

AN EFL HIGH ACHIEVER'S EXPERIENCE IN USING CAPTIONED VIDEOS FOR INDEPENDENT ENGLISH LEARNING

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Abstract: The development of information and communications technology (ICT) brings a plenty of media that can be used as learning resources. One of those media is captioned videos on YouTube. This present study aimed at exploring EFL high achiever's experience concerning his independent learning using English captioned videos on YouTube and the benefit that the student got from it. This study used a narrative inquiry design to examine the experience of a male EFL high achiever college student who has been studying on 8th semester at one of private Universities in Malang. The data were collected using narrative frames adapted from Barkuizen and Wette (2008) and narrative interview guide. The data were analyzed using thematic analysis. The findings of this study revealed that the EFL high achiever encountered some trial and error process in the beginning stage of using captioned videos for his independent learning. However, the student got some improvements in the intermediate phase. After going through those previous experiences, the student can maximize the utilization of captioned video for his independent English learning. Moreover, this study also revealed that captioned videos give benefits to student's listening skills, speaking skills, and vocabulary mastery.

Key words: Student's experience, English captioned video, independent English learning

INTRODUCTION

Along with the development of information and communications technology (ICT), there are many resources that can be used as learning resources. Fatimah and Santiana (2017) noted that learning in this century is not only limited in the classrooms by making the teacher the primary source of knowledge, but also involves students in the learning process through the making use of various

technologies like the internet and the mobile tool. Those technologies can help students nowadays in searching the material they want. Students can have a freedom in choosing the place, the time, and the way of how they learn using those tools. This condition helps students build their learning autonomy to become responsible for their independent learning.

In language learning, technology like smartphones or computers provides numerous platforms that can facilitate students to practice and enhance their language skills, for example, YouTube, Duolingo, Grammarly, and many more. However, students must be capable of selecting and using those apps appropriately manner based on their learning objectives and level of English. One of the applications that can be used as learning tools is YouTube. YouTube, a sharing videos platform attracts researcher's attention because it can develop several aspects of students' language learning like building vocabulary, developing listening skills, learning cultural knowledge, and enhancing their motivation to learn English (Wang & Chen, 2020). Presenting a large amount of content, YouTube provides language students with many conveniences for language learning. Plenty of things have been developed on YouTube. The most developed feature is the presence of captions or subtitles in some videos. This development can be helpful for language students because those captions could enhance audiovisual input by allowing students to visualize what they hear, especially when the material is slightly beyond their level of proficiency. Thus, it is easier for students to identify meaningful units of speech and to recognize words when viewing videos (Hsieh, 2019).

Additionally, mastering some new learning media is not always easy for students. Students might encounter some situations that can give impact their development in learning. Those kinds of experiences are useful information to discuss. Baird and Gordon (2009) stated that the discussion about 'student experience' is focused on the student's learning record under the specified condition. That learning activity might lead the students to their goal of personal development. In the EFL context, some researcher has tried to investigate how impactful learning media, learning strategies, or learning environments are based

on students' experience (Nova, 2018; Zainuddin, 2017; Gilbert et al., 2007). Nova (2018) defined experience in his research as the benefit or disadvantage that the students got after using specified learning media. Zainuddin (2017) interpreted the term experience as the things that students felt and conducted under some conditions at some specific time. The researcher believes that those two interpretations of student's experience are important parts of the study of student's experience.

Previous studies (Mahsen & Mohdi, 2021; Suárez & Gesa, 2019; Haryanti, 2019; Hwang, Hsu & Hsieh, 2018) found that the use of video, especially the one that has a caption has some significant impacts on students' language skills like listening comprehension or vocabulary learning. However, those studies only focus on investigating the result of the activities without deeply examining the students' experiences when using those tools. Even though the previous study from Nishioka (2021) examined the experience of using video on YouTube as a learning resource for independent learning but the objective of the participant in using video as a learning resource is not quite for academic purposes. Moreover, that study did not focus on the use of captioned video. Therefore, exploring the student's experience in using captioned video when they are conducting independent learning may be given new insight into how useful captioned video is.

Up to now, far too little attention paid in between using captioned videos from YouTube with students' independent learning. Student's experience in using captioned video is also needed to be deeply investigated. In this case, the researcher believes that it is better to investigate the high achiever's experience rather than the ordinary student. Based on the researcher's belief, high achiever students use more learning strategies and know how to deal with the problem when learning new things. Additionally, both the ways how the high achiever used the captioned video and the benefits gained by the student can be a great source of information for other students and teachers. Therefore, this present study aims at exploring EFL high achiever's experience concerning his independent learning using captioned videos on YouTube. Moreover, this study investigated

the experience through a narrative lens to reveal in-depth detail and gain new insight into how an EFL high achiever uses captioned video for the media of independent English learning and the benefit that the student gets from it. To achieve the research's purposes, two research questions are addressed: (1) How is an EFL high achiever's experience when using captioned videos on YouTube for independent English learning?, and (2) from the student's experience, how do captioned videos give benefits for student's English language skills?

METHOD

This study used narrative inquiry to explore a high achiever's experience in using captioned video for independent English learning and its contribution to the student's language competence. This study examined the experience of a high-achiever college student. Clint, a pseudonym is a 22 years old male student who has been studying for his bachelor's degree at one of the private universities in Malang, East Java, Indonesia. He is studying in English education department on the faculty of teacher and trainings at that university. He was chosen based on two criteria on this research. The criteria are the high GPA and the habit of using captioned videos on YouTube for independent learning activity. The latest student's GPA is 3.80 indicating that the student is a high achiever. Moreover, based on the researcher's observation, he also often watches and recommends some videos on YouTube that have English captions.

A narrative frame adapted from Barkhuizen and Wette (2008) and the narrative interview guides were used in this research to collect the data. In the current study, narrative frames, stories templates consisting of a series of incomplete sentences, focused on investigating each phase that the participant experienced in the process of using captioned video for his independent learning. Those phases are early phase, intermediate phase, and advanced phase. Furthermore, the presence of narrative interview guides helped to check the trustworthiness of the narrative frames data to get some other information outside the narrative frames.

Before doing the interview, the participant needs to write his stories first using narrative frames designed by the researcher from adapting the Barkhuizen and Wette (2008) narrative frames. By giving the starter sentences, the participant was able to know what he should write related to his experience in using captioned video on the narrative frames.

For the interview, the researcher used the participant's first language which is Bahasa Indonesia to create a comfortable situation and make him easy to tell or share his own stories. The interview was held in three sessions. The researcher had a reason why the interview was divided into three sessions. Each session of the interviews was conducted in half an hour. In the first interview session, the researchers introduced the aim of the research and the interview process. Moreover, the researcher also asked about some of the participant's statements on the narrative frames that had some ambiguities or were worth investigating more. In the second interview session, the researcher used the narrative interview guide where the participant constructed his story. The researcher asked the participant with the narrative question like "Can you tell me about your experience when using captioned video in your independent learning?" The researcher then continued with more specific questions like "Are there any challenges you face?" However, the participant was allowed to talk freely about his experience without any interruption from the researcher. This was because the researcher wanted to prevent the participant from losing focus in the middle of his story. The researcher might respond to the participant's story by using a smile or saying hmmm (Anderson and Kirkpatrick, 2015). If the participant did not know how to continue the stories, the researcher tried to expand the last event from the participant's story. At the final interview, the researcher gave a couple of follow-up questions based on the participant's answers on the narrative interview guide to clarify or expand some events in his story.

After that, the researcher used thematic analysis to analyze the narrative data in this research. The model of thematic analysis is proposed by Barkhuizen, Benson, and Chick (2014) which contains three activities in the process: 1)

repeatedly reading the data; 2) coding and categorizing the data extracts; 3) recognizing the thematic headings

FINDINGS AND DISCUSSIONS

Timeline of Using Captioned Video for Independent Learning

The earliest experience of using captioned video on YouTube as the media in English independent learning seemed to give a couple of difficulties for the student. Clint admitted that he still figured out how to properly use captioned videos back then for learning independently. A plenty of actions were initiated by Clint based on his believes on what was right to do.

“For the first time when I watched the video, I can't make the caption appear. Then my friend gave me suggestion to turn on the caption feature when there was something that left behind or unclear. What I found most difficult in using that media at that time was looked for the right and fun sources to listen which was easy to understand. I assume it was because the lack of insight in finding the right references. First I looked out for the video. Then I played it. Next I listened and watched the video to understand the content. If I found any difficulty like understanding some words or sentence, then I turned on the caption feature in the video.”

On the intermediate phase, Clint stated that he got more interested in watching the captioned video on YouTube. He also tried to watch a lot of kinds of English captioned videos whether it was educational or entertaining. Clint also began to execute couple of strategies or tricks in this phase. The frequency of using captioned video was also increased by the student in this phase.

“After a couple of times I use captioned videos on YouTube in my independent learning, I began to interest and gain a lot of knowledge about new vocabulary and also any other knowledge. Slowly, the video that I watched in YouTube become vary. I tried to practice the skills based on what the speaker said. Sometimes, I also paused the video then looked at the text because the speaker was too fast in explaining. I also tried to write a resume about what is important in the video. Moreover, I also rewind the video if it's needed. I started to increase the intensity of using captioned videos from three times a week to five times a week.”

After a long time using captioned videos for independent learning, Clint now is more enjoying watching and understanding captioned videos. He also states that he could implement the new knowledge he got after watching the

captioned video. Besides his improvement in implementing the knowledge, the way how Clint uses captioned video is also changing. He felt that this condition happens unconsciously after he watched a lot of captioned videos.

“Now, after several years of using captioned videos in YouTube, I can be more flexible and relatable in understanding the context of the video as well as practicing it in college. Now, I can listen, watch the video, and watch the caption at the same time. Moreover now I can understand the content and then try to translate the caption by word or by sentence. Then I'll also write some note if I think there is still some important point. It happens naturally or automatically, because at first I didn't have intention to translate or even write any note when watching the video.”

The Benefit of Using Captioned Videos on Student's English Skill

The use of captioned video in Clint's independent English learning is brought a great benefit to his listening skill. Besides the noise that he feels less bothering, now Clint also developed a new ability in listening after he used captioned video as his independent learning medium. He stated that he not only tends to guess the word that the speaker said in listening audio but he can also visualize the words. He stated that visualizing in here had a meaning that in his head he can imagine word by word from the audio that he listens to.

“By watching videos, now I get used to the noise in the listening audio. So it's like I don't bother the noise, and I focus on the conversation. For the caption, it helps me so I can guess what the speaker is talking about in the listening audios. I can imagine in my mind the words that have been said by the speaker in the listening audio. It happens because I get used to watch the caption while watching and listening the videos on YouTube.”

Clint also noticed that his gesture, tone, and pronunciation are influenced by the captioned videos that he watched. This made him more confident in speaking or presenting his task in his classes. Besides the pronunciation, the presence of captions made him know some proper sentences that are often used in presenting or explaining something.

“After watching captioned video, now I know the proper gesture and tone in speaking. The role for the caption in speaking is helping me to know the pronunciation. Although the caption feature has the less role in learning the gesture, but the caption really helps me to know the good greetings sentence and also the proper tone for some sentences in speaking.”

After he used captioned video, he felt a great improvement in his vocabulary aspect. Not only gained a huge amount of vocabularies, Clint also knew the proper time to use some kind of vocabularies in some situation. Moreover, Clint seemed to be less stressed when he still found some unclear vocabulary.

“After I use captioned video in YouTube, I know the meaning of the word that been used in some sentence or situation. Knowing the function and the time where the vocab is being used is also the result from using captioned video in vocabulary mastery. However, there are still some vocabularies that I don't understand, but the intention to know the word is growing time after time. The reason is because when we don't know the meaning of that word or sentence then we can't fully understand the content of the video.”

The findings above showed all of the things that have been through when using captioned videos for his independent English learning. Clint admitted that he still wandering a couple of things about captioned videos back then in the beginning state. It is in line with what Fitts and Posner (1967) stated that student still tried to understand how things work in the early phase. In this early stage, the student also still did what he thought it better to do. It can be seen in the way how he used the captioned video. He only turned the caption on when he think he lost the speaker's explanation. Furthermore he also still often watched captioned videos where the speaker still used his native language. Those things represent what Kolb (1984) found which is student still do what they feel right in the beginning stage of learning something new.

On the other hand, Clint seemed to be more relaxed and enjoyed watching videos in the intermediate stage. This condition is supported by Danan (2004) statement which revealed that students' anxiety in learning can be reduced when watching captioned videos. Moreover, according to Fitts and Posner (1967) stated that student begin to use some sort of strategies in the intermediate stage. In this research, student participant reveals that he often uses some sort of strategies or tricks when learning English independently using captioned videos. Besides that, a student in the intermediate phase usually does more action in the process (Fitts and Posner, 1967). Action can have the meaning of exercise or practice. After

getting out of the trial phase, a student begins to increase the frequency of the exercise.

Further, the advanced phase begins when Clint became fully used to watching captioned videos. Besides becoming used to watching it, Clint also start to get easier in understanding the context of the video and start to implement the skill that he get after using captioned videos in his independent English learning. All of those previous things that Clint encountered showed how his positive progression from the previous phase. As Kolb (1984) mentioned that students have passed the intermediate stage when they can do things beyond what they have done before. In this case, Clint tried his best to implement the knowledge and the skills that he got from using captioned videos before in his college class. Moreover, the way how Clint uses captioned videos that became more natural is also one of the improvements that he made in this phase.. That thing happens beyond his consciousness. It is in line with what Fitts and Posner (1967) revealed that the activity done in this phase happens naturally or unconsciously. It is because that activity has already become a habitual activity that required less attention and cognitive demand.

Several English skills are also found to get some effect after Clint watched the captioned video regularly for his English independent learning. In listening, Clint noted that he felt some sort of transformation when listening to audio lately. One kind of transformation example is that Clint can visualize in his mind the word that he heard. Those things can be classified as listening strategy. That is in line with Nguyen (2020) who found that students relatively implied some kind of listening strategies when they watched videos with captions.

Additionally, Clint revealed that his speaking skills like pronunciation and speaking gesture also evolved in a good way through the implementation of captioned videos in learning. As Li et al. (2015) found in their research which how students often imitated body movements when they watch the video. However, the caption feature also gave a huge help to Clint in knowing how exactly some words are pronounced. This finding is in line with what Mitteter and

McQueen (2009) states about students can recognize how the word is pronounced better when watching video with caption.

The last, captioned video also gave a lot of exposure of vocabulary for Clint. He noticed that his knowledge about English vocabulary is increased as long as he used captioned videos on his independent learning. It is in line with what Danan (2004) revealed that captioned video gives several benefits to language students. The development of how they recognized the word that they heard and watched is one of the benefits. Furthermore, Peters (2019) noted that captioned video can also assist word learning in many ways. In this case, learning English through using captioned videos gave Clint some sort of motivation in knowing more about vocabulary that he gained

CONCLUSSIONS AND SUGGESTIONS

This narrative inquiry study sets out to explore the high achiever EFL student's experience in using English captioned video on his independent learning. From that experience, the researcher also points out the improvements that the student has after the utilization of English captioned video. The finding reported here shed new light on the high achiever EFL student's process of mastering captioned video for his media of independent learning. Furthermore, some English skills can also be improved with making use of English captioned videos on the students' independent learning. Therefore, the researcher suggests that students and teachers should elaborate in order to boost the utilization of English captioned video for students' learning media, whether it is inside or outside the classroom. However, the researcher is also aware with the limitation of this study. Future researchers are suggested to increase the number of participants and also use more than one gender. Moreover, future researchers should be more specific in choosing the targeted skill in order to gain more particular findings.

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