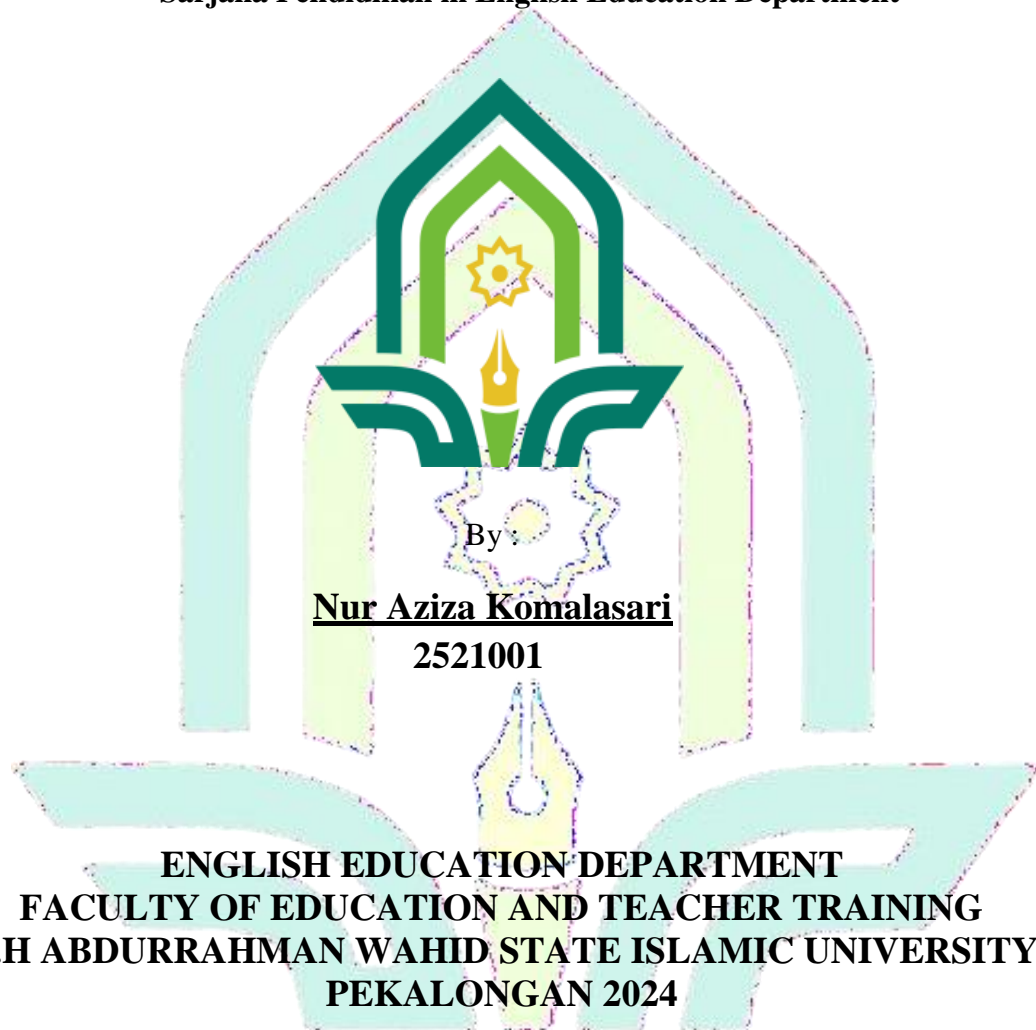


**ENGLISH EDUCATION STUDENTS' EXPERIENCE IN
USING CLOSE CAPTIONS ON VIDEOS TO LEARN
ENGLISH VOCABULARY: A NARRATIVE RESEARCH**

A THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of

Sarjana Pendidikan in English Education Department



By:

Nur Aziza Komalasari

2521001

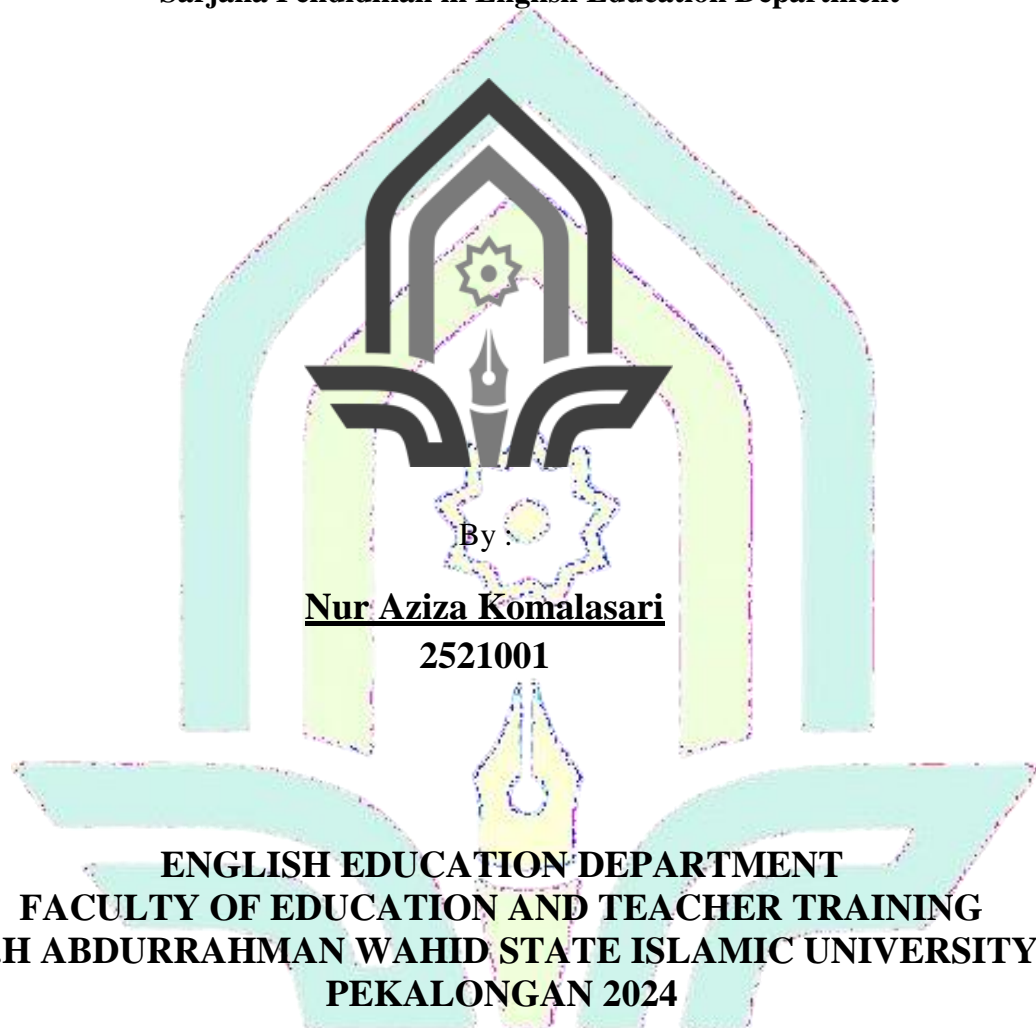
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
K.H ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY
PEKALONGAN 2024**

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul “ENGLISH EDUCATION STUDENTS' EXPERIENCE IN USING CLOSE CAPTIONS ON VIDEOS TO LEARN ENGLISH VOCABULARY: A NARRATIVE RESEARCH” ini benar – benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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Pekalongan, 24 Oktober 2024

Yang membuat pernyataan,



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Assalamu'alaikum Wr. Wb

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah skripsi saudara:

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Judul : English Education Students' Experience In Using Close Captions
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RESEARCH

Dengan ini mohon agar Skripsi Saudara tersebut dapat segera dimunaqasahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terimakasih.

Wassalamualaikum Wr. Wb

Pekalongan, 24 Oktober 2024

Pembimbing



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The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

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Has been examined and approved by the panel of examiners on Friday, November 1st 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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Assigned by

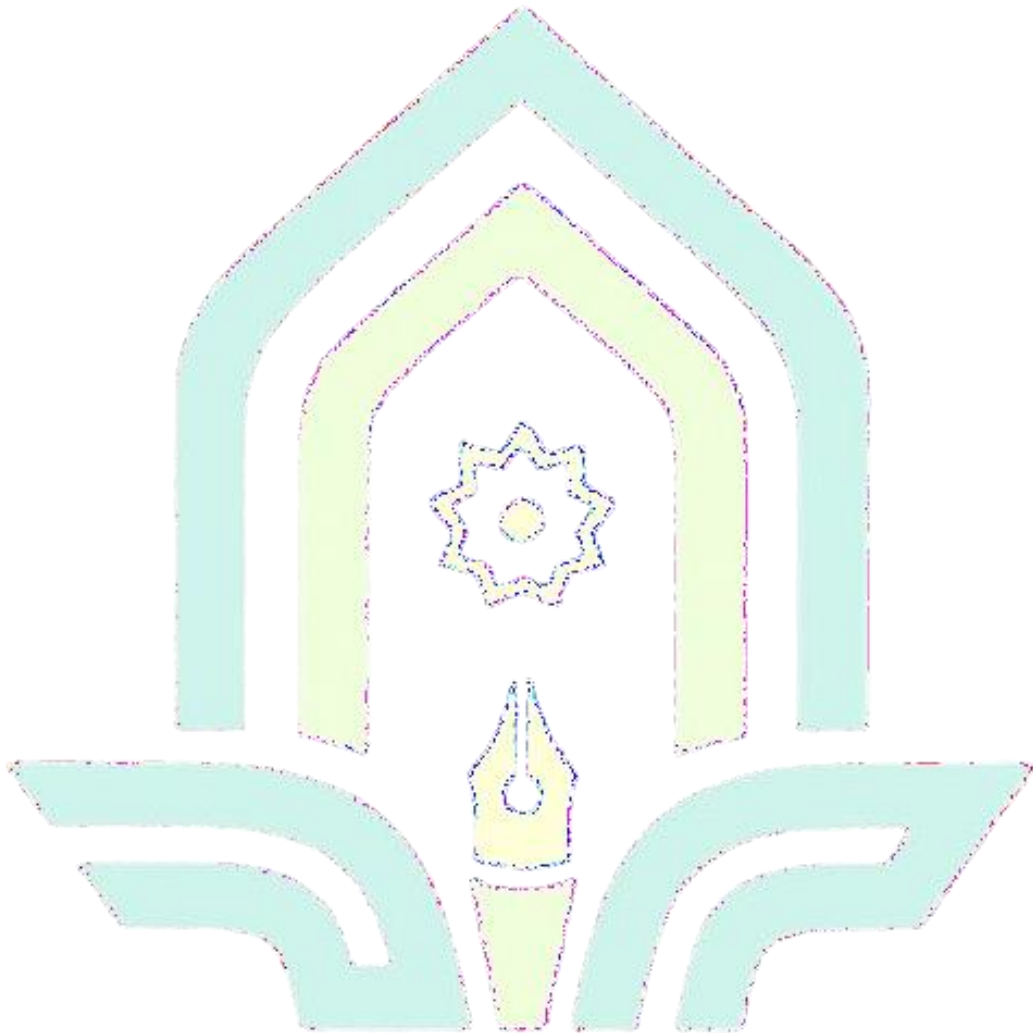
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MOTTO

“Change will not happen in your life if you keep waiting for the right time.”

SpongeBob SquarePants

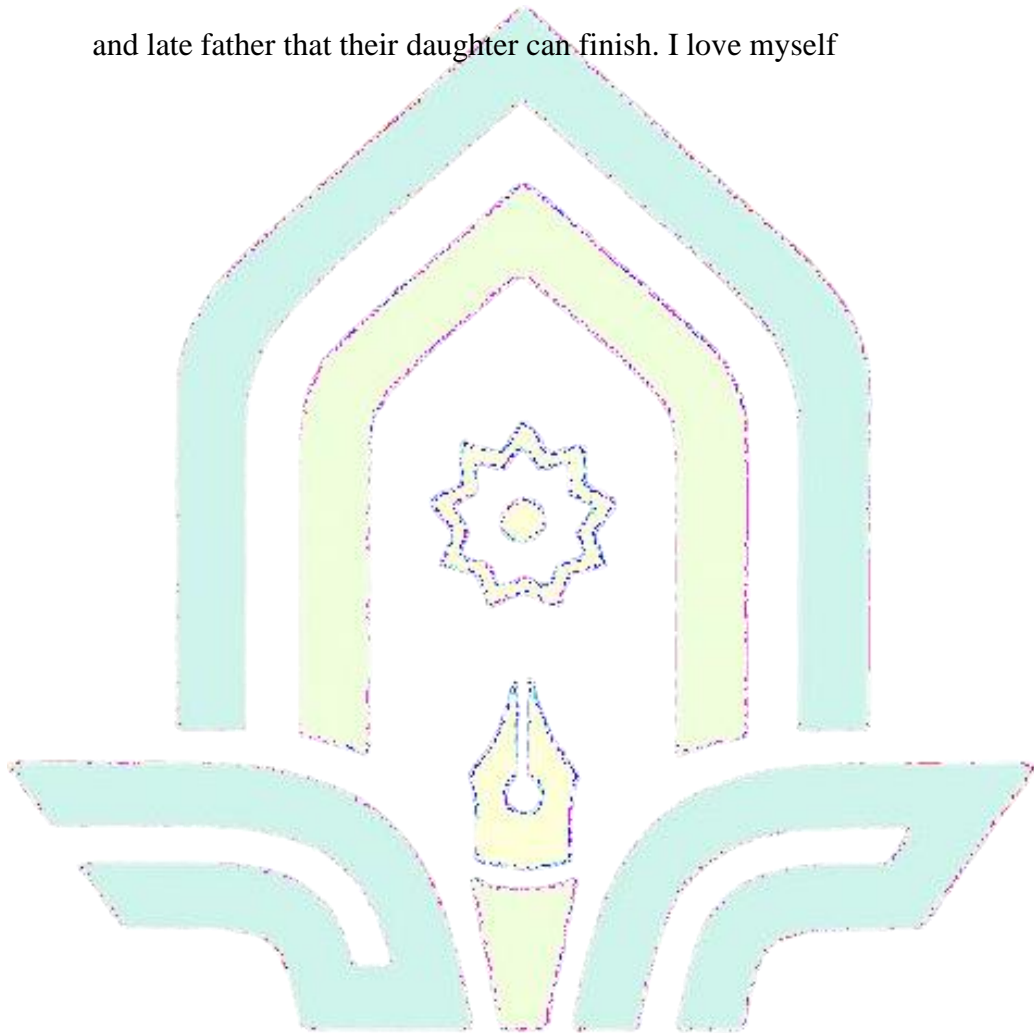


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Praise be to Allah, the Cherisher and Sustainer of the world. Peace be upon my prophet Muhammad. SAW. My thesis has become a reality and is receiving support from many individuals. Then, I would like to thank all of them sincerely.

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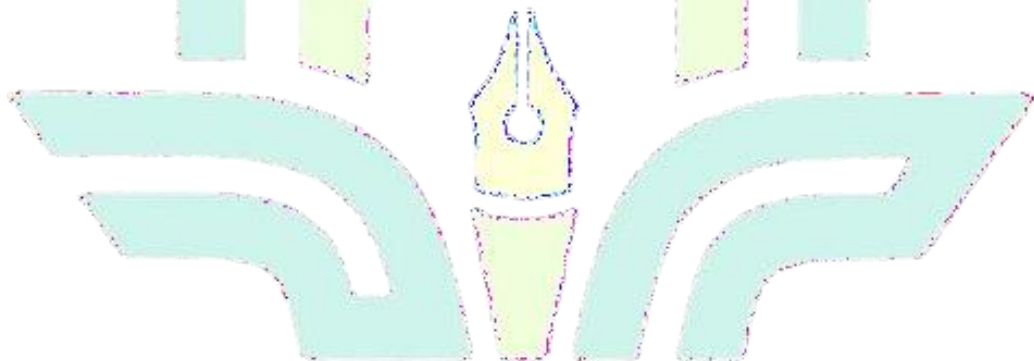
5. I would like to thank all friends and parties involved in writing this research, whom I can not mention one by one. Thank you very much to friends for their support and motivation.
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ABSTRACT

A feature is a software, tool, or element in a system designed to provide benefits or convenience to users. One of them is the CC (Close Caption) feature. The purpose of this study is to find out students' English education experience by using the CC (Close Caption) feature on videos as a medium for learning English vocabulary. This study collected data by interviewing two English education students at UIN K.H Abdurrahman Wahid Pekalongan. The interviews were conducted using semi-structured interviews. This research uses Connelly and Clandinin (1990) Narrative inquiry is research that focuses on stories of human experience. The researcher used Widodo's (2014) thematic analysis steps. The results of this study show that English education students feel their vocabulary increases by learning through the use of the close feature. Students can also find out how to pronounce the vocabulary. The images in the video can help students understand the meaning and context of the vocabulary. Other results show that students consider the close caption feature can be a vocabulary learning tool only for language learners, not for new language learners because this feature has disadvantages that make new learners confused so that it can cause errors in interpreting vocabulary.

Keywords: Experience, Close Caption (CC) Feature, English Vocabulary, Students English education.



ABSTRAK

Fitur adalah suatu perangkat lunak, alat, atau elemen dalam suatu sistem yang dirancang untuk memberikan manfaat atau kenyamanan kepada pengguna. Salah satunya adalah fitur CC (Close Caption). Tujuan dari penelitian ini adalah untuk mengetahui pengalaman pendidikan bahasa Inggris siswa dengan menggunakan fitur CC (Close Caption) pada video sebagai media pembelajaran kosakata bahasa Inggris. Penelitian ini mengumpulkan data dengan mewawancarai dua mahasiswa pendidikan bahasa Inggris di UIN K.H. Abdurrahman Wahid Pekalongan. Wawancara dilakukan dengan menggunakan wawancara semi terstruktur. Penelitian ini menggunakan Connelly dan Clandinin (1990) Inkuiri naratif merupakan penelitian yang berfokus pada cerita pengalaman manusia. Peneliti menggunakan langkah analisis tematik Widodo (2014). Hasil penelitian ini menunjukkan bahwa siswa pendidikan bahasa Inggris merasa kosakatanya bertambah dengan belajar melalui penggunaan fitur close. Siswa juga dapat mengetahui cara mengucapkan kosakata. Gambar dalam video dapat membantu siswa memahami arti dan konteks kosa kata. Hasil lain menunjukkan bahwa siswa menganggap fitur close caption dapat menjadi alat pembelajaran kosakata hanya untuk pembelajar bahasa saja, tidak untuk pembelajar bahasa baru karena fitur ini mempunyai kekurangan yang membuat pembelajar baru bingung sehingga dapat menyebabkan kesalahan dalam mengartikan kosakata.

Kata Kunci: Pengalaman, Fitur Close Caption (CC), Kosakata, Mahasiswa Pendidikan Bahasa Inggris.

PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “English Education Students' Experience In Using Close Captions On Videos To Learn English Vocabulary: A Narrative Research” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of the support of several people. Then, on this occasion, I would like to express my sincerest gratitude to:

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3. Ahmad Burhanuddin, M.A., the head of the English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
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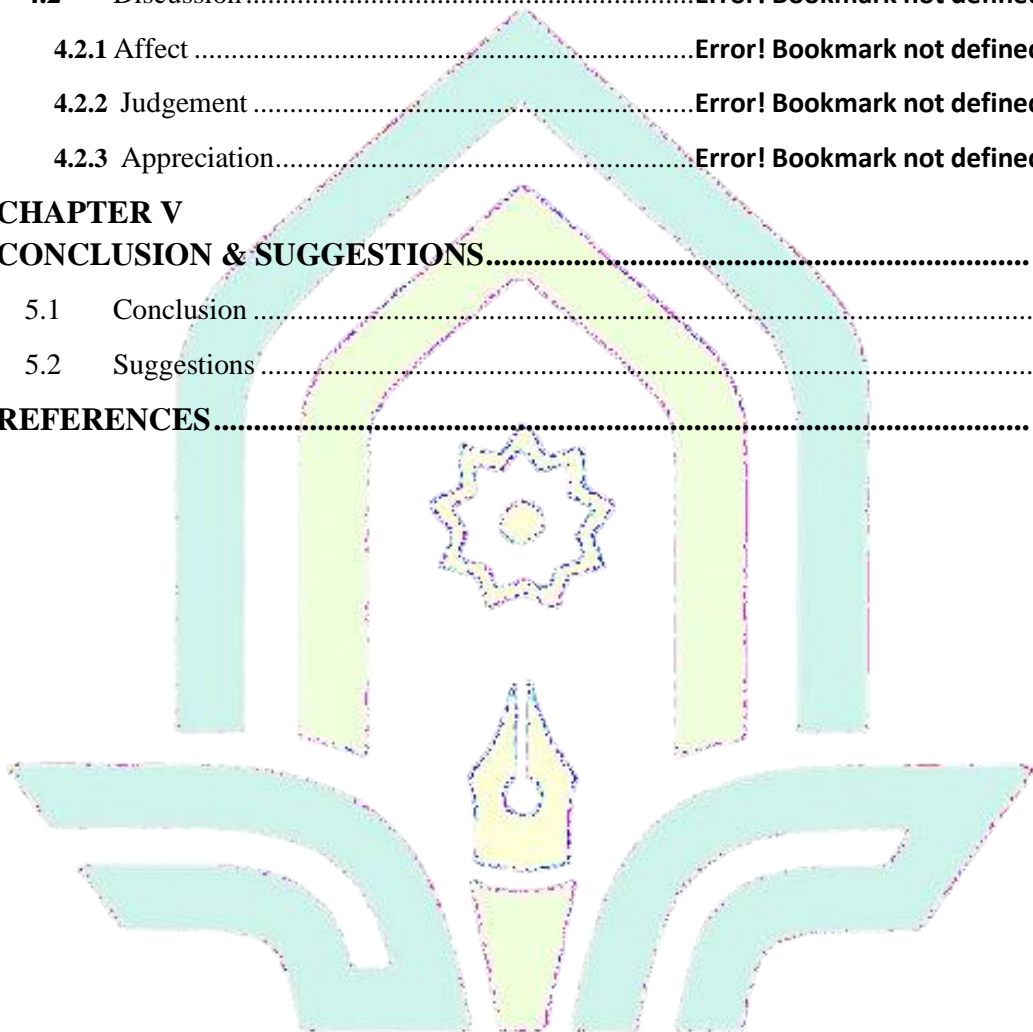


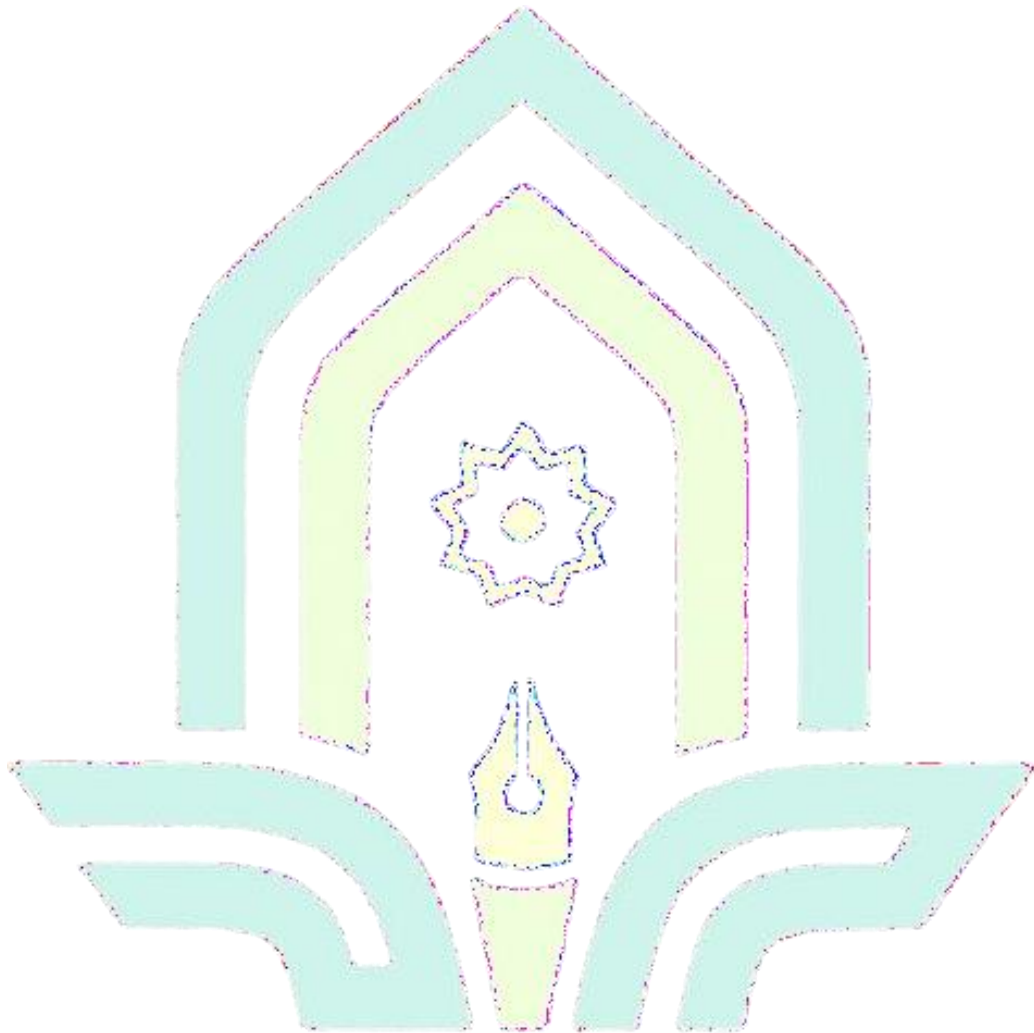
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Table 3. 1 Setting Participants.....**Error! Bookmark not defined.**

Table 3. 2 Research Schedule**Error! Bookmark not defined.**

Table 4. 1 Findings.....**Error! Bookmark not defined.**



CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is a collection of basic words to be used in learning a language. Vocabulary has an important role in learning English. Vocabulary is an important aspect when learning a foreign language. Learners can not master a language if they do not learn vocabulary first, this is because vocabulary is words from a language (Shiotang, et al.,2017). Vocabulary is one element in the field of language knowledge. It has a very good role for anyone who is learning a language, especially English, or a learner who is acquiring a language (Cameron, 2001). To be able to master vocabulary, we need to make a conscious effort to learn English vocabulary. Vocabulary learning is the main key to acquiring, and understanding, using new words effectively: According to, Bai (2018), Vocabulary learning is the key to language learning, through whatever curriculum or syllabus we follow and whatever language model is applied. Vocabulary learning is very important in the process of language acquisition, first, second, or overseas (Calce.M, 1991).

Nowadays, with the emergence of digital technology in the world of education, traditional vocabulary teaching methods have changed to modern vocabulary teaching, making it easier for students to learn. According to Haleem, et al., (2022) Digital technology is bringing major

changes to the entire education system. Not only as a source of knowledge but as a co-creator of information, mentor and assessor. Technological advances in the world of education make things easier for students. This is because instead of using pen and paper, students today choose to use software and tools to create presentations and projects. When compared to a stack of notebooks, the iPad is relatively light. Compared to books, browsing ebooks is easier. Now students do not need to study far away and do not need to spend a lot of money to take English courses, because over time, students can learn English vocabulary just by staying at home watching videos that have supporting features on their cellphones. One feature that can help students learn vocabulary is the close caption feature.

Close captions are text displayed on television screens, videos, or digital media that reproduce dialogue and other sounds contained in the media. Close captions were created to help people who have hearing impairments and can help students learn foreign language vocabulary, especially English. Captions are especially useful for people watching non-native language videos, children and adults learning to read, and for people with hearing impairments (Gernsbacher,2015). Learning to use the close caption feature has a good impact on secondary learners, such as general understanding, acquiring new knowledge and students' listening comprehension. According to Huang, et al., (1999) The results of the research show that CCTV (closed-captioned TV) can help increase understanding, acquire new vocabulary, and listening comprehension in

ESL students. By using the close caption feature students get a new experience in learning vocabulary.

Experience is the process of acquiring knowledge, experience whether obtained directly or indirectly (reading books, news, media and online training). Experience comes from these complex activities and outcomes related to conscious human interactions and these will develop together with the environment, which is constantly changing (Dewey, 2004). The learning experience of using the close caption feature can help make the process of learning a foreign language easier. Comments from teachers in their research reveal that they use closed captioning in the classroom to facilitate understanding, contribute to language development, and address the affective aspects of students' listening activities. The implications of these findings are discussed in the context of teacher training (Kaderoglu & Esquerre, 2024).

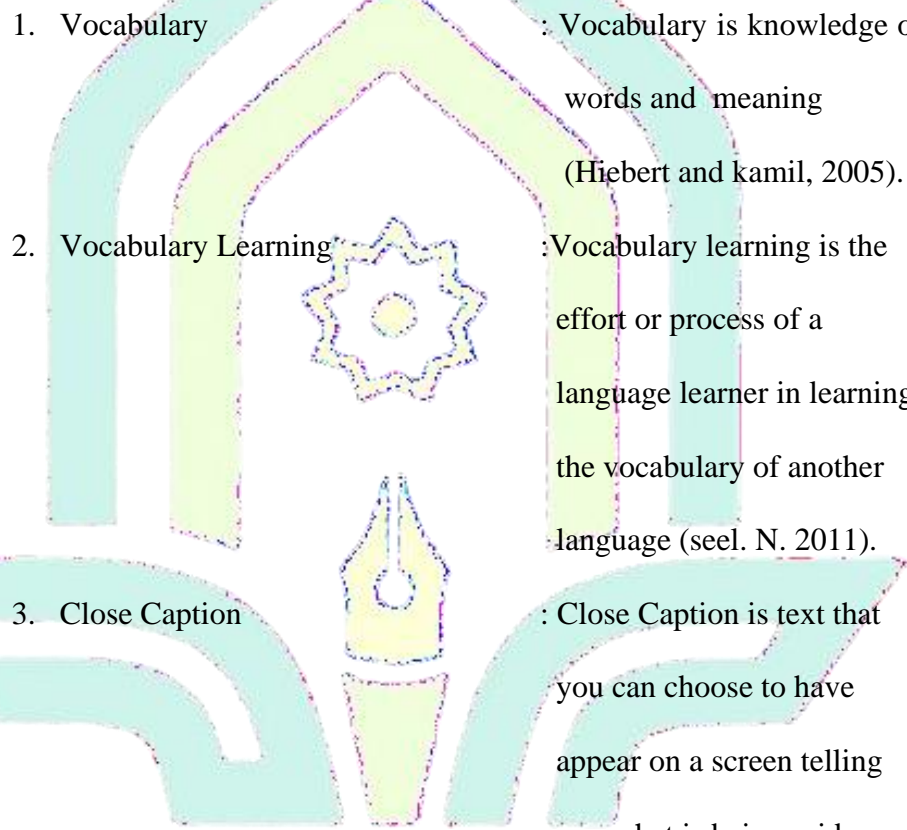
Many previous studies have examined English vocabulary learning using the Close Caption (CC) feature, but these studies are still very limited. Therefore, this study focuses on the use of Close Caption to assist English language education students in learning English vocabulary. By conducting this study, the researcher aims to enrich readers' knowledge about the experiences and techniques used by English education students in learning English vocabulary through the close caption (CC) feature.

1.2 Research Questions

According to the explanations above, this research has one question that must be answer: What are English students' experiences in Learning English vocabulary through the Close Caption feature on videos?.

1.3 Operational Definition

Based on the title of the thesis, the researcher provides several definitions as follows:

- 
1. Vocabulary : Vocabulary is knowledge of words and meaning (Hiebert and kamil, 2005).
 2. Vocabulary Learning :Vocabulary learning is the effort or process of a language learner in learning the vocabulary of another language (seel. N. 2011).
 3. Close Caption : Close Caption is text that you can choose to have appear on a screen telling you what is being said on the screen (Cambridge Dictionary).
 4. Experience : The process of gaining knowledge or skills from

doing, seeing, or feeling something (Cambridge Dictionary).

1.4 Aims of the Study

This research aims to explore students' experiences in the learning vocabulary through Close Caption (CC) feature on videos.

1.5 Significance of The Research

The significance of this research is explained as follows:

1. Theoretical Significance

This research contribute to Martin and White's Appraisal theory, regarding students' feelings of positive and negative learning experiences and supporting theories related to student experiences.

2. Practical Significance

In the future, the researcher hope that this research can be used as a way to learn English vocabulary using the correct close caption feature for students.

3. Empirical Significance

This research provide empirical insight into the experiences of students English education in learning English vocabulary using Close Caption (CC) on videos.

CHAPTER V

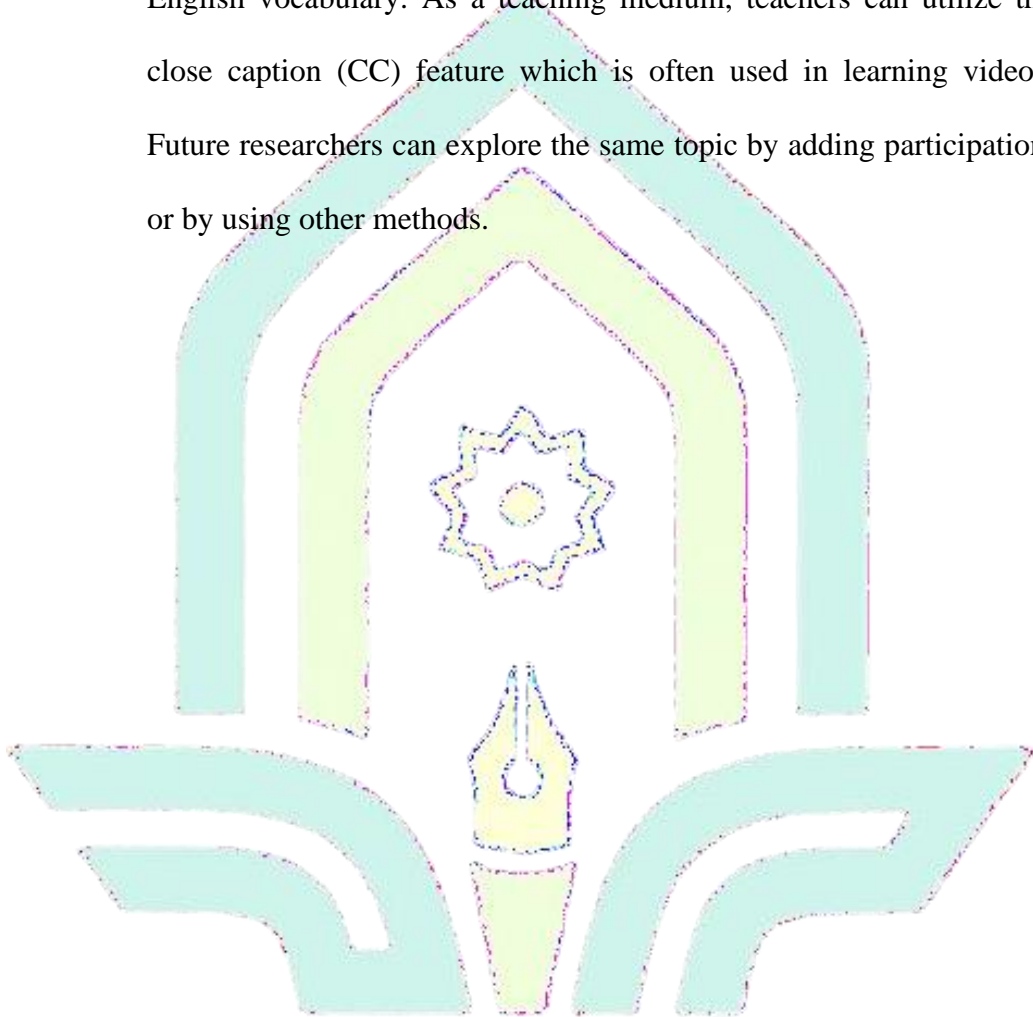
CONCLUSION & SUGGESTIONS

5.1 Conclusion

Based on the experience of English Language Education Students in using close captions was found to be a useful feature for learning English vocabulary. From positive experiences, participants expressed that this feature helps them learn and acquire vocabulary, they can still watch what they like, while activating the feature for learning, apart from the vocabulary they get, participants can also find out how to pronounce the vocabulary, and can estimate its meaning, from the vocabulary according to what is shown in the video or film. However when they learn vocabulary using the close caption feature, many find shortcomings that make them feel annoyed. Lack of close captions, such as too much conversation in a video or film, can cause the text in the close caption to appear and cover the video. Sometimes there is also a mismatch between the text in the close caption and what is said in the video or what the participants hear. Thus, the faster the video is discussed, the text that appears will also be faster. In this case captions become fast and participants are usually distracted from focusing on the flow of the video. This negative experience made participants less optimal in learning vocabulary through watching and using or activating the close caption feature.

5.2 Suggestions

While though this research has limitations such as a lack of participants, the close caption feature is a feature that can be used as a learning tool, especially in learning vocabulary. Students can use the close caption feature as a way to learn vocabulary, one of which is English vocabulary. As a teaching medium, teachers can utilize the close caption (CC) feature which is often used in learning videos. Future researchers can explore the same topic by adding participation, or by using other methods.



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ENCLOSURE

Enclosure 1 : Interview Questions

Research Question	Theories	Positive & Negative Experience	Questions
What are English students' experiences in Learning English vocabulary through the Close Caption feature on videos?	Vocabulary Learning (McCarthy, 1984)	Affect	<ol style="list-style-type: none"> 1. How Do you think vocabulary learning can be a basic and important foundation for new language learners? why if? why if not? 2. What method do you usually use to learn new vocabulary? Why ? 3. What kind of media do you use to support learning new vocabulary? Why ?
		Judgement	<ol style="list-style-type: none"> 1. How do you think about a statement that states the quality of skills someone's language is based on the quality and quantity of vocabulary owned (Tarigan, 2011) 2. How do you think are the biggest benefits in you after and before studying vocabulary? Why if yes ? why if no ? 3. How do you think are there any changes in you before and after learning new vocabulary?
		Appreciation	<ol style="list-style-type: none"> 1. How do you feel about changes in y learning more new vocabulary? 2. What makes learning vocabulary an enjoyable process for you? 3. How do you think is the biggest benefit of consistently studying vocabulary in the language learning process?
	Using Closed Captions On Videos	Affect	<ol style="list-style-type: none"> 1. How do you think about learning vocabulary through the close caption feature, is this feature very easy to use or not? why if yes and why if no?

(Zamoon, 1996)		<ol style="list-style-type: none"> 2. How do you display close captions on videos to learn vocabulary? 3. How do you learn new vocabulary using close captions when you watch videos?
	Judgement	<ol style="list-style-type: none"> 1. How do you think about learning vocabulary through the close caption feature, is this feature very easy to use or not? why if yes and why if no? 2. How do you think, are close captions the perfect feature for learning vocabulary? If yes, why, and if no, why? 3. What obstacles do you face when learning vocabulary using the close caption feature? How do you handle it?
	Appreciation	<ol style="list-style-type: none"> 1. How do you think learning vocabulary using the close caption feature can help second language learners? 2. Based on your experience, would you advise second language learners to use close captions when learning new vocabulary? Why ? 3. How do you feel when you find a video with appropriate, accurate close captions and what if you find one that does not match?

Enclosure 2 : Transcription of the Interview

Name	:	Translations Interviews Data
Interviewer	:	What do you think about learning vocabulary through the close caption feature, is this feature very easy to use or not? What media do you use to support vocabulary learning? and then how do you display this feature?
Cindy	:	In my opinion, the close caption feature is very easy to access and apply. If you enter the video you want to watch in Solarmovie, there will be a button in the box that says CC, if in Solarmovie it is at the bottom right, click the button after that select the language you want. or studied.
Brandon	:	Usually I use YouTube, to be able to display close captions, you can go to settings then close captions or it can also be in the bottom right corner. In my opinion, the close caption feature is not easy to access and apply, but if we learn vocabulary through videos and use close captions, the faster and longer the conversation can cause the writing in the close caption to cover the image or cover important elements. in the video and does not match the close caption with the video content. That's what makes this feature less than perfect.
Interviewer	:	What do you think, learning vocabulary through the close caption feature is effective or not? why if yes and why if no?
Cindy	:	I myself learn vocabulary by watching videos and activating close captions, then I take notes when I find new vocabulary, but I also sometimes get distracted by the video. This makes me say that this feature is less effective because if the conversation in the video is too fast so that the close caption displayed is missed because it is too fast, in the end I do not write it down to learn
Brandon	:	I usually use the YouTube application to watch videos and then activate the close caption feature because I think this method is effective. By using this method I can easily learn vocabulary while watching the film I want to watch my learning less monotonous
Interviewer	:	What learning style do you use to learn vocabulary?
Cindy	:	Usually I use visuals so that when studying I do

		not get bored quickly. Like what I do when learning vocabulary, I keep watching films that I like, then I activate the close caption feature to find out new vocabulary and see the visuals, for example in the close caption "I drive the car" in the video there is a visual of a person driving a car", but sometimes I get distracted from watching the video so I forget what new vocabulary is shown in the close caption
Brandon	:	In my experience, learning vocabulary with visual learning style, by watching films can make it difficult for me to focus in the sense that I often experience problems because my focus is diverted to the plot of the film so I miss a lot of the new vocabulary displayed by the close captions
Interviewer	:	How Do you think vocabulary learning can be a basic and important foundation for new language learners? why if? why if not?
Cindy	:	Learning vocabulary is very important for a new language learners. Especially for me as a Student English Education or English language learner, so that I can be more confident in understanding the content of communication, and can even give opinions to other people.
Brandon	:	In my opinion, I agree with the statement that the more vocabulary we acquire can make us better able to understand all vocabulary, but in my opinion vocabulary can not be said to be a basic foundation or important thing that new language learners must master, they also need to learn about sentence structure. such as grammar, tenses, and others. There's a lot of vocabulary but you can't use it, for example forget means forget to use when what and what's the difference with forget what.
Interviewer	:	What do you think about the the quality of skills someone based on the quality and vocabulary owned (Tarigan, 2011), do you agree or not? why if yes? why if not?
Cindy	:	Vocabulary is important for language learners, both new and old learners, but I disagree with that statement because I once met a friend of mine who had quite a lot of vocabulary but didn't know how to pronounce it and use it in sentences, so I think the statement is for assessing the quality of

		a person's language skills is based on the quality and quantity of the vocabulary they have. I disagree
Brandon	:	In my opinion, I agree with the statement that the more vocabulary we acquire can make us better able to understand all vocabulary, but in my opinion vocabulary can not be said to be a basic foundation or important thing that new language learners must master, they also need to learn about sentence structure. such as grammar, tenses and others. There's a lot of vocabulary but you can't use it, for example forget means forget to use when what and what's the difference with forget what.
Interviewer	:	How do you think are the biggest benefits and changes in you after and before studying vocabulary? Why if yes ? why if no ?
Cindy	:	Of course there are benefits and differences before and after learning new vocabulary, now I am more confident, because my vocabulary has grown, so I can understand many of the meanings of vocabulary.
Brandon	:	In my opinion, after I learned vocabulary, I felt there were benefits and changes in terms of meaning and in terms of academic value there were changes, but sometimes I also feel that having a lot of vocabulary can be less useful, for example when I learn vocabulary through videos and use close captions, and when I find new vocabulary because I am a forgetful person and feel lazy to open vocabulary notes, I end up not being able to practice the vocabulary. So it's less useful. So before learning vocabulary, first determine what the purpose is, do not focus too much on just learning vocabulary.
Interviewer	:	Based on your experience, do you recommend that second language learners use close text when learning new vocabulary? Why if yes?, why if no?
Cindy	:	I highly recommend close capti help learn vocabulary because t language options available, which can be adjusted to suit your wishes. I usually use close captions in English because I am studying English and I happen to be a student English Education
Brandon	:	Recommendation for the close caption feature for

		learning new vocabulary but not for new language learners, because seeing the imperfection of this feature can later make students confused and can misinterpret
Interviewer	:	How do you feel when you find a video with appropriate, accurate close captions and what if you find one that does not match?
Cindy	:	My feeling when I do not find the right one between the close caption and the video is that I'm annoyed, because when I do not get one that is accurate or does not match, I have to find out twice how to write it, then interpret it
Brandon	:	I am very happy when I get or find close captions that match the content of the video, so I can watch, listen and get new vocabulary that is appropriate
Interviewer	:	How do you think this feature is very helpful and supports you in the process of learning vocabulary? why if yes? and why if not?
Cindy	:	Of course there is a difference between learning vocabulary using this feature and reading books, magazines and others. This feature really helps me because I learn new vocabulary using the close caption feature and watching videos, because apart from discovering new vocabulary, I also know how to pronounce the vocabulary.
Brandon	:	In my opinion, if learn vocabulary through videos and use close captions, then of course this feature can help but it can also be less helpful, because sometimes things happen, such as the faster and longer the conversation can cause the text in the close caption to cover the image or cover it. an important element in the video and does not match the contents of the close caption, not all videos, whether the video maker does not include close captions in the video and sometimes only one language is available. This is what makes this feature less than perfect and can not be said to be very helpful for learning vocabulary

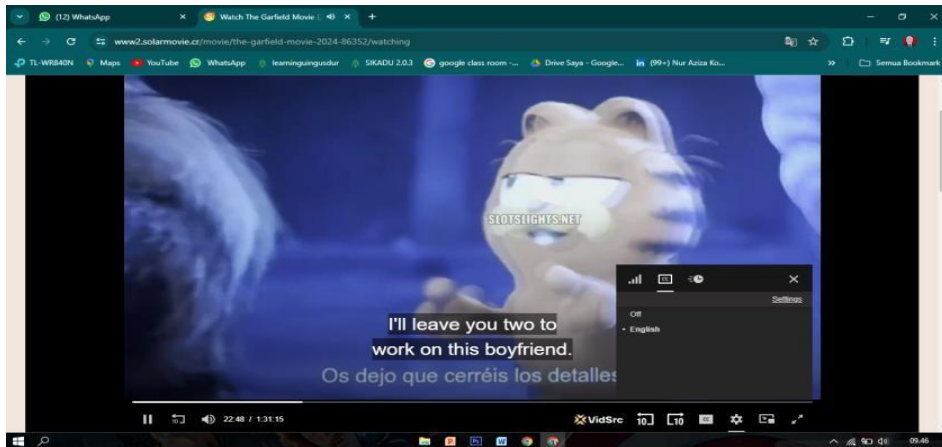
Enclosure 3 : Documentation

PLATFORM

Platform used by respondents:

SolarMovie

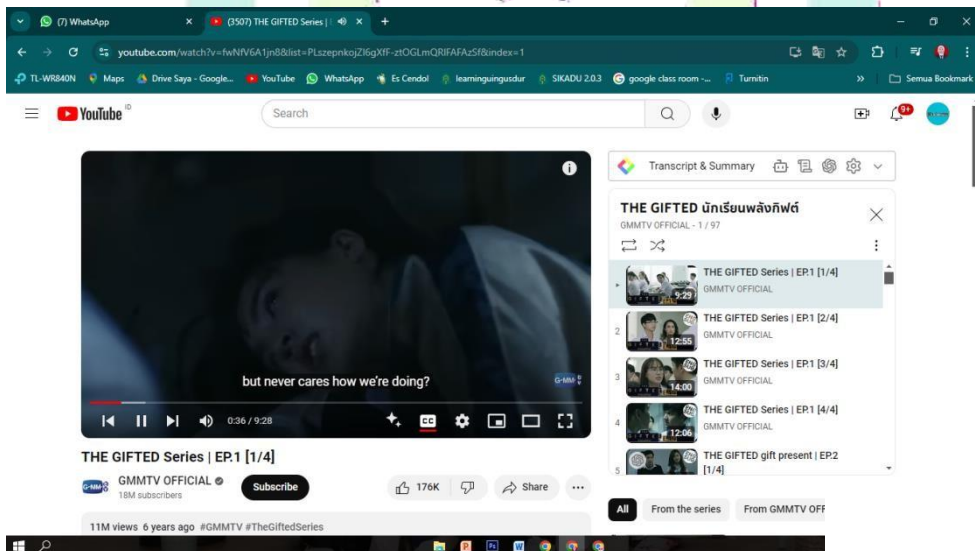
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<https://www2.solarmovie.cr/movie/the-garfield-movie-2024-86352/watching>

Youtube

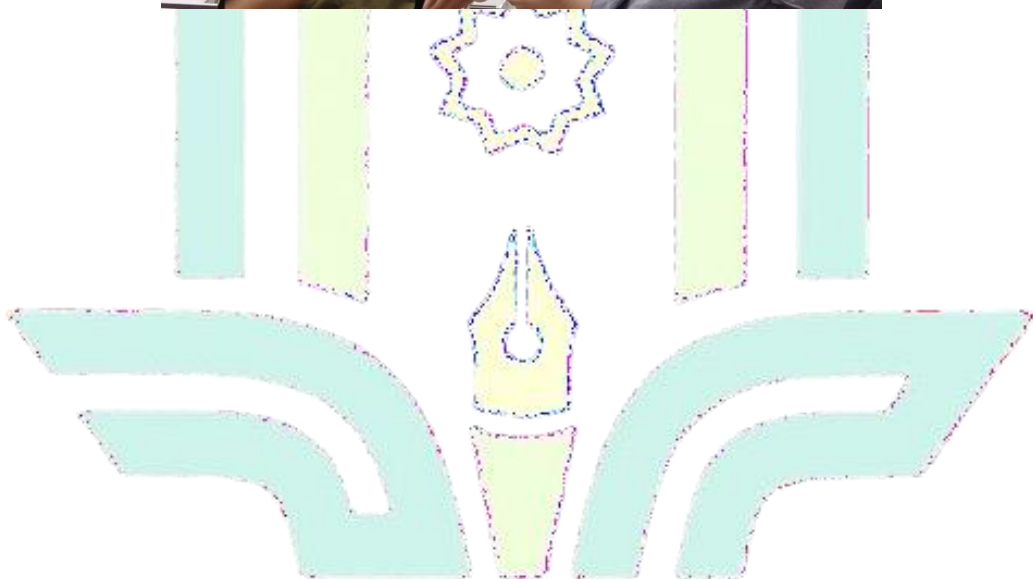
YouTube is an application.



<https://www.youtube.com/watch?v=fwNfV6A1jn8&list=PLszepnkojZI6gXfF-ztOGLmQRIFAFazSf&index=1>

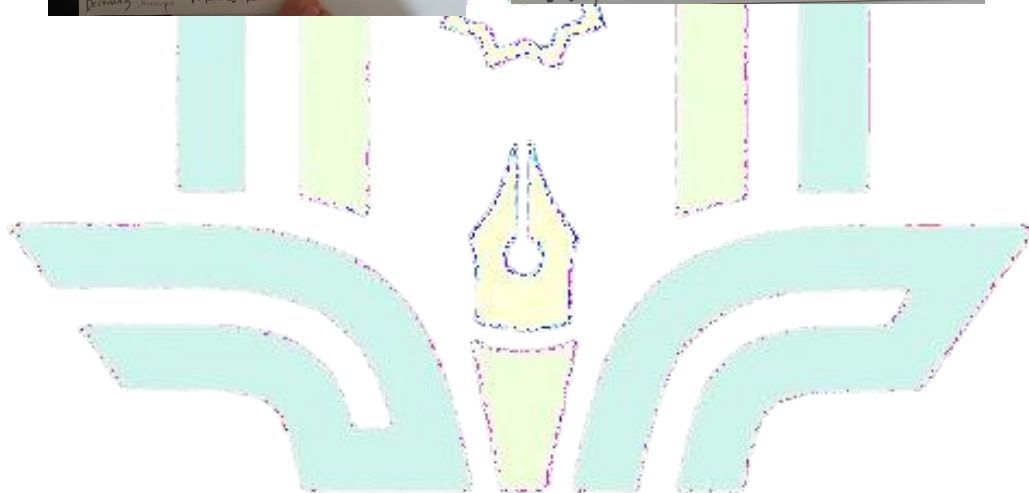
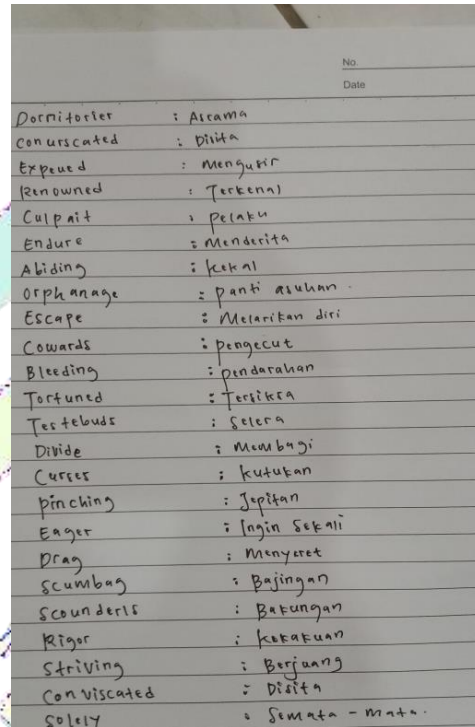
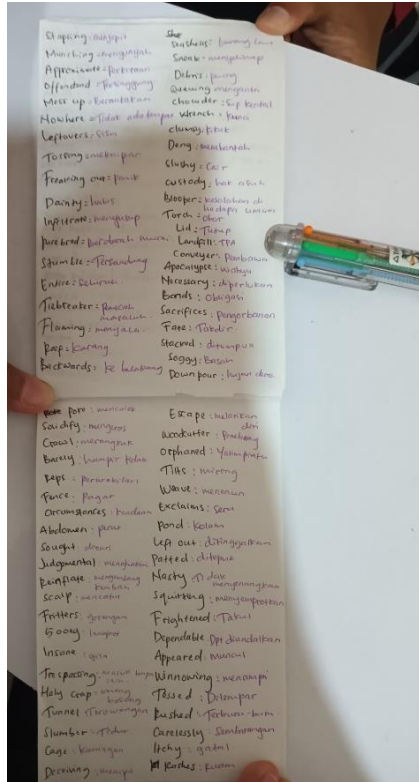
INTERVIEW PHOTO

This photo is used as evidence that the researcher conducted research directly.



STUDENTS NOTES OR PERSONAL NARRATIVE

These notes are taken from the results of Students English Education in learn new vocabulary through watching videos using the close caption feature.

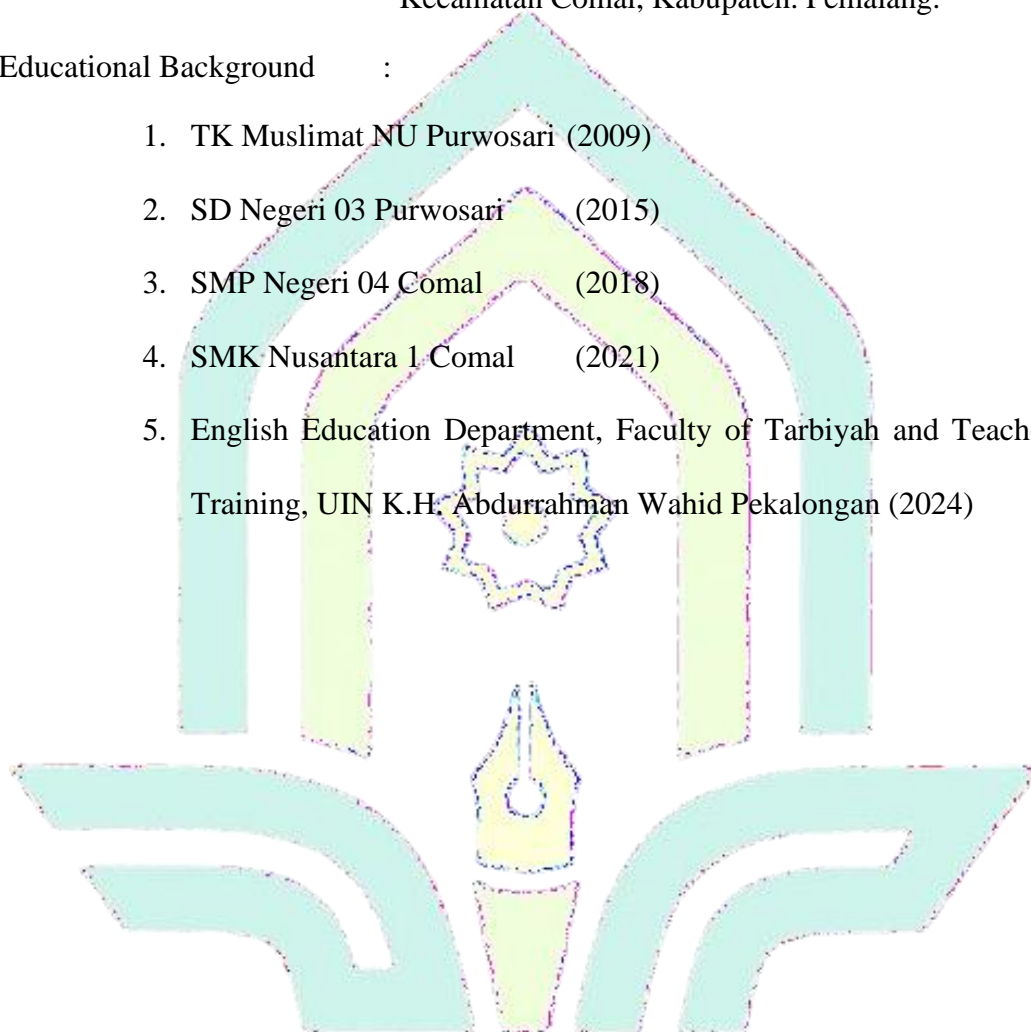


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