

ANALYSIS OF STUDENTS' BARRIERS ON MAKING ENGLISH VIDEO PROJECT

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Abstract

This study examines the barriers faced by EFL students in making an English video project as a task given by the teacher to improve their speaking communication skills in English. The method used in this study is to use qualitative through a descriptive approach to find out students' perceptions while making an English video project. The research sample consisted of 28 students, and data was collected through observation and interviews to find out in depth perceptions about the barriers faced by students while making English video projects or tasks. Data were analyzed through data reduction, data display, and conclusion. The results of the study show that the barriers faced by EFL students consist of a low vocabulary, a lack of understanding of video editing, weak reference sources, a lack of sophistication in the technology used, and a long time spent completing a video project. Even so, students can still make English video projects even though the product results are not optimal.

Keywords: *Student's barriers, video project, English.*

Introduction

The ability to speak English is one aspect that must be deepened when you want to communicate. Through good communication, clear two-way interactions and mutual understanding will be created. Including when using English as the language of international communication. English is one of the international languages that has the largest number of speakers and students in the world, including being studied in schools in Indonesia (Prayudha, Nabila & Ami, 2023). English is one of the foreign language skills that must be studied in more depth because by understanding English someone can know and understand the meaning implied and contained in the English sentences (Prayudha, 2022). The reason there are so many English terms and sentences in daily life is that English serves as a language of terminology for many different spheres of life. For instance, we frequently see English phrases or sentences on the packaging of the fast food and drink items we purchase, and we also frequently see English when utilizing social media. This makes the English language very important because if someone lacks any knowledge and understanding of the meaning of the English language, there will be misunderstandings about the teaching. So it is necessary that everyone knows English well to follow and understand the message conveyed in the product or speech. In addition, English is not only taught to understand the meaning of product packaging, etc., but learning English is very useful for developing international communication skills (Prayudha & Pradana, 2023). Someone who has the ability to communicate in a foreign language, in this case English will have very good experience and added value because it is not only the national language that he masters as the unifying language of his nation but also an international language that can connect all people of the world. This will be considered as one of the added values if a person is faced with a situation where he meets foreign nationals or it could also be when he is carrying out international interactions or even when making tourist visits to other countries, then he will be able to live it more relaxed when compared to not at all have the skills in the English language.

In the practice of learning English at school, there are many students in Indonesia who have not been able to maximize their English communication competence properly. Even though learning has been carried out for years, it is possible that some may take English from the elementary school level to tertiary institutions. not at all optimize how he communicates English well. This is not only a serious problem in learning English but as a non-protracted

task that is never finished in education (Zubaidi et al., 2021). It does not mean that English teachers do not do good teaching at school, and it doesn't mean students don't learn well when the teacher explains what the teacher is saying. There are many factors that cause why an English lesson has not been able to produce student output that is fluent in communicating using English. The results of learning have not reached the maximum. In similar cases, many students also have not been able to express or communicate properly in using English and some even have no basic knowledge of English at all, making it very difficult for teachers if in the upper class students have to continue learning without having a basic foundation in understanding use of English communication. Taqwa & Sandi (2019) also gave the same statement in his research that there were still many students who could not use English properly and correctly. Problems like this are a big task and responsibility for English teachers where their role as the main key in learning must be implemented properly to find the right solution for students. Their abilities and knowledge in determining strategies, methods and media that are in accordance with learning interests and student characteristics must be thoroughly analyzed according to what students want so that when teachers provide teaching in class students can follow learning directions properly so that students can be motivated in develop their knowledge and competence. Faiza et al. (2022) added that there needs to be encouragement from the teacher in learning activities so that students want to participate actively in the learning process. Therefore, it is very important for teachers to provide encouragement to foster students' interest and enthusiasm for learning in class.

Seeing the problems faced by students are so complex, the teacher's role in getting involved in determining solutions must be extra. Teachers who have good knowledge and pedagogical abilities should be able to minimize the difficulties faced by students. Teachers can use a variety of literacy and more learning resources to get a good way of dealing with problems like this. Here, in the 21st era learning, integrating technology in learning activity is one of the characteristics of modern learning that continues to be carried out. It can be seen that at this time almost every individual has technology in the form of laptops and smartphones that they use in their daily lives, so teachers can take advantage of these moments and opportunities to develop students' communication skills in English. Teachers can combine learning English by involving the role of technology to facilitate and assist students in improving and overcoming the difficulties they face. On this issue, there are so many technologies that teachers can use to encourage students to improve their English skills. For example, teachers can apply project-based learning to make English learning videos. Here, students are asked to be able to express their creative and innovative ideas in understanding and mastering the use of English in their daily activities (Prayudha, 2021). The teacher also provides clear instructions regarding how the task of making a video should be applied to students so that students do not lose their way or in other words students understand what should be done when making an English video. Through learning that is appropriate to the conditions of the students, the English teacher can put more emphasis on students to continue to develop their English communication skills in a more unique and more innovative way by making English learning videos.

By using video-based learning, it is certain that there are difficulties and obstacles faced by students in producing good English learning videos. Therefore, this study tries to examine students' opinions regarding the obstacles experienced by students in making learning videos in English. The research question in this study is how EFL students perceive the obstacles that occur during the making of English learning videos. The research objective in this study is to reveal the reasons for the obstacles faced by students in making English learning videos so that they can be used as references for other teachers to minimize the same incident if they are to be applied to their English learning classes. Thus, this research seeks to reveal the obstacles experienced by EFL students in making learning videos using English.

Method

This research was conducted for one month to find out students' perceptions of the obstacles they experienced in making learning videos in English. The method used in this study uses a qualitative descriptive approach. Qualitative methods are used to find out students' reasons, opinions or perceptions related to obstacles in making English learning videos. According to Nassaji (2015), qualitative research is a method that can be applied to collect various types of sources to be understood, for example: perspectives, intentions or anything related to the topic under study. This means that qualitative research can be used to find research results that are opinions or perspectives on the object under study. Arora, & Stoner (2009) explained that qualitative methods can be used to obtain more detailed information about what is being studied so that the results obtained are more comprehensive. A descriptive approach is used to explain in detail and describe how these obstacles become a problem in making English learning videos. Arikunto (2010) explains that descriptive research can be used to explain or find out an overview of the conditions or situations studied. The research sample consisted of 28 EFL students who learned English through a project of making English videos about daily activities, experiences, habits, family, and so on. The assignments given focus more on problems that students often encounter and face in everyday life so that it can make it easier for teachers to encourage students to communicate using English. Furthermore, the data was obtained through observation for one month regarding the conditions during the learning process and to obtain more detailed information, interviews were conducted with 10 students randomly. The questions given are directly related to asking students for reasons regarding the obstacles they face when learning to make English videos in English. After the data is obtained, the data is analyzed through the steps proposed by Miles, Huberman, & Saldana (2013), they are data reduction, data display and conclusion.

Findings and Discussions

Implementation of video projects is one of the teacher's strategies to improve speaking skills in English. This learning activity is intended for students so that they are accustomed to practicing speaking, using videos in English. By practicing speaking students will get used to expressing and saying sentences in English so that it will have a positive impact on students in communicating using English. In the implementation of making learning videos using English, of course it did not run smoothly. There were several obstacles experienced by students in producing speaking videos using English, such as lack of vocabulary, lack of confidence, lack of focus and so on. The description of the implementation of learning using the video creation project can be described through the results of observations that have been made as follows:

The learning process

English learning was carried out as usual where the teacher provides material explanations to students regarding learning topics. To improve and overcome the difficulties experienced by students, the teacher utilizes the use of technology in learning English. The use of this technology is in the form of making English learning videos through smartphone technology owned by students. Students were asked to explain and tell related habits, experiences, hobbies, self-information into English. Abbott (2001) said that the role of communication and information technology can provide an alternative learning process to encourage students to improve their learning abilities. Using technology can make learning atmosphere more enjoyable and encourage students to be actively involved in learning. The implementation of learning activities went very well, students carried out learning activities by following directions by the teacher. Besides, students also had high enthusiasm in working on making videos in English. Prayudha (2021) said that videos can give students an idea of what they are learning, visualize it in the form of speaking practice. Therefore, learning

activities through making videos ask students to be able to convey what they want in learning so that this activity can be categorized as training for students on how to speak in English.

In the implementation of making learning videos in English, the teacher gives directions and instructions to students regarding the theme and concepts of learning that should be brought in class. Before students work on the task of making a video given by the teacher, they had to provide material and examples so that students have clear directions regarding the concept they want to make. Here, the teacher has a very important role in bringing learning into a better activity so that when students do what they are told, it will provide positive action and vibes in learning. Aprianto & Muhlisin (2022) said that the use of video recordings can provide positive activities to train their communication skills. Teachers are also required to be able to guide students in managing projects that students make so that students don't just produce mediocre products. Furthermore, when learning is carried out, the enthusiasm of students in creating ideas and concepts of learning creativity can be witnessed. While some students skillfully created learning videos that were more enjoyable and tailored to more intriguing themes, others simply completed the assignments as written in order to get credit for completing the task. Raman & Yamat (2014) emphasizes that learning through technology integration does not always run smoothly, but there are also obstacles or problems that occur during learning activities. This type of thing is caused by a number of indicators of difficulties that students face, such as their poor command of the English language, their lack of skill and proficiency in video editing, their poor use of learning resources, their use of technology, and the length of time it takes to create and edit a video.

Many of the students use very low English vocabulary when they create and make English speaking video and also they need to use long time to make a video complete. Apart from that, it can be seen from the videos they made they only use basic English vocabularies which is often used repeatedly. So that, if they only use the same words and vocabularies it will not give students the opportunity to be able to improve their speaking skills. This needs to be considered for teachers to provide learning of English words and vocabularies so that students can use a variety of vocabularies in speaking English. Furthermore, what is crucial is how students use the technology they have to produce quality videos. Salsabila et al. (2021) assume that using technology can at least maximize what students learn during learning. However, there are still many students who do not have good editing skills so that the videos produced by students seem very mediocre, even though the concept of making videos refers more to students doing vlogs or explaining their daily habits like videos in general. Furthermore, there are also a small number of students who do not have really sophisticated smartphone devices so that some students experience problems when making learning videos such as full memory, inadequate applications, not having quotas and so on. This needs to be an evaluation material for teachers so they can find solutions in making video projects like this. Finally, regarding the limited learning resource framework. Students are sometimes not very knowledgeable and are interested in finding a lot of learning references in creating videos, sometimes even using only one reference in learning English. This method certainly does not provide extensive knowledge to students about how English will be brought in a communication, with a few references it will also provide a little knowledge to students so it is necessary to give opportunities and emphasis to students in studying a material by looking for various reference sources. so that students have broad knowledge and understanding in using English.

Furthermore, in order to understand the obstacles experienced by students more comprehensively, researchers conducted in-depth interviews to gain students' experiences when making English video projects. The interview results can be seen in the following table:

Tabel 1. Interview Answer

No	Question	Answer
1	What do you think	Learning English by making

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- about learning English through English video project?
- English video is one of new activity for me in improving and pushing myself to be brave in communication. Through this learning I have good experience to always practice and practice how to communicate using English. This activity provides routine training and habits for me to be confident in expressing sentences or utterances using English.
- 2 Do you have any bad experiences in improving your English through English video project?
- During learning process by making English video project, I felt so many bad experiences in conducted the video. The problem most often faced is more about self-readiness to develop self-confidence in expressing words and sentences in English. Confidence is required to be braver in making videos which is very necessary and that is what is most often experienced.
- 3 What are the obstacles you face during learning English through English video project?
- The most frequently encountered problem is how to prepare oneself in communication such as composing words and sentences, determining the right vocabulary, thinking about concepts and ideas that will be displayed and gathering courage and confidence in conveying something in front of the camera. There needs to be self-motivation to practice in improving English speaking skills by making it a habit to practice speaking. The problems faced can actually be overcome from self-motivation and it is necessary to increase more mature learning by seeking various learning sources so that understanding and knowledge are broader.
- 4 How do you care yourself in learning English through using English video project?
- I always try to love learning by making videos because for me this is a unique idea and can train myself in learning and improving English. Through making videos I will continue to practice speaking even though the practice of making videos allows situations that are

5	Is learning English by using English video project can help you in improving your English skill?	different from the real situation. I always practice every day to be able to appear bolder and be able to explain a sentence better through this habit of learning practice. I really like learning by making videos. This can give me the freedom to create ideas and concepts that I want to convey a message. Besides that, I can be bolder and more confident when I talk via video because basically I don't have distraction from the people around me so I have more freedom to convey a sentence. Furthermore, learning by making videos also motivates me to always look better and better because practicing speaking using videos is easier when compared to real situations.
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The results of the interview above describe the atmosphere of obstacles experienced by students during one month of learning English by using learning to make videos. Most students experience problems when making learning videos in English. Nguyen (2021) said in his research that the teacher's perception in the implementation of learning English was very good but there was a need to solve problems that arose in the learning class. Problems and obstacles faced by students include personal problems regarding their ability to understand, abilities and competencies in mastering English such as grammar, vocabulary, constructing sentences and determining what will be delivered. This kind of thing needs to be addressed and evaluated by English teachers where this kind of thing is a problem. Teachers have to solve this problems using crative activity or startegy. There needs to be learning that requires students to get used to knowing vocabulary and sentence patterns in English so that it can make it easier for teachers to implement better learning. Furthermore, problems related to technology problems also become one of the obstacles for students in making English videos where there are some students who do not have technology that supports learning by making videos. This will certainly hamper performance in the video creation process. Prayudha (2022) adds the need for a variety of activities to trigger students to participate actively in class. The teacher must be able to come up with ideas and innovations on this problem, the teacher can divide the task of making videos through study groups by combining students who do not have qualified technology with students who have sophisticated technological devices so that when learning is carried out it can be followed by all students. Thus, what students experience during learning by making English videos is the experiences and feelings faced by students that must be evaluated and corrected by the teacher for future learning.

Conclusion

Learning by providing video-making projects using English is one strategy that teachers can use to help students overcome problems in improving speaking skills. Teachers can integrate the use of technology and provide assignments in the form of video projects in

the hope that this will become a habituation practice for students to improve their speaking skills. However, like learning using strategies and other media, it definitely has drawbacks in its implementation. In this study, learning to speak and communicate using English faces many obstacles. These obstacles include lack of vocabulary mastery in English, incompetent use of technology that prevent students to make good videos and then a lack of learning reference sources in making learning videos using English language. However, learning can still be carried out and students are able to produce the final product in the form of learning videos in English even though the results obtained are not optimal. Teachers and future researchers must determine solutions to how learning through making videos in English should be more effective for students in improving their English skills.

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