Enhancing English Speaking Proficiency through Video Assignments: Addressing Linguistic and Psychological Challenges among Indonesian EFL Students

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ABSTRACT

In a globally interconnected society, being able to communicate effectively requires language skills, especially in English. Speaking ability is the most crucial language ability, particularly for English as a Foreign Language (EFL) students. This literature review study explores the challenges faced by Indonesian English learners in developing their speaking skills and proposes solutions to overcome these obstacles. It emphasizes the critical role of speaking in language acquisition and highlights linguistic challenges such as grammar, vocabulary, and pronunciation, as well as psychological challenges including lack of confidence, fear, and anxiety. Additionally, the lack of opportunities to practice speaking English is identified as a significant problem. To address these issues, the study discusses the use of video assignments as an effective tool to enhance speaking skills. This research aims to help students become more confident and proficient English speakers, offering valuable insights for educators and learners alike. The result shown that the students can reduce the speaking problems effctively through making video assignment.

INTRODUCTION

Learning a language has been important since ancient times, enabling people to communicate with the outside world. English, as a language, facilitates this communication process, with its key components encompassing listening, speaking, reading, and writing, with a strong foundation of grammar and vocabulary. Among these components, mastering speaking is the most crucial skill (Arbain & Nur, 2017), particularly for those engaged in English class.

Speaking refers to the verbal presentation of language, including the expression of thoughts, feelings (Sapir, E., 2004), and purposes. It places a strong emphasis on interpersonal connection, communication, and

understanding. Students must focus on intonation (Derwing & Munro, 2013), pronunciation, vocabulary, and other factors to master this skill and make communication effective. Speaking is a skill that typically has to be learned and practiced, claims Nunan & Carter (2001). Students who desire to speak English fluently must practice (Yang, 2014), the language in addition to studying the basics. Since speaking English well requires practice (Hidayati, 2020). Therefore, to develop strong speaking skills, students must actively practice and employ this skills. However, speaking English as a foreign language is not simple, and it is certainly not as simple as speaking the students' native tongue (Beisenbayeva, 2020). Many Indonesians have already studied a foreign language, such as English. But they do not use it in normal conversation (Desmiyanti et al., 2020). While English teachers and lecturers consistently recognize the various factors influencing their profession (Fitria, 2024).

The problems occur when students are reluctant to communicate for various reasons. The first is the students have linguistic barriers, such as a lack of vocabulary, grammar, and pronunciation. The second one is psychological barriers, such as a lack of self-confidence (Kansil et al., 2022) while speaking in front of others, difficulty expressing ideas (Oktavianti et al., 2021), anxiety, become passive learners (Abdullah, et al., 2019) and afraid of making mistakes (Hawalaina et al., 2018). The third is a lack of opportunities to practice spoken English inside or outside the classroom. It will be challenging for Indonesian English students. Despite what they have learned in formal education, even after taking several courses, they still can not speak English well. Although students have been learning English since junior high or elementary school, the results are not ideal. Their speaking skills will not be able to greatly improve as a result of this issue. Students should continually improve their speaking, to put it another way.

To solve those problems, the lecturers or teachers should be able to find engaging media (Sankey, M., Birch, D., & Gardiner, M., 2010) to attract students, make them more confident, and provide them with the chance to practice their speaking (Goh, 2016). Technology has great potential to inspire students and improve communication in English (Wulandari, E., 2019). Digital technology is essential in providing convenience to people across the globe (Martunis et al., 2024). One of the media to overcome is the use of social media platforms such as YouTube, TikTok, Instagram, Whats App, and so on for making English videos (Fadhillah et al., 2024; Yeh, 2018). By using technology to create videos, students may become engaged in their studies, and technology can transform passive learners into active ones (Lowerison et al., 2006).

Video combined text, images, and sound (Zhou et al., 2018) to increase the amount of informational and emotional content that was shared with other internet users. Students can use video to discuss any topic. According to (Aminah, 2018), video can be used in stimulation not only to provide effective feedback when students are observed and performances are evaluated but also to assist students in feeling more realistic, confident, and like they have a good opportunity to speak English with a partner or not (Muntasir et al., 2022). Additionally, by producing English videos, students will be able to improve their intonation

(Yangklang, 2013), pronunciation, vocabulary (Sari et al., 2020), and grammar (Rahman, 2020). Videos prove suitable for integration within the classroom environment due to their potential to improve a positive learning atmosphere (Mandasari & Aminatun, 2020).

The study's goal is to examine whether making video assignments can reduce students' speaking problems and enhance their English-speaking skills. Therefore, this study contributes to students becoming more confident and having English-speaking proficiency, and it serves as a resource for students, teachers, and lecturers.

METHODS

The use of qualitative methods was employed in the present study. Research methods employed by the researcher include the scrutiny and exploring of an extensive selection of more than 55 literature reviews that pertain to the subject matter. This research is to know what students' English-speaking problems were and how to improve students' English-speaking skills by making video assignments. The data collection technique in this research is the first step carried out in collecting data from various sources to obtain data and then analyzing it to answer questions and formulate problems related to related research (Creswell & Creswell, 2017). Books, articles, the internet, and journals were used as data sources in this study (Sugiyono, 2013). The diagram below illustrates the steps in the research.

Fig 1. Research Procedure
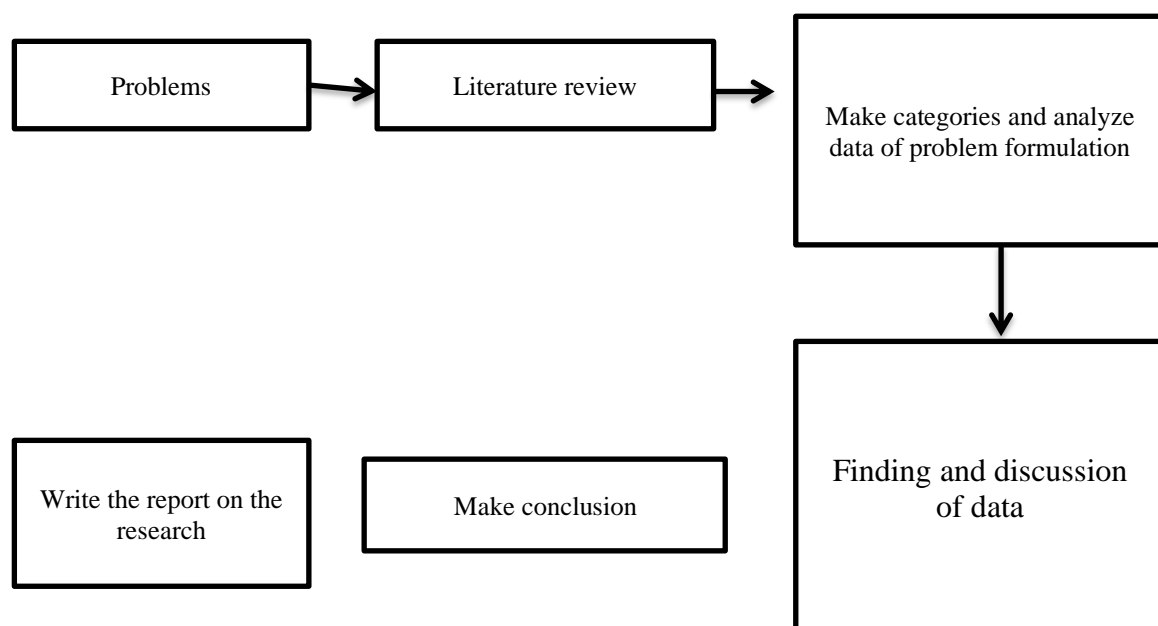
RESULTS AND DISCUSSION

Speaking Skills

Proficiency in speaking stands as a fundamental skill to develop when acquiring a second foreign language. The mastery of this skill serves as a measure of a student's success in speaking the target language. asserts that communication hurdles arise when encountering unfamiliar words, forms, or an inability to convey intended meanings (Yuzar et al., 2022). Speaking entails the articulation of ideas, allowing individuals to express thoughts, emotions, and intentions for clear comprehension by interlocutors.

Students' English Speaking Challenging

Students faced several challenges in their English speaking ability. The complexities of effectively deploying language in context pose a barrier for Indonesian English learners as they develop their speaking skills (Fitriani et al., 2015). The difficulty in speaking English proficiently contributes to this issue, especially when students are required to present in front of their peers. These obstacles span linguistic, psychological, and limited English-speaking opportunities, often resulting in passivity in learning.

Linguistic Challenge

Language structure (grammar), words, and phonology are some of the topics covered in linguistics, which is the scientific study of language. In general, linguistics includes the specifics of vocabulary, grammar, and pronunciation. Lack of grammar, vocabulary, and bad pronunciation are examples of linguistic problems that affect students' speaking skills.

Grammar entails the systematic structuring and organization of sentences. If students do not know the rules of grammar, they will never be able to communicate effectively in English. The mastery of grammar plays a crucial role in enhancing fluency in speaking. A common concern among students is problems with the use of appropriate grammar. Al-Mekhlafi & Nagaratnam (2011) emphasize that EFL students struggle most with learning grammar. Similarly to this, Sopin (2015) claims that grammar and error correction is part of language learning for EFL students

As a result, teachers or lecturers are better equipped to choose the right teaching techniques and approaches for teaching grammar. (Al-Jarrah et al., 2019). Educational games can help EFL students attain higher grammatical standards. Activities such as chain story games, sequential visual displays, interactive quizzes using platforms like Quiziz and Kahoot, the utilization of the Quizlet application, and innovative techniques like brain writing (Yulianti et al., 2019), using video blog (Lestari, 2019) and other activities as the sample of teaching grammar easily.

Further, The term "vocabulary" denotes a single word or a group of words with specific meanings. Challenges related to vocabulary also impact effective student communication, hindering their ability to select appropriate words, construct coherent phrases, identify synonyms and antonyms for frequently used terms, and spontaneously translate words.

Furthermore, strategies to enhance vocabulary include engaging in games, employing flashcards, consuming media like movies or songs with English subtitles, and utilizing digital tools such as the Quizizz application (Rahayu & Purnawarman, 2019), Kahoot, or gamified learning (Yaccob et al., 2022), among other options.

Achieving fluency involves various pivotal aspects, with pronunciation being particularly crucial. It is acquired through phonology coursework. To improve one's speaking skills, proper pronunciation is crucial. The issue of pronunciation significantly influences classroom performance, where students are expected to articulate clearly with proper intonation. Mispronunciation of English words frequently arises as a challenge for students.

The proper way to pronounce each word is by using pronunciation examples in an online dictionary, YouTube video that affected students' pronunciation skills as learning materials for non-English department students (Rachmawati & Cahyani, 2020), movie dubbing that mimics the actor's voice while maintaining the original speed (Yen, 2021), transcription (Irawan & Tampubolon, 2020), using Kahoot (Yürük, 2020), using hypermedia in learning (Madya Giri Aditama & Prasetyawan Aji Sugiharto, 2021), using the Elsa speak application (Samad & Ismail, 2020), and many more.

Psychological Challenges

Psychology, as a field, delves into the study of human and other creature cognition and behavior within their environments. Psychological problems are those problems that frequently affect either physical or emotional well-being. These psychological hurdles, such as self-doubt, fear, and anxiety, may have a negative impact on how well students speak (Galante, 2018).

Prayudha & Pradana (2023) said lack of self-confidence may make students believe that they will not be competent English speakers, that they won't be able to speak to the lecturer in front of the class, that they won't be able to express their thoughts, and that their peers would undervalue them when they speak the language. If the students lack self-confidence in their speaking skills, it is challenging for them to master English speaking. Therefore, students could gain confidence by practicing their English repeatedly, finding a partner to speak monolog stories with, not being afraid to make mistakes, listening to and reading the script, and participating in programs like workshops, seminars, student exchanges, short courses, and others to gain knowledge.

The prospect of speaking or presenting in front of a class or audience can trigger fear in an individual. In practice, stage fright is a prevalent form of anxiety experienced by speakers. Students with limited command of the foreign language they are speaking often encounter hesitation before addressing a group. Teachers' or lecturers' feedback can induce fear in students. Students consistently believed that their classmates were more intelligent than they were, underestimated their intelligence, and felt inferior to them. They didn't seem to be at ease in the classroom as a result, it appeared. Students never felt comfortable speaking in front of peers because they believed their English language skills lagged behind those of their classmates. The answer is to think of students as having good skills and well-prepared material.

Further, the experience of anxiety has to be viewed as a combination of experiences, state of emotions, and personality factors. While attempting to communicate more clearly, individuals could experience various emotions such as nervousness, anxiety, worry, shyness, dread, or the fear of something worse happening. Students' nervousness can be caused by a variety of factors. Students' lack of vocabulary, underestimating of their abilities, lack of preparation, fear of making mistakes, and worry that their friends would make fun of them were the main causes of anxiety in speaking classes. When students spoke, they were afraid that everyone would hear them. As a result, they are afraid to speak incorrectly for fear of being corrected. In addition, they probably had fewer vocabulary words when speaking a foreign language like English

By fostering a stronger emotional bond between the teachers or lecturers and the students, this problem can be resolved. The students will feel more at ease knowing they won't be struggling alone while facing their difficulties. Extrinsic motivation plays a significant part in students' ability to talk, therefore it is possible to alleviate anxiety problems by encouraging the students more (Bekai & Harkouss, 2018). Many students have taken to reading news, and books, watching news broadcasts, cartoons, and films. Some have adopted social strategies, conversing with friends, colleagues, and peers for improvement. A few resort to meta-cognitive tactics, employing tools like dictionaries, messaging, interactions with siblings at home, listening to English conversations, and rehearsing in front of mirrors. Encouragingly, a shared aspiration to enhance language proficiency is evident among all students.

Lack of opportunity to practice speaking English inside or outside of the classroom

Moreover, English-language students network less outside of the classroom. They do not have the opportunity to learn about different cultures or to gain knowledge of information from different angles. As a result, students lack confidence when speaking English with others, particularly in a new environment. Some of them only use English in the classroom and hardly ever use it outside of it. As they hardly ever encounter English-speaking people outside of the classroom, their lack of input may not help them improve their speaking skills. Furthermore, the importance of social experience cannot be overstated in terms of helping

students become more fluent speakers of English. The idea is to encourage English-speaking behavior among some students and lecturers or teachers when they interact with one another in the workplace.

Enhancing English Speaking Proficiency through Video Assignments

Speaking assignments will help students learn English more effectively and inspire them to think creatively. Teachers or lecturers will occasionally encourage their students to just tell stories about specific themes to demonstrate their speaking skills in front of the class. It is beneficial for both instructors and students since it allows instructors to assess student's skills immediately and spares students from having to spend a lot of time practicing.

The use of technology is now thought to be essential for improving the teaching and learning process, especially speaking (Sosas, 2021). For Indonesian students practicing their English as a foreign language, video needs to be employed as a teaching tool. The majority of students enjoy making films in their daily lives because they are digital natives and learning a language involves both theory and practice. Due to their high levels of interest, students who are digital natives choose to complete more difficult tasks. Learning new stuff makes sense as the finest activity. An alternative to sparking students' imaginations and assisting them in their English-language improvement is to give them an English-speaking video assignment to upload on social media. The use of videos in class encourages students to begin thinking in English since they are required to use their words to describe things like product or service advertisements, English lesson tutorials, tips for doing something, describing tourism objects, and so on. The most important thing is the topic of contextual learning.

The advantages of asking students to make videos and this condition requirement can aid in students' English acquisition. Various benefits may be used in enhancing English speaking skills. *First,* students will learn how to work in a team or collaborate by making videos (He & Huang, 2020). Deciding the title of the video can be implemented based on the students' interest such as an advertisement of their favorite food or school, a tutorial on how to order things online shopping, how to install software, a description of the student's favorite place, for example cafe, beach, swimming pool or the others close to their life. Making videos as a team is the greatest way for students to learn how to cooperate and work together to create a certain product, discuss to find the right title video and script, and also remind each other when they forget the script or read the application how to pronounce the words when they did not know

In addition, it allows students to review their work before submitting it to make the best video (Young & West, 2018). By doing this, students will feel that they have more freedom to handle their work and will have greater confidence in the result of their work. Creating videos will encourage the digital literacy and speaking skills of the students

The use of video assignments encouraged the students to engage in as many chats as they wished while also assisting them in improving their oral communication skills (Yang, & Shing, 2024). They became better at speaking as a result. The pupils were at ease conversing with their peers and liked acting out a monologue story for the camera. The kids got the chance to share their opinions and add depth to the script or conversations. They then executed their concept in front of the camera using the script as a guide. Students' pronunciation might be improved with the use of this technique. The sequence could be used by students to practice it frequently.

The students were more involved in their writing and sharing of ideas through the video since the word was on their minds (Fattah, 2015). This strategy improved the students' grammar skills while also improving their pronunciation. Additionally, video assignments encourage students to use their imagination. Students are free to make and modify videos as they see fit. It implies that pupils can express themselves creatively when editing videos. Based on their concept in the video, students can create and write the script.

A video assignment may also boost students' confidence and reduce their level of anxiety (Nur Wijaya, 2020). The students can participate in videos without having to stand up in front of others and speak. The pupils might rerecord their actions or make any necessary corrections if they made a mistake while filming the video.

To avoid confusion, it is made clear that the goal of the video assignment is to help students improve their speaking skills by employing newly learned vocabulary, and phrases (Chinnery, 2006). and sentences rather than allow them to interact with one another in English.

Last but not least, students can share knowledge or information with others through their student social media, including WhatsApp, Instagram, TikTok, and YouTube channels. In this way, lecturers can use technology and social media like Facebook, YouTube, and others in their speaking sessions. Speaking skills among EFL students can be developed through project-based learning using YouTube (Wahyuningsih & Dewi, 2019).

 Teachers or lecturers just need to ask for the URL of each video if students upload their assignment to social media, allowing them to access the video whenever they need it. Teachers or lecturers won't ever have to worry about losing any files because the videos have been already stored on the internet automatically. But if flask disks or computers are damaged or lost, the data would also disappear. However, saving videos to hard drives or computers demands a significant amount of storage space, which is an issue for computer users

Students can show their critical and creative thinking abilities by uploading or sharing videos as part of their assignments because they can choose the setting and circumstances for the video, research the speaking material, plan the speaking video, edit the actors' performances, and add more effects to make the video more interesting. Students will be more enthusiastic to master pronunciation so they can perform well

in the video, which is one of the main advantages. Incorrect English pronunciation may be cut by students. Additionally, pupils have a better chance of practicing and determining the correct pronunciation if they consult online resources before shooting videos. Students can also assess the results by continuously playing back their tape. Students can also evaluate the results by replaying their recordings several times. Furthermore, if the movies are broadcast to the class, their friends can comment and offer comments.

The difficulties associated with linguistic competence such as grammar, vocabulary, and pronunciation as well as psychological difficulties such as lack of confidence, fear, and difficulty speaking English can be resolved by using video assignments.

CONCLUSION

It is critical to address the linguistic and psychological barriers that Indonesian EFL students face when trying to enhance their speaking skills. Video assignments can assist students overcome linguistic and psychological barriers, thereby improving their English speaking ability, by fostering creativity, teamwork, and self-evaluation. Furthermore, video projects or assignments enable students to utilize social media to convey their expertise and concepts. They obtain opportunities to utilize social media platforms as a means to demonstrate their language proficiency, disseminate their thoughts, and interact with a wider audience. Students can enhance their confidence and motivation by sharing video assignments on platforms such as YouTube, Instagram, or TikTok, where they can receive feedback from classmates, educators, and native speakers. This engagement enables children to observe and learn from other English speakers, thereby augmenting their exposure to actual language usage and diverse communication styles. Future study may focus on enhancing speaking proficiency through the utilization of AI.

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