

# **A DESCRIPTIVE STUDY OF THE PROBLEMS FACED BY STUDENTS IN LEARNING ENGLISH THROUGH VIDEO**

**Sinta Nuriyah<sup>1</sup>, Junaidi Mistar<sup>2</sup>,**

Universitas Islam Malang<sup>1,2</sup>,

[sintaanuriyah1530@gmail.com](mailto:sintaanuriyah1530@gmail.com)<sup>1</sup>, [j.mistar@unisma.ac.id](mailto:j.mistar@unisma.ac.id)<sup>2</sup>,

**Abstract:** This current research focused on investigating problems faced by students in learning English through video and find out the solutions. This study used descriptive qualitative research method. The participant were six students at a public senior high school in Malang. Three students who get the highest score, and three students who get the lowest score. The data was obtained from interview with the students by VideoCall. The result of this research showed that there are three mains problems faced by the students in learning English through the video, they were; 1. Not so very interesting video 2. The different student's ability 3. Lack of internet quota. To overcome the problems the students also have three solutions they were; 1. Make the video more interesting 2. Study together and join English club 3. Distribute the internet quota subsidy equitably.

**Keywords:** problem, learning English, and video

## **INTRODUCTION**

In teaching and learning English the process is not always runs well. As an Indonesian student, we already studied English subject since in kindergarten or in elementary school. Some students believe that English is easy, but others do not. It is difficult to master due to its grammar structure, spelling, meanings, and rules that contradict established rules. In some countries, a lack of qualified English teachers can be a factor in mastering English (Rintaningrum, 2018). The most common cause of difficulties for an English learner is the presence of the inherent structure of their native tongue or maternal language, which they have been exposed to from childhood. Understanding the grammar structure of the new language, pronunciations or a lack of understanding or proficiency of new words, using the translation method to know the meaning, replying in their natural language first then translating, and vocabulary are all issues that students face when learning a language. Students will be affected by some aspects like learning style, linguistics, learning process, and motivation when they desire to learn a new language. It is not easy because there are so many variables in the acquisition process (Brown, 2007). As a teacher, they should be aware of their students' needs, backgrounds, and experiences in order to achieve the learning goal. Besides that schooll facilities and classroom situation can affect the students in

learning English. It takes a long time and a lot of effort to learn English as a foreign language.

Each student has different difficulties in studying English. Hasan (2000), stated that the lack of understanding of the pronunciation of the language that it is pronounced at a normal speed through the listening material is the difficulty faced by students in learning English as a foreign language. Megawati and Mandarani (2016) also showed that the lack of English vocabulary is a common source of difficulties for students while speaking English. Many factors can be the cause of the difficulty in learning English because every student has their own characteristic. According to Suherman and Yustiana (2017, p.6) in Alan and Olivia (2020), due to the numerous aspects involved in the learning process, not all students are capable of overcoming difficulties associated with learning activities. The factor can be internal factor and external factor. It means the factor could be come from the teacher and the students. The internal factors consist of anxiety, motivation, age, personality and others, and external factors consist of lack of family support, and bad school environment. Internal factors, according to Ellis (1986), include age, ability, motivation, and personality. Social environment, input, and relationship are examples of external factors. According to Gass and Selinker (1994), age differences, ability, motivation, anxiety, personal characteristics, and learning styles are all elements that influence second language learning.

Today we have many sophisticated technologies that support education world. One of them is video. In this online learning video is the best choice to teach an English subject while students study at home. In developing student's language skills (listening, speaking, writing and reading) video have an effective role (Mekheimer, 2010). It is in line with Jalaluddin (2016) that students can learn about the various languages spoken throughout the world and enhance their speaking skills by using real materials. According to Harmer (2006), student can get many benefits in learning using video they are increasing their motivation in learning, develop their creativity, enrich the student's experience about language in use, and also improve their cross cultural understanding. Using video as learning media can make students feel excited. Labdi (2014 ); Djahida (2017) in Desya (2020) stated because it links technology as a medium of learning and information technology tools, YouTube video is a new way of learning media to develop new interesting methods. In this online learning, students need an attractive material, the teacher needs to make an effective and interesting video to teach the students. So the students do not feel bored and feel overwhelmed by the material presented. Moreover, teachers must comprehend what students learn, how and why such learning affects them, and how lessons can benefit them in the future (Derakhshan, 2015). Teaching, according to Yamin (2017), is more than just delivering subject material; it is also the act of shaping student behavior in order to achieve intended outcomes.

As we know that the corona virus (COVID-19) has spread throughout the world. This condition affects all aspects in our daily life like government system, social system, as well educational system. According to The United Nations Education, Scientific, and Cultural Organization (UNESCO) has confirmed that

the covid-19 pandemic has had an effect on the world's education system (UNESCO, 2020b). School, college, and university are closed to reduce the spread of corona virus. Online learning or we called it as study at home is the solution to keep going the teaching and learning process. Online learning, also known as e-learning is a type of distance education in which the learning process is mediated by technology and the instruction is delivered fully over the internet (Siemens, 2015). Certainly, online learning is very different from offline learning. Online learning, according to Pearson (2020), is a learning environment that exists entirely online, whereas blended learning is a combination of both face-to-face and online learning. Time management, teaching style, assessment, and also the readiness of the students are the issues of online learning. Many online platforms that teacher used to teach the students while learning at home. Zoom, Google Meet, Google Classroom, WhatsApp and so on are the educational application that used by the teacher. To access these applications the students need internet connection to join the class. Internet connection is becoming the problem for the student who live in rural areas and also for the low economic students. Lack of internet connectivity, according to Jalli (2020), makes it difficult for students in Southeast Asia to study online.

Based on my experience when I did an internship program in a public senior high school in Malang, the teacher taught the students by using video that uploaded in Google Classroom or WhatsApp group. The teacher decided video as a learning media because the students constrained by internet quota. So if the teacher uses Zoom or Google Meet just few of student that join the class. Based on the background above, the researcher wants to do research about what problems faced by students in learning English through video and find out the solution.

## **METHOD**

In conducting the current research, the researcher use descriptive qualitative research. Descriptive design is adequate to be applied in this research because the purpose is gaining a lot of information about phenomenon that happened in the field. The aim of this research design is to describe the problems faced by students in learning English through video in a public senior high school in Malang and find out the solutions. In order to obtain sufficient data in this study, the researcher took the six students of first class in second semester as the respondent. The researcher was focusing on the three students who have the highest and three students the lowest score in English subject.

In this research, the instruments used by the researcher were interview, observation, and documentation. There were nine questions addressed by the researcher to the students. The interview was semi structured interview. The interview was conducted by Video Call. There are three steps in analysing the data : data reduction, data display and drawing a conclusion.

## FINDINGS AND DISCUSSIONS

In this part, the researcher describes and analyzes what was identified as the result of the interview with six students who had the highest and the lowest score. The research data that would provide an answer to the research problem stated in the chapter one. As previously stated in chapter one, the objective of this study is to investigate the problems faced by students in learning English through the video and find the solutions to solve the problem faced by students in learning English through the video. This finding is in line with three previous studies as stated in the previous chapter.

According to the result of the interview with six students at a public senior high school in Malang, the researcher found some problems faced by students in learning English through the video. There are three main problems found in this research.

For the first problem was the video was not very interesting as said by IM and H. IM said, "Sometimes it's hard, and sometimes easy. I feel confused when the speaker speaks too fast and I feel bored when the video is too monotone". H also said the same thing with IM she said "I get bored easily. So sometimes I feel bored when the duration of the video it is too long and not interesting". Wang (2015) added that inefficiencies in the use of video materials in EFL classrooms, such as monotonous classroom activities and teaching methods, can still be found.

The second problems was the different student's ability. There are several characteristics in one class (low, medium, and high), of course they have different ability to understand the material through video. AS said that listening is the most difficult skill because what was she heard is different with what she understood. Based on Buck (2001, p.247), "listening is a dynamic process in which the listener takes incoming data, an auditory signal, and analyzes it using a wide range of linguistic and non-linguistic knowledge". Besides that less of explanation can be the problem in understanding material through video. HR said "Less explanation of the teacher, sometimes the teacher only explain simply in every slide of the material, so I cannot really understand about the material presented".

The last problem was limited Internet quota. Because of the internet accessibility and the flexibility of online courses, online education has become an essential component of higher education (Li & Irby, 2008; Luyt, 2013; Lyons, 2004). AR said "I cannot download the video sometimes because my quota package was run out". B also said, "In one day there have been three live meetings and the duration is quite long, that is why my quota package round out quickly.

There are several strategies to overcome the difficulties faced by students in learning English through video. The first strategy to overcome the video is not very interesting is the teacher should make the video more interesting. To make the video more interesting the teacher can insert such as song, picture and other. As stated by B "The video can be more interesting, the teacher can insert the picture, song, or the part of movies in the video." H also said "The teaching and learning process can be more interactive, more activities not only watching and doing tasks". Based on Lo and Fai Li (1998:8), learning English through songs will help to break up the boring atmosphere in the class, and they can provide a fun learning environment in which students can develop linguistic abilities more easily.

Besides makes the video more interesting, study together and join English club can be the solution for the students to overcome their difficulties. H said that study together with her friend and join English club can be the solution to solve her problem. HR also said the same thing when the researcher asked him the strategy to overcome his difficulties “study with my friends, because I prefer study together rather than study alone. I can ask my friend when I do not understand and study with friends is more fun”. Study in group, according to several researchers (Brown, 2001; Foster,1998; Ghaith & Yaghi,1998; Harmer,1991), is effective in language classrooms because it allows students to practice English with their group members.

Additional internet quota can be a solution to solve the lack of internet quota for the students. As said by B “the additional internet quota is needed in online learning, so I should not go to the Wi-Fi corner to join the class when my quota package was run out”. As we know the government has provided quotas for free to students, teachers and lecturers. Some students said that they still do not get the additional quota. So, the school can give the students the equitable distribution of quotas. However, transitioning from traditional or blended learning methods to virtual and online learning strategies will not be easy, and there will be many obstacles to overcome, such as insufficient infrastructure for a "home office" or student facilities (Crawford, 2020).

## **CONCLUSIONS AND SUGGESTIONS**

This research investigated students’ problems in teaching English through video, and found some solutions to solve the problem faced by students in learning English through video. As described in the previous data and finding, it can be concluded that there are three main problems faced by students in learning English through video. The video was uploaded in Google Classroom. The first problem was the video is not very interesting, almost all students interviewed said that the video is too monotone, and they get bored because the activity just watches the video and then do an assignment. The second problem was, the different student’s ability. The students admitted that speaking and listening were the most difficult skills. Some students said that they get difficult when the speaker speak too fast, there are some words that they do not understand because less of vocabulary. And the other said they get difficult in arranging the word to be spoken. The last difficulty was limited by internet quota, as we know that online learning is correlated with internet access. Some students get problem when download the video and submit the assignment because of the poor connection in their home, and their lack of internet quota.

There are always many ways to solve every problem. Based on the result of interviews with six students there are three ways for the students to overcome their difficulties. For the first is making the video more interesting. Many students feel fun and exited when study with video. But, the video should be interesting and not make bored. To make the video interesting the teacher can add song, picture, and other. The second is, study together or to join English club. In certain condition, students prefer studying with their friend rather than study in the class with the teacher. Study together can make them feel free to ask something that

they do not understand. Beside that join English club can improve the student's ability in speaking and listening. The last way to overcome the difficulties faced by students is equitable distribution of Internet quota subsidy; cause some of the students get problem with their internet access. The government has given an additional quota for the students to make teaching and learning process successful in online learning. So, the school must ensure that their students have got the additional quota from the government.

## REFERENCES

- Brown, H.D. (2001). *Teaching by principles, an interactive approach to language pedagogy* (2nd Ed.). New York: Pearson Education.
- Derakhshan, A. (2015). The challenges of teaching english language: The relationship between research and teaching. *International Journal of Linguistics*. 7(1), 102-110
- Ellis, R. (1986). *Understanding second language acquisition*. Oxford University Press
- Gass, S. M., & Selinker, L. (1994). *Second Language Acquisition: An Introductory Course*. Lawrence Erlbaum Associates, Inc.
- Hasan, A. (2000). Learners' perceptions of listening comprehension problems. (Learners' listening comprehension difficulties in English language learning: A literature review). *Language, Culture and Curriculum*, 13, 137-153.
- Jalaluddin, M. (2016). Using youTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World*.
- Jalli, N. (2020). Lack of internet access in southeast asia poses challenges for students to study online amid covid-19 Pandemic. *The Conversation*.
- Li, C., & Irby, B. (2008). An overview of online education: Attractiveness, benefits, challenges, concerns and recommendations. *College Student Journal*, 42(2), 449-458
- Luyt, I. (2013). Bridging spaces: Cross-cultural perspectives on promoting positive online learning experiences. *Journal of Educational Technology Systems*, 42, 3-20
- Megawati, F., & Mandarani, V. (2016). Speaking problems in english communication. *Proceeding ELTic Conference*. Universitas Muhammadiyah Sidoarjo.
- Mekheimer, & Gawad, M. (2011). The impact of using videos on whole language learning in EFL context. *Researchgate*.
- Rintaningrum. (2018). Investigating reasons why listening is difficult. *The Asian EFL Journal*. 20(11), 6-15.
- Pearson. (2020). Online vs. blended learning: Which is better?. *Researchgate*

Siemens, G., Gašević, D., & Dawson, S. (2015). Preparing for the digital university: A review of the history and current state of distance, blended, and online learning. Arlington: *Link Research Lab*.

UNESCO. (2020). *Digital education is here to stay*. Cambodia.

Yamin, M. (2017). Metode pembelajaran bahasa inggris di tingkat DAS. *Jurnal Pesona Dasar*, 1(1).