignment using the five stages of process writing approach. The result also indicated that this strategy was considered meaningful to enhance the students’ writing skill. In spite of this, some challenges were found during the writing class which includes unstable network connection, small size of the screen and low storage of the mobile phone. Further investigation is expected to be conducted regarding the supporting factors that influence the success in the implementation of process writing approach combined with video-based learning.

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