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Challenges Faced by Generation Z Learners in Using Video Tasks to Enhance English Speaking Skills through the TPACK Approach

Anida Fadhilah Jati
Sekolah Tinggi Bahasa Asing Cipto Hadi Pranoto, Bekasi, Indonesia

anidafadhilah1@gmail.com

Abstract

The purpose of this study is to explore the challenges faced by Generation Z students in utilizing video-based tasks to enhance their English-Speaking skills through the Technological Pedagogical Content Knowledge (TPACK) framework. Generation Z, born between 1997 and 2012, has grown up surrounded by digital technology, which makes them highly familiar with digital tools but also presents challenges when traditional teaching methods fail to align with their tech-driven learning preferences. This study aims to identify the barriers these students encounter when using video-based tasks in language learning, particularly in terms of technology, pedagogy, and content integration. The research was conducted with 30 English Literature students at a private university in Bekasi, Indonesia. A narrative inquiry methodology was used, involving semi-structured interviews, observations, and document analysis, which were analyzed thematically using a multiple case study approach. The findings reveal key challenges such as limited access to technology, time management difficulties, and psychological barriers like embarrassment or lack of confidence when speaking on camera. Despite these challenges, the study highlights that, with appropriate support and integration of the TPACK framework, video-based tasks significantly improve students' speaking proficiency and creativity. This research underscores the importance of considering both technological and psychological factors to optimize language learning experiences for Generation Z students.

Keywords: *Generation Z, TPACK, video-based tasks, English speaking skills*

Introduction

In the ever-evolving world of education, technology plays a crucial role in enhancing student engagement and improving learning outcomes. One framework that helps in effectively integrating technology into education is TPACK (Technological Pedagogical Content Knowledge), which emphasizes the importance of balancing technology, pedagogy, and content knowledge to create effective learning experiences. With the rapid advancement of technology, TPACK provides guidance for educators to utilize technology in a way that aligns with the learning goals and enhances the overall educational experience. This framework is particularly relevant for Generation Z, born between 1997 and 2012, who are considered "digital natives." Having grown up in a technology-driven environment, their digital skills necessitate teaching methods that cater to their preference for engaging with digital media such as videos, apps, and online platforms.

Despite their familiarity with technology, Generation Z faces challenges in learning, especially when traditional teaching methods fail to match their digital learning habits. Conventional teaching approaches are often seen as monotonous, leading to disengagement. Therefore, there is a need for instructional strategies that integrate

technology effectively, as proposed by TPACK, to enrich the learning experience. Video-based tasks, when implemented through this approach, offer students the opportunity to enhance their English speaking skills in a creative and interactive way. However, while technology holds significant potential in supporting learning, Generation Z also encounters barriers, such as limited access to necessary technological resources and psychological challenges like a lack of confidence when speaking on camera. This study aims to explore the challenges faced by Generation Z students in using video-based tasks to improve their English speaking skills, and how the integration of TPACK can address these barriers to enhance their learning experience.

However, even though Generation Z is tech-savvy, they face challenges in the learning process. One of the major challenges is their tendency to get bored with monotonous or overly traditional forms of learning (Feiyue, 2022). Gen Z is less engaged in learning experiences that rely solely on text or conventional teaching methods. They prefer interactive, engaging experiences that align with their interaction with the digital world, such as social media or video applications (Turner, 2015). According to Haryadi (2023), learning in the digital age must prioritize networks and connections. As students like Gen Z navigate a world dominated by technology, their learning is shaped by the diverse digital tools they engage with, creating an environment where traditional learning methods may fall short. This reflects the need for a pedagogical approach that integrates digital tools seamlessly, as emphasized in TPACK, ensuring that technology enhances learning instead of hindering it.

In line with this, Self-Determination Theory offers insight into the psychological needs of learners, particularly their need for autonomy, competence, and relatedness (Hensley et al., 2021). This theory is relevant when considering how Generation Z interacts with technology. While they are tech-savvy, their engagement with learning tasks such as video-based assignments can be influenced by their sense of competence (Ragatz, 2022). Students who feel confident in using technology to express themselves may thrive in digital learning environments. However, those who lack guidance or experience difficulty with the technology might experience lower motivation and engagement. By addressing these needs, educators can better support students in overcoming challenges and fostering a more effective learning experience.

Furthermore, Constructivist theory, introduced by Klofutar (2022), emphasizes that learning is an active process where students build their own knowledge through direct experience. In this context, technology-based learning provides an opportunity for students to create and experiment in ways that resonate with their digital interactions, thereby increasing their involvement in the learning process. Additionally, Collaborative Learning Theory (Salmons et al., 2023) suggests that students learn effectively when they work together and interact with one another. This is particularly important for Generation Z, as they are often more engaged when learning is collaborative, rather than isolating. When students work together on video-based tasks, for instance, they can share knowledge, offer feedback, and motivate each other, which enhances their overall learning experience.

Research by Chunta (2021) also highlights that Gen Z tends to engage more with visually stimulating and interactive content, which helps them learn new skills in a way that is more aligned with how they interact with technology. The use of video in language learning allows students to learn while expressing themselves through media that they are familiar with and enjoy.

However, despite the many advantages of video-based tasks, there are several challenges that need to be considered, particularly when applied to Generation Z. One of

the challenges in integrating technology into education is the limited access and technological proficiency of students, such as inadequate devices or difficulties in using video editing software (Alenezi et al., 2023). Additionally, recent research by Ahmet et al. (2022) highlights the need for appropriate integration of technology into learning so that it does not merely serve as an additional tool but actively supports learning objectives. Another challenge is time management, as video-based tasks often require more preparation and production time compared to traditional assignments (Sablić et al., 2021). This can lead to students feeling overwhelmed and demotivated. Therefore, while video-based tasks have the potential to enhance speaking skills and creativity, these challenges must be addressed to fully harness the benefits of technology in education.

The TPACK (Technological Pedagogical Content Knowledge) framework is essential in addressing these challenges, particularly in the application to video-based tasks for enhancing speaking skills. Vetrivel (2024) argue that technology must be seamlessly integrated into the learning process to ensure that it supports not only the content but also the pedagogical approach, creating a balanced learning environment. More recent studies emphasize that the appropriate application of the TPACK framework can help teachers design more effective video-based tasks by leveraging technology to better meet learning goals (Ajloni et al., 2021).

Recent research further demonstrates that the implementation of TPACK in language learning, especially in enhancing speaking skills, has significant positive impacts. For example, Li et al. (2021) contend that the use of technology, such as video tasks, must align with both pedagogical strategies and language content to ensure that students can effectively engage with the technology while improving their language proficiency. Additionally, Mujallid (2021) suggest that TPACK provides a solid framework for educators to incorporate technology effectively into their teaching, ensuring that the tools used are suitable for the learning objectives and the needs of the students.

Thus, despite challenges related to access, technical skills, and time management, the application of the TPACK framework can help optimize the use of technology in video-based learning, ultimately maximizing its potential in enhancing speaking skills and student creativity. Koehler et al. (2020) further reinforce that using TPACK in language learning allows for a more holistic and meaningful application of technology, which can help overcome the challenges faced by Generation Z learners, particularly in tasks that involve speaking and creativity. Lastly, Ahmed (2022)highlight that with appropriate scaffolding and feedback, technology tools can support speaking fluency, In addition to the technological and time management challenges highlighted earlier, students often face personal and psychological barriers when engaging in video-based tasks, which can significantly affect their performance and overall learning experience. These barriers can include issues related to self-esteem, confidence, and perceptions of their social image, particularly when recording videos for educational purposes.

Social Comparison Theory and Self-Esteem

Social Comparison Theory (Ümmet et al., 2021) suggests that individuals evaluate themselves in relation to others, which can lead to feelings of inadequacy, especially in competitive environments. In the context of video-based tasks, students may compare their performance or appearance to that of their peers, which can lead to negative self-perceptions and anxiety. This is particularly true for Generation Z students, who are accustomed to constant social media interactions, where image and self-presentation are highly emphasized (Neufeld-Wall, 2023). The fear of not measuring up to others can

create psychological stress, leading some students to avoid participation in video-based tasks altogether (Babelyuk et al., 2021). This barrier is crucial to address, as it can prevent students from fully engaging with the task and may inhibit their language development.

Recent studies (Sari et al., 2024) have shown that students who perceive themselves negatively when compared to their peers tend to struggle with online learning tasks, particularly those involving self-presentation, such as video recordings. These students may avoid engaging with tasks that require them to present themselves on camera, fearing judgment or criticism from classmates or instructors. Consequently, this could hinder the effectiveness of video-based tasks in improving language proficiency.

Another important theoretical framework relevant to this study is Self-Presentation Theory (de Vaate et al., 2020). This theory asserts that individuals are motivated to manage how they are perceived by others, particularly in social situations where their appearance and behavior are being observed. In video-based tasks, where students' actions and appearance are recorded and potentially viewed by others, this desire to control self-presentation can lead to increased anxiety and reluctance to participate.

Chen (2023) argue that individuals will take steps to ensure that their self-presentation aligns with their desired image, which, in the case of students, could mean avoiding situations where they might feel judged. For instance, students may express concerns about how they look on camera, as evidenced by a participant in a study who stated discomfort about their appearance while recording. This concern can affect their willingness to engage in video-based tasks and may even result in avoidance behaviors. Therefore, addressing self-presentation concerns is key to enhancing student participation and ensuring that video-based tasks are an effective tool for language development.

Research by Haryadi (2024) found that students who experience anxiety related to their self-image during video recordings are less likely to produce quality work and demonstrate lower levels of motivation. In this sense, educators must create a supportive environment that reduces these psychological pressures, enabling students to feel comfortable and confident while performing video-based tasks.

The application of the TPACK framework remains crucial in addressing the challenges students face with video-based tasks. By integrating technology, pedagogy, and content knowledge, educators can create a more supportive and engaging learning environment that takes into account not only the technical and time management challenges but also the psychological barriers related to self-esteem and self-presentation.

In practice, the TPACK framework helps teachers design tasks that align with pedagogical strategies while ensuring that the technology used is accessible and effective. According to Yevdokymova (2024), a sound integration of technology can allow for personalized learning experiences that address both cognitive and emotional needs. For instance, educators could offer guidance on how to use video editing tools and provide constructive feedback on students' video recordings, which can reduce technical barriers and improve their confidence. Additionally, by creating a classroom culture that emphasizes growth and improvement rather than perfection, educators can help mitigate the negative effects of social comparison and self-presentation anxiety.

Moreover, it is important to consider the unique characteristics of Generation Z students, who are digital natives but may still struggle with social and psychological factors when engaging in video-based tasks. Generation Z students are more likely to experience pressure regarding their image and performance, as they are often accustomed to curating their online presence. Educators must understand these

dynamics and offer appropriate support, such as allowing students to practice and review their videos privately before sharing them with the class, to help alleviate the psychological pressure.

Method

This study employs a narrative inquiry approach to capture the lived experiences of students using video-based tasks to enhance their English speaking skills through the Technological Pedagogical Content Knowledge (TPACK) framework. Narrative inquiry is chosen for its ability to deeply explore individual experiences and the context surrounding those experiences (Pugu et al., 2024). This approach allows the research to focus on how students encounter challenges in video-based learning and how technology can be integrated to support their speaking skills development.

The participants in this study consisted of 30 undergraduate students enrolled in the English Literature program at a private university in Bekasi, Indonesia. The participants were selected through purposive sampling, ensuring they met the criteria of having participated in video-based tasks as part of their coursework. The students' ages ranged from 17 to 32 years, reflecting a diversity of experiences and social-psychological characteristics within the Generation Z cohort. This age range enables the study to capture a comprehensive view of the challenges faced by students with varied backgrounds and learning experiences.

Data collection involved semi-structured interviews, which allowed for flexibility in exploring participants' experiences while maintaining a consistent focus on the main issues of the research. The interviews addressed three key areas: technological difficulties, time management challenges, and psychological barriers such as feelings of embarrassment or lack of confidence when speaking on camera. In addition to interviews, observations were conducted during video task assignments, offering real-time insight into students' engagement with the technology and their emotional responses to the tasks. Document analysis was also employed to assess the quality of the students' video submissions, identifying patterns or discrepancies between their verbal feedback and actual performance.

The data were analyzed thematically, following the framework proposed by Goldsmith (2021). This approach was chosen for its systematic process of identifying and interpreting patterns in qualitative data. The thematic analysis was conducted in several stages. First, the researcher familiarized themselves with the data by reading through the interviews, observations, and documents multiple times. Next, the data was coded to identify recurring ideas and relevant concepts. These codes were then grouped into larger themes, reflecting the main barriers and challenges faced by the students. Finally, the themes were reviewed and refined to ensure they aligned with the research questions and accurately represented the experiences of the participants.

To enhance the validity and reliability of the findings, methodological triangulation was used. This approach, as recommended by Morgan (2022), helps verify the consistency of the findings by using multiple data sources—interviews, observations, and document analysis. Triangulation ensures that the study's results provide a more comprehensive and trustworthy understanding of the challenges encountered by Generation Z students.

This study not only identifies the challenges students face but also explores how the application of the TPACK framework can help address these barriers. By integrating technology, pedagogy, and content knowledge, TPACK can assist students in overcoming

technical difficulties such as limited access to devices and lack of technical skills, while also alleviating psychological barriers like anxiety and self-consciousness when speaking on camera. The research provides valuable insights into how technology can be used to enhance speaking tasks, while also highlighting key considerations for educators in optimizing the learning experience for their students.

Results

The research question guiding this study is: What challenges do students face when completing video-based tasks to enhance their English speaking skills within the TPACK framework? This study aimed to explore the challenges experienced by Generation Z students at a private university in Bekasi, Indonesia, while completing video-based tasks designed to improve their English speaking skills through the Technological Pedagogical Content Knowledge (TPACK) framework. The findings are based on data collected through narrative inquiry, which included semi-structured interviews, observations, and document analysis. The analysis of this data revealed several key themes that reflect both the challenges and potential advantages of integrating technology in language learning using video-based tasks.

Access to Constrained Technologies Capabilities

The data analysis in this study draws heavily from the TPACK framework (Mishra & Koehler, 2006), which emphasizes the integration of technology, pedagogy, and content knowledge to create effective learning experiences. Through the analysis of participants' narratives, two key challenges—limitations in technological tools and internet connectivity issues—were identified. These challenges hindered students' ability to fully engage with the video-based tasks required for their English speaking assignments.

One significant challenge highlighted by several participants was the limitations of free video editing tools. Participant 4's statement about using the free version of CapCut, which restricts the length of videos unless a paid subscription is purchased, underscores a technological barrier that many students face. This limitation can be seen as a technological obstacle within the TPACK framework, where the tools provided to students are not sufficiently aligned with both the pedagogical objectives and the content requirements of the video tasks. In this case, the technological tools (i.e., video editing apps) limit students' ability to produce the desired level of content quality and creativity, especially when the tasks demand longer or more intricate videos. The pedagogical dimension of TPACK is also affected, as the tool's limitations hinder the instructional strategies designed to foster language learning and creative expression.

This challenge is compounded by the financial constraints faced by students, as many rely on free tools due to limited access to paid versions. This situation reflects the need for better technological resources to align with students' academic needs, ensuring that they have the necessary tools to fully engage with learning tasks. The TPACK framework suggests that effective integration of technology into the curriculum must take into account the tools' capacity to meet the content's requirements while supporting pedagogical strategies aimed at achieving learning outcomes. As such, educators should consider the accessibility of the technological tools used in their instruction, ensuring that they are sufficiently flexible and advanced to support students' needs.

Another challenge related to the technological aspect of TPACK was discussed by Participant 6, who described issues with internet connectivity. The intermittent internet access faced by this participant was a significant barrier to completing video editing

tasks. This issue is commonly observed in many educational settings, particularly in remote or rural areas, where internet infrastructure is not as reliable as in urban locations. For Participant 6, the inability to consistently access high-speed internet during the day forced them to work late into the night, when the internet connection was better, but fatigue further hindered their productivity.

From the TPACK perspective, this challenge highlights a misalignment between the technological resources required (i.e., stable internet access) and the pedagogical goals of the assignment. The task requires students to engage with digital tools (video editing software, internet access) in a way that aligns with the content and language learning objectives. However, the limitations of internet connectivity prevent the full integration of technology into the learning experience, as students are unable to engage with the task as intended due to these external barriers. This underscores the importance of ensuring that technology infrastructure supports the goals of the course and does not create barriers to student participation.

Furthermore, this challenge points to the digital divide that exists between students in urban and rural areas, which has significant implications for equitable access to education. In terms of content knowledge in the TPACK framework, students in areas with limited access to technology and internet resources are disadvantaged, as they cannot fully engage with video-based tasks, thereby affecting their ability to develop the speaking skills targeted by the course. In this case, the students' contextual needs must be considered in the design of tasks and the provision of resources to ensure equitable access to technology and learning opportunities.

In conclusion, the data analysis, informed by the TPACK framework, reveals that technological limitations—such as restricted access to free video editing tools and unreliable internet connectivity—significantly hinder students' ability to engage with video-based assignments. These challenges highlight the need for comprehensive technological support that aligns with pedagogical goals, enabling all students, regardless of their financial or geographical circumstances, to fully participate in learning tasks. Addressing these technological barriers is crucial for creating an equitable and effective learning environment for students, particularly in the context of language learning tasks that require creativity and engagement with digital tools.

Time Management

Effective time management is crucial for students to optimize their learning process, particularly when dealing with complex tasks such as video-based assignments. As indicated by The statement from Participant 11 provides a poignant insight into the complexities and challenges students face when integrating video-based tasks into their learning routines. As they juggle multiple academic responsibilities, managing time effectively becomes a critical issue, especially when compared to more traditional, written assignments. The task of video production, coupled with the iterative process of editing and refinement, demands a significant amount of attention and effort. This intricate process is not just about creating a visually or audibly appealing video, but rather about constructing meaning, communicating effectively, and mastering the linguistic content embedded in the video.

Time management is, without a doubt, a central challenge that arises when students engage in video-based tasks. As noted in the participant's statement, the volume of assignments and other academic obligations can make it difficult to allocate the necessary time for video production. Video editing is not an activity that can be rushed; it requires attention to detail, repetition, and a careful review of the content to ensure

that it aligns with the desired academic and linguistic goals. Each cycle of editing involves revisiting the footage, reviewing the spoken content, and making corrections as needed. This iterative process can be highly time-consuming and often leads to stress, as students feel pressured to balance the demands of different subjects and assignments.

However, the very nature of video editing and revision, while initially frustrating, holds significant educational benefits. The time-consuming aspect of video production provides students with the opportunity for deeper engagement with the content. Each repetition of the editing process involves revisiting and refining the language used, reinforcing the vocabulary and linguistic structures that are integral to the task. As a result, students are not merely editing for technical precision or aesthetic appeal but are actively reinforcing their learning through a practical and meaningful engagement with the content. This active engagement is a key feature of Constructivist Theory, which posits that knowledge is most effectively acquired through active participation in the learning process (Piaget, 1973; Vygotsky, 1978). Rather than passively absorbing information, students construct knowledge by interacting with the material in a hands-on, experiential way. The act of editing the video, coupled with the necessity of revisiting the content multiple times, promotes the internalization of vocabulary and language structures, ultimately enhancing language proficiency.

The concept of repetition is particularly crucial in language learning. As Participant 11 mentions, the act of repeating the video to correct errors or refine content serves as a form of practice that promotes language retention. This process of revisiting content, whether it is adjusting pronunciation, grammar, or vocabulary use, reinforces learning through constant exposure. This aligns with the principles of spaced repetition, a well-established cognitive principle that suggests that repeated exposure to content at increasing intervals helps to improve long-term retention (Ebbinghaus, 1885). By editing the video repeatedly, students encounter the language multiple times, which supports the consolidation of new vocabulary and phrases into their long-term memory.

Moreover, as students make corrections during the editing process, they are engaging in self-directed learning. This self-correction fosters a deeper understanding of the language because it encourages students to identify their own mistakes, reflect on their errors, and actively seek solutions. This form of self-regulated learning is a critical component of effective education, particularly in language acquisition (Zimmerman, 2002). By taking responsibility for their learning through editing and revising their video, students not only improve their linguistic skills but also develop essential skills such as critical thinking, problem-solving, and autonomy.

The challenges and benefits described above also relate closely to the framework of Technological Pedagogical Content Knowledge (TPACK), which explores the intersection of technology, pedagogy, and content knowledge (Mishra & Koehler, 2006). The task of video editing is inherently tied to technology, requiring students to engage with various technological tools and software. These tools are not merely auxiliary to the learning process; they are central to the students' ability to produce, edit, and refine their video content. The use of technology, however, must align with both pedagogical objectives and content goals. In this case, the pedagogical goal is language acquisition, and the content goal is vocabulary mastery.

The process of video production and editing requires students to integrate content knowledge (vocabulary and language structures) with technical skills (the use of video editing software). This integration is a key challenge, as students must learn how to navigate technological tools effectively while simultaneously focusing on language learning outcomes. The complexity of balancing these two aspects underscores the need

for effective instructional design that takes into account both technological competence and content mastery. Teachers must be able to guide students in using technology in ways that support pedagogical goals rather than distract from them. For instance, the use of video editing software should not be so overwhelming or difficult to use that it detracts from the primary learning objectives—such as vocabulary acquisition and pronunciation. On the contrary, when used effectively, technology can enhance the learning experience by providing students with the means to actively engage with the content in meaningful ways.

Despite the potential frustrations associated with time management and the complexity of video production, the process holds significant potential for enhancing language learning. As students engage in the iterative process of creating and refining their videos, they are not only learning new vocabulary but are also developing a deeper understanding of how language works in context. Video tasks allow for the integration of multiple modes of communication, including verbal, visual, and auditory elements, which can support different learning styles and enhance language comprehension (Mayer, 2005).

Furthermore, the repetition involved in editing and revisiting the video content helps to promote vocabulary retention and fluency. This process is akin to language immersion, where students are surrounded by the language in various forms, providing them with ample opportunities for practice and reinforcement. Additionally, the visual and auditory components of video tasks allow students to practice pronunciation, intonation, and fluency in a way that written tasks do not. This multimodal approach to language learning supports the development of both receptive and productive language skills (Gerlach, 1994).

This focus on active, hands-on learning is supported by the research of Zhang et al. (2019), who found that while time-intensive tasks may initially cause student burnout, they ultimately contribute to more meaningful learning outcomes when managed effectively. This finding highlights the importance of creating an environment where students are encouraged to engage deeply with the material, despite the time constraints that may be involved. Properly structured video-based tasks not only support vocabulary acquisition but also foster greater language fluency, confidence, and autonomy.

In conclusion, while the challenges of time management and task complexity pose significant barriers to students, the positive outcomes of video-based tasks—such as improved language proficiency, increased engagement with the content, and the development of critical thinking skills—demonstrate the effectiveness of these tasks in enhancing student learning. This aligns with the Constructivist Theory and TPACK framework, which stresses the integration of technology in a way that enhances both the pedagogical process and content learning.

Feeling of Embarrassment

In the context of improving English speaking skills through video tasks, one of the biggest challenges students face is a lack of confidence and feelings of embarrassment. This is especially true for Generation Z students, who might struggle with speaking in front of a camera. For example, Participant 24, a male student, shared:

"My speaking skills are not that good, so I'm afraid I'll make mistakes. I also don't feel confident speaking in front of the camera because I just don't feel good about it. But I can memorize the lines for the video, but the thing is, when my friends see it, I feel embarrassed."

This shows that not all students have the same level of English skills. Some, like Participant 24, might feel insecure about their speaking abilities and avoid speaking freely. This can make them feel inadequate, especially when comparing themselves to classmates who might seem more confident.

In addition to worries about language skills, some students' lack of confidence comes from their personalities. For example, introverted or shy students may feel uncomfortable speaking in front of others. Research on social anxiety in language learning (Carnegie, 2014) shows that shy students may be hesitant to speak because they fear judgment from their peers. This fits with recent research on self-expression in language learning, which suggests that students with lower self-esteem may avoid speaking up due to fears of making mistakes or being judged by others.

Apart from language skills and personality traits, some students also struggle with self-esteem related to their physical appearance. This adds another layer of discomfort when doing video-based tasks. For example, Participant 21, a female student, shared:

"Miss, I feel less attractive when I'm in front of the camera. My face looks like it's not symmetrical."

This shows that some students feel self-conscious about how they look on camera, which affects their confidence. These feelings of insecurity about appearance can make it harder to participate in speaking tasks, especially when they know they will be seen by others. This connects with social comparison theory, which says that people tend to compare themselves to others, including how they look. For some students, worrying about how they appear on camera can make them feel even more anxious and unwilling to participate.

In today's world, where everyone is often judged by how they look on social media, the pressure to look perfect can be even stronger. Rosen et al. (2013) argue that the digital age has made people more concerned about their appearance because of the idealized images seen online. This can make students more anxious and hesitant to speak, which can be a big barrier for those trying to improve their speaking skills.

In conclusion, the lack of confidence in speaking tasks is caused by more than just language ability—it's also influenced by personality, worries about how one looks, and the pressure to meet certain appearance standards. The TPACK framework, which blends technology, teaching methods, and content knowledge, can help by giving students more chances to practice in a supportive environment. But it's important for teachers to understand these factors—like social anxiety, self-presentation, and concerns about physical appearance—so that all students feel encouraged to participate and improve. Creating a safe, supportive space can help students feel confident about their language skills and their appearance, allowing them to take full advantage of video tasks.

Completing the Task Individually without Guidance

Students, as adults, are expected to complete tasks on their own. However, in reality, this isn't always the case. Several factors affect their ability to do so, such as limited technical skills, the need for clear instructions, and psychological factors like anxiety or lack of social support. For example, Participant 17 expressed difficulty in completing the video editing task because too many different applications were used and felt they needed clear instructions to ensure uniform results.

Participant 17 said, *"There are many apps used for editing, Miss; it would be better if you told us first which one to use so the results are consistent and not different."* This highlights the importance of balancing technology, teaching methods, and content, as

explained in the TPACK theory (Mishra & Koehler, 2006), which emphasizes that technology should be integrated carefully within the learning process to avoid overwhelming students. At the same time, Participant 19 mentioned the difficulty of forming sentences and pronouncing them, despite being able to look up the meaning of words online, because they felt isolated and struggled to interact with peers who were busy with their own tasks.

Participant 19 said, *"I can find the meaning of words online, Miss, but putting the words together into sentences is hard, especially making sentences and pronouncing them. When I ask my friends, they're busy with their own tasks."* This reflects challenges in modern Constructivism, like Connectivism (Siemens, 2018), which focuses on the importance of connections and interaction in the learning process. Additionally, Self-Determination Theory (Ryan & Deci, 2017) highlights that students need social and psychological support to feel capable and connected to others in the learning experience. Furthermore, Festinger's Social Comparison Theory (1954) is also relevant, as it explains how students often compare themselves to others, which can lead to anxiety and hinder their progress. Collaborative Learning Theory (Dillenbourg et al., 2018) teaches that social interactions between students can improve their skills and learning outcomes, so appropriate collaboration and social support are crucial to overcoming the challenges faced in technology-based learning. Overall, although students are expected to work independently, they still need clear guidance, social support, and help overcoming technical limitations to succeed in academic tasks, especially those involving technology.

Conclusion

Educators must adapt to the evolving educational landscape by integrating technology effectively, particularly through frameworks like TPACK, to enhance learning outcomes. For students, especially those from Generation Z, clear guidance, social support, and collaboration are essential for overcoming challenges with technology-based tasks. In language learning, particularly English, technology should be used as a tool to engage students and improve their skills. By aligning technology with pedagogical goals and providing adequate scaffolding, educators can help students develop language proficiency while navigating technical difficulties. Ultimately, being tech-savvy and using tools like TPACK allows educators to create a balanced, effective, and supportive learning environment, essential for both academic success and personal growth in language acquisition.

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