

INVESTIGATING STUDENTS' SPEAKING FEARS IN MAKING ENGLISH VIDEO PROJECT

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Abstract

Speaking skills are one of the most productive language skills. Where the speakers will produce an utterance through the means of speech. In the implementation of learning, sometimes there are still many students who feel afraid to speak English, even though speaking ability is very important to create good two-way communication. This study aims to investigate the speaking fears that students experience when making English video projects. The method used in this research is descriptive-qualitative. The participants in this study were 35 high school students who learned English through an English video project. The data were obtained through direct observation and interviews with several students regarding the fears they experienced when making an English video project. Data analysis through data reduction, data display, and conclusion. The results of the study show that there are still many students who feel afraid when speaking English and making English videos. The factors that influence this fear include background knowledge, messy grammar, embarrassment, and a lack of confidence, as well as feelings of pressure when practicing conversations in English through making English videos.

Keywords: Investigate, speaking anxiety, video project.

Introduction

Speaking ability is one of the most important language skills for creating good two-way communication. A learner of a new language will definitely be faced with the process of receiving and acquiring language, both in terms of vocabulary, pronunciation, intonation, and grammar, so that it will create a good language of communication. In learning a new language, it is necessary to always practice and explore various vocabulary so that you can arrange sentences into good sentences. According Richards (2008) said that speaking ability is usually used as a parameter of success in learning a second language. So it is necessary for language learners to be able to improve their speaking skills. Even though learning a new language is not easy, it takes effort that is really able to encourage a learner to continue to improve their ability to speak the foreign language. Apart from that, speaking skill is also one of the productive skills where the speaker will produce utterances from his speech tools (Prayudha, 2023). A language learner will be able to use the language if he can understand it well and has enough vocabulary to develop his foreign language competence. Even though learning a foreign language is not easy, practice and consistency in practicing it will help language learners use the language. In this case, there needs to be habitual use of practicing good speaking through conversations, presentations, discussions, and other activities that are able to train someone in using the foreign language (Prayudha & Solihah, 2023). Habituation of this activity is very useful to be able to familiarize students with the courage to appear in giving opinions and ideas.

In this study, English which is often taught in schools sometimes does not maximally make students able to speak English well. There are still many students who have low English proficiency and are unable to build good communication competence. In the practice of learning that occurs in schools, the teacher has actually provided good English teaching, but students are still found to have low ability to understand and master the use of English well. There are still many students who have not been able to speak English well due to various factors (Nadia & Hilalina, 2020). This needs to be taken into consideration for an English teacher to be able to help students face

difficulties in learning English, especially in improving speaking skills. Students also experience various kinds of obstacles and obstacles that are often encountered repeatedly making it difficult to develop speaking competence, for example, lack of vocabulary mastery makes students feel difficult in building perfect sentences when learning English. Even though the English teacher has provided practice, teaching and used various fun activities in the classroom, students are still not optimal in displaying their abilities when speaking English. According to Bogodad et al (2021) there are still many difficulties faced by English teachers on an ongoing basis without any clear solutions that make students not maximal in achieving learning goals. Cases like this are not new where almost every year English teachers face similar cases of low mastery of English in second language learners. Need learning solutions that can really increase students' interest and motivation in improving speaking skills so that they can be more courageous and fluent in expressing an opinion using English. Here, the teacher is the main key in designing interesting learning so that it can make students better at speaking skills. Teachers are the main key in directing and shaping students' personalities, especially in improving students' cognitive competence in learning. Teachers can use a variety of unique and interesting ways to hone and encourage students to be more confident in improving their speaking skills (Al Hakim & Syam, 2019).

Considering this situation, teachers can use various ways to help students improve their speaking skills, one of which is by making video projects in English both individually and in groups. It is hoped that this English-language video-making activity will encourage students to have the courage to convey their ideas and thoughts in the form of videos related to the theme of daily activities. Using familiar themes in everyday life will make it easier for students to remember and compile background knowledge in speaking (Prayudha, 2021). Through making this video the teacher can also see how far the students' level of understanding and mastery of English are in learning English. However, the reality is that in practice the implementation of making learning videos is

still often found by students who are not optimal in conveying messages and utterances using English. There are still many students who have low abilities even though they have been encouraged through making videos in English and simple project themes. To find out the cause of this, in this study the researcher wanted to investigate the difficulties faced by students when making videos using English. The purpose of this study is to find out the causes of these difficulties or fears so that they can be minimized in the implementation of learning so that students can optimally utilize English-language video-making projects to improve their English skills. When the teacher knows the weaknesses and causes of the difficulties faced by students, the teacher can find solutions to overcome these problems appropriately and correctly.

Method

This study uses a qualitative descriptive method to investigate students' speaking fears in making English video projects. The qualitative method is used because it aims to obtain information in the form of opinions, students' perspectives on the difficulties they experience while learning English through making English video projects. According to Cohen (2007) Qualitative research is a type of research that examines problems in the form of opinions, perceptions and the condition of the object being studied descriptively. This means that problems that occur during learning activities can be studied in the form of opinions or perceptions by explaining the description in detail and clearly. Then, in this study the approach used is to use a descriptive approach. A descriptive approach is one way to present research findings in the form of a detailed narrative or description. According to Sugiyono (2014) The descriptive approach is one way that researchers can use to convey a detailed description of what is happening in the field without engineering. The most important instrument in this research is the researcher himself who is able to plan and carry out research towards achieving a research goal.

Furthermore, this research was conducted for one month on 35 students who were learning English through making English video projects. Students undergo

learning through assignments given by the teacher by making videos using English. The data were obtained through direct observation of the English learning process as well as observing the results of the videos that had been made by them. In addition, to obtain additional information related to students' opinions, the researchers gave interviews about students' learning conditions when using English video-making assignments. after the data is collected, the data is analyzed using the stages proposed by Miles, Huberman, and Saldana (2013), they are data reduction, data display and conclusion.

Findings and discussion

Speaking skill is a very important skill to create good two-way communication (Prayudha and Pradana, 2023). Someone will be seen from the fluency of the language from the way he conveys something using a language. In this study English skills were improved through a project of making videos in English. This activity is expected so that students are able to improve fluency in communicating and conveying messages using English. Observations have been carried out for one month while students are learning English through making English video projects. The results of the observations are described as follows. The teacher conveys English material clearly regarding topics and learning objectives, sometimes also explaining about daily activities so that students are familiar with the activities carried out in their lives. After the presentation of the material is complete, the teacher gives the opportunity for students to ask questions about the material that has been presented. It is at this time that the teacher can analyze students' speaking ability in using English. In this question and answer session the teacher can assess how students master English, starting from the pronunciation of words, conveying meaning, self-confidence and so on. By giving bait questions the teacher can see the students' ability to speak (Encalada & Sarmiento, 2019). The teacher needs to select how students can convey an utterance using English so they can manage group-making tasks both in groups and independently. After the teacher knows the students' speaking level, the teacher can

determine the project of making English videos through simple learning themes related to daily activities. The selection of themes for daily activities such as family descriptions, routines, hobbies and so on is a topic that the teacher uses to get students to want to make videos in English (Liando et al., 2022). The use of a simple theme is able to make students think more relaxed about what will be done while working on the English video. Therefore, during the lesson the teacher instructs students to make English videos using everyday material that is easy to remember to develop into video presentations.

Furthermore, after the teacher gave English teaching materials, the teacher distributed students based on the results of observations of English proficiency during the question-and-answer session related to the material that had been explained. Determining the members of this group is important so that students are able to carry out optimal cooperation in making English videos. In addition to group work, students will also be given individual assignments where students will be asked to explain a review of the explanation of the material carried out that day. It can be seen that during learning there are some students who tend to really like to express opinions and statements in English. However, there are also students who tend to be embarrassed to convey statements using English, both in class while studying and in making videos given by the teacher. Tan et al (2020) said that the activeness of students in participating in learning can make the learning atmosphere more interesting. In learning in the classroom without doing video-making assignments, there are some students who tend to be able to issue expressions in the form of statements in conveying an opinion, but the number is very limited. A small number of students are willing to give questions and statements to the teacher or have conversations with their peers. This needs to be considered by most teachers because the problem of fear, embarrassment, and lack of self-confidence of students is a big obstacle to the progress of students' knowledge. This is a very big task for English teachers to be able to provide appropriate solutions and teaching to support students to be more

courageous in expressing opinions and statements using English.

Then, from the observations of making English-language video projects made by students, both group videos and videos done individually also showed almost the same results, namely students were still not so confident when expressing opinions using English. There are still many students who memorize text or narration when conveying an opinion so that it looks so stiff when appearing in videos. Students are also less able to express clearly the aims and objectives they want to express. Supriyani & Kartikasari (2022) said that students tend to have anxiety which makes learning progress low. Most of the videos that are worked on only display messages briefly so that the messages given do not show good and correct intentions. Lack of self-confidence is one of the factors that causes students to lack the courage to speak in English. In addition, the mastery and lack of understanding of vocabulary in English also becomes an obstacle for students in conveying messages. Vocabulary is a very important element when someone wants to learn a foreign language (Melania & Savitri, 2022). By having enough vocabulary, someone will be able to arrange and convey intentions and goals using that language. In addition to lack of self-confidence and lack of vocabulary mastery, there is one more factor that hinders or makes students afraid to speak, namely shyness. The feeling of shame in using becomes an obstacle for students to be able to be bolder in expressing statements using English. Teachers need to familiarize students with practicing speaking either through discussions, presentations or conducting English conversations in class so that students have the courage to participate in learning English. Teachers also need to design classes that support learning English, for example by creating an English learning community, choosing partners to practice English and so on.

Thus, when students are asked to make videos in English they still have limitations in terms of quality and level of speaking. There are still many wrong ways of pronouncing, there are still many wrong grammar and the message of the sentence that is made doesn't fully have the right meaning. This is a new task for teachers to be

able to provide good teaching to students by training and emphasizing good and correct English learning. Then, to find out students' opinions about the fear experienced when speaking English when making videos can be described as follows:

“Speaking in English is one of the most difficult activities for me to do. I have to practice and have a lot of vocabulary so I can create good sentences. Making videos in English actually makes it easier for me to understand English material and practice speaking beforehand rather than making statements spontaneously during a live conversation. However, I still lack confidence and feel embarrassed because I am not fluent and I still seem confused in choosing words to arrange them into a good English sentence. I need to practice and get used to doing and improving my speaking skills so that I can be fluent and able to convey English goals precisely and correctly.”

The results of the interviews show that students still experience problems when practicing speaking skills through making English-language video projects. There are still many students who cannot be confident in conveying intent and meaning by using good and correct English. In addition, there are still many students who feel less confident and embarrassed. This could be because the background knowledge that students are studying is not optimally understood by students, their vocabulary mastery is still small to the ability to compose sentence patterns which is still very messy which makes students still not fluent in conveying utterances using English. Cases like this become a big problem that an English teacher must immediately address so that students can appear more courageous and confident and are able to use and convey their ideas using English properly and correctly. According to Suryadi (2020) there are still many students who experience fear when conveying messages and utterances using English especially doing oral exercises in front of the class. The same thing was also conveyed by Fahmi et al. (2021) in his research which shows that

students still have a lack score in their English speaking ability which is influenced by a lack of confidence and a little mastery of vocabulary. Therefore, when the teacher has got the main factors that cause students to be unable to improve their speaking skills, it is necessary to dig up in-depth information in order to find solutions and innovations in overcoming these problems so that the learning process can motivate students to be more courageous and confident when performing well. in front of the class or when making videos in English.

Conclusion

The ability to speak is an important ability for creating good two-way communication. Through the mastery of speaking skills, one can gain good mastery of understanding and using a language. However, not all students are able to have the courage to express statements and utterances stably and spontaneously, there are still many students who feel afraid and embarrassed when equating something in English, including when working on an English video project. English teachers need to find appropriate alternatives, solutions, and strategies to help students overcome their fear of speaking so that they can minimize their fear of learning English. In addition, teachers also have a big responsibility for improving student performance in English-speaking skills, so there is a need for learning designs that are in accordance with the characteristics of students. Furthermore, researchers who are interested in this research study can find solutions, strategies, and teaching techniques that can help students improve their speaking skills when making video projects in English so that the problems in this research can be handled properly.

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