

CHAPTER IV

FINDINGS AND DISCUSSION

The preparation of research results is a very important stage because it is in this part that the researcher presents the main findings based on the analysis of the data that has been collected. In this chapter, the researcher presents the results of the research on students' experiences in completing English video projects and the writing difficulties they face during the process. These findings were obtained through interviews, observations, and document analysis in the form of student writings. All data is then analyzed through the process of data condensation, data presentation, and conclusion drawn, and is complemented by the measurement of writing ability using an assessment rubric. This chapter presents a comprehensive overview of how MTs Sabilal Muhtadin students deal with English video project assignments as well as the factors that affect their writing skills.

A. Findings

The researcher identified several practical findings related to students' experience in completing English video projects as well as the writing difficulties they faced during the manuscript preparation process were found by the researcher. These findings were obtained through in-depth interviews with 16 ninth-grade students at MTs Sabilal Muhtadin, Observation during the video project completion process, and analysis of documents in the form of written scripts and student assessment rubrics. The researcher presented the results of

the research by identifying and categorizing the main themes that often emerged during the data collection process. The analysis process includes students' understanding of the stages of creating a video project, the obstacles they encounter, the effort they put into completing the task, as well as the critical thinking skills seen when they write, discuss ideas, and revise video scripts.

In this process, the researcher explores various aspects of students' learning experience, such as group collaboration, understanding the context of assignments, using English, techniques for finding ideas, using technology, and the process of editing and recording videos. In addition, the researcher also identified writing difficulties faced by students, including grammar, vocabulary, content, spelling, punctuation, and mechanics which were then measured using assessment rubrics. All findings were analyzed using three components of qualitative analysis, namely data condensation, data presentation, and conclusion drawn, and were complemented by the results of measuring students' writing ability to strengthen the interpretation of the research.

In this part of the findings, the researcher grouped the discussion of data based on the formulation of the research problem as follows:

1. Students' Experience on English Video Project Completion
 - a. Students' experience and perception of video projects
 - b. Enthusiasm and student engagement
 - c. Improving skills (writing, creativity, communication)

- d. Empathy, cooperation, and collaboration in a group
- e. Students' Challenges during the Video Project Completion Process

2. Students' Writing Difficulties in Completing the English Video Project

- a. Grammatical difficulties
- b. Vocabulary difficulties
- c. Content difficulties
- d. Spelling difficulties
- e. Punctuation difficulties
- f. Writing mechanics difficulties

Based on *the Experiential Learning Theory* Kolb (1984), students' learning experiences are formed through the process of direct involvement in an activity, which is then followed by reflection, conceptualization, and application in a real context. This theory emphasizes that concrete experience is the main foundation in the formation of students' learning understanding, skills, and attitudes. In the context of this study, students' learning experiences while completing *English video projects* emerged through active involvement in various stages of learning, such as interacting with teachers, discussing with group friends, developing ideas, writing scripts, and conducting editing and presentation processes. The series of activities provides a concrete experience that allows students to reflect on the learning process, process information, and build new understandings. Through these experiences, students are involved in the process of analyzing information, making decisions, and evaluating the

results of their work, which reflects the indicators of critical thinking skills in writing activities. Therefore, the discussion in this section is focused on how students' experiences during the completion of video projects contribute to the formation of meaningful learning experiences and support the development of their critical thinking skills.

1. Students Experience on English Video Project Completion

a. Students Experience and Perception of Video Projects

In this section, the researcher identifies students' experiences as well as perceptions during their completion of an English video project. Data were obtained through an in-depth interview process of 16 students and semi-structured observations in the classroom. Through these two data sources, researcher obtained an understanding of students' emotions, responses, and personal experiences when engaging in the video project-based learning process.

Based on the results of the interview, the students showed a positive response, although most students stated that they experienced various types of emotions during the completion of the project, ranging from nervous, tense, anxious, confused, to happy and proud. Feelings of nervousness arise especially in the early stages when students have to appear in front of the camera and speak in English. Some students, such as student 1, student 3, student 9, and student 14, admitted that they

were afraid of being wrong, worried that the results of the video were not as expected, or embarrassed to appear in front of the camera. Feelings of tension are also felt by some students who are afraid of making mistakes when shooting or when drafting an English script.

In terms of emotional experience, the majority of students start the project feeling nervous, anxious, or confused. Some students even feel pressured to appear in front of the camera using English.

S1: *"I once got discouraged because I was tired of memorizing the dialogue and often forgot, but because I kept repeating the dialogue I finally could."*

S6: *"I feel anxious if I don't have enough time because the editing process is long."*

Statements of student 1 and student 6 illustrate that students' emotional experiences during the work on the project are dominated by anxiety, nervousness, and pressure. Student 1 showed that students felt desperate because they had to memorize English dialogues that were often forgotten, but repeated efforts made them able to overcome these difficulties. Meanwhile, Student 6 emphasized the anxiety that arises not from performance, but from concerns related to processing time, especially due to the lengthy editing process. These two statements show that even though students face pressure and anxiety in the early stages, they still try to complete the task with strategies that they

consider effective, so that emotional experiences that were initially negative can turn into a process of adaptation and self-resilience in the face of project challenges.

In addition to nervousness, a number of students also reported feeling confused and upset. Confusion mainly occurs in the early stages, when they still do not fully understand the concept of the project, determine a video idea, choose a product to advertise, or draft a script. This is also in accordance with the results of observations, where some students seem to be still confused about determining the flow of the video, the division of roles, or how to execute their ideas. Some groups even experienced differences of opinion, so the discussion process was hampered.

In addition, some students also experience negative emotions such as tiredness, frustration, and hopelessness. This is especially the case when they have to repeat video retrieval multiple times, face network outages, or experience technical issues such as an editing application crash. Student 5, student 4, and student 14 said that fatigue and technical obstacles made them feel like giving up. However, all students still tried to complete the project to completion.

In addition to the emotional aspect, students' experiences also include perceptions of project-based learning. Almost all of the students interviewed stated that they liked this learning.

S15: "I feel happy because all the activities in completing this video project are very interesting and I am proud when I see the results of the work of my group".

Student statement 15 shows that students have a positive emotional experience during video project-based learning. He feels happy because every stage in the project is considered interesting and motivating, so that the learning process does not feel boring. In addition, a sense of pride arises when he sees the final results worked on with his group. This shows that video projects not only increase student engagement, but also reinforce a sense of achievement and self-satisfaction, especially through teamwork and tangible concrete results. This is consistent with observation, where students seem enthusiastic about discussing, choosing products, and trying to do video recording.

However, challenges still arise, especially in the development of ideas and video editing. Some students admitted to being frustrated when faced with technical obstacles such as networking or an error editor application.

S4: "network interruptions and sometimes handphones that we use to edit video errors".

S5: "tired because during the process of doing it many have to be repeated so that the results are appropriate,"

Student 4 and Student 5's statements show that although the students were enthusiastic, they still faced various technical challenges during the video creation process. Student 4 highlighted obstacles in the form of network interference and device errors, which hindered the smooth editing process. Meanwhile, Student 5 expressed his fatigue due to the many parts of the video that had to be repeated to get the appropriate results. Both of these statements affirm that technical challenges, both in terms of hardware and process, are a source of frustration for students, but at the same time demonstrate their efforts and perseverance to achieve maximum results. These technical challenges are also evident in observations, especially when the group struggles to set up cameras, set scenes, or implement their creative ideas.

Despite various challenges and negative feelings emerging, the majority of students ultimately report strong positive experiences, such as a sense of joy, pride, excitement, and satisfaction with the results of the videos they complete. Many students state that video projects provide new experiences, allow them to practice speaking English in person, as well as encourage them to collaborate with group mates. Some students such as students 10, students 11, students 12, students 13, and students 15 even admitted that they were very happy because

they were able to pour out creativity, learn new things, and produce videos that they thought they were proud of.

This finding is reinforced by the results of observations in the classroom. During the process of working on the project, the researcher noticed that the students showed mixed responses, but in general they seemed enthusiastic and actively involved. When teachers provide video examples and additional explanations, most of the group begins to understand their assignment and discuss more purposefully. Students look excited when choosing products, compiling scripts, and taking videos in the school environment. They show curiosity, ask questions when facing difficulties, and try to correct dialogue when there are pronunciation errors.

b. Enthusiasm and Student Engagement

Based on the results of interviews and observations during the project-based learning process of making video ads, the majority of students showed a high level of enthusiasm and active involvement in each stage of the activity. Almost all students stated that they felt more excited when participating in the learning with the video project method. They consider that this activity provides a new, more interesting, and less boring experience. Some students even explicitly mentioned that the activity made them enjoy English lessons more.

S3: *"Yes, I am more excited because I am working on the video project from determining the idea to the video editing"*

S8: *"Yes, of course, because we ourselves are working on the video project with a group with our own ideas and opinions".*

S13: *"Yes, I became more enthusiastic because the study was not boring".*

Statements of student 3, student 8, and student 13 show that video project-based learning successfully increases student enthusiasm because they are directly involved in every stage of the creative process. Student 3 revealed that his involvement from ideation to editing made him more enthusiastic in participating in learning. This is in line with student 8 who felt enthusiastic because the project was done collaboratively with their own ideas and opinions, thus giving a sense of ownership to the work. Meanwhile, student 13 emphasized that this learning method makes the learning process more fun and less boring, thus increasing his interest in English lessons. The three students showed that active, collaborative, and creative learning experiences are able to arouse their motivation and involvement in learning.

In addition to enthusiasm, the level of student involvement is also relatively high. Most students stated that they were directly involved in the project work, from determining ideas, drafting scripts, recording videos, to the editing process. This can be seen from the

number of students who said that they participated in the work from the initial stage until the video was completed.

S6: *"I worked on the video project from start to finish"*

S10: *"I feel more involved, because I participate in every stage from scripting, speaking, to editing, so I am really actively learning,"*

The statements of students 6 and 10 showed that the level of student involvement in the video creation project was in the high category. Student 6 affirmed that students were fully involved from start to finish, while student 10 described more detailed forms of engagement, from drafting, speaking in front of the camera, to the editing process. This indicates that students are not only passive participants, but are truly active in every stage of the project. This all-encompassing engagement also reflects that project-based learning can encourage students to develop independence, a sense of responsibility, and a more meaningful learning experience.

Some students also emphasize that their engagement increases because learning not only focuses on the teacher's explanations, but also involves hands-on practical activities.

S5: *"not only listen to the teacher explain, but also be able to learn directly how to take videos and so on."*

S7: *"Learning is not just writing assignments in books as usual, but practicing directly with friends."*

S11: "I feel more involved because I think about the concept of the video, and work on the whole process with friends."

Student 5, student 7, and student 11 statements show that student engagement in learning increases because the project method provides a more practical, collaborative, and non-monotonous learning experience. Student 5 emphasized that he was more involved because he not only listened to the teacher's explanation, but also directly practiced the process of making videos. The same thing was stated by student 7, who felt that learning became more interesting because it was not limited to writing activities in books, but involved direct practice with his friends. Meanwhile, student 11 added that his involvement increased as he participated in the creative thinking process to define the video concept and was involved in all stages of the project. These three statements show that project-based learning provides a space for students to actively participate, collaborate, and learn through real-life experiences, thereby increasing their sense of involvement in learning.

The results of class observations showed a pattern consistent with the interview. In the early stages, students appear to be actively discussing ideas, dividing assignments, and drafting scripts. Although there were some groups that still seemed hesitant or needed additional direction, most students participated in the discussion and decision-

making process. Student engagement is also reflected in how they play a role in the video recording process. Some students appear confident and fluent when appearing on camera, while others need practice and guidance to improve their speaking skills. Students show a willingness to try, practice, and improve the quality of their videos based on feedback from teachers.

In addition, in terms of task sharing, the majority of groups are able to organize roles well so that each student has a clear contribution to the project. Observations also show that most students are active in decision-making, practicing dialogue, and helping other group members.

c. Improving Skills (writing, creativity, communication)

Based on the results of interviews and observations, the project of making an English-language advertising video has made a positive contribution to improving several students' skills, especially in the aspects of writing, creativity, and communication or speaking. Most students report that their writing skills improve after completing the project. They learn to compose scripts by paying attention to word selection, sentence arrangement, and the suitability of the content of the script with the video concept.

S5: "my skills have improved in writing and drafting English scripts correctly."

S11: *"Yes, I feel like my skills are improving. I feel happy, because it's a new experience for me."*

The statements of Student 5 and student 11 show that the video creation project contributes positively to the improvement of students' writing skills, especially in drafting English scripts. Student 5 clearly stated that he experienced an improvement in his ability to write and compose a script correctly, which shows that the process of drafting a script gives direct experience in choosing vocabulary and stringing sentences. Meanwhile, student 11 revealed that he also felt an improvement in his writing skills along with a sense of pleasure because the experience was new to him. Both students emphasized that involvement in scripting not only improves technical writing skills, but also provides a meaningful and enjoyable learning experience.

Students also demonstrate critical thinking skills in the writing process. Some students said that they had to consider the logic of the plot, the suitability of the dialogue, and the choice of words that were easy to understand.

S1: *"Yes, it helps improve my critical thinking skills, when making the script I think a lot starting from choosing words and composing sentences so that the script matches the concept of the video."*

S14: *"Yes, that's right, because writing a script has a lot to think about to make it clear and easy to understand."*

S16: "Yes, it *really helps me to think critically, especially in writing a script, there are a lot of things that have to be thought about so that the content of the script is in accordance with the concept and can be understood well.*"

The statements of Student 1, Student 14, and Student 16 show that the process of drafting a video project not only improves students' writing skills, but also encourages the development of their critical thinking skills. Student 1 explained that he had to consider the choice of words and sentence structure to fit the concept of the video, indicating a mature process of analysis and reasoning. The same thing was expressed by Student 14, who realized that writing a script requires deep thinking so that the flow and message conveyed are clear and easy to understand. Student 16 also emphasized that writing a script requires him to think about many aspects, from the suitability of the content to the clarity of delivery, thus making him more trained in critical thinking. The three students showed that this project encouraged them to analyze, assess, and organize ideas in a more structured way.

The results of observations support this finding. At the manuscript preparation stage, some groups were seen reviewing their dialogues and correcting inappropriate sentences after discussing with the teacher. This activity shows that there is an evaluation and revision process that is part of improving writing skills.

On the other hand, speaking skills in English have also improved, especially since students have to appear in videos, memorize dialogues, and pronounce them with clear intonation.

S3: *"My English speaking skills has improved after completing the video project, so I can speak English with good pronunciation and speak English confidently in front of the camera."*

S8: *"My English speaking skills improved, at first I spoke English I didn't pay attention to the pronunciation of it correctly, I didn't just talk, when I made this video project I learned again with the teacher how to pronounce it so that I could memorize the dialogue fluently."*

Student 3 and Student 8's statements indicate that the video creation project has a significant impact on improving students' speaking skills in English. Student 3 revealed that through the process of appearing in front of the camera and saying dialogue, he was able to improve his pronunciation and become more confident when speaking in English. Meanwhile, Student 8 explained that this project made him more aware of the importance of correct pronunciation. If previously he spoke without paying attention to the accuracy of pronunciation, now he learns more in a targeted way with the guidance of the teacher so that the memorized dialogue can be conveyed well. Both students showed that speaking practice through video projects helped them improve

articulation, increase confidence, and build more accurate speaking skills.

Some students such as student 9 and student 15 also show an increase in confidence and expression when speaking.

S9: *"My acting and speaking skills in English improved, so I am more able to express myself in dialogue and can speak English with good pronunciation."*

S15: *"My speaking and acting skills have improved, before I was not confident and it was difficult to speak in front of the camera."*

Statements of Student 9 and Student 15 indicate that the video creation project not only improves students' speaking skills in English, but also impacts their confidence as well as their ability to express themselves. Student 9 explained that through the process of acting and dialogue, he was able to speak with better pronunciation and be more expressive in conveying dialogue. Meanwhile, Student 15 emphasized that this project helped her overcome the insecurities that previously made it difficult for her to appear in front of the camera. Both students described that practicing speaking as well as acting in a video project provided an experience that built their courage, fluency, and expression when using English.

Observations also show that at the speaking practice stage, teachers guide students in the proper use of intonation, help correct

unclear pronunciation, and practice facial expressions to convey messages more effectively. This reinforces the finding that students' communication skills improve over the course of the project.

In addition, students show increased creativity in crafting video ideas, defining story concepts, and implementing those ideas into the final product. Some students revealed that they were better able to develop new ideas after working on this project.

S3: *"Yes, in writing scripts, my critical thinking skills have improved, I have to think a lot so that the script is connected and in accordance with the concepts that have been prepared."*

S8: *"My English speaking skills improved, at first I didn't pay attention to the pronunciation correctly or just talking, when I made this video project I learned again with the teacher how to pronounce it so that I could memorize the dialogue fluently."*

S12: *"My editing skills have improved, previously I could only use the app's built-in templates. But after working on this project, I better understand how to make videos that are more engaging and creative, rather than just relying on templates."*

The statement of S3, S8, and S12 shows that video creation projects are able to encourage increased student creativity in various aspects, from the preparation of ideas to the processing of final results. S3 explained that he had to think critically when drafting the script so that the storyline was in accordance with the concept that had been

created, which showed that there was a creative process in connecting ideas logically. Meanwhile, while S8's statement puts more emphasis on improving speech skills, the experience of improving pronunciation and memorizing dialogue also reflects creativity in preparing for a performance that matches the character or concept of the video. On the other hand, the S12 highlights increased creativity in the technical aspect, i.e. video editing. He became more skilled at creating engaging videos without relying on the app's built-in templates, showing that the project opened up space for students to explore and produce more original work. The three students described that their creativity develops through the process of thinking, expressing, and working more independently.

Observations show that in the early stages, some groups do have difficulty finding unique ideas. However, after the teacher gives examples and directions, students begin to develop ideas based on personal experiences and the surrounding environment. Their ability to implement ideas also increases with group discussions, role sharing, and guidance from teachers.

Although not a major skill in English, the project also improves students' digital skills. Student 2 admitted that his skills improved, especially in combining video pieces and adapting them to the storyline.

Student 4 also stated that he learned to operate more editing features after completing the project.

S4: "I used to only know about cutting and merging videos, but now I understand many other features in editing apps."

Observations reinforce this student's statement. When implementing the idea, some groups did seem confused in setting up the camera and the sequence of scenes. But after getting guidance, they were able to produce a video with a better visual structure than the initial concept.

d. Empathy, Cooperation, and Collaboration in a Group

Students' experience in creating advertising videos shows that the ability to collaborate, empathize, and collaborate is a very prominent aspect. Almost all students stated that they were more comfortable working in groups because they felt helped in sharing tasks, exchanging ideas, and solving difficulties together.

Most students affirm that they prefer to work with friends rather than work on projects individually. They assessed that group work made the process lighter, more enjoyable, and allowed them to support each other when experiencing difficulties.

S1: "I prefer to be with friends, because I can exchange ideas, thoughts and share tasks such as who writes the script, who

plays the role, and who edits the video. So everyone has their own part."

S2: *"I prefer to be with friends because the task is easier by helping each other and working together with the team, for example when writing scripts and editing videos."*

S16: *"Yes, I like it, because it's better to do it with friends, it's more fun and easier."*

Student 1, Student 2, and Student 16 statements show that group work is an important aspect that increases student comfort, effectiveness, and motivation in working on video projects. Student 1 emphasized that working with friends allows them to exchange ideas and divide tasks fairly, so that each member has their own role in the process of creating scripts, taking roles, and editing. This is in line with Student 2 who felt that cooperation made the task easier because they could help each other in important stages such as writing scripts and editing videos. Meanwhile, Student 16 added that working on projects with friends feels more exciting and lighter than working alone. These three students showed that collaboration not only makes the process easier, but also creates a more enjoyable and supportive atmosphere in project-based learning.

While students 3 and 4 also said that working together made it easier for them to ask questions and help each other when confused.

S3: "*I prefer Cooperation with friends because I can ask a friend if I'm confused and help each other.*"

S4: "*I prefer to be with a team because I can work together and share tasks and help each other even though each of them already has their part, so that the video is completed quickly.*"

Other findings suggest that cooperation also makes students feel more confident. Student 15 stated that working with friends made her more confident that the project could be completed together. This shows the emergence of social aspects in the form of emotional support in group work. Almost all students explained that the division of tasks in groups is done naturally by adjusting their abilities. Some are in charge of writing scripts, some are acting as actors, and some are handling the editing process.

S5: "*Preferably With friends, we can share ideas and share tasks to make it easier.*"

S8: "*Prefers to be with friends, because they can share tasks and roles.*"

Student 5 and student 8 statements show that the division of tasks in group work takes place flexibly and provides comfort for students because they can adapt roles to their respective abilities. Student 5 emphasized that working with friends allows them to share ideas with each other while sharing tasks so that the process of working on projects becomes easier and more structured. Meanwhile, Student 8 also revealed that he prefers group work because each member can take

a certain role, both as a writer, actor, or editor, so that the task does not feel heavy and can be completed collaboratively.

The results of the observation strengthened the student's statement. In some groups, the division of tasks takes place in a clear and structured manner. However, there are also groups that were confused about determining their respective tasks so that they needed direction from teachers. After receiving guidance, the entire group was able to continue activities in a more targeted manner.

On the other hand, differences of opinion are an important aspect of the collaboration process. Almost all students admitted that they had experienced differences in ideas, especially when determining the concept of the video or the content of the script. However, each group has its own way of solving it. Student 9 explained that his group provides an opportunity for each member to pitch an idea before discussing it together.

S9: "Yes, there are differences in ideas and opinions, so we give each member the opportunity to express their ideas and opinions and then discuss together to bring their ideas together."

Meanwhile, some students resolve their differences of opinion through voting, as explained by students 1 and 10.

S1: "Ever, so we discussed again and voted to decide whose idea to use."

S10: "*Yes, sometimes there are different opinions, but we vote by voting and asking the teacher for advice to be fair.*"

Student 14 also gave a deeper insight into the compromise process in his group. He said that there had been a small debate due to differences of opinion.

S14: "*Yes, there was a small debate because of differences of opinion about the content of the script, but finally we combined each other's ideas and we discussed again so that everything could be used and the content of the script was connected.*"

These situations show the emergence of empathy, negotiation skills, the ability to accept the opinions of others, and efforts to maintain group harmony. In addition to sharing roles, cooperation is also a means for students to support each other both emotionally and academically.

S12: "*I prefer to be with friends, because being able to share the process tasks is easier.*"

S13: "*Yes, I really like to study with friends, so it's more comfortable and less stressful.*"

The statements of student 12 and student 13 show that cooperation in a group not only makes it easier to complete tasks, but also provides emotional support that makes the learning process feel more comfortable. Student 12 emphasized that working with friends makes the division of tasks clearer, making the whole process of working on a project easier. Meanwhile, student 13 highlighted that

studying with friends creates a more relaxed atmosphere and reduces tension, which indicates the presence of emotional support during group work. This data shows that collaboration not only helps with tasks, but also provides a sense of security, comfort, and additional motivation to complete projects.

The results of observations support this finding. The teacher noticed that some groups that initially seemed confused became more focused after discussing and sharing assignments. When one member lacks confidence or experiences technical difficulties, other members usually provide help in the form of explanations, suggestions, or verbal support. While cooperation provides many benefits, the collaboration process does not always go smoothly. Some groups had difficulty determining ideas, and some students had difficulty actively discussing because of differences of opinion or differences in the level of participation of members.

In addition, the results of observations show that groups 2 and 4 often stall in the middle of discussions because there is no clear agreement. Teachers should provide guidance so that they divide tasks based on their abilities and maintain better communication. However, the entire group eventually managed to resolve the differences and continue the project as scheduled. This shows that students' collaborative abilities develop during the project process.

e. Students' Challenges during the Video Project Completion Process

Based on the interview results, the students faced various challenges during the process of completing the English advertising video project. These challenges arise both in the language, technical, and manuscript preparation aspects. However, they also show various strategies to overcome it.

The challenges experienced by students during the process of making an English-language advertising video include difficulties in pronunciation, script writing, technical obstacles, defining concepts, and confidence in appearing in front of the camera. Most students reveal that speaking in English is the most difficult part. They feel unused in pronouncing English words so they often mispronounce and have to repeat the dialogue repeatedly.

S1: *"Yes, I have difficulty memorizing dialogues, because the assignment of this video project is in English, so I have difficulty speaking and memorizing the dialogue is often mispronounced."*

S3: *"Yes, I find it difficult to memorize dialogue, I often forget and often mispronounce the dialogue."*

S4: *"Yes, I have difficulty pronouncing dialogue in English so it is convoluted in speech."*

S5: *"The difficulty I experienced was in the pronunciation of dialogues, because the dialogue is in English, so it is difficult to memorize often the mispronunciation."*

Student 1, student 3, student 4, and student 5 statements illustrate that the main challenge students face in the English-language advertising video creation project relates to difficulties in memorizing and reciting dialogue. Student 1 stated that using English made the memorization process difficult because he often mispronounced it and had to repeat it many times. This is in line with student 3 who also has difficulty memorizing and often forgets dialogue, especially due to improper pronunciation. Student 4 added that his inability to pronounce dialogue correctly made his speech convoluted. Meanwhile, student 5 emphasized that English pronunciation was the biggest obstacle for him because dialogue was difficult to memorize and often mispronounced.

In addition to difficulty speaking, major challenges also arise in writing English scripts. Many students are not used to composing sentences with proper grammar and choosing the appropriate vocabulary.

S9: "yes, I had a hard time writing the script, because I had to put the ideas in English correctly. I was often confused about choosing words and afraid of grammar mistakes."

Student 9's statement shows that students have difficulties in the manuscript writing aspect because they have to pour ideas into English appropriately. He felt confused in choosing the appropriate vocabulary

and worried about making grammatical mistakes, so the process of preparing the script became a challenge in itself. This illustrates that limitations in mastering language structure and word selection are the main obstacles for student 9 in the script writing stage. This opinion was reinforced by students 12 who had to write a script in Indonesian first before translating it into English

S12: *"I was confused about how to write a script in English. I was afraid of making mistakes in spelling and grammar, so I tried writing the script in Indonesian first, then translated it into English. I checked the results with my friends to see if it was correct."*

Meanwhile, student 11 found scriptwriting the most challenging part because it had to adapt to the video concept and use correct grammar. These difficulties indicate that students' linguistic abilities are still developing and require guidance in aspects of grammar, vocabulary, and sentence structure.

The next challenge is technical constraints, especially in the process of video capture and editing. Many students don't have any experience creating ad videos, so the process can be difficult and time-consuming.

S2: *"Editing videos is quite difficult and challenging for me, a new experience for me who has never made an English video ad before."*

S7: *"Yes, there are some difficulties, when taking the video I have to repeat it many times because I forgot the script and the video capture is not good, then when editing the video is also quite difficult because the video results have to be interesting and we have never made an advertising video in English before."*

S13: *"Yes, I have difficulty when the network editing process can suddenly be bad, so the video we are editing may be lost or suddenly the application is an error."*

Statements of student 2, student 7, and student 13 show that technical constraints are a major challenge for students during the process of creating an English-language advertising video, especially since some of them have no prior experience. Student 2 revealed that making advertising videos is a new experience that is quite challenging, so the process feels difficult. Student 7 added that difficulties arise from the video shooting stage, where he has to repeat many times because he forgot the script or the recording is not good, and at the editing stage which requires creativity to make the video look interesting. Meanwhile, student 13 faces technical obstacles in the form of poor network or errors in the editing application, which can cause the edits to disappear suddenly.

Some students also have difficulty in determining video concepts, especially in the early stages. Student 11 mentioned that his group was confused about determining the storyline and had to look for

references first before deciding on the easiest concept to apply. This challenge is in line with other students who find it difficult to visualize their ideas into concrete video scenes. In addition, confidence challenges also arise, especially when appearing in front of the camera.

S3: *"I think the English speaking part is very challenging because I am not used to the pronunciation and lack confidence in front of the camera if the pronunciation is wrong and the speech is not fluent."*

S8: *"Speaking English is quite challenging because I've never spoken English before, and in this video project I had to use English to speak in front of the camera."*

S10: *"I think the most challenging part is speaking, because it has to be clear, confident, and the pronunciation has to be correct."*

The statements of students 3, students 8, and students 10 show that the main challenge faced by students lies in the aspect of speaking in English, especially since they are not used to using the language orally, especially when appearing in front of the camera. Student 3 explained that the difficulty arose due to a lack of English pronunciation habits and insecurity when it came to speaking fluently without mistakes. A similar experience was experienced by student 8, who emphasized that the use of English in the video project was a new experience for her, so speaking in front of the camera became quite a

challenging task. Student 10 reinforced this finding by saying that speaking is the most difficult part because it requires pronunciation clarity, confidence, and pronunciation accuracy.

The results of observations in the classroom reinforce the findings of this interview. In the early stages of the project, some students seem confused to understand the basic concepts of the project and need an example of an advertising video to get started. Difficulties also arise in the division of tasks, especially in groups that are less organized and experience differences of opinion. In speaking practice, many students seem to have difficulties in pronunciation and intonation so teachers need to exemplify correct pronunciation. Technical problems are also seen when some groups have difficulty setting up cameras, sequencing scenes, or using editing features. Some groups take longer to discuss and draft the script, although in the end the entire project can be completed on time.

2. Students' Writing Difficulties in Completing the English Video Project

a. Grammatical Difficulties

Based on the results of the assessment of the writing of the video project script, it was found that most of the student groups still had difficulties in using English grammar. These difficulties can be seen in several aspects, such as the preparation of sentence structure, the use of

tenses, the selection of verbs, and the placement of subjects and predicates in sentences.

The assessment data showed that only one group was able to display a relatively more appropriate use of grammar in manuscript writing, while the other group still showed limitations in applying grammar rules consistently. The manuscripts produced by these groups still contain various forms of grammatical errors, both at the level of simple sentences and more complex sentences.

These findings indicate that grammatical difficulties emerge as one of the prominent characteristics in the video project scriptwriting process. The grammar errors that appear are repetitive and found in more than one group, indicating a pattern of difficulties experienced by students in writing English texts.

During the learning process and working on the project, grammatical difficulties are also evident from the students' interactions in the classroom, where some students show doubts when writing sentences and need clarification regarding the language structure used. This data shows that the use of grammar is still a challenge faced by students in compiling video project scripts.

b. Vocabulary Difficulties

Based on the results of the video project script writing assessment, most of the student groups showed quite good ability in

choosing the vocabulary used. The vocabulary chosen is generally in accordance with the context of the advertising script and can convey the message in question quite clearly.

However, in one of the groups, there were still difficulties in choosing vocabulary. These difficulties can be seen from the use of words that are not appropriate for the context, the choice of words that are too general, and the incompatibility between vocabulary and sentence structure, so that the meaning to be conveyed becomes less clear.

The assessment data also showed that there was a variation in ability between groups in mastering vocabulary. Some groups were able to use diction that was relevant and easy to understand, while others still showed limitations in adapting vocabulary to the purpose of communication in the video project script.

During the process of working on the project, this vocabulary difficulty is also seen in classroom learning activities. Some students seem hesitant in their choice of words and need clarification or help when adapting vocabulary to the advertising concepts they are developing.

These findings show that although vocabulary selection ability is relatively good in some groups, there is still variation in the level of vocabulary mastery in writing video project scripts.

c. Content Difficulties

Based on the results of the assessment of the development of the content of the writing in the video project script, most groups of students were able to compile content that was relevant to the title and theme of the chosen advertisement. The content of the article generally contains the main ideas, storylines, and information that supports the advertising message that is to be conveyed. The manuscripts produced by these groups show the integration between the title, theme, and content of the writing.

However, in one of the groups, difficulties were still found in developing the content of the writing in depth. These difficulties can be seen from the incomplete content of the script, the development of ideas that are still limited, and the details of information that have not fully described the concept of advertising in its entirety. The storyline that is composed also tends to be short and lacks adequate explanation.

The assessment data shows that there is a variation in students' ability to develop the content of writing. Some groups are able to formulate ideas in a concise and focused manner, while other groups still experience obstacles in expanding ideas or relating the content of the writing to the purpose of advertising communication.

These findings also appear during the learning process in the classroom. Some students seem to have difficulty when asked to explain

ideas in more detail, especially in developing a promotional flow, explaining product advantages, or connecting the dialogue with the advertising concept created. In these situations, the teacher gives directions to help students clarify and complete the content of their manuscript.

These findings show that although most groups have been able to develop the content of the writing in a relevant way, there is still variation in the level of students' ability to develop ideas and writing details in the video project script.

d. Spelling Difficulties

Based on the results of the analysis of the use of spelling in writing video project scripts, all groups showed consistent spelling and in accordance with the basic rules of English. In the analyzed manuscripts, word writing, capital letters, and spelling consistency appeared uniform across all groups. No dominant or repetitive spelling errors were found in the students' writing.

Observation findings during the writing process show that some students re-check the writing of certain words, especially on unfamiliar vocabulary. In some situations, students are seen using a digital dictionary or spell checking feature to ensure the accuracy of writing before the manuscript is completed.

Overall, the results of the document analysis show that the spelling aspect is not the main obstacle in writing a video project script. The entire group was able to produce writing with proper and consistent spelling as part of the final product of the project.

e. Punctuation Difficulties

Based on the analysis of the use of punctuation in the video project script, it was found that there were variations in the application of punctuation between groups. In the assessment results, two groups showed consistent use of punctuation, while the other two groups still showed inconsistencies in their application. This difference can be seen in the use of periods, commas, exclamation marks, and question marks in the sentences of the advertisement script written by students.

In some manuscripts, punctuation marks are used precisely to separate ideas, give affirmations, and mark the end of sentences. Meanwhile, in other group manuscripts, errors were found such as omission of punctuation that should have been used, improper placement of commas, and inconsistent use of periods. These errors appear in descriptive sentences and dialogues contained in the manuscript.

Observations during the writing process show that some students seem hesitant when determining the placement of certain punctuation marks. On several occasions, students asked the teacher about the use

of commas and periods in explanatory sentences and dialogues. The teacher then provides direct clarification during the writing process.

Overall, the results of the analysis show that the use of punctuation is still a varied aspect in the writing of video project scripts. This data shows that not all students apply punctuation consistently in composing written sentences.

f. Writing Mechanics Difficulties

Based on the analysis of the writing mechanics in the video project script, all groups showed a relatively consistent application of writing mechanics. The results of the assessment showed that the four groups obtained the same score on the aspect of writing mechanics. The mechanics analyzed include the use of capital letters, neatness of writing, sentence format, and consistency of text presentation in the manuscript.

In the manuscript documents analyzed, no striking differences were found between groups in the application of writing mechanics. Student-produced manuscripts are generally written in a uniform format, consistent use of capital letters, and neat and easy-to-read text layouts. The writing structure also seems to follow the same pattern between groups.

Observational findings during the writing process show that students rarely experience confusion regarding the mechanics of

writing. In classroom activities, students do not ask many questions related to the use of capital letters, writing format, or neatness of text. Teachers also relatively rarely provide corrections related to the mechanical aspects of writing during the manuscript preparation process.

Overall, the results of document analysis and observations show that the mechanics aspect of writing does not appear as a prominent difficulty in writing a video project script. This data illustrates that the application of writing mechanics by students takes place consistently during the manuscript preparation process.

B. Discussion

The researcher conducted qualitative research with a case study approach to explore the experiences of 16 students in completing English video projects, specifically related to improving creative thinking skills. This research focuses on how students develop ideas, collaborate, write scripts, and produce videos, as well as the writing difficulties that arise, ranging from grammar, vocabulary, content development, spelling, punctuation, to writing mechanics. Data was obtained through field observations, document analysis of students' writing scripts, and interviews with students to understand their experiences, perceptions, and challenges. The discussion focused on two main aspects, namely students' experience in completing video projects and the writing

difficulties they faced, thus providing a comprehensive overview of the dynamics of project-based learning and students' writing skills.

1. Students' Experience in Completing English Video Project Completion

a. Students' Experience and Perception of Video Projects

Researcher identified the experiences and perceptions of 16 students during the completion of an English video project through in-depth interviews and semi-structured observations in the classroom. The findings show that the majority of students experience a mixture of emotions, ranging from nervous, anxious, confused, to happy and proud, depending on the stage of the project. Nervousness and anxiety especially arise in the early stages when students have to appear in front of the camera and speak in English, as well as when drafting the right script. Student 1, student 3, student 9, and student 14 expressed fear of being wrong, worried that the video results would not be as expected, or embarrassed to appear in front of the camera. Meanwhile, some students such as students 1 and 6 said that they were more active in learning directly and liked it because it was more interesting than usual learning. This shows that students' emotional experiences are not only negative, but also trigger motivation and enthusiasm when they successfully overcome challenges.

Nervousness, confusion, and negative emotions such as frustration and fatigue experienced by students are common in project-

based learning. In the early stages, students' confusion in defining ideas, choosing products, or drafting a script suggests that they are trying to understand a project workflow that demands independence and creativity. This situation reflects that students need time to adjust to the learning process that not only accepts explanations from the teacher, but also requires them to discover and develop their own ideas.

Negative emotions such as fatigue and despair that arise when they have to repeat video capture, face network interference, or experience errors during editing indicate that there are quite high cognitive and technical demands in the execution of this task. Despite facing various obstacles, students still tried to complete the project to completion. This emphasizes that project-based learning not only improves academic skills, but also develops perseverance, responsibility, and problem-solving skills in students.

In terms of cognitive and social experiences, some students initially experienced confusion in determining video concepts, role divisions, and storylines. This is in line with the results of observations, where some groups seem to have difficulty compiling scripts, choosing products, and implementing their creative ideas. Differences of opinion between members also arise, for example in determining the concept of advertising or the content of the script. This discussion process that had been hampered can finally be overcome through collaboration,

communication, and division of tasks according to their respective abilities. Students such as siwa 10, student 11, student 12, student 13, and iswa 15 reported that they felt happy to be able to pour out creativity and learn new things through this process. This experience shows that project-based learning involves not only technical skills, but also social, communication, and problem-solving skills.

In addition, students also face technical challenges, such as network outages, editing application issues, and repetitive video shooting, which leads to frustration, fatigue, or despair. However, support from teachers and group friends helps students overcome these obstacles, so negative feelings turn into feelings of relief and pride after the video is over. The positive perception of the video project was shown by the statement of student 15, who mentioned that he was happy because all the activities in completing this video project were very interesting and I was proud when I saw the results of the group's work. This is consistent with class observation, where students seem enthusiastic when discussing, choosing products, compiling scripts, and taking videos.

These findings are in line with *the Experiential Learning Theory* put forward by Kolb (1984), which asserts that meaningful learning is formed through concrete experiences followed by reflection, conceptualization, and application. In the context of a video project,

students gain concrete experience through direct involvement in all stages of the project, then reflect on their processes and work to build new understandings. This process shows that the learning experience focuses not only on the final outcome, but also on the process that students experience during learning.

In line with Kolb, Sugarman (1987) states that learning is a process of change that occurs as a result of experience. Students' experience in completing video projects not only impacts their understanding of English material, but also shapes attitudes, confidence, and the way students view the learning process itself. The positive perceptions that emerge indicate a change in the way students respond to learning tasks that demand active and reflective engagement.

In addition, Ploetzner (2024) asserts that student involvement in video creation can enrich the learning experience because it integrates cognitive, visual, and social aspects simultaneously. Video projects allow students to learn through hands-on practice, collaborate with peers, and relate learning materials to real context. This strengthens the student's learning experience and increases their involvement in the learning process.

This view is also supported by Maula (2019) who states that video projects are a form of learning experience that is authentic, active, and constructive. Through video projects, students not only receive

information, but actively build knowledge through meaningful new experiences. Thus, video projects act as an experiential learning tool that encourages students to engage deeply in the learning process.

The findings of this study are in line with the research of Rohayati & Rachmawati (2021) which shows that students have a positive perception of video projects as a learning medium that is able to increase engagement and critical thinking awareness. In addition, Annan et al. (2019) also found that students' experience in making their own videos had a positive impact on the quality of the learning experience, independence, and active involvement of students. Thus, students' experiences and perceptions of video projects in this study reinforce previous findings that video projects are an effective learning strategy in creating meaningful learning experiences.

b. Enthusiasm and Student Engagement

Based on the results of interviews and observations during the project-based learning process of making advertising videos, the majority of students showed high enthusiasm and active involvement in each stage of the activity. Almost all students stated that they felt more excited and enjoyed learning with the video project method because it provided a new, more interesting, and less boring experience. Some students show high enthusiasm in participating in video projects. Student 3 said that his involvement from the idea setting stage to the

editing process made learning feel more interesting. Meanwhile, Student 8 confirmed that she felt more excited because the video project was done alone with the group using their own ideas and opinions. In addition, student 13 also explained that the video project provides a fun learning experience, as if it were like playing while learning. The students' statements showed that the use of video projects was able to create a fun learning atmosphere while increasing students' motivation and interest in learning English.

In addition to showing enthusiasm, students also have a high level of involvement in working on video projects. Student 6 said that he followed the entire process from planning to project completion with his group. The same thing was also expressed by student 10 who emphasized that he was actively involved in every stage, from script writing, shooting, to the editing process. Other students, such as student 5, added that their engagement increased because learning was not only centered on the teacher's explanations, but also provided hands-on practice opportunities such as how to shoot and edit. The same thing was stated by Student 7, who felt that learning became more interesting because it was not limited to writing activities in books, but involved direct practice with his friends. Meanwhile, Student 11 added that his involvement increased as he participated in the creative thinking process to define the video concept and was involved in all stages of the project.

Classroom observations also reinforce these findings, as can be seen from the students' participation in discussing ideas, dividing assignments, and practicing dialogue, although some groups still need additional direction from teachers. Overall, the majority of the groups were able to manage roles well so that each student had a clear contribution to the project.

These findings are in line with *the Student Involvement Theory* put forward by Astin (1984), which asserts that the quality of students' learning outcomes is greatly influenced by their level of physical and psychological involvement in learning activities. In the context of a video project, student involvement can be seen through active participation from the idea planning stage, script writing, image taking, to the editing and presentation process. The higher the students' involvement in these activities, the greater the enthusiasm and motivation for learning they show.

In addition, Franz & Paetsch (2023) state that the integration between academic and social aspects plays an important role in improving the sustainability of student engagement in learning. The video project not only demands students to understand the English material academically, but also encourages social interaction through group work, discussion, and role sharing. This is reflected in the

statement of students who feel more excited because they can work together with group friends and develop ideas collectively.

Student involvement in video projects can also be understood through the view of Rivera & Garden (2021), who defines student involvement as active participation in learning activities that are meaningful and relevant to educational objectives. Video projects provide a space for students to engage in authentic activities, such as conceptualizing, practicing dialogue, and managing the video production process, so that learning is not only centered on the teacher's explanation, but focuses on meaningful activities that students do.

Furthermore, these findings are also in line with the concept of *student-centered learning* put forward by Silver (2021) which emphasizes the active role of students as learning centers. In the video project, students are given the freedom to express ideas, make decisions, and take responsibility for the results of the group's work. This condition encourages an increased sense of ownership of learning tasks, which has an impact on increasing student enthusiasm and involvement during the learning process.

The results of this study are supported by previous research. Anggito et al. (2021) found that the implementation of *video-based Project-Based Learning* was able to significantly increase student engagement, which was demonstrated through increased active

participation and student learning outcomes. In addition, Annan et al. (2019) also stated that students who engage in video creation independently show higher levels of engagement, become more active, and are able to develop higher-level thinking skills. Thus, the findings of this study reinforce the evidence that video projects are an effective learning strategy in increasing students' enthusiasm and engagement in English language learning.

c. Improving Skills (writing, creativity, communication)

Based on the results of interviews and observations, the English-language advertising video project has made a positive contribution to improving students' skills, especially in writing, *creativity*, and oral communication. Most students stated that their writing skills improved after completing the project, especially in drafting video scripts that paid attention to vocabulary selection, sentence structure, and the suitability of the content with the video concept. Student 5 revealed that this project helped him write English scripts in a more structured way, while student 11 also felt an improvement in writing skills along with a sense of pleasure because the experience was new to him.

In addition, students' creativity also develops through the process of determining video concepts, crafting storylines, and executing ideas into final products. Some students reported that their ability to develop new ideas improved after participating in the project,

as said by 12 students who learned to make videos more engaging and creative than before. Critical thinking skills also emerge during the writing and scripting process, when students must consider the appropriateness of words, the logic of the storyline, and the relevance of the dialogue.

These findings are in line with the theory of Flower & Hayes (1981) which views writing as a cognitive process that involves the stages of planning, drafting, and revision. In a video project, students do not only write spontaneously, but through repetitive thought processes, such as designing story ideas, drafting dialogues, revising scripts based on the input of teachers and friends, and adapting them to the visual needs of the video. This process encourages students to think critically and structured in producing meaningful writing.

Apart from being a cognitive process, writing in a video project is also social. This is in line with the view of Fadhlly et al. (2023) who stated that writing is a social activity that involves interaction, discussion, and negotiation of meaning. In this project, students write scripts collaboratively in groups, give each other feedback, and discuss the appropriate use of language. This process not only improves the quality of writing, but also trains students' communication and cooperation skills.

The improvement of oral communication skills can be seen from the ability of students to convey dialogue clearly in front of the camera. Student 3 and 8 said that this project increased their confidence in speaking English, including in pronunciation and intonation. These findings are in line with the *multimedia learning* theory put forward by Austin (2009) which states that learning becomes more effective when students combine text, visuals, and audio. In a video project, students not only write dialogue texts, but also practice them orally and visually, so that communication skills develop in an integrated way.

In addition to writing and communication skills, students' creativity has also increased. Students are involved in the process of conceptualizing a video, crafting a storyline, and executing ideas into a compelling final product. Student 12, said that this project helped him develop creative ideas and produce videos that were more interesting than his previous experience. This process is in line with the view of Leest & Wolbers (2021) who stated that creative thinking and critical thinking are interrelated. Creative thinking allows students to generate new ideas, while critical thinking is needed to evaluate and refine those ideas to fit the learning objectives.

Students' critical thinking skills are also seen during the process of writing and drafting scripts, when they have to consider the suitability of vocabulary, storyline logic, and the relevance of the dialogue to the

message to be conveyed. This is in line with the critical thinking indicators put forward by Ennis (1985) such as the ability to analyze, evaluate, and draw conclusions. Thus, video projects not only improve language skills, but also train students to think reflectively and rationally.

The findings of this study are supported by previous research. (Rohayati & Rachmawati (2021) found that creating video projects can improve students' writing skills and critical thinking skills in English language learning. In addition, Annan et al. (2019) show that student involvement in making homemade videos is able to improve communication skills, confidence, and *higher order thinking skills*. Therefore, the results of this study reinforce previous findings that video projects are an effective learning strategy in improving students' writing, creativity, and communication skills in an integrated manner.

d. Empathy, Cooperation, and Collaboration in a Group

Based on the results of interviews and observations, students' experience in making advertising videos shows that empathy, cooperation, and collaboration are prominent aspects of project-based learning. The majority of students feel more comfortable working in groups because of the division of tasks, the exchange of ideas, and support between members in dealing with difficulties during the project process. Most students also stated that they preferred to work with

friends rather than completing projects individually. Student 1 said that he felt helped because he could exchange ideas and divide tasks equally, while student 2 emphasized that working on projects became easier because of cooperation and mutual help in groups. Student 16 also added that working on projects with friends feels more fun and lightweight.

These findings show the existence of social integration in the learning process, as stated by Franz & Paetsch (2023) who state that effective learning involves not only the academic aspect, but also the social aspect through interaction, emotional support, and cooperation between individuals. In the video project, social interaction between group members allows students to understand each other's roles, respect opinions, and develop empathy for each other's abilities and limitations.

Cooperation in groups also has a positive impact on student confidence. Student 15 revealed that working with friends made him more confident that the project could be completed well. The division of roles in groups is done naturally according to the student's ability, such as writing a script, being an actor, or editing a video. This is in line with the *Student Involvement Theory* by Astin (1984) which emphasizes that students' social involvement in learning activities contributes to the development of positive attitudes, motivation, and

confidence. The more actively involved students are socially, the greater the learning benefits obtained.

In addition, the process of discussion and decision-making in groups demonstrates the typical collaborative practices in project-based learning. Student 9 explained that each member of the group was given the opportunity to pitch an idea before discussing it together, while differences of opinion were resolved through voting or compromise. These findings are in line with Putra et al., (2025) who stated that *Project-Based Learning* encourages collaboration through joint inquiry, open communication, and collective responsibility for project outcomes. This kind of collaboration helps students learn to appreciate differences of opinion and develop the ability to work in a team.

Furthermore, the cooperation built in video projects also reflects the cooperative character as stated by Maula (2019), who states that video projects are cooperative because they require students to work together to produce products together. In this context, each member of the group has a complementary contribution, so the success of the project depends on the cooperation of all members.

The findings of this study are reinforced by previous research. Anggito et al. (2021) found that project-based learning using video encourages active group work and increases student involvement in the learning process. Meanwhile, Annan et al. (2019) showed that student

involvement in making homemade videos increases collaboration, independence, and learning satisfaction. Thus, the results of this study confirm that video projects not only play a role in the development of academic skills, but also be an effective means to foster students' empathy, cooperation, and collaborative abilities in English language learning.

e. Students' Challenges during the Video Project Completion Process

Based on the results of interviews and observations, the students faced various challenges during the process of completing the English advertising video project., both from linguistic, technical, and project planning aspects. The most common challenges experienced by students are related to the pronunciation and writing of English scripts. Many students admitted that they were not used to pronouncing English vocabulary so that there were often mispronunciation and repetition of dialogues. Student 1 stated that it was difficult to memorize the dialogue because the pronunciation was not fluent, while students 3 and 4 admitted that they lacked confidence when speaking in front of the camera. To overcome this, student 5 mentioned that he practiced repeatedly with the help of Google Translate to ensure a more precise pronunciation.

Another difficulty that is quite prominent is the writing of English scripts, especially in the use of grammar and vocabulary

selection. Student 9 said that he often felt confused about choosing the right word and worried about making grammatical mistakes. Student 12 overcame this challenge by writing a script first in Indonesian before translating it into English and discussing it with friends. Meanwhile, student 11 assessed that the script writing stage was the most challenging part because they had to adjust the content of the writing to the agreed video concept.

These challenges are part of the experiential learning process as described by (Kolb, 1984). In *Experiential Learning* theory, the difficulties and obstacles experienced by students are included in the stage of concrete experience that encourages reflection. Through reflection on pronunciation errors, vocabulary limitations, and technical difficulties, students build new understandings and try different strategies to improve their work. Thus, challenges are not seen as mere obstacles, but rather as an important part of the learning process.

In addition to the linguistic aspect, technical obstacles are also a challenge for some students, especially for those who do not have experience in video making. Student 2 mentioned that the editing process felt difficult because he had to produce an interesting video, while student 7 revealed that difficulties arose from the shooting stage to editing because he often forgot the script or the recording results were not satisfactory. Some students, such as student 13, also experienced

technical glitches such as unstable networks that had to repeat the recording process. The initial conceptual stage and the nervousness of appearing in front of the camera, as expressed by students 8 and 10, are also challenges that require support from their peers.

This finding is in line with the view of Grant (2002) who states that project-based learning naturally presents challenges that require students to think critically, solve problems, and work together in the face of real situations. The challenge in PjBL is actually a means for students to learn to manage time, divide tasks, and develop problem-solving strategies independently and collaboratively.

Furthermore, the challenges experienced by students can also be understood through the learning factors stated by Samsudin (2020) which include internal and external factors. Internal factors include students' language skills, confidence, and motivation, while external factors include the learning environment, peer and teacher support, and the availability of technology facilities. In this study, the combination of limited language skills and technical experience was the main factor that affected students' difficulties during the project.

The results of this study are in line with previous research. Rohayati & Rachmawati (2021) found that although video projects are able to improve critical thinking and digital literacy, students still face technical and procedural obstacles in video creation. In addition,

Anggito et al. (2021) also reported that the implementation of *video-based Project-Based Learning* presents challenges in implementation, especially in the early stages of learning and task management. Thus, the findings of this study confirm that challenges are an integral part of project-based learning, as well as an important means for students to have a meaningful and holistic learning experience.

2. Students' Writing Difficulties in Completing the English Video Project

a. Grammatical Difficulties

The results of the study show that difficulties in the use of grammar are one of the main challenges faced by students in writing video project scripts. The grammatical errors that appear are not incidental, but are repeated and found in most groups. These difficulties include the preparation of sentence structure, the use of tenses, the selection of verbs, and the placement of inappropriate subjects and predicates. These findings indicate that students' mastery of grammar is still unstable when applied in the context of writing English scripts.

In the context of project-based learning, video script writing requires students to not only understand the ideas to be conveyed, but also to be able to pour them into written language that is in accordance with the rules of English. Even though students already have an idea of the content or message of the advertisement they want to convey, the limitation of grammar mastery causes the idea to not be fully expressed

accurately in written form. This can be seen from the fact that grammar errors are still found in both simple sentences and more complex sentences.

The grammatical difficulties experienced by students are also reflected in the learning process in the classroom. During the project, students show doubts when composing sentences and often require clarification from the teacher regarding the language structure used. This condition shows that students still rely on external help to ensure grammar accuracy, especially when writing texts that will be used as the final product of learning. Thus, grammatical difficulties are not only seen in the results of writing, but also in the students' thinking process when writing.

This finding can be explained through the writing model as a cognitive process Flower & Hayes (1981). In the model, writing is understood as a complex activity that involves planning, drafting, and revising simultaneously. For students who learn foreign languages, the limitations of grammar mastery increase the cognitive load when writing, as students have to think about ideas, sentence structure, and grammatical accuracy at the same time. This condition makes students more susceptible to making grammar mistakes, especially when writing in the context of project assignments that demand the final product in the form of a video script.

The findings of this study are also supported by the research of Gardner & Kuzich (2024), which found that students often have trouble composing coherent and grammatical academic sentence structures, despite having understood the ideas they want to convey. These difficulties show that mastery of grammar is an important aspect that needs to be strengthened so that students are able to express ideas clearly and effectively in written form.

Thus, the grammatical difficulties that arise in the writing of a video project script not only show the limitations of students' linguistic abilities, but also reflect the complexity of the writing process in project-based learning. Therefore, more intensive assistance is needed, especially in strengthening basic grammar and revision exercises, so that students can write video project scripts more accurately, communicatively, and according to the rules of the English language.

b. Vocabulary Difficulties

The results showed that most of the student groups had shown quite good ability in choosing vocabulary for writing video project scripts. The vocabulary used is generally relevant to the context of the advertisement script and is able to convey the message in question quite clearly. This indicates that some students have understood the right word selection to support the communication of messages in the visual media of their project.

However, the assessment data also shows that one of the groups still has difficulties in choosing vocabulary. These difficulties arise in the form of the use of words that are not appropriate for the context, the choice of words that are too general, and the incompatibility between vocabulary and sentence structure, so that the meaning to be conveyed becomes less clear. These findings show that there is variation in ability between groups in vocabulary mastery; Some groups are able to use diction that is relevant and easy to understand, while other groups still show limitations in adapting words to the communication goals of the video project script.

Vocabulary difficulties are also seen during the learning process in the classroom. Some students seem hesitant to choose words and need help or clarification from the teacher when adapting vocabulary to the advertising concept being developed. This activity shows that the ability to choose the right words still requires mentoring, especially when students have to express ideas persuasively and in context.

The findings can be explained through the writing model as a cognitive process put forward by Flower & Hayes (1981). In this model, the process of word selection is an important part of the writing process that requires students to access and select the most appropriate words from their lexical memory. For foreign language learners, the limitation of vocabulary makes the process of selecting words more difficult, so

that students take longer and tend to feel hesitant in choosing the right words when writing.

In addition, Choi (2021) emphasized that vocabulary mastery is one of the main challenges in English writing, especially for EFL learners. Choi also emphasized the importance of vocabulary development strategies, such as the use of teacher feedback, discussions with peers, and the use of technology, to help students expand their vocabulary and improve the quality of their writing. In the context of a video project, the strategy is seen when the teacher provides a more appropriate word alternative and students discuss to improve the vocabulary choices in the script.

Choi's (2021) research also shows that vocabulary limitations are often a major obstacle in writing because they affect students' ability to express ideas clearly and precisely. These findings are in line with the results of this study, where students who have limited vocabulary tend to have difficulty adjusting their choice of words to the context of advertising and communication goals.

Thus, vocabulary difficulties in writing video project scripts are not only related to the amount of vocabulary students have, but also to the ability to choose and use vocabulary contextually. Therefore, assistance in the form of vocabulary enrichment exercises, the use of writing learning strategies, and the provision of targeted feedback are

needed so that students are able to produce video project scripts that are more communicative, persuasive, and effective.

c. Content Difficulties

The results showed that most groups of students were able to compile the content of the article that was relevant to the title and theme of the chosen advertisement. The content of the script generally contains the main ideas, storylines, and information that supports the advertising message you want to convey. The manuscripts produced by these groups show the integration between the title, theme, and content of the writing, so that the message conveyed is relatively clear and coherent.

However, in one of the groups, difficulties were still found in developing the content of the writing in depth. These difficulties can be seen from the incomplete content of the script, limited idea development, and detailed information that does not fully describe the concept of advertising in its entirety. The storyline that is composed also tends to be short and lacks adequate explanation. Assessment data showed that there was a variation in ability between groups; Some groups are able to formulate ideas in a concise and focused manner, while other groups still experience obstacles in expanding ideas or relating the content of the writing to the purpose of advertising communication.

This difficulty is also evident during the learning process in the classroom. Some students seem to have difficulty when asked to explain ideas in more detail, especially in developing a promotional flow, explaining product advantages, or connecting the dialogue with the advertising concept created. In these situations, the teacher gives directions to help students clarify and complete the content of their manuscript. These findings suggest that although most groups have been able to develop the content of the writing in a relevant manner, there is still variation in the level of students' ability to expand on the ideas and details of the writing in the video project script.

The findings can be explained through the critical thinking theory put forward by Ennis (1985), which emphasizes the importance of the ability to infer and elaborate ideas in the writing process. In this context, students are required to not only convey basic ideas, but also develop ideas through reasoning, explanation, and providing relevant examples. Students who are not able to infer and elaborate tend to produce superficial and less informative writing.

In addition, Zakaria et al. (2021) emphasized that the ability to analyze and evaluate ideas plays an important role in the development of written content. The analysis process helps students determine relevant information, while evaluation allows them to assess the feasibility and clarity of the ideas presented. When this ability has not

been developed optimally, students will have difficulty compiling systematic and in-depth writing content.

Leest & Wolbers (2021) also stated that creativity in writing is closely related to the ability to evaluate and develop ideas. In video project-based learning, students are required to combine creativity with critical thinking skills so that the content of the script is not only interesting, but also logical and in accordance with the purpose of communication. This can be seen in the group with high scores that are able to develop ideas in a creative and structured way.

The findings of this study are in line with the research of Rohayati & Rachmawati (2021) which shows that although video project-based learning can help students develop ideas more critically, some students still have difficulty in expanding ideas and structuring the content of the writing systematically. Thus, the difficulty of developing the content of the writing is an important aspect that needs to be considered in the learning of the video project, so continuous assistance is needed to train the ability to inference, analyze, evaluate, and elaborate ideas so that the resulting manuscript is more informative, structured, and effective.

d. Spelling Difficulties

Based on the results of the analysis of the use of spelling in writing the video project script, all groups of students showed consistent

spelling and in accordance with the basic rules of English. In the analyzed manuscripts, word writing, capital letters, and spelling consistency appeared uniform across all groups. No dominant or repetitive spelling errors were found in the students' writing.

Findings from observations during the writing process show that some students re-check the writing of certain words, especially on unfamiliar vocabulary. In some situations, students are seen using digital dictionaries or spell checking features to ensure the accuracy of writing before the manuscript is completed.

Overall, the results of the document analysis show that the spelling aspect is not the main obstacle in writing a video project script. The entire group was able to produce writing with proper and consistent spelling as part of the final product of the project.

This finding can be explained through the writing process model proposed by Flower & Hayes (1981) which states that writing is a cognitive process that involves the stages of planning, translating ideas into writing, and revision. The spelling aspect is included in the revision stage, where the author evaluates and corrects mechanical errors to make the writing more accurate and easy to understand. In the context of a video project, students demonstrate the ability to revise their writing well, particularly in the spelling aspect, before the script is used in video production.

The relatively good spelling ability compared to other aspects of writing shows that students are more familiar with the simple English writing form that they often encounter in learning and daily digital media. Nevertheless, these abilities still need to be maintained and developed, especially as students begin to use more complex vocabulary and longer sentence structures.

Research by Rohayati & Rachmawati (2021) supports these findings by showing that video project-based learning can improve students' understanding of English writing as a whole, including spelling accuracy. Thus, although the spelling aspect is not the main obstacle in this project, teacher assistance is still needed so that students not only rely on digital tools, but also have a strong conceptual understanding so that they are able to write independently and accurately on the next project.

e. Punctuation Difficulties

Based on the results of the analysis of the use of spelling in writing the video project script, all groups of students showed consistent spelling and in accordance with the basic rules of English. In the analyzed manuscripts, word writing, capital letters, and spelling consistency appeared uniform across all groups. No dominant or repetitive spelling errors were found in the students' writing.

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Overall, the results of the document analysis show that the spelling aspect is not the main obstacle in writing a video project script. The entire group was able to produce writing with proper and consistent spelling as part of the final product of the project.

This finding can be explained through the view of Gardner & Kuzich (2024) who emphasize that the mechanics of writing, including the use of punctuation, have an important role in maintaining the coherence and clarity of meaning in a text. The inaccuracy of the use of punctuation marks is not only technical, but also has a direct impact on the reader's understanding of the content of the writing. In the context of a video project, punctuation errors in the script can affect the smooth flow of dialogue and the delivery of verbal messages. Research by Gardner & Kuzich (2024) also shows that second-language writing students often have difficulties in aspects of writing mechanics, particularly punctuation, even though they have been able to structure sentences lexically and grammatically. This is in line with the findings

of this study, where some students still need additional assistance in understanding the function of punctuation in a contextual manner.

Thus, although some groups have shown good ability in the use of punctuation, reinforcement of material on writing mechanics is still needed. Writing exercises that focus on sentence coherence and punctuation function, along with ongoing teacher feedback, are expected to help students produce clearer, more concise, and effective video project scripts in subsequent learning.

f. Writing Mechanics Difficulties

Based on the results of the analysis of writing mechanics in the video project script, all groups showed a relatively consistent application of writing mechanics. The mechanical aspects analyzed include the use of capital letters, neatness of writing, sentence format, and consistency of text presentation in the manuscript. The results of the assessment showed that all groups obtained the same score in this aspect, which indicates that the application of writing mechanics by students took place consistently throughout the manuscript preparation process.

Findings from observations during the writing process show that students rarely experience confusion related to the mechanics of writing. They didn't ask many questions about the use of capital letters, writing format, or the neatness of the text. Teachers also relatively rarely

provide corrections to the mechanical aspects of writing during the preparation of the manuscript. The resulting manuscripts are generally written in a uniform format, consistent use of capital letters, and a neat and easy-to-read text layout, with no noticeable differences between groups.

This finding is in line with the theory of the writing process by Flower & Hayes (1981) which states that the revision and editing stages are an important part of the writing process. At this stage, the writer improves aspects of the mechanics of writing, including spelling, punctuation, and writing format, to make the text clearer and easier to understand. The students' ability to apply good writing mechanics shows that they have passed the revision and editing stages effectively in the preparation of the video project script. In addition, Choi (2021) emphasized that proper feedback and writing strategies can help students improve the quality of writing mechanics. In the context of this study, teacher guidance and discussions between students during the manuscript writing process play an important role in helping students maintain consistency and accuracy in writing mechanics. This can be seen from the lack of teacher correction related to the mechanical aspect and the increase in student confidence in compiling the manuscript.

Previous research has also supported these findings. Choi (2021) found that through targeted writing exercises and giving feedback,

students were able to significantly improve aspects of writing mechanics. Meanwhile, Gardner & Kuzich (2024) stated that mastery of writing mechanics is an important supporting factor in improving the readability and quality of academic texts, especially for foreign language learners.

Thus, although the mechanics aspect of writing is not a major obstacle for students in this video project, further practice and feedback are still necessary to maintain consistency and improve the quality of writing on subsequent assignments. Mastering good writing mechanics is an important foundation for students in producing more effective, communicative, and high-quality manuscripts.

Overall, the results of the discussion showed that the most dominant writing difficulties experienced by students in the English video project lay in the grammar aspect. Most students still experience obstacles in composing the right sentence structure, the use of tenses, and the suitability of the subject and predicate, which has a direct impact on the clarity and accuracy of the message in the video script. In addition, the limitations of vocabulary and the ability to develop the content of the writing are also quite prominent challenges, especially in choosing words that are appropriate to the context and elaborating ideas in a coherent and logical manner. On the other hand, the spelling and mechanics aspects of writing are not the main difficulties, as most

students have been able to apply the basic rules of writing well. These findings confirm that although video project-based learning provides a meaningful learning experience, strengthening writing learning, especially in grammar mastery, vocabulary development, and elaboration of ideas, is still very necessary so that students' writing skills can develop optimally.