

**PROMOTING MULTILITERACIES THROUGH VIDEO
PROJECT IN EFL: A CASE STUDY IN A VOCATIONAL
HIGH SCHOOL IN WEST JAVA**

A THESIS

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APPROVAL PAGE

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JAVA**

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ABSTRACT

The advancement of technology in the 21st century that results in the work field demands transformation has encouraged this research to explore the means and methods in the education field to fulfill the requirements of the digital era. Processing multiple forms of information and professionally operating in digitized work field are deemed to be the skills essential to be acquired by the vocational high school students who are trained to be intermediate experts. One of many learning activities that promotes the acquirement of multiliteracies skills of vocational high school students is student-made video project, which is explored through this research. Through case study design, the research aims to identify the promotion of multiliteracies through student-made video project in EFL vocational high school, as well as identifying the salient stages and modes of multiliteracies identified in the process. Further, this research intends to discover the benefits and challenges from the students' perspectives. The research involves one teacher and six students of a vocational high school in West Java. The findings reveal that the promotion of multiliteracies through video group project is conducted through four stages, namely experiencing, conceptualizing, analyzing, and applying. Throughout the four stages, the most frequent modes of multiliteracies to appear are visual representation, audio representation, and oral language in the form of video visual, video audio, written script, and classroom discussion. Subsequently, some students' perspectives towards the benefits of the video project include language skill enhancement, authentic learning experience, being an agent of change, and more. On the other hand, the students face some challenges, such as technicalities, language anxiety, performance anxiety, and more. Through the findings, it can be interpreted that the multiliteracies promoted through video project provides students experience where they can practise skills in processing multiple-mode information and operating in digitized context which are needed for the 21st century work force.

Keywords: *multiliteracies, student-made video project, EFL, vocational high school, Knowledge Processes.*

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