

## Voices from Students: How do EFL Students Perceive the Implementation of Group Work in the Students-Created Video Speaking Project

<sup>1\*</sup>Erny Selfina Nggala Hambandima, <sup>2</sup>Eka Merdekawati Imelda Seseli,  
<sup>3</sup>Alfred Snae

Universitas Kristen Artha Wacana  
Nusa Tenggara Timur, Indonesia

<sup>1</sup>[ernyhambandima@gmail.com](mailto:ernyhambandima@gmail.com), <sup>2</sup>[ekaseseli@gmail.com](mailto:ekaseseli@gmail.com),  
<sup>3</sup>[Aveibrahim@gmail.com](mailto:Aveibrahim@gmail.com)

**Abstract.** This research investigates students' perceptions of using group work and student-created videos in a Speaking for Professional Communication course. Working in groups of 4–5 members, students collaborated to produce video projects and role-play authentic situations. Data were collected through video documentation and questionnaires and analysed using descriptive and qualitative content analyses. The findings indicate that group work offers several significant educational benefits. It promotes students' creativity through collaborative idea generation and problem-solving, enhances communication skills by encouraging discussion and constructive interaction, and strengthens teamwork through shared responsibility and cooperation. In addition, collaborative learning improves students' understanding of the course content by allowing them to learn from peers and exchange different perspectives. Most importantly, group work creates meaningful learning experiences by fostering active engagement, increasing confidence, and developing essential interpersonal and collaborative competencies that extend beyond the classroom. It is also viewed as effective because it supports easier problem-solving, produces higher-quality outcomes, encourages open communication, boosts motivation, and promotes ongoing feedback. The findings revealed that students viewed the teacher's implementation of group work positively. They reported that the instructional approach facilitated effective communication by encouraging the exchange of ideas, strengthened collaboration through shared responsibilities and peer interaction, and enabled the teacher to identify students' academic challenges, monitor group dynamics, and provide appropriate instructional support. Additionally, students prefer group work because it

---

\* Corresponding author: Erny Selfina Nggala Hambandima:  
[ernyhambandima@gmail.com](mailto:ernyhambandima@gmail.com)

helps build leadership, presentation, confidence, and motivation, making learning more active, engaging, and effective.

**Keywords:** Investigation, students' perception, implementation, group work, students-created video

## Introduction

Technology plays a crucial role in education, from elementary schools to higher education institutions. Over the past decade, students have increasingly been expected to develop competencies in computer use, internet navigation, and digital communication. Contemporary studies emphasize that digital literacy is no longer an optional skill but a fundamental requirement for academic success and lifelong learning. Researchers have demonstrated that technology integration enhances learner engagement, facilitates collaborative and personalized learning experiences, and improves students' critical thinking, creativity, and problem-solving abilities. Moreover, recent developments in artificial intelligence, learning management systems, and digital educational platforms have accelerated the transformation of educational practices, encouraging teachers to implement innovative pedagogical strategies that better prepare students for the demands of the digital era. Consequently, the advancement of science and technology has profoundly reshaped educational systems by influencing curriculum design, instructional methods, and student learning experiences. Many students possess cell phones, cameras, and other handheld devices equipped with video recording capabilities. Burn et al. (2001) assert that videos effectively support students with diverse learning styles and abilities.

Video has become an essential component of contemporary education. Mayer (2021) argues that multimedia learning enhances students' understanding by integrating verbal and visual information, enabling learners to process information more efficiently and construct meaningful knowledge. As students increasingly engage with video-based content in digital learning environments, video has emerged as an effective instructional medium for improving engagement, comprehension, and long-term retention of learning materials. The use of video plays a crucial role in both teaching and learning. Modern classrooms are equipped with advanced technological tools, including computers, LCD projectors, and overhead screens, complemented by software such as Windows Movie Maker and iMovie, which are integrated into personal computers and laptops. Consequently, the lack of access to technology is no longer a valid justification for educators to refrain from incorporating it into their instructional methods. Instead, educators should leverage the available technology and encourage students to engage in the creation of their own films, with the students themselves serving as the principal actors in these productions (Brown, 2001, as cited in Ting, 2012).

In the Speaking for Professional Communication course, students are tasked with creating a dialogue to be presented as part of their final project. They collaborate in groups to discuss, negotiate, and select an agreed-upon topic before recording their performance using mobile phones, as recommended by the instructor. The use of mobile devices enables students to rehearse, evaluate, and refine their speaking performance through repeated practice. Group work has long been recognized as an effective instructional strategy in English language

classrooms, and numerous studies have investigated its pedagogical benefits. Empirical studies have consistently reported that group work enhances learners' speaking proficiency, communication skills, collaboration, confidence, and active participation by providing opportunities for meaningful interaction and peer support. Previous research has also demonstrated that collaborative video projects promote students' creativity, critical thinking, problem-solving, and digital literacy while encouraging greater learner autonomy and engagement in authentic communicative tasks. Despite these well-documented benefits, relatively few empirical studies have explored students' perceptions of implementing group work in student-created video projects within Speaking for Professional Communication courses, particularly in Indonesian higher education contexts. Therefore, this study seeks to address this gap by examining students' perceptions of group work in producing collaborative speaking videos.

The researcher has recommended small groups in second language classes (Rohmah et al ; 2023). Engaging with authentic, real-life themes, students are allowed to practice language in a realistic context, both among themselves and with other language users outside the classroom (Ting, 2012, p. 443). Students implemented Ting's suggestion by producing their videos in external settings, which allowed them to portray genuine narratives that reflect the environment, situation, and community. Group work offers significant benefits. A study by Daba, Ejersa, and Aliyi (2017) in Rohmah (2023) found that students prefer group assignments and view group work positively in the classroom. This experiential approach facilitated their practice of real-life language use effectively. The students successfully demonstrated their dialogues, integrating their individual interpretations and perceptions of the story. Groupwork assessment can facilitate positive relational dynamics to encourage students to learn from each other and enable learning potentials that might not be realized vis-à-vis individual learning (Davies, 2009 in Rasooli, A, 2024).

This study seeks to explore students' perceptions regarding the production of a video project for their final speaking class assignment, emphasizing the diverse ways in which they conceptualize and create their narratives. The concept of student perception refers to how students view and interpret their educational experiences. Although previous studies have demonstrated that group work and video-based projects improve students' speaking performance, collaboration, creativity, and communication skills, most have primarily focused on learning outcomes, instructional effectiveness, or the integration of technology in language learning. Comparatively little attention has been given to how students perceive the process of collaboratively producing video projects, particularly how they negotiate ideas, construct narratives, and experience group dynamics throughout the project. Furthermore, empirical evidence from the context of Speaking for Professional Communication courses in Indonesian higher education remains limited.

Addressing these gaps, this study seeks to explore students' perceptions regarding the production of a video project as their final speaking class assignment, emphasizing the diverse ways in which they conceptualize, negotiate, and create their narratives through collaborative learning. The concept of students' perception refers to how learners interpret, evaluate, and make meaning of their educational

experiences, including the benefits, challenges, and learning opportunities they encounter during the collaborative video production process.

This includes their thoughts, feelings, and beliefs about various aspects of their learning environment, such as teaching methods, classroom dynamics, peer interactions, and the overall atmosphere of the school. Understanding student perception is essential for educators and administrators as it can influence academic performance, engagement, and motivation.

The selection of Universitas Kristen Artha Wacana (UKAW) as the research site, particularly among students enrolled in the Speaking for Professional Communication course in the English Education Study Program, is intended to promote teamwork and collaborative learning through the production of student-created video projects. Through this initiative, students engage with authentic communicative experiences that foster creativity, critical thinking, and an understanding of real-world communication contexts. The urgency of this study arises from the increasing demand for English language education to equip students with not only linguistic competence but also twenty-first-century skills, including collaboration, communication, creativity, digital literacy, and problem-solving. As technology-mediated and project-based learning become increasingly prevalent in higher education, it is essential to understand how students perceive collaborative video projects and how these experiences contribute to their professional communication development. Furthermore, investigating students' perceptions can provide valuable pedagogical insights for educators in designing more effective, student-centered, and technology-integrated speaking instruction. The findings are also expected to contribute to the growing body of research on collaborative learning and digital pedagogy, particularly within the context of English language education in Indonesian higher education institutions.

The videos produced by students are expected to reinforce essential speaking concepts, enhance self-confidence in public speaking, and foster effective collaboration throughout the process of planning, negotiating, and developing conversation texts. Through collaborative video production, students are provided with authentic opportunities to practice English communication while simultaneously developing teamwork, creativity, problem-solving abilities, and digital literacy. Furthermore, this study is expected to contribute to the refinement of teaching methodologies in English language education by providing empirical evidence on the implementation of collaborative learning in technology-enhanced speaking classrooms. The findings may also assist teacher educators and English instructors in designing more engaging, student-centered, and authentic learning experiences that improve both communicative competence and collaborative skills among future teachers.

## **Method**

This study employed a qualitative methodology with a descriptive research design. The design consisted of a series of procedures aimed at collecting data in their natural setting. A qualitative approach was chosen because it enabled the researchers to explore and interpret the depth of meaning embedded in the participants' experiences and perceptions. The study investigated the perceptions of second-semester students enrolled in the Speaking for Professional

Communication course, specifically focusing on their views regarding the implementation of group work in producing their final video projects.

The research subjects were selected using a purposive sampling method. The data collection process for this study was a questionnaire survey regarding group work activities. This questionnaire employs comprehensive questions designed to identify issues openly and clearly that may yield more detailed insights.

The analysis of questionnaire data was conducted descriptively to elucidate the teaching processes implemented by students within the context of collaborative learning. This analytical method, frequently referred to as thematic analysis, serves as a foundational technique for qualitative content analysis, enabling researchers to describe and identify the processes of collaborative learning by examining the group implementation in the students' created video.

## Findings

This chapter delineates and analyses the research findings derived from data collected from participants. The discussion centers on the students' perceptions regarding the utilization of group work within the learning process, specifically addressing their views on its advantages, challenges, and overall influence on their educational experiences. By comparing the findings with existing literature, this chapter seeks to clarify the significance of the students' responses and to offer recommendations for optimizing the implementation of group work in educational settings. Here are the following figures:

### 1. Students' Perception of the Advantages of Using Group Work

The figure below illustrates students' perceptions of the benefits of group work. Each bar represents a specific advantage, along with the number of students who selected it and the corresponding percentage.

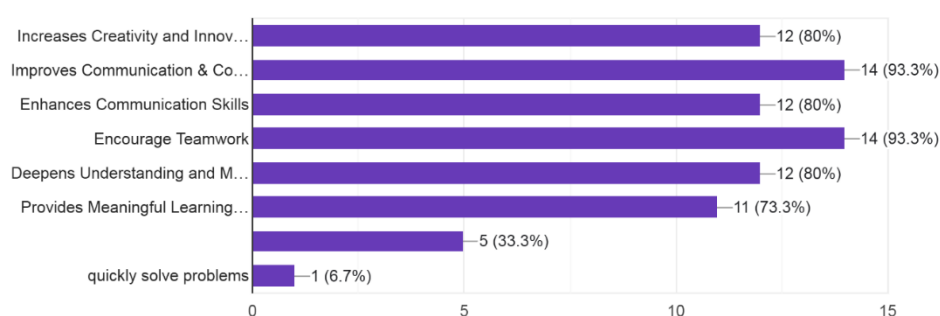


Figure 1. The Advantages of Using Group Work

Figure 1 illustrates students' perceptions of the advantages of group work in producing their final video projects. Overall, the findings indicate that students viewed group work positively. The most frequently reported advantages were improving communication and collaboration (\*\*14 students, 93.3%) and encouraging teamwork (14 students, 93.3%). Increases in creativity and

innovation, enhancement of communication skills, and deeper understanding of the learning materials were each reported by 12 students (80%). Additionally, 11 students (73.3%) stated that group work provided meaningful learning experiences, while 5 students (33.3%) reported other benefits. Only 1 student (6.7%) mentioned that group work helped them quickly solve problems. These findings suggest that group work effectively promotes students' speaking competence, collaboration, and active engagement in the learning process.

## 2. Students' Perception of the Effectiveness of Group Work

The figure illustrates students' perceptions regarding the effectiveness of group work, specifically focusing on how group work benefits the learning process. Each bar shows the number of students who agreed with the statement, along with the percentage.

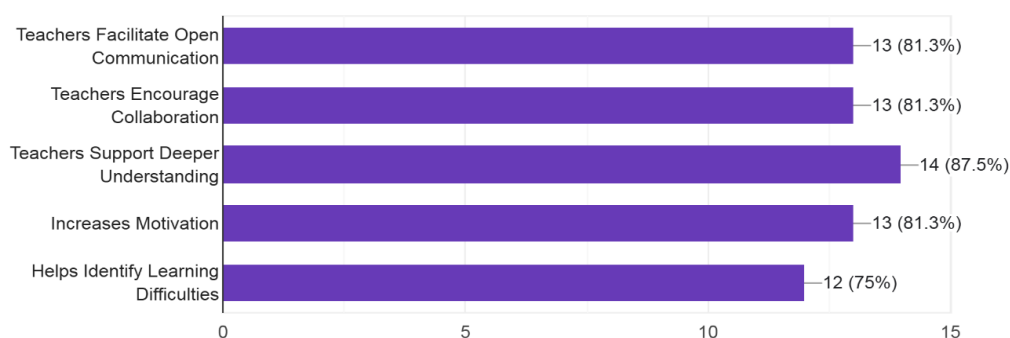


Figure 2. The Effectiveness of Group Work

Figure 2 illustrates students' perceptions regarding the effectiveness of group work, specifically focusing on how group work benefits the learning process. Each bar represents the number of students who agreed with each statement and the corresponding percentage. Overall, the findings indicate that students perceived group work as an effective learning strategy. The results suggest that collaborative learning enhanced students' engagement, facilitated the exchange of ideas, promoted active participation, and improved their understanding of the learning materials. In addition, students recognized that working in groups strengthened communication and teamwork while encouraging them to solve problems collaboratively. These findings demonstrate that group work contributed positively to students' learning experiences and supported the achievement of the course learning objectives.

## 3. Students' Perception of Teachers' Implementation of Group Work.

The figure illustrates students' perceptions of **teachers' roles in supporting group work**. It displays five key roles and how many students agreed with each statement, along with the corresponding percentage.



**Figure 3. Teachers' Implementation of Group Work**

Figure 3 illustrates students' perceptions of teachers' roles in supporting group work. It presents five key instructional roles, together with the number of students who agreed with each statement and the corresponding percentages. Overall, the findings indicate that students perceived the teacher as playing a crucial role in facilitating successful group work. Students recognized that the teacher provided clear guidance, encouraged active participation, monitored group progress, and offered appropriate support throughout the collaborative learning process. In addition, the teacher's implementation of group work helped create a positive learning environment by promoting communication, cooperation, and equal participation among group members. These findings suggest that effective teacher facilitation is essential for maximizing the benefits of collaborative learning and ensuring the successful completion of group projects.

#### **4. Students' Perceptions of the Preferences for Using Group Work**

The figure illustrates students' perceptions of the benefits of group work. Each bar represents a specific advantage, along with the number of students who selected it and the corresponding percentage.



**Figure 4. Preferences for Using Group Work**

Figure 4 illustrates students' preferences for using group work in the Speaking for Professional Communication course. Each bar represents a specific preference, together with the number of students who selected it and the corresponding percentage. Overall, the findings indicate that students showed positive preferences toward group work as a learning strategy. Most students preferred working collaboratively because it provided opportunities to exchange ideas, share responsibilities, and support one another in completing the video project. In addition, group work encouraged active participation, strengthened communication and teamwork, and created a more engaging and enjoyable learning environment. These findings suggest that students value collaborative learning as an effective approach for developing both speaking competence and interpersonal skills.

## Discussion

This section analysed the study's findings in relation to the research questions and the pertinent literature. The results are interpreted to demonstrate how students' responses indicate the efficacy of group work implementation within the classroom. By examining the stages of preparation, facilitation, and follow-up, this discussion elucidates how educators' practices affect student engagement, collaborative learning, and communicative development. Furthermore, the findings are compared with those of prior studies to identify similarities, differences, and potential explanations for the outcomes observed. Ultimately, this discussion aims to provide a comprehensive understanding of the application of group work in language learning and its impact on students' educational experiences.

### 1. Students' Perception of the Advantages of Using Group Work

The chart illustrates students' perceptions of the benefits of group work. Each bar represents a specific advantage, along with the number of students who selected it and the corresponding percentage. The data show that the highest-rated benefits are improving communication and cooperation and encouraging teamwork, both selected by 14 students (93.3%). These findings indicate that students strongly believe group work enhances interaction and collaboration among peers. This result is consistent with the principles of Social Interdependence Theory, which posits that positive interdependence promotes effective communication, mutual support, and shared responsibility among group members (Johnson & Johnson, 2009). Similarly, Gillies (2016) argues that collaborative learning environments foster meaningful interaction and improve students' communication and interpersonal skills through active participation in group tasks.

Several other benefits were also highly recognized. Increases Creativity and Innovation, Enhances Communication Skills, and Deepens Understanding and Meaning-Making were each selected by 12 students (80%), suggesting that



students perceived group work as promoting idea generation, effective communication, and deeper comprehension of learning materials. These findings support Vygotsky's (1978) sociocultural theory, which emphasizes that knowledge is constructed through social interaction and collaborative dialogue. Likewise, Mercer and Howe (2012) found that peer discussion encourages learners to negotiate meaning, exchange perspectives, and develop higher-order thinking skills. Furthermore, collaborative activities stimulate creativity because students integrate diverse viewpoints to solve problems and complete authentic tasks (Sawyer, 2017).

Additionally, Provides Meaningful Learning Experiences was selected by 11 students (73.3%), indicating that students regarded group work as engaging and relevant to their learning. This finding aligns with Mayer's (2021) Cognitive Theory of Multimedia Learning, which suggests that authentic, collaborative learning activities promote active cognitive processing and meaningful knowledge construction. Because the students collaboratively designed and produced video projects, they were able to connect theoretical concepts with real-life communication practices. Similarly, Prince (2004) concluded that collaborative learning increases student engagement, improves conceptual understanding, and promotes long-term knowledge retention. Therefore, the findings of this study reinforce previous research demonstrating that group work not only develops language proficiency but also enhances collaboration, creativity, communication, and meaningful learning experiences.

## **2. Students' Perception of the Effectiveness of Group Work**

The findings indicate that group work enhances students' learning experiences, particularly in communication, problem-solving, feedback, and motivation. These results support the view that collaborative learning promotes knowledge construction through social interaction (Vygotsky, 1978). The most frequently reported benefits were "Generates Higher-Quality Solutions" and "Builds Open and Clear Communication" (14 students, 87.5%), suggesting that students produced better solutions and communicated more effectively through collaboration, consistent with Johnson and Johnson (2017). "Easier Problem-Solving" was selected by 13 students (81.3%), indicating that group work enabled students to share ideas and solve challenges collectively (Gillies, 2016). Meanwhile, "Increases Motivation" and "Encourages Regular Evaluation and Feedback" were each chosen by 12 students (75%), demonstrating that peer collaboration fostered motivation and continuous improvement through constructive feedback (Hattie & Timperley, 2007; Slavin, 2018). Overall, these findings suggest that group work strengthens both speaking competence and essential collaborative skills. Working together also motivates them to perform well, as they do not want to let their group down. Additionally, students value the frequent evaluation and constructive feedback exchanged in groups, which

supports continued improvement and allows them to recognize both strengths and weaknesses in their learning process.

Overall, the chart shows that students perceive group work as highly beneficial for producing better solutions, improving communication, making problem-solving easier, motivating active participation, and promoting continuous feedback. These findings reflect that group work not only enhances academic outcomes but also strengthens students' interpersonal and reflective skills.

### **3. Students' Perception of Teachers' Implementation of Group Work**

The findings indicate that teachers play a significant role in supporting collaborative learning. Most students (87.5%) agreed that teachers promote deeper understanding by clarifying concepts, guiding discussions, and providing appropriate learning support. This finding is consistent with Vygotsky (1978), who emphasizes the importance of teacher scaffolding, and Hattie (2023), who highlights the positive impact of teacher guidance on students' learning. Furthermore, 81.3% of students perceived that teachers facilitate open communication, encourage collaboration, and increase learning motivation. These findings support Johnson and Johnson (2017), who argue that effective teacher facilitation promotes positive interaction and cooperation, and Ryan and Deci (2020), who suggest that supportive teaching practices enhance students' intrinsic motivation. Overall, the results demonstrate that teachers play a vital role in fostering communication, collaboration, understanding, and motivation during group work. Teachers likely boost students' enthusiasm through support, feedback, and encouragement. Helps Identify Learning Difficulties (12 students; 75%). Although still high, this is the lowest rating. It means that teachers help recognize students' problems or challenges during group activities, but not all students strongly notice this role.

### **4. Students' Perceptions of the Preferences for Using Group Work**

The findings indicate that group work positively influences students' learning and personal development. Most students (87.5%) agreed that group work makes learning more active and effective by promoting participation and interaction, supporting the principles of cooperative learning proposed by Johnson and Johnson (2017). Additionally, 93.8% reported that group work increased their confidence and motivation, consistent with Ryan and Deci (2020), who argue that collaborative learning enhances intrinsic motivation. Furthermore, 87.5% believed that group work developed leadership and presentation skills, while 75% enjoyed working in groups, indicating that collaborative learning fosters communication, teamwork, and positive learning experiences (Gillies, 2023). This indicates that collaborative tasks allow students to take on different roles, such as leader, presenter, or coordinator, helping them practice communicating in public and organizing group responsibilities. Enjoy Being Part of a Group(75%). Eleven students reported that they enjoy being part of a group. Although this is still a high

percentage, it is slightly lower than the other benefits. This suggests that while most students enjoy collaboration, a small portion may feel shy, uncomfortable, or less involved when working with others.

The findings indicate that students hold a highly favorable view of group work as an effective learning strategy. They perceive collaboration as a valuable opportunity to exchange diverse ideas, enhance their understanding through peer discussions, and achieve improved learning outcomes compared to individual efforts. Furthermore, group work is recognized for its potential to develop essential communication skills, including speaking, listening, and presenting, which contribute to increased confidence and active engagement in the classroom.

In addition, students report feeling more motivated and supported when working collaboratively with their peers. The shared responsibilities associated with group activities help to alleviate anxiety and foster a culture of mutual assistance. These insights suggest that group work is not only advantageous for academic comprehension but also plays a vital role in cultivating social, communication, and leadership skills that are essential beyond the classroom environment.

In conclusion, the positive perceptions expressed by students highlight the importance of thoughtfully implemented group activities as a fundamental element of effective language learning and classroom instruction.

## Conclusion

The findings demonstrate that students perceive group work as a beneficial learning strategy in the *Speaking for Professional Communication* course. Students reported that collaborative learning enhanced communication, teamwork, creativity, and understanding of the learning materials. By working together to produce video projects, students were able to exchange ideas, share responsibilities, and develop meaningful learning experiences that contributed to both their academic and interpersonal development.

The study also revealed that students viewed group work as an effective instructional approach. They believed that collaboration made learning more active, increased confidence and motivation, and helped develop leadership and presentation skills. Furthermore, students perceived that collaborative learning improved the quality of learning outcomes by encouraging active participation, problem-solving, and continuous peer feedback throughout the learning process.

Another important finding concerns the teacher's role in facilitating group work. Students perceived that teachers effectively supported collaborative learning by providing clear guidance, encouraging open communication, promoting collaboration, and deepening students' understanding of the learning materials. Teacher facilitation also increased students' motivation and ensured that group activities were carried out effectively, demonstrating the importance of teacher support in creating a productive collaborative learning environment.

This study recommends that future research involve larger and more diverse samples to improve the generalizability of the findings. Future studies should also investigate the long-term impact of group work and student-created video projects, compare different collaborative learning approaches, examine teachers' facilitation strategies, explore challenges encountered during collaborative tasks, and

investigate the integration of emerging digital technologies to enhance collaborative learning in English language classrooms.

## References

- Albaqshi, J. (2016). Prominent factors affecting group work efficiency for EFL learners. *International Journal of English Language Teaching*, 4(9), 67–75.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Ellis, D., & Holmes, T. (2017). *Implementing group work in the classroom*. Centre for Teaching Excellence, University of Waterloo. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/>
- Hambandima, E. S. N. (2021). Pengembangan sebuah pengajaran responsif budaya (CRT) pada kelas drama (sebuah kolaborasi mahasiswa dalam pementasan drama cerita lokal). *Perspektif Ilmu Pendidikan*, 35(2), 160–166.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Cooperative learning returns to college: What evidence is there that it works? *Change: The Magazine of Higher Learning*, 30(4), 26–35.
- Marpaung, T., & Hambandima, E. S. N. (2018). Collaborative experiential learning. *International Journal of Linguistics, Literature and Culture*, 4(5), 55–67.
- Ningsih, S. R., Suryani, A. I., & Maulana, I. T. (2022). The implementation of Group Investigation E-Task in Activities Learning (GIETAL) in higher education. *Electronic Journal of e-Learning*, 20(2), 120–133.
- Paragae, I. G. A. P. N. S. (2023). Innovative teaching strategies in teaching English as a foreign language. *English Teaching and Linguistics Journal (ETLiJ)*, 4(1), 1–9.
- Rasooli, A., et al. (2025). Students' perceptions of fairness in groupwork assessment: Validity evidence for peer assessment fairness instrument. *Assessment & Evaluation in Higher Education*, 50(1), 111–126.
- Rohmah, K., Isnaini, M. H., & Degeng, P. D. D. (2023). EFL students' perception of the use of group work. *Lingua Susastra*, 4(1), 1–14.
- Situmorang, M. A. (2021). Students' perception of using group work in English class. *Journal of English Teaching*, 7(1), 81–88.
- Taqi, H. A., & Al-Nouh, N. A. (2014). Effect of group work on EFL students' attitudes and learning in higher education. *Journal of Education and Learning*, 3(2), 52–65.
- Taylor, I. M., & Ntoumanis, N. (2007). Teacher motivational strategies and student self-determination in physical education. *Journal of Educational Psychology*, 99(4), 747–760.
- Ting, N. C. (2013). Classroom video project: An investigation of students' perception. *Procedia - Social and Behavioral Sciences*, 90, 441–448.
- Yanse, S. (2016). *Students' perceptions on the use of group discussion and their engagement in the speaking sessions of CLS I* (Undergraduate thesis). Sanata Dharma University.