

EXPLORING SENIOR HIGH SCHOOL STUDENT'S FEELINGS ABOUT USING COURSERA FOR LEARNING ENGLISH

A THESIS

Submitted to Fulfill one of the Requirements for *Sarjana Pendidikan*
Degree in English Education



By :

NOVA PURWANDINI
SN. 20522054

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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2026**

**SURAT PERNYATAAN KEASLIAN
DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL**

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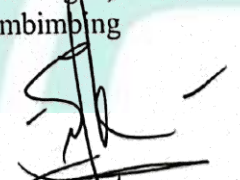
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Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu"alaikum Wr.Wb.

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MOTTO

—Di obong ora kobong, Di siram ora teles!

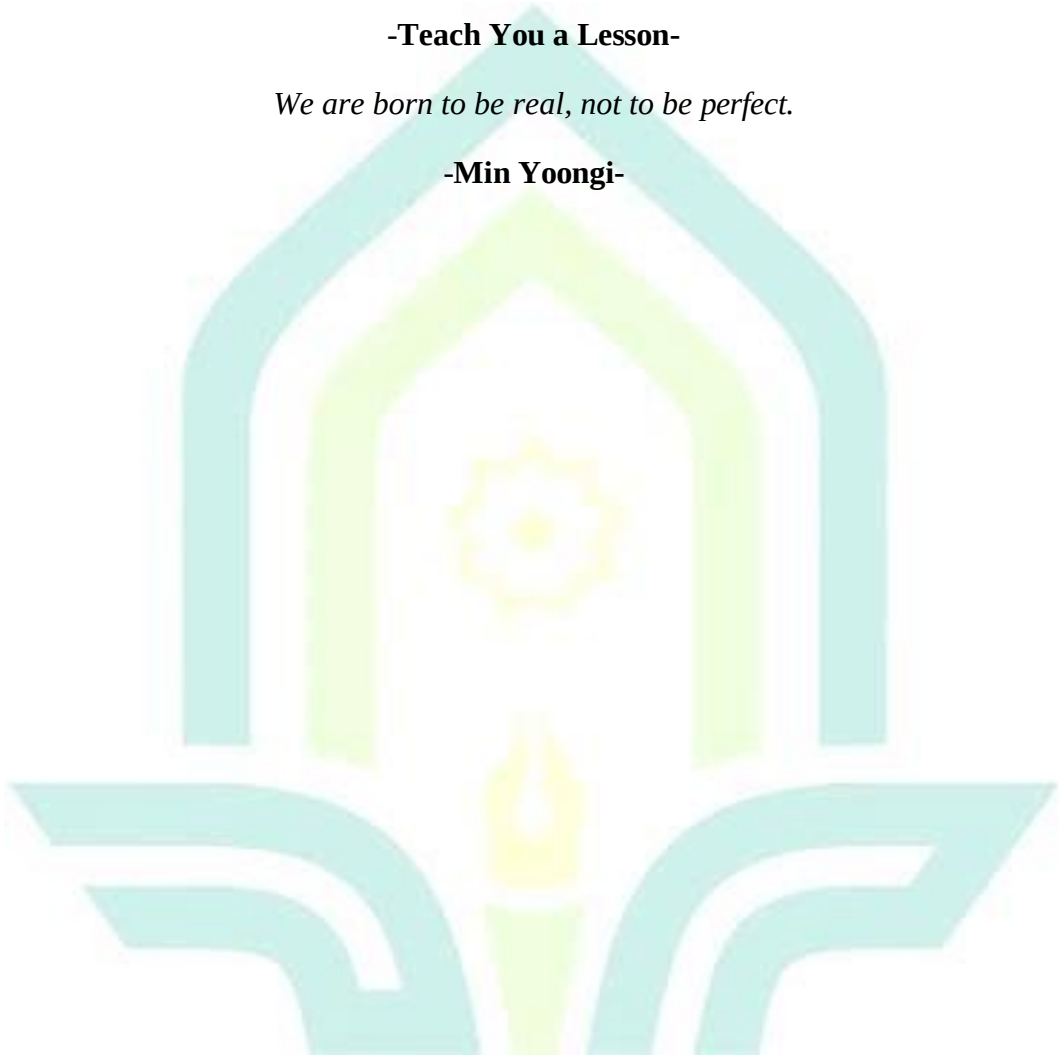
-Pur-

“Jangan anggap satu menitmu sama dengan satu menit orang lain”

-Teach You a Lesson-

We are born to be real, not to be perfect.

-Min Yoongi-

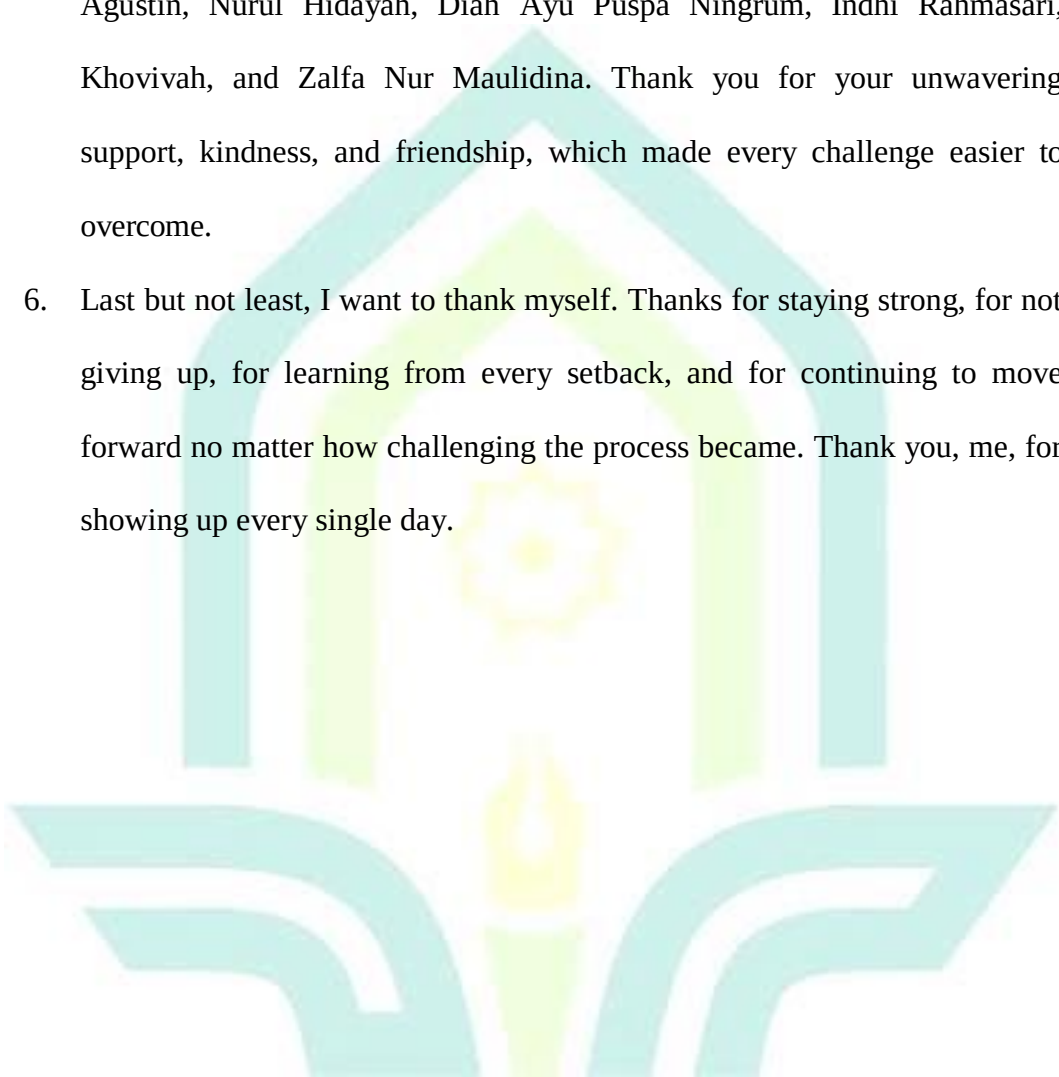


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ABSTRAK

Meningkatnya penggunaan platform pembelajaran daring telah membuka peluang baru dalam pembelajaran bahasa Inggris di luar kelas. Namun, pengalaman emosional siswa saat menggunakan platform tersebut masih belum banyak diteliti, khususnya pada siswa sekolah menengah atas. Penelitian ini bertujuan untuk mengeksplorasi perasaan yang dialami siswa sekolah menengah atas ketika menggunakan Coursera untuk belajar bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan desain narrative inquiry. Partisipan penelitian terdiri atas empat siswa sekolah menengah atas yang telah menyelesaikan sedikitnya satu kursus bahasa Inggris di Coursera. Partisipan dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara semi terstruktur yang dilakukan melalui WhatsApp dan dianalisis menggunakan analisis tematik dari Braun dan Clarke (2006). Hasil penelitian diinterpretasikan menggunakan sistem Affect dalam Appraisal Theory yang dikemukakan oleh Martin dan White (2005). Hasil penelitian menunjukkan bahwa partisipan mengalami perasaan positif dan negatif selama belajar menggunakan Coursera. Perasaan positif meliputi enjoyment, interest, confidence, dan satisfaction, sedangkan perasaan negatif meliputi confusion, frustration, dan anxiety. Meskipun menghadapi berbagai tantangan dalam belajar, perasaan positif lebih dominan dibandingkan perasaan negatif. Perasaan positif tersebut meningkatkan motivasi, keterlibatan, dan kepercayaan diri siswa dalam belajar bahasa Inggris, sedangkan perasaan negatif mendorong siswa untuk mengembangkan strategi belajar seperti mengulang materi, memutar ulang video, dan mencari informasi tambahan. Penelitian ini menyimpulkan bahwa Coursera memberikan pengalaman belajar yang bermakna dan mendukung secara emosional sehingga dapat meningkatkan motivasi serta mendorong kemandirian siswa dalam belajar bahasa Inggris.

Kata kunci: perasaan siswa, Coursera, pembelajaran bahasa Inggris, pembelajaran daring, Appraisal Theory.

ABSTRACT

The increasing use of online learning platforms has created new opportunities for English language learning beyond the classroom. However, students' emotional experiences while using these platforms remain underexplored, particularly among senior high school students. This study aimed to explore the feelings experienced by senior high school students when using Coursera for learning English. A qualitative research design with a narrative inquiry approach was employed. The participants consisted of four senior high school students who had completed at least one English related course on Coursera. The participants were selected through purposive sampling. Data were collected through semi structured interviews conducted via WhatsApp chat and were analyzed using thematic analysis by Braun and Clarke (2006). The findings were interpreted using the Affect system of Appraisal Theory proposed by Martin and White (2005). The study revealed that the participants experienced both positive and negative feelings while learning through Coursera. The positive feelings included enjoyment, interest, confidence, and satisfaction, whereas the negative feelings consisted of confusion, frustration, and anxiety. Despite experiencing several learning challenges, positive feelings were found to be more dominant. These positive emotions increased students' motivation, engagement, and confidence in learning English, while negative emotions generally encouraged them to develop learning strategies such as reviewing materials, replaying videos, and seeking additional information. The study concludes that Coursera provides a meaningful and emotionally supportive learning experience that can enhance students' motivation and encourage autonomous English learning.

Keywords: students' feelings, Coursera, English learning, online learning, Appraisal Theory.

PREFACE

Praise and gratitude be to Allah SWT, the Most Gracious and The Most Merciful. With His endless blessings, guidance, and strength, the researcher is finally able to complete this undergraduate thesis entitled **“Exploring Senior High School Students’ Feelings About Using Coursera for Learning English”** as one of the requirements for obtaining a bachelor’s degree in the English Education Department. The completion of this thesis is not solely the result of the writer’s efforts, but also the support, guidance, and prayers from many individuals. Therefore, the researcher would like to express sincere gratitude to all parties who have contributed to this work, either directly or indirectly.

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I sincerely hope this thesis will benefit readers and serve as a valuable reference for future educational research.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Online learning platforms have become one of the most rapidly growing forms of digital learning worldwide. In recent years, their use has increased significantly because they offer flexible and accessible learning opportunities. These platforms provide structured learning materials, including videos, readings, quizzes, and discussion forums, enabling learners to study independently. In language learning, they expose learners to authentic English input and support self-paced learning, making them a valuable resource for developing language skills (Hew & Cheung, 2014; Bates, 2022).

One of the most widely used online learning platforms is Coursera. It offers a wide range of courses from universities and educational institutions, providing structured learning materials and interactive features such as video lectures, quizzes, assignments, and discussion forums. These features can enhance student engagement and encourage autonomous learning. In English language learning, Coursera exposes learners to authentic language use through diverse instructional content and speakers from different backgrounds, which can be especially valuable for students with limited exposure to English (Jordan, 2014; Hew & Cheung, 2014).

In the context of English as a Foreign Language (EFL), particularly at the senior high school level in Indonesia, students often face challenges such as limited classroom learning time, insufficient exposure to authentic English, and varying levels of language proficiency. Online learning platforms such as Coursera can help address these challenges by providing

flexible access to authentic English learning resources and encouraging autonomous learning beyond the classroom (Stockwell, 2013; Bates, 2022).

Although Coursera offers many benefits for supporting English language learning, learning success is not determined solely by technology but also by students' emotional experiences during the learning process. Factors such as motivation, confidence, enjoyment, and anxiety can significantly influence students' engagement in learning. These emotional experiences are analyzed using the Affect system of Appraisal Theory (Martin & White, 2005), which suggests that feelings are part of how individuals evaluate and respond to their experiences. In this context, students' feelings when using learning platforms can influence how they participate in and understand the learning process. However, most previous studies have focused on learning outcomes and cognitive skills, and many have been conducted with university students or adult learners. In addition, qualitative studies that deeply explore students' emotional experiences remain limited, especially among senior high school students using platforms such as Coursera. Therefore, a research gap still exists, highlighting the need for further studies to understand students' feelings in platform based English learning (Vijay Kumar, 2014).

In this study, the research focuses on senior high school students who use Coursera as a supplementary medium for learning English at a tutoring center. During the learning process, the students study together in a comfortable classroom environment under the guidance of a mentor who is available to assist them whenever they encounter difficulties. The data were collected through in-depth interviews to explore the students' feelings and experiences while using Coursera. This study aims to provide a deeper understanding of students' affective experiences in learning English through Coursera.

1.2. Formulation of the Problems

Based on the background, this research focuses on students affective experiences. The research question is as follows:

What feelings do senior high school students have when using Coursera for learning English?

1.3. Aim (s) of the study

In line with the research focus, the objective of this study is as follows:

To identify the feelings that senior high school students have when using Coursera for learning English.

1.4. Operational Definitions

1.4.1. Senior High School Students

Senior high school students are students in Grade XI who are enrolled in a senior high school in Indonesia. At this level, students are considered capable of actively engaging in learning activities, developing independent learning habits, and utilizing digital learning resources to support their learning process (Creswell & Poth, 2021).

1.4.2. Students' Feelings

Students' feelings refer to the emotional responses experienced by senior high school students while using Coursera for learning English. These emotions may include enjoyment, confidence, satisfaction, anxiety, confusion, and frustration, which can influence students' engagement and learning experiences. In this study, these emotional responses are analyzed using the Affect system within Appraisal Theory (Martin & White, 2005; Pekrun, 2006).

1.4.3 Coursera

Coursera is an online learning platform used in tutoring programs as a medium for learning English outside of formal school settings. The platform provides features such as video lectures, readings, quizzes, and assignments that allow students to learn English flexibly and independently (Hsu et al., 2022).

1.4.4 Learning English

Learning English is the process by which senior high school students engage with English learning materials through Coursera within the context of a tutoring program. This process includes the development of language skills such as reading, listening, and vocabulary in a flexible and self paced learning environment (Zhang, 2018).

1.5. Significance of the Research

1.5.1. Theoretically : This research provides additional insights into students' feelings when using Coursera for learning English. It also adds to the discussion of affective factors in online English learning and can be used as a reference for future studies on similar topics.

1.5.2. Practically : The results of this research provide benefits for students, teachers, schools, and future researchers. Students can better understand their learning experiences when using Coursera. Teachers can use the findings to better understand students feelings in online learning. Schools can consider Coursera as a complementary

platform for supporting English learning. This study also serves as a reference for future researchers interested in online English learning and students' affective factors.



CHAPTER V

CONCLUSION

5.1. Summary

This study found that students experienced various positive emotions, namely enjoyment, interest, confidence, and satisfaction, as well as negative emotions, including confusion, frustration, and anxiety, while using Coursera to learn English. Positive emotions emerged from successfully understanding the materials independently, utilizing supportive features such as subtitles and quizzes, and perceiving meaningful learning progress. Meanwhile, negative emotions were triggered by difficult vocabulary, complex materials, and social comparisons with other learners.

Overall, positive emotions were more dominant than negative ones, and both types of emotions dynamically influenced students' learning motivation. Interestingly, negative emotions often served as a driving force that encouraged students to study more diligently. Therefore, Coursera contributes positively to students' emotional experiences and motivation in learning English, although it still presents certain affective challenges due to the nature of self directed learning and the limited direct interaction with instructors.

5.2. Recommendation

Based on the findings of this study, several recommendations are proposed for students, teachers, platform developers, and future researchers. These recommendations are expected to provide useful insights for improving the use of Coursera as an online English learning platform and supporting students' emotional experiences during the learning process.

5.2.1. For Students

Students are encouraged to make optimal use of Coursera's supportive features, such as subtitles, transcripts, and quizzes, and to apply adaptive coping strategies when facing confusion or frustration during the learning process.

5.2.2. For Teachers

Teachers are encouraged to use Coursera as a supplementary learning resource in the classroom while also providing additional guidance to help students overcome challenges arising from the limited direct interaction with instructors.

5.2.3. For Platform Developers

Platform developers are encouraged to add more interactive features, such as discussion forums or question and answer systems, to reduce feelings of confusion and anxiety caused by the limited personal support available in asynchronous learning environments.

5.2.4. For Future Researchers

Future researchers are encouraged to involve a larger and more diverse group of participants and to employ a mixed-methods approach so that the findings can be more comprehensive and generalizable.

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