SENIOR HIGH SCHOOL STUDENT'S EXPERIENCES OF USING THE ONLINE VIDEO FOR LEARNING ENGLISH: A QUALITATIVE STUDY IN INDONESIA EFL CONTEXT

An Undergraduate Thesis

Presented to the Department of English Language Education as Partial Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

By:

Vezir Rahman Alwani

16322002

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA
2022

APPROVAL SHEETS

SENIOR HIGH SCHOOL STUDENT'S EXPERIENCES OF USING THE ONLINE VIDEO FOR LEARNING ENGLISH: A QUALITATIVE STUDY IN INDONESIA EFL CONTEXT

By :

Vezir Rahman Alwani

16322002

Approved on 13th September, 2021
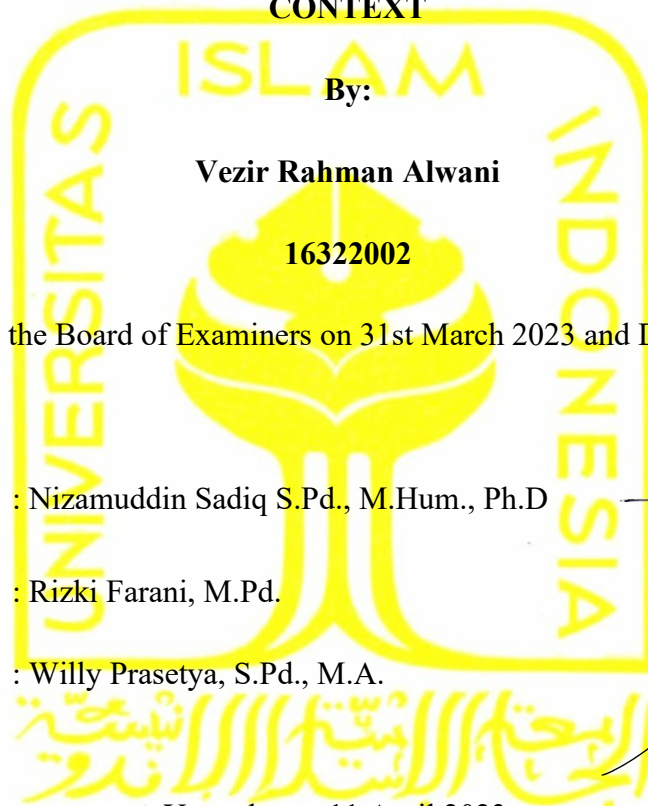
By:

Supervisor

Nizamuddin Sadiq S.Pd., M.Hum., Ph.D.
NIP: 092210201

RATIFICATION

SENIOR HIGH SCHOOL STUDENT'S EXPERIENCES OF USING THE ONLINE VIDEO FOR LEARNING ENGLISH: A QUALITATIVE STUDY IN INDONESIA EFL CONTEXT

By:

Vezir Rahman Alwani

16322002

Defended before the Board of Examiners on 31st March 2023 and Declared Acceptable

Board Examiners

Chairperson   : Nizamuddin Sadiq S.Pd., M.Hum., Ph.D

First Examiners   : Rizki Farani, M.Pd.

Second Examiners : Willy Prasetya, S.Pd., M.A.

Yogyakarta, 11 April 2023

Department of English Language Education

Faculty of Psychology and Socio-Cultural Science, Universitas Islam Indonesia

Head of Department,

Puji Rahayu, S.Pd., MLST., Ph.D.
NIP. 053310402

ii

STATEMENT OF WORK'S ORIGINALITY

I hereby certify that this thesis entitled "SENIOR HIGH SCHOOL STUDENT'S EXPERIENCES OF USING THE ONLINE VIDEO FOR LEARNING ENGLISH: A QUALITATIVE STUDY IN INDONESIA EFL CONTEXT" is definitely the original work of mine. I am completely responsible for the content included in this thesis. To the best of my knowledge, opinion or findings of others presented in this thesis are cited with respect under the ethical standard.

Yogyakarta, 11 April 2023

Author,

Vezir Rahman Alwani

16322002

iii

MOTTO

""Perfection is impossible; just strive to do your best"

- Angela Watson

"Allah (SWT) never changes the condition of a people unless they strive to change themselves"

- Surah Ar-Ra'd (13:11)

DEDICATIONS

I am Gratefully dedicating this thesis to various peoples and parties who have supported me and provided motivations to have me finishing my work. I am grateful to those who have helped me until this thesis is finished.

ACKNOWLEDGEMENT

Alhamdulillahirobbil alamin. In the name of Allah SWT who is the Merciful, The Generous, and The Powerful. I thank you for your abundant mercy and grace you have bestowed upon the writer to enable him to carry out his thesis and may peace be upon our Prophet Muhammad SAW who has brought us to this bright era.

Special thanks to a lot of the people who have supported me, encouragement, company and help when writing this thesis. I'd like to show my gratitude to :

1. My family, especially my parents who have motivated me and supported me to finish my thesis.

2. My undergraduate thesis supervisor Mr. Nizamuddin Sadiq S.Pd., M.Hum., Ph.D I am greatly grateful for the guidance, time and suggestion that I can complete this thesis.

3. My lecturers and staff of the English Language Education Department for their knowledge, guidance, assistance and support.

4. My teachers from UII Senior High School for the great assistance and support. I am really grateful for them.

5. My peers from the English Language Education Department for their support and guidance that I cannot mention all of them.

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

SENIOR HIGH SCHOOL STUDENT'S EXPERIENCES OF USING THE ONLINE VIDEO FOR LEARNING ENGLISH: A QUALITATIVE STUDY IN INDONESIA EFL CONTEXT

By: Vezir Rahman Alwani

16322002

ABSTRACT

The exposure of the online video has caused an impact to the internet users, especially in Indonesian context, secondary school students are very well exposed to the internet. Data were collected through semi-structured interviews with a reason to determine the student's experiences online video for learning English on how well and/or how much they have learned so far about the English language through the online video. There is only one student to be interviewed for 35 Minutes about the students' experiences with online video for learning english. A Theory about Katz et. al (1973), consists of media content, exposure to the media, and social contex will be used as to creating an interview questions for the student's experience on the usage of online video for learning english. The study found that a student would learn English effectively and efficiently by watching online video features for about 30 minutes to 1 hour. This is due to the engaging animations that do not significantly disturb the student's attention. The student watches the videos for about 3-4 days, but not everyday, as his school schedule is tight. His friends have also watched similar English learning videos, which has led to their teacher recommending the use of online video for learning. The student's parents have also supported his use of online video, without involving the school schedule.

CHAPTER I

INTRODUCTION

1.1 Background of study

The use of online video has been adopted for educational purposes particularly in English classrooms. As tools for learning, online videos provide many platforms that teachers could use such as YouTube, Instagram, etc. and for teaching purposes, teachers could either provide or create learning materials through these online platforms. By creating or selecting videos that are appropriate for learning, the teachers attempt to make learning and teaching interesting and meaningful (Mohammad, 2016). He further points out that provided by the vast number of audio-visual resources available online, teachers can utilize the feature of the online videos for different purposes such as for the interpretation of the spoken language, as a language model, to appreciate the cultural issues, as a stimulus or input for further activities, or as a moving picture book. Caldwell (1998) found that the utilization of multimedia aids (e.g. picture, audio, and video) engages students in language learning, stimulates their imagination, and also helps them with giving meaningful output in which it can be used in EFL classroom for developing various practical skills such as listening, speaking, pronunciation and vocabulary etc.

Studies about the use of online video for learning have been addressed by some scholars (Jensen, Holt, Sowards, Ogden, and West, 2018; Kumi–Yeboah, Dogbey & Yuan, 2017). In their study, they have attempted to explore the factors of online learning, especially to see the factors that promote and/or hinder the learning experiences and academic self-concept of high school students enrolled in online school. The findings show that the teachers use video conferencing and "streamed" videos to help students understand the topics.

The students like the visuals aspect of the online teaching as it made them have better grades in mathematics because of the online videos posted by the teachers. Another study by Jensen, Holt, Sowards, Ogden, and West (2018) explored the adoption of three methods of pre-class content learning such as interactive online tutorials, video lectures, and textbook readings. The aim of this study was to find out which methods are more effective.

The findings showed that the use of video was superior to the others in terms of raising the grade of final summative assessment. The reason might be that the students had to make decisions on where to watch and to replay in the video, and these decision-making processes made them become active learners, and solidified their understanding of the targeted knowledge.

Considering those empirical studies above, the research is focused more on the use of conferencing and streaming videos to help students understand the topic, interactive online tutorials to help students develop their summative assessment, and studies comprehension. However, little is known about the use of particular video features to facilitate students to improve their speaking ability. To fill the void, this study aims to explore the experience of students from using the online video feature to learn the English language. The contribution of this study is to document the practical video features usage to improve students' speaking ability.

1.2   Objectives

This study aims to explore the experience of students from using the online video feature to learn the English language.

1.3 Research Question

The research question of this study is: How does a senior high school student experience using the online video feature to learn the English language?

1.4 Significance of the study

This study contributes to senior high school student's experiences of using the online video for learning english

CHAPTER II

LITERATURE REVIEW

2.1 Multimedia in EFL

Online Video Feature is a video clip is a recorded and viewable video file that is linked to the website or an electronic message to educate or transfer visual information from one student to another. Online video feature is used for an asynchronous approach teaching. With the asynchronous approach, Teachings are delivered through pre-recorded videos, and students can watch the video at any time convenient to them. With the synchronous approach, tutoring experiences are often delivered through live web conferencing systems. The English language is one of the subjects given important attention in Saudi Arabia Aljohani (2016) states that "The Ministry of Education is demonstrating its support by providing English classes in Saudi schools and assigning supervisors to evaluate and adjust the teaching methods and the teacher's techniques. This is one of many strategies that are being used to teach English effectively. Technology is providing the EFL learners with multiple ways to learn English, which is providing them with the best possible opportunity to succeed. Caldwell (1998) found that the use of multimedia aids (e.g. images, audio and video) engages students in language learning, stimulates their imaginations and also helps them produce meaningful results. In this concept, Hwang and Shadiev (2014), Kent (2008) and Shadiev, Hwang and Huang (2014) propose that learning with multimedia objects becomes more interactive, informative and engaging.

Asensio & Young (2002) argues that motion pictures have been used for educational purposes for quite some time, from magical lanterns more than a century ago to streaming technologies on the Internet. With the opportunities that the World Wide Web brings to today's teaching and learning environment, students now have the ability to access the latest material and the latest examples, whether to supplement discussion in class or to highlight new developments in the field.

2.2   Online   Videos   to   Improve   Student   English   Skills

Previous study has been conducted by Yunita (2015). Yunita conducted pre-experimental research on the effect of YouTube video use on second graders' speaking ability. The results show that the average speaking score of students before the intervention is 58,4375 and after the intervention is 67.8125, which means there is a significant difference in students' speaking ability when using YouTube videos.

Another study by Riswandi (2016) conducted an action study on the use of YouTube videos to improve the speaking skills of seventh grade students in one of the middle schools in Surakarta. The results show that there is an improvement in students' speaking ability in the aspects of fluency, vocabulary, pronunciation, grammar and content.

2.3 Review Relevant Studies

Studies have stated that integrating interactive multimedia content into learning can motivate students to learn, and adopting various multimedia modalities in content design can assist students' learning (Baturay et al., 2010). The media elements include text, audio, graphics, animation, and videos, and according to the cognitive theory of multimedia learning (Mayer, 2005), learning information presented in both textual and graphic modes can help students learn better than with the information presented via a single modality.

Another study, Tsou et al. (2006) developed an online multimedia storytelling environment for EFL elementary classrooms to investigate its effectiveness in supporting EFL teaching and learning through storytelling and story prompting. The interactive storytelling environment has been used by EFL instructors to create stories and then tell them to EFL students. EFL students used the environment to reminisce about stories. Tsou et al. (2006) found that the online multimedia storytelling environment benefits both instructors and students; This can greatly facilitate teacher storytelling as well as student recall.

CHAPTER III

RESEARCH DESIGN

3.1   **Research**   **Design**

This study employs a qualitative study. The reason this research was chosen to be a qualitative study is to discover learning English experiences using online videos. Denzin and Lincoln (2000) claim that Qualitative research is used as an interpretive and naturalistic approach in order to study things in their natural settings and attempt to understand phenomena from the perspective of the people involved.

3.2 Setting and Participant

In this setting, the study takes place at a state well-known senior high school in the Special Province of Yogyakarta. The school is located in the Yogyakarta Municipality. The reason I chose this school is because the school has adapted their learning method by using E-Learning for all of the students and is not required to carry books or notebooks.

The participant is a male of second grade student of senior high school. This student has experienced using online videos to learn the English language. The student believes that the usage of online videos can be beneficial in the future because of how universal the english language is. That includes the benefit from E-Learning which can use the online videos for the additional learning materials.

3.3 Data Collection

In this study, data were collected through interviews. The interview is designed as a semi-structured interview. As for the questions, it will be done by using the conceptual definitions from Katz et. al (1973), consists of media content, exposure to the media, and social context. The reason to choose the interview is to determine the student's experiences through an online video for learning English on how well and/or how much they have learned so far about the English language through   the   online   video.

The amount of students to be interviewed is one student and only one time to interview for 35 minutes about the students' experiences with online video for learning english. The student is interviewed with sets of interview questions.

3.4 Data Analysis

Data of this study will be analyzed using thematic analysis. Thematic analysis is a method to analyze qualitative data that involves reading through sets of data and looking for patterns in the meaning of the data to find themes (Braun & Clarke, 2006).It's an active process of reflexivity in which the researcher's subjective experience is at the center of making sense of the data. The principles of thematic analysis of how to code data, to search for and refine themes. The data gathered from the study observation, recordings and research questions will be used to analyze with thematic analysis.

3.5 Trustworthiness

To gain trust in this research, the trustworthiness is done through Lincoln and Guba's (1985) credibility, confirmability, transferability, and dependability. Credibility is based on individual judgments, their relevance in qualitative research similar to questions of intrinsic value in quantitative research. Specifically, credibility in this study is conducting data collection and analyzing the data through thematic analysis

Second is transferability. Transferability is also valuable and important for generating new knowledge from qualitative research focusing on emerging discovery, the search for understanding from the systematic qualitative investigation of Others are equally effective. (Lincoln and Guba, 1985). Transferability in this study can be applicable to other contexts in similar situations to online video features.

Third is dependability. Producers and consumers actively build their trust in events as they unfold. There are a few specific research practices that not only create trust but also create a sense of credibility when performed (Lincoln and Guba, 1985). Dependability in this study is that researchers can use this study to find the data to be dependable.

And finally is confirmability. To submit one's research for audit, there must be an objective fact. Instead of building reality into findings, qualitative researchers trust and seek objectivity based on concepts such as accuracy and precision in their research practice and the involvement of other researchers. (Lincoln and Guba, 1985).

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Introduction

The findings and discussion of this study are wrapped after the data are collected and analyzed. This study is presented in three parameters based from the theory of Katz et. al (1973), consists of media content, exposure to the media, and social context.

Table 4.1 Sample of data

No	Parameter	Data [original source]	Data [Translated]
1	The social context	"Orang tua menyarankan karena sebelumnya ingin les tapi tidak kesampaian jadinya belajar seadanya dulu dengan online video"	"My parent's recommend it because before then I wanted to take a Tutor but did not got it so I just learned it enough by using online video"
2	Media content	"Kalau saya biasanya setiap sore, biasanya mendengar listening dan cara menanggapi vocabulary"	"Usually, every afternoon, sometimes I get to hearing a listening and how to respond a vocabulary"
3	Exposure to media	"Sehari 3-4 kali, tidak tiap hari. Biasanya 1 video karena 1 video panjang nya 30 menit"	"3-4 times a day, not everyday. Sometimes 1 video because 1 videos lengthed to 30 minutes"

4.2 Findings & Discussion

The section of finding and discussion is combined and explains the students' experience from the following three parameters : social context, media content and exposure to media. Each parameter has the research questions for the participant to answer and fulfill the research purposes.

4.2.1. The Social Context

Participant mentioned that his teachers are also giving video links about materials related to the teachings to explain further about it for students who did not understand. The participant's friends can also access the online video to learn about the materials in school.The participant takes interest in online video learning because their school has adopted the teaching method by using E-Learning. From there, there's an online video learning about the learning materials.

The participant has been supported by their parents about learning with online videos because their parents have provided them facilities such as an internet connection. Before that, the participant was about to take private tutoring, although he did not get to it as the participant took an online video to learn about the English language. He also said that their teacher recommended an online video as well because it is easy to access it whenever and wherever and quick to learn the English language, it does not require the English language schedule in school. This matter is elaborated by participants in the excerpt 3 below.

Excerpt 3

> *"The teacher has recommended it. because it is easy to access anytime and anywhere, and can learn English faster, because it does not depend on the schedule of English lessons at school". (English Translation SC/23)*

In this parameter, the participant is supported by his parents and teacher for the usage of online video to learn English. This finding supports Asensio & Young's (2002) study that with the opportunities which the website brings into today's teaching and learning environment, students now have a chance to access the most current material and latest examples, whether to supplement classroom discussion or to highlight new developments in the field.

4.2.2 Media content

The Participant explained that the online video media that he is using for learning English are Youtube. The participant watches the online video every afternoon to watch, listen and learn about responding vocabulary. For vocabulary, the participant watched an online video about Daily's Conversation and English Language Musics. The reason the participant chose Vocabulary is to take notes and memorize them with the meanings included. The participant in this interview never minds what he found on the online video platforms, as long as the videos the student finds are related to what he is about to learn because the reason for this is that the more sources, the better. The participant pointed out that if there's less vocabulary, it would be difficult for the participant to comprehend and to talk to what the person says in english.

The reason the participant is learning about Vocabulary is to practice them to be used in real life and also mentioned that the English language has become an international language and a must language to learn so the participant learns bit by bit. What he meant by "bit by bit" is that he at least understands a few things that others were saying in English, although sometimes he does not understand the meaning of what others were saying so he needed to learn more about vocabulary. The participant describes it in his following accounts.

Excerpt 1

"What I meant by knowing bit by bit is that when someone is conversing in English, I get to know some of the words that person said and sometimes I do not know the meaning, so I need to improve my vocabulary again". (English Translation MC/23)

In this parameter, it reveals that the participant has been using the online video to improve his vocabulary. This finding is inline with Riswandi's (2016) study, which investigated the use of YouTube-based videos to improve students' speaking skill at the seventh-grade students of one of Junior High Schools in Surakarta. The study of Riswandi (2016) showed that there was an improvement in the students' speaking skill in aspects of fluency, vocabulary, pronunciation, grammar, and content when the participants watched youtube-based videos online.

4.2.3. Exposure to media

The participant said that he watched the online video about 3 to 4 times, although not everyday as their schools have a tight schedule so he needs to spare their time to study other things in school. He explained that he can watch 40 minutes to 1 hour a day. He finds the online video for learning English to be interesting with the animations and it does not bother them a lot. One video can get to 30 minutes in length.

He mentioned that some people had learned the English language from private tutoring even though it's limited as people only learned what he saw and heard in private tutoring. However, with online video, he can learn more from what he sees and hears. The participant can learn more from online video, for example, when the participant played an online video about everyday conversation, the animations in the video explained and showed the activity while conversing in English language. He points out this issue in his accounts below.

Excerpt 2

> *"Because when I watch educational videos on youtube, the video got*
> *me interested in the animations that will not get me too bored".*
> *(English Translation EtoM/23)*

In this parameter, the participant had more understanding and interest in learning educational videos on youtube supported by animation. This finding supports Mayer's (2005) claim that According to the cognitive theory of multimedia learning, learning information presented in both text and graphic form can help students learn better than information presented through a single modality. In this case, the animation that the participant was interested in, is one of multimodality in the videos.

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

This study shows the experience of the participant towards the online video in utilizing the online video for the usage of learning English language. The participant has used the online video to its usefulness to learn English, especially about vocabulary. In addition, by learning vocabulary and everyday's conversation, the participants can understand what he is watching in the videos in English. It is also found that the support from both teachers and parents in learning English through videos shows that in his social context, learning English through videos is a common thing done by students in the current time.

5.2 Suggestion

Based on this study, it is recommended for this research to interview a more experienced participant on the usage of online videos for learning english. The reason for this is because of giving out more detailed information, telling more of their fair share of experiences to fill in the research study for better. From this, the researcher will hope that this study can give the readers insight from the study of using online videos for learning, especially in the English language.

References

Hwang, W.-Y., Shadiev, R., Hsu, J.-L., Huang, Y.-M., Hsu, G.-L., & Lin, Y.-C. (2014). Effects of storytelling to facilitate EFL speaking using web-based multimedia system. *Computer Assisted Language Learning*, *29*(2), 215–241. https://doi.org/10.1080/09588221.2014.927367

Hwang, W.-Y., Shih, T. K., Ma, Z.-H., Shadiev, R., & Chen, S.-Y. (2015). Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts. *Computer Assisted Language Learning*, *29*(4), 639–657. https://doi.org/10.1080/09588221.2015.1016438

Jalaluddin, M. (2016). *Using YouTube to Enhance Speaking Skills in ESL Classroom*. https://doi.org/http://www.philologician.com/Articles_50/Mohammad_Jalaluddin.pdf

Kumi–Yeboah, A., Dogbey, J., & Yuan, G. (2017). Exploring factors that promote online learning experiences and academic self-concept of minority high school students. *Journal of Research on Technology in Education*, *50*(1), 1–17. https://doi.org/10.1080/15391523.2017.1365669

Liu, L., Suh, A., & Wagner, C. (2016). Watching online videos interactively: The impact of media capabilities in Chinese danmaku video sites. *Chinese Journal of Communication*, *9*(3), 283–303. https://doi.org/10.1080/17544750.2016.1202853

Wang, Y.-H. (2019). Exploring the effectiveness of adopting anchor-based game learning materials to support flipped classroom activities for Senior High School students. *Interactive Learning Environments*, *29*(3), 365–384. https://doi.org/10.1080/10494820.2019.1579238

Wang, Y.-H. (2019). Exploring the effectiveness of adopting anchor-based game learning materials to support flipped classroom activities for Senior High School students. *Interactive Learning Environments*, *29*(3), 365–384. https://doi.org/10.1080/10494820.2019.1579238

Wongsa, M., & Son, J.-B. (2020). Enhancing Thai secondary school students' English speaking skills, attitudes and motivation with drama-based activities and Facebook. *Innovation in Language Learning and Teaching*, *16*(1), 41–52. https://doi.org/10.1080/17501229.2020.1853134

Wu, M., & Gao, Q. (2019). Using live video streaming in online tutoring: Exploring factors affecting social interaction. *International Journal of Human–Computer Interaction*, *36*(10), 964–977. https://doi.org/10.1080/10447318.2019.1706288

Yen, Y.-C., Hou, H.-T., & Chang, K. E. (2013). Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as Learning Tools: A case study in Taiwan. *Computer Assisted Language Learning*, *28*(5), 383–406. https://doi.org/10.1080/09588221.2013.839568

Yunita, L. S. (2015). *THE EFFECTIVENESS OF USING VIDEO YOUTUBE TOWARD STUDENTS' SPEAKING ABILITY*. https://doi.org/https://ejournal.uinsatu.ac.id/index.php/ls/article/download/1710/pdf/

Riswandi, D. (2016). *Use of YouTube-Based Videos to Improve Students' Speaking Skill*, *2*(1). https://doi.org/https://jurnal.uns.ac.id/ictte/article/view/8150/7310

Kasim, H., Furinto, A., & Masman, R. R. (2018). Analysis on students' online video content preference. *Advanced Science Letters*, *24*(1), 524–526. https://doi.org/10.1166/asl.2018.12058

Sultan Alshraideh, D. (2021). EFL learners' and teachers' perception toward the use of online videos in EFL classes. *Arab World English Journal*, *12*(1), 215–228. https://doi.org/10.24093/awej/vol12no1.15

Appendix 1

Construct	Conceptual Definition	Components/ Parameter	Interview Questions
ONLINE VIDEOS FEATURES	Katz et. al (1973) argued that gratifications obtained by media consumers can be obtained from three different sources: "**Media content**, **exposure to the media** **per se**, and **the social context** that typifies the situation of exposure to different media".	1. Media content 2. Exposure to the media 3. The social contexts	Question 1-4 (media content) 1. Seberapa sering kamu menggunakan video online untuk belajar Bahasa Inggris? 2. Konten video online apa yang kamu sering akses untuk belajar Bahasa Inggris? Mengapa? 3. Konten-konten video online seperti apa yang kamu akses untuk belajar Bahasa Inggris? 4. Apa alasanmu memilih konten-konten tersebut?

			Question 5-8 (exposure to media)
			5. Seberapa sering kamu mengakses video online untuk belajar Bahasa Inggris sehari? 6. Seberapa lama kamu mengakses video online untuk belajar Bahasa Inggris sehari? 7. Berapa video online yang biasanya kamu tonton untuk belajar Bahasa Inggris sehari? 8. Mengapa kamu tertarik untuk menonton video online untuk belajar Bahasa Inggris?

			Question 9 - 14 (The social context)
			9. Apa teman-teman mu juga biasa mengakses video online untuk belajar bahasa Inggris?
			10. Seberapa sering teman-temanmu mengakses video online untuk belajar Bahasa Inggris?
			11. Mengapa mereka tertarik untuk mengakses video online untuk belajar Bahasa Inggris?
			12. Apakah orang tua mengijinkan kamu untuk mengakses video online untuk belajar Bahasa Inggris? Mengapa?
			13. Bagaimana dukungan orang tua dirumah terhadap kebiasaanmu mengakses video online untuk belajar Bahasa Inggris?
			14. Bagaimana dukungan guru terhadap kebiasaanmu mengakses video online untuk belajar

Appendix 2

Interview Questions
Nama : Ghazy Tiefano
Kelas : XI IPA

Question 1-4 (media content)

1. Seberapa sering kamu menggunakan video online untuk belajar Bahasa Inggris?

Jawab : kalau saya biasanya setiap sore, biasanya mendengar listening dan cara menanggapi vocabulary

1.1 Ada media khusus tidak yang biasa nonton video?

Jawab : media yang biasa saya gunakan untuk belajar bahasa inggris menggunakan youtube,sportif

1.2 Ketika mendengar listening, video apa yang ditonton? Movie, lagu, atau apa? Mengapa menonton itu?

Jawab : saat belajar listening saya biasanya memutar video percakapan sehari hari,memutar music yang berbahasa inggris.

1.3 Cara menanggapi vocabularu maksudnya apa?

Jawab : cara menanggapi vocabulary maksud saya mencatat dan menghafalkan nya beserta artinya.

2. Konten video online apa yang kamu sering akses untuk belajar Bahasa Inggris? Mengapa?

Jawab : kalau saya seadanya saja, searching tentang vocab dan pilih yang ada langsung. karena kalau lebih banyak sumber nya lebih bagus.

2.1 mengapa kamu suka searching tentang vocab?

Jawab : karena jika kekurangan vocabulary sangat sulit untuk mengerti apa yang orang lain katakan dan sulit untuk berbicara.

3. Konten-konten video online seperti apa yang kamu akses untuk belajar Bahasa Inggris?

Jawab : tentang percakapan seharian dan grammar

3.1 Mengapa kamu suka konten percakapan seharian dan grammar?

Jawab : karena dapat di praktikan di kehidupan sehari hari langsung.

4. Apa alasanmu memilih konten-konten tersebut?

Jawab : karena sekarang bahasa inggris sepertinya sudah wajib dan international. setidaknya kita tau dikit dikit.

4.1 Bisa beri contoh tidak misalnya tau dikit-dikit itu seperti apa?

Jawab : tau dikit dikit maksud saya itu ketika ada orang yg berbicara menggunakan bahasa inggris saya mengerti sebagian apa yang orang itu katakan dan terkadang saya tidak mengerti karena tidak tahu artinya,jadi harus lebih memperbanyak vocabulary lagi.

Question 5-8 (exposure to media)

5. Seberapa sering kamu mengakses video online untuk belajar Bahasa Inggris sehari?

Jawab : sehari 3-4 kali, tidak tiap hari

5.1 Mengapa hanya 3-4 kali, tidak tiap hari?

Jawab : karena pelajaran disekolah sangat padat sehingga harus membagi waktu untuk belajar mata pelajaran yang lain.

6. Seberapa lama kamu mengakses video online untuk belajar Bahasa Inggris sehari?

Jawab : sehari bisa sampai 40 menit sampai 1 jam

6.1 Kok betah nonton video sampai 40 menit hingga 1 jam?

Jawab : karena saat saya menonton video pembelajaran di youtube,video sangat menarik menggunakan animasi animasi sehingga saya merasa tidak bosan.

7. Berapa video online yang biasanya kamu tonton untuk belajar Bahasa Inggris sehari?

Jawab : biasanya 1 video karena 1 video panjang nya 30 menit

8. Mengapa kamu tertarik untuk menonton video online untuk belajar Bahasa Inggris?

Jawab : Biasanya orang ikut les bahasa inggris tapi yang dipelajari hanya di les itu saja. tapi kalau dari video itu bisa tau aja apa yang dilihat dan didengar.

8.1 Bisa kasih contoh tidak, misalnya seperti apa?

Jawab : saat pembelajaran lewat video contohnya saat memutar video tentang percakapan sehari hari,animasi di video tersebut mempraktekan pada saat melakukan aktivitas dan sambil bercakap cakap menggunakan bahasa inggris.

Question 9 - 14 (The social context)

9. Apa teman-teman mu juga biasa mengakses video online untuk belajar bahasa Inggris?

Jawab : Iya, biasa teman saya akses video pembelajaran tentang materi di sekolah,karena guru sehabis menjelaskan materi bahasa inggris di sekolah, guru juga memberikan link video youtube ttg materi tersebut,untuk memperjelas yang sekiranya belum terlalu paham tentang materi yang dijelaskan oleh guru tersebut.

10. Seberapa sering teman-temanmu mengakses video online untuk belajar Bahasa Inggris?

Jawab : kurang tau

25

11. Mengapa mereka tertarik untuk mengakses video online untuk belajar Bahasa Inggris?

Jawab : biasanya kalau belajar bahasa inggris menggunakan e-learning karena ada video pembelajaran.

12. Apakah orang tua mengijinkan kamu untuk mengakses video online untuk belajar Bahasa Inggris? Mengapa?

Jawab : orang tua menyarankan karena sebelumya ingin les tapi tidak kesampaian jadinya belajar seadanya dulu dengan online video

13. Bagaimana dukungan orang tua dirumah terhadap kebiasaanmu mengakses video online untuk belajar Bahasa Inggris?

Jawab : selalu di support dengan cara memberi fasilitas internet

14. Bagaimana dukungan guru terhadap kebiasaanmu mengakses video online untuk belajar Bahasa Inggris?

Jawab : dari guru sudah dianjurkan.

14.1 mengapa guru menganjurkan untuk menonton video bahasa Inggris?

Jawab : karena mudah di akses kapan saja dan dimana saja,dan bisa lebih cepat belajar bahasa inggris,karena tidak tergantung dengan jadwal pelajaran bahasa inggris di sekolah.