

**STUDENTS' EXPERIENCE IN LEARNING ENGLISH WITH  
VIDEOS: A NARRATIVE RESEARCH**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education**



By:

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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2023**

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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*Assalamu 'alaikum Wr.Wb.*

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WITH VIDEOS: A NARRATIVE RESEARCH

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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## **MOTTO**

"No matter what others say, the main character in your life is actually you. So,  
believe in yourself and go for it!"

- DK

"Getting good grades is not a guarantee that your life would go well. You have to  
do what you love."

- The8

## ABSTRAK

*Penerapan teknologi secara signifikan mempengaruhi kebijakan sekolah untuk melakukan pembelajaran daring dari tahun 2019 hingga 2021, dalam hal ini untuk menghadapi penyebaran virus COVID-19 yang begitu cepat. Dengan adanya teknologi, siswa dapat memperoleh referensi yang lebih luas dan beragam dari berbagai sumber yang dapat dipercaya. Penelitian ini menyelidiki pengalaman siswa dalam menonton video untuk pembelajaran bahasa Inggris, yang bertujuan untuk meningkatkan efektivitasnya. Penelitian ini bertujuan untuk mengidentifikasi kesulitan, mengeksplorasi solusi, dan memberikan wawasan yang berharga bagi para guru dan praktisi bahasa Inggris. Penelitian ini menggunakan penyelidikan naratif untuk memeriksa pengalaman dan perasaan lima siswa saat menggunakan video untuk belajar bahasa Inggris. Penelitian ini berfokus pada pengalaman mereka melalui narasi, seperti yang didefinisikan oleh Cladinin dan Connelly (1990). Penelitian ini menunjukkan bahwa video sebagai teknik pembelajaran mandiri meningkatkan kemampuan bahasa Inggris pada manula dengan meningkatkan kosakata, frasa, idiom, pengucapan, dan kemampuan mendengarkan. Namun, gangguan, kurangnya minat, dan kepercayaan diri dapat menghambat pembelajaran.*

**Kata kunci:** *Penerapan teknologi, Menonton video, Pembelajaran online, dan Pengalaman siswa*



## ABSTRACT

*The implementation of technology has significantly affected schools' policy to conduct online learning from 2019 to 2021, in this case, to conduct the COVID-19 virus's rapid spread. Due to the availability of technology, students can obtain a broader and more diverse range of references from a variety of reliable sources. This study investigates students' experiences with watching videos for English learning, aiming to improve its efficacy. It aims to identify difficulties, explore solutions, and provide valuable insights for English teachers and practitioners. This study utilized narrative inquiry to examine five students' experiences and feelings while using video to learn English. It focuses on their experiences through narrative, as defined by Cladinin and Connelly (1990). This study shows that videos as a self-directed learning technique improve English proficiency in seniors by enhancing vocabulary, phrases, idioms, pronunciation, and listening abilities. However, distractions, lack of interest, and confidence can hinder learning.*

**Keywords:** *Implementation of technology, Watching videos, Online learning, and Students' experiences*

## PREFACE

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The Writer

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## **ENCLOSURE LIST**

Certificate Of Having Conducted The Research

Transcription Of The Interview (Indonesian Version)

Curriculum Vitae



# CHAPTER I

## INTRODUCTION

### 1.1 Background

Technology has a significant impact, particularly in the area of education. The implementation of technology has significantly affected schools' policy to conduct online learning from 2019 to 2021, in this case, to conduct the COVID-19 virus's rapid spread. Teachers must safely handle home learning while utilizing technology they have never utilized before to instruct their students (Nuland et al., 2020). Students were also certainly required to understand the use of technology to support learning during the COVID-19 pandemic. On the other hand, parents also needed to facilitate and guide their children so that learning at home was carried out properly. Thankfully, nowadays, modern students are more able to master technology in all their daily activities. Technology can increase student interaction in learning as well as make students interested in innovative learning. Due to the availability of technology, students can obtain a broader and more diverse range of references from a variety of reliable sources (Raja & Nagasubramani, 2018).

The use of technology made it easier for students to access learning materials and resources, but it also posed challenges in terms of maintaining focus and concentration. During the COVID-19 pandemic, students became heavily reliant on technology and found it difficult to resist the temptation of opening other applications while studying. This resulted in a decreased level of focus and concentration, as their attention was split between their studies and

the constant pull of technology. The widespread use of technology, especially text messaging, which had become the most prevalent form of communication both during the day and night, made it even harder for students to break away from its influence. According to Raja and Nagasubramani (2018), this attachment to technology has become a pervasive issue among students, making it difficult for them to let go and fully concentrate on their studies.

Many students expressed their lack of enthusiasm or their inability to concentrate and stick to the timetables they had established in week one. According to Humphrey & Wiles (2021), students revealed that they felt less motivated to study because all exams were open books. They also stated that their ability to concentrate or find space to study was hampered by their location and the frequent presence of family. Various distractions might occur while studying online at home, including signal disruptions and weather, which can sometimes encourage students to lack focus.

The main basis for conducting this research is to observe, identify problems, and understand the effects of students' experiences while watching videos and practicing live conversations in class. This study focuses more on the student's experience after watching the learning video that has been shown. This study reveals the students' feelings more deeply by interviewing several students as samples of this research.

## 1.2 Formulation of the Problem

This study aims to outline a question that needs further investigation:

“What did the students experience and feel while watching a video as a means of enhancing their English language learning?”

## 1.3 Definition of key terms

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. Experience : Experience, in Dewey's view, is a continuing process of interaction between a person and their surroundings. Experience is an active involvement with the world, not only a passive view of it (Dewey, 1986).
2. Video Learning : Video as a medium for language learning can be used for a variety of activities. Furthermore, the video provides some benefits. They are to train listening comprehension, active learners' schemes, and demonstrate real-world communication experience with native English speakers. (Goodianti, 2007).

## 1.4 Aims of the Study

The aim of this study is to discover more about and comprehend how students feel about watching videos to learn English. To improve the efficacy of video-based English learning, the project intends to investigate how students perceive and actively engage in the medium, identify the difficulties they face, and explore solutions. The results of this study are expected to provide English

teachers and practitioners with insightful information that will help them create and carry out more productive video-based learning initiatives.

### **1.5 Significances of the Study**

This research has the potential to be a valuable resource for educators and students who want to develop competence in class and collaborate with peers, leading to the improvement of their language and social skills through self-regulation learning. In addition, this study can serve as a model for other researchers in developing more advanced and useful technologized learning strategies for future learning, as well as a demonstration of the effective use of technology in the context of self-regulated learning of English.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

In the process of learning English, students use various methods and strategies to improve their learning. One popular method is using videos as a teaching aid. By using videos, students can develop new skills and improve their English language skills. This approach helps them achieve better learning outcomes, improve their motivation, and develop a deeper understanding of the material. Video learning is a popular and effective method for improving English language skills.

Students can use videos as a reference for school materials, enhancing their understanding of subjects. The use of videos has positive and negative impacts on students. The positive impact of using videos is that students can also learn English at home, improve their pronunciation, improve sentence structure in live conversation, and develop their listening skills. While the negative impact of learning using videos is boring, you cannot discuss it with the video maker, lose focus, and misunderstand material content.

#### **5.2 Recommendation**

This research may still be imperfect due to the limited experience of students regarding the use of video as a learning tool. Video is a popular English learning tool for students, improving vocabulary, phrases, idioms, pronunciation, and listening skills through aural and visual stimulation. However, distractions and lack of interest can hinder learning. Therefore, we

hope that future research can expand on this topic by taking participants who are more experienced in using videos as a learning tool at home. Educational backgrounds and gender differences can add to the variety of experiences and feelings that will enrich the data. With many participants, there must also be many diverse and varied experiences that can increase the understanding of teachers or parents to be able to choose video content that suits the student's personality.

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