

## ANALYSIS OF STUDENTS' DIFFICULTIES IN UNDERSTANDING ENGLISH VIDEOS (A DESCRIPTIVE STUDY)

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### ABSTRACT

*At this time, the use of English has become part of modern human communication habits. Almost all existing linguistic aspects also often switch in English as a variation of language use. Even so, the use and understanding of good and correct English is still essential to be taught to students so that they have a good understanding of the use of English. One way to practice English comprehension is through the use of English videos. Videos in English allow students to understand more broadly how the language is used in everyday life. However, many students still need help understanding the meaning and use of English sentences when watching English videos. Therefore, this study examines students' perceptions of difficulties in understanding the purpose and use of English when watching English videos. The research method used is qualitative through a descriptive approach. The informants in this study consisted of several students who attended English classes by watching English videos. Data was obtained through learning observation and interviews. Data were analyzed through data reduction, data display, and conclusions. The results of the study showed that students experienced various difficulties when understanding words or sentences from the English videos they watched, such as the use of foreign vocabulary that they had not encountered before, fast dialogue, which made it difficult for students to digest the intent of the video conversation, students experienced obstacles in constructing meaning. Descriptions of scenes make it difficult to understand the context of sentences, there needs to be more understanding of students in connecting vocabulary into an ambiguous sentence, and there are limitations to students in exploring the storyline of the video shown. To overcome this complex problem, English teachers must provide appropriate teaching solutions so that students can better understand the meaning of English video dialogue and build skills in constructing good and correct student sentence patterns.*

**Keywords:** *English video, speaking skill, students' barriers, understanding, writing skill.*

### INTRODUCTION

Interaction activities have become limitless, especially with the advancement of information and communication technology, making communication interactions the most frequently carried out efficiently. Utilizing information and communication technology as a communication medium between regions locally, nationally, and internationally is no longer difficult. Then, to support inter-global communication interactions, it is necessary to use a connecting language or international lingua franca (Prayuda, 2021). English is one of the most common and widely used foreign or international languages. English is a global connecting language used as a language of communication in addition to other international languages. The need to use the English language is essential to create good communication competence. As it is known today, establishing an international relationship is easier with the help of technology. However, what must be considered is how to bring this communication through a language that is easy to understand, namely through international language/English (Prayudha, 2021). English competence is one of the essential skills that must be possessed by modern humans so that they can more easily obtain information, knowledge and news from a broader range of sources, so it

is essential to provide excellent and appropriate teaching to encourage students' understanding of English.

Furthermore, to promote an increase in understanding of English, it is necessary to have relevant education that can improve performance and mastery of English language skills. All of this can be done in educational institutions, one of which is a formal institution. School is the most crucial place to equip students with the knowledge, abilities and competencies to support students good thinking skills. English teachers are the primary key in realising students who are proficient in mastering the ability to communicate in English. Teachers must use appropriate strategies, methods, and media to encourage students to understand and use English easily. By using the correct way, students are expected to be able to build good English communication skills and be understood by other people.

Teachers in English classes can use various steps and methods. One way is through the use of video. Different types of videos can be used to encourage and create a fun learning English atmosphere. Teachers can choose the right video for learning with specific goals so that when learning is carried out, the teacher can easily guide and direct students in learning activities towards reasonable learning goals. Using English videos can also encourage students to understand the meaning of utterances during the conversation. Liando et al. (2022) state that teachers need to choose the right video based on students' abilities so that when the video is played, students do not experience significant difficulties in learning. The material used is intended to improve students' communication skills (Luke et al., 2018). The selection of English videos can also be adjusted to the learning objectives, where if the teacher wants to improve speaking skills, the English teacher needs to look for learning videos that can train students' speaking skills, or if the teacher wants to improve students' listening skills, the teacher needs to instruct students to understand and Listen carefully to conversations or dialogues. The teacher needs to provide clear instructions when learning is implemented to make it easier for students to carry out the activities ordered by the teacher. Students also need to be asked to understand each utterance or video dialogue to compile and develop the flow of the conversation from the video. This activity will undoubtedly provide a new learning atmosphere that is more focused on the conversations posed by the characters in the video so that students must focus on listening and understanding the meaning of the sentences.

Furthermore, learning through English videos has been carried out in schools; even though it has been implemented to the fullest extent possible, students still need help understanding the meaning of the dialogue conversations in the videos. This certainly does not describe success in learning English through video because teachers need an evaluation in the implementation of learning so that learning can be carried out in a genuinely appropriate way to improve students' English skills. Therefore, this study examines students' perceptions of the difficulties and obstacles in learning English through English videos. Analysing students' problems in understanding the meaning and use of English in learning videos will provide insight and new information to readers so they can anticipate the use of the same media and methods so that similar errors can be minimised in the future. Through this research, the researchers hope to develop appropriate solutions to improve student's English language skills to encourage competence and expertise in global communication.

## **METHOD**

The current study uses qualitative research. Qualitative research can be used to find information about perceptions, opinions, opinions in events that occur in the field. Qualitative research is a type of research that can reveal information in the form of an explanation of the study or topic discussed in the research. A descriptive approach was used to explain the findings

of this study. Merriam (2015) said that qualitative research can examine data through perceptions and opinions of the object under study.

Furthermore, to explain the data found, a descriptive approach is used. The illustrative method presents research findings narratively according to actual events encountered in the field without additional interference from the researcher. Sugiyono (2014) said that descriptive research is described in detail in narrative form. The research was conducted in a high school with 28 informants learning English by watching English videos. The data in this study were obtained through learning observations and interviews. Learning observations were used to get an overview of teaching and learning activities implementation when using English videos. In contrast, interviews were used to obtain information from opinions or students' perceptions of the obstacles they faced when watching English videos. Data were analyzed through three stages Miles, Huberman, and Saldana (2013) proposed: data reduction, data display, and conclusion.

## **FINDINGS**

Using video in English is one way for teachers to improve students' English proficiency. By showing English videos, it allows students to see how English is spoken by the characters (native speakers). Besides that, by watching English videos, students will see how to use words or sentences/ pronounce words directly spoken by speakers. English videos will also arouse students to learn better because the scenes and plots in the story will affect the atmosphere of student learning (Ersan et al., 2022). Therefore, English teachers use this learning pattern to encourage students to improve their English language skills. Learning using English videos is carried out for one month by showing various videos such as travel vlog videos in English, food reviews in English, and conversation videos in English. These videos are a way that English teachers use to interest students in learning English. The selection of this video is based on the diversity of video genre activities, which can build a diverse learning atmosphere. The explanation of the results of learning observations is as follows: the teacher prepares videos that will be shown in one lesson, whereas in one meeting, one video will be used in learning English. Students are asked to watch and focus on every utterance the actor delivers in the video. The teacher asks students to write down vocabulary that they do not understand, write down the storyline or explain the overall meaning of the story, and write down the understanding and explain in front of the class the sense and purpose of the purpose or content of the video from the student's point of view. Each of these learning instructions is always emphasised so that students can capture the meaning of the English video.

Then, at the first meeting, the teacher showed a travel vlog video of a traveller in English. The teacher displays the video and ensures students can listen to the audio. When everything is safe, the teacher plays the video. It can be seen that during the video viewing, students carried out what the teacher ordered, for example, writing vocabulary they did not know and recording the contents of sentences or dialogues in the video. This implementation is carried out by maximising the available time to ensure students can use the time suitable for learning English. The results of the observations showed that students were very enthusiastic about watching the video being directed. This happened because the video was not monotonous, the storyline was interesting, and there was communication interaction that could encourage students to participate in following the atmosphere in the video. Students also become more focused on

listening to the messages conveyed in the video so that when the implementation occurs, students do not experience hearing loss. After watching and doing the assignments ordered, students display the results of their projects. First, the foreign or new vocabulary they encountered showed that the majority had limitations in mastering various vocabulary; students had limited knowledge of vocabulary they had never heard of, so they had difficulty understanding the meaning of the message conveyed from the video. This problem is a critical issue for English teachers to address because when someone learns a new language, they must have a sufficient understanding of the vocabulary of that language. Lack of vocabulary makes it hard for students to understand the whole meaning and messages (Fitriyani et al., 2020) from a video that is shown even so students can still find out the storyline of the video because most of the language or vocabulary used is familiar to some students. Second, the ability of students to write and arrange the meaning and intent of the messages conveyed in the video still needs to improve. Students have powers that could be more optimal in composing sentences from the contents of the whole story based on the footage shown. There are still many students who only write the purpose of the video based on fundamental understanding because when delivered, the message and intent of the story's core are not yet able to be conveyed in the writing task they are doing. Third, students write down and explain the content or purpose of the videos they watch in front of the class with their versions. This activity allows students to convey what they know and get from watching videos in English. Students will be required to be able to give their understanding and mindset related to the videos they watch. Here, students could be more optimal in getting the message and intent of the contents of the video they watch. Students only convey what they know fundamentally, for example, telling the contents of the video based on the title of the video they are watching, but the ability to explain in-depth and in detail students still need to be improved. Anticipating this problem, the teacher plays an active and comprehensive role in determining strategies to help them overcome their difficulties. Teachers have good competence and the ability to develop the right way to overcome the problems students face so that the difficulties encountered in learning should be resolved immediately (Hapsari et al., 2022).

Fourth, in learning English that they have done after watching videos, students are asked to be able to string words or compose sentences from the conclusions of the videos they have observed. The preparation of this conclusion is based on the student's point of view so that the ability to think critically about the video can be channelled from writing activities. This activity requires students to be able to write the meaning and conclusions of the videos they watch based on their ability to determine what is contained in the contents of the videos they watch. This will provoke students' critical thinking and analysis of what they visualise from listening to English videos so that the teacher can see the extent to which students' abilities are in making and assembling sentences shown to them. Based on this activity, students can conclude the content and meaning of the video, which is still categorised as low. Students have yet to be able to optimally compose statements related to the contents of the videos they have watched through their perceptions and points of view. In addition, students need to be more fluent and precise in conveying conclusions from the videos they watch in English in front of the class, which causes low speaking skills. This needs to be a concern for English teachers because speaking ability is one of the productive skills that new language learners must master, so it becomes a significant indicator for getting a foreign language. The teacher's role again becomes crucial in building

and designing learning that supports improving English speaking skills. With the right strategies and steps, it is hoped that the teacher can improve students' communication skills and speak English well.

Furthermore, to obtain information in the form of students' perceptions of the obstacles they face when watching English videos, interviews were conducted with seven randomly selected students. The results of the interview are as follows:

**"What are your learning conditions when using English videos?"**

Learning using video provides a fun learning atmosphere, especially since the videos are fascinating to watch and can provide an overview of language use based on actual conditions. By using videos, learning is more accessible. I can imitate speech and statements that I can apply in communicating efficiently. Learning by demonstrating lessons makes it easy for me to determine the correct sentence.

**"How can English videos improve communication skills?"**

English videos provide visualisation and audio stimuli in demonstrating language appropriate to the context and learning based on real situations in establishing communication interactions. Paying attention to the speech and delivery of language in the video provides direct learning about appropriate language to use in speaking. Watching videos also encourages us to compile and determine the use of language that is appropriate and by the context of the use of that language. I understand more about how an utterance is pronounced; I feel curious about the new vocabulary that I meet so that it increases my understanding of new vocabulary. Furthermore, summarising and concluding the content using a personal perspective can also train me to write and practice speaking critically based on the content of the video.

**"What are the challenges faced when learning to use videos?"**

The implementation of learning English through the use of videos is one of the strategies that teachers can apply in building students' awareness of English mastery. Even though learning can provide a good stimulus for visual and audio implementation, sometimes students experience various learning obstacles. One of the main obstacles I often face is the need for more knowledge about the meaning of foreign vocabulary I encounter while watching videos. The various new vocabulary words I encountered needed clarification in determining the purpose of the video presented, which created problems for my English development. Besides that, I also find it very difficult to decide on the main idea of the points conveyed in the video because of my limited knowledge and understanding of the contents of the video, and also, when asked to write and express video content in my language, is one of my weaknesses. Therefore, I think improving my English skills through various fun activities is necessary.

From the various answers put forward by students, it is clear that learning using video media provides a good and fun way to develop students' interest and motivation to learn English. Learning activities through video can give an accurate impression of using various kinds of sentences in English utterances so that they can provide learning for students by looking at the situation of using the language. On the other hand, although learning English can increase students' learning motivation, there are still some obstacles students need to overcome to improve their English language skills. This problem is one of the obstacles that must be minimised by English teachers so that students can maximally participate in various learning

activities and achieve the objectives of implementing the learning properly and correctly. Teachers need to develop effective learning strategies to maximise students' communication skills using English.

## DISCUSSION

One way English teachers can use media in language learning classes is to use media in the form of videos. The video provides visualisation and audio that students can hear and feel to give an accurate picture of language use. Using video, the teacher will provide stimulus to students related to situations and conditions of language use so that they can encourage students to learn by feeling an authentic atmosphere. This allows students to handle a more real learning situation than just explaining material in theory (Fidriani et al., 2021). In learning activities, the teacher needs to use the right video based on what goals to achieve (Mufidah & Roifah, 2020). The selection of this video is essential because it will align the video content with the learning objectives to be completed. This allows teachers to use various appropriate ways to develop strategies to develop the desired competencies. According to Saiful (2019), video is one of the most effective forms of media in describing a situation that students will study. The same thing was also stated by Hariyono (2020) in his research that the video can positively influence students' interest and motivation to learn. Using video will encourage students to feel closer to what they are witnessing, meaning that students will feel and see the use of language used in the video dialogue they are watching. Although videos can arouse students' interest in learning, in practice, videos also pose obstacles for some students, one of which is the difficulty for students to digest or understand the meaning of using English when the videos used are more comprehensive. Several students' learning experiences indicated that using English videos sometimes made it difficult for them to understand the meaning of what was discussed. Several vocabularies are also a problem, especially if the actor in the video is a native speaker. This shows that students' ability to understand content can be influenced by their mastery of English vocabulary, which is still tiny. Kamelia (2019) states that vocabulary is essential in mastering a language. An extensive vocabulary can make it easier for students to guess and know the speaker's message. So, emphasising vocabulary mastery in English is necessary when you want to learn a foreign language.

Furthermore, Handayani and Nasution (2023) said that video learning can adapt learners to the use of language based on context. Some linguistic contexts shown in the video might be applied and demonstrated by students when practising the pronunciation of a language. This indicates that the use of video provides a good demonstration of the use of speech based on the context of the use of the language. Teachers must provide activities that can explore students' potential in practising the proper use of language so that students can imitate and adapt the use of language in the right situations. Next, Nada (2021) mentioned that even though students had problems understanding the overall meaning of what was conveyed in the video, they could understand the essential points. The bullet points in the video provide broad hints for reasoning the intent of the video at large. When students cannot understand the essence of the video, the teacher can give suggestions to students about the videos they watch to help them guess the video's overall contents. The lack of students' mastery of English vocabulary certainly creates obstacles for them to understand the general meaning of the video content and, of course, will provide less than optimal learning. For this reason, the teacher needs to make in-depth

observations of students' problems, constraints, situations, and conditions so that the teacher can determine, arrange, and make learning classes appropriate so that students can become better at mastering English learning. With an analysis of the problems with using English videos, the teacher has to be able to determine excellent education so that the deficiencies of learning activities can be minimised.

## CONCLUSION

Learning by using suitable media can provide good motivation for students to improve their competence in mastering English. Choosing content and media according to their needs will help students quickly master their needs. One of these ways is through the provision of English-language videos. Teachers have an essential role in choosing and selecting suitable videos to build and develop students' communication skills so they can improve communication skills. Here, the teacher must be able to observe the needs of students so that the implementation of learning can run smoothly. Although various studies show that videos can provide positive teaching, sometimes students experience various obstacles in learning English through videos. These obstacles must be minimised so students can become better at self-sustaining and competent in communicating English well.

Furthermore, teachers need to be able to build and design appropriate learning activities so that students can position themselves better in their English language skills. Suggestions for teachers to be able to take advantage of video learning media by choosing the right content for different abilities (based on the goals to be achieved). For further research, it can develop the making of good learning videos to develop various skills in students' English.

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