

**FOSTERING INDEPENDENT LEARNING: THE USE OF VIDEO  
LESSONS IN TEACHING ENGLISH TO PRIMARY SCHOOL  
STUDENTS**

A Research Paper

Submitted to the English Language Education Study Program in a Partial  
Fulfillment of Requirements for *Sarjana Pendidikan Degree*



by  
Fauziah Sukrilah  
1801657

ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE EDUCATION AND LITERATURE  
UNIVERSITAS PENDIDIKAN INDONESIA

2023

## STATEMENT OF AUTHORIZATION

I, Fauziah Sukrillah, declared that this research paper entitled “Fostering Independent Learning: The Use of Video Lessons in Teaching English To Primary School Students” is my work. I am fully aware that to support this research paper, I cited several statements and ideas from other sources. Nevertheless, all statements and ideas from other sources are properly acknowledged.

Bogor, 12<sup>th</sup> of January 2023



Fauziah Sukrillah

1801657

**PAGE OF APPROVAL**

**FAUZIAH SUKRILAH**

**FOSTERING INDEPENDENT LEARNING: THE USE OF VIDEO LESSON IN  
TEACHING ENGLISH TO PRIMARY SCHOOL STUDENTS**

Approved by

Supervisor 1

Supervisor 2



Ika Lestari Damayanti, M.A., Ph.D

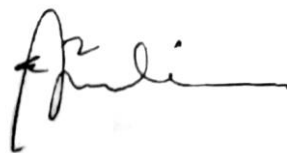
Nicke Yunita Moecharam M.A.

NIP. 197709192001122001

NIP. 198206302005012001

Head of English Language Education Study Program  
Faculty of Language and Literature Education

Universitas Pendidikan Indonesia



Prof. Emi Emilia, M.Ed., Ph.D.

NIP. 196609161990012001

## ACKNOWLEDGMENT

First of all, I would like to express my never-ending gratitude to the Almighty God, Allah SWT, for the everlasting blessings, mercies and generosity that led me throughout the journey of conducting, writing, and finishing this research paper. This research also would never be finished without the amount of help from the people who has supported me since the beginning until the completion of this research. With this, I would like to express my pleasure to every one of them.

In the first place, I would like to thank Ibu Ika Lestari Damayanti as my supervisor who has guided me patiently and gave me competent feedback, the one who has believed me to do my best and always brought back my spirit so that I could finish this research. Together with, many thanks to Ibu Nicke Yunita Moecharam as my supervisor who has guided me competently and given me numerous ideas and feedback to complete this research.

I would also like to thank the head of the English Education Department, Ibu Emi Emilia and all lecturers who have given their best to give valuable lessons during my college time.

The amount of gratefulness and thanks I would like to give for my family including Mamah, Bapak, Teh Ebi, and Vivi for never stopping to shower me with encouragement and support even at my lowest point. Also, thanks to Agung and Aisyah for always giving me valuable motivation to move forward and sharing ideas as well as accompanying me until the end of the journey. My beloved buddies, Tasya, Tita, Zalva, Kanaya, Kayla, Irvan, Kemal and Joseph, my class B, crongs, and all friends I made until today, thank you for your continued trust in our friendship and being the reason for my happiest days. I really owe a debt of gratefulness to every one of you. Once again, thank you.

## ABSTRACT

Supervisors: Ika Lestari Damayanti, M.A., Ph.D., & Nicke Yunita Moecharam,  
M.A.

English Language Education Study Program, FPBS, Universitas Pendidikan  
Indonesia

[fauziahskl@upi.edu](mailto:fauziahskl@upi.edu)

Following the digital era, learners in the early stage have to be exposed to learn independently. Video lessons can be considered as potential learning materials in helping students to become independent learners. Yet, studies focusing on the use of video lessons to support learners' independent learning are scarce. This study attempts to find out how the selected video lessons are used to support primary school students' independent learning. Observation and interview were utilized to collect the data. A total of 30 sixth-grade students were observed regarding the use of video lessons and how it supported their independent learning. A sixth-grade English teacher was also interviewed regarding the strategy used for the lesson. The result showed that the selected video lessons supported students' independent learning to some extent including optimize learning strategies and encourage the use of English outside the classroom. Further study about the use of different variation of video lessons towards students' independent learning as the main material should be conducted to provide more information about this topic.

**Keywords:** *video lessons, digital learning material, independent learning, EFL primary school.*

## ABSTRAK

Pembimbing: Ika Lestari Damayanti, M.A., Ph.D., & Nicke Yunita Moecharam,  
M.A.

English Language Education Study Program, FPBS, Universitas Pendidikan  
Indonesia

[fauziahskl@upi.edu](mailto:fauziahskl@upi.edu)

Mengikuti era digital, peserta didik pada tahap awal harus diarahkan untuk belajar secara mandiri. Video pembelajaran dapat dianggap sebagai bahan pembelajaran yang berpotensi dalam membantu siswa menjadi pembelajar mandiri. Namun, penelitian yang berfokus pada penggunaan video pembelajaran untuk mendukung pembelajaran mandiri siswa masih sangat langka. Penelitian ini mencoba untuk mengetahui bagaimana video pembelajaran yang dipilih digunakan untuk mendukung pembelajaran mandiri siswa sekolah dasar. Observasi dan wawancara digunakan untuk mengumpulkan data. Sebanyak 30 siswa kelas enam diobservasi terkait penggunaan video pembelajaran dan bagaimana hal tersebut mendukung pembelajaran mandiri mereka. Guru bahasa Inggris kelas enam juga diwawancarai mengenai strategi yang digunakan untuk pembelajaran tersebut. Hasilnya menunjukkan bahwa video pembelajaran yang dipilih mendukung pembelajaran mandiri siswa sampai batas tertentu termasuk mengoptimalkan strategi pembelajaran dan mendukung penggunaan bahasa Inggris di luar kelas. Penelitian lebih lanjut tentang penggunaan video pembelajaran jenis lainnya terhadap kemandirian belajar siswa sebagai bahan pembelajaran utama perlu dilakukan untuk memberikan informasi lebih lanjut mengenai topik ini.

**Kata kunci:** *video pembelajaran, bahan pembelajaran digital, pembelajaran mandiri, EFL sekolah dasar.*

## TABLE OF CONTENTS

<b>PAGE OF APPROVAL .....</b>	<b>ii</b>
<b>STATEMENT OF AUTHORIZATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Research Question .....	3
1.3 Aim of the Study .....	3
1.4 Scope of the Study .....	3
1.5 Significances of the Study .....	4
1.6 Clarification of Key Terms .....	5
1.7 Organization of the Paper .....	6
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>8</b>
2.1 Independent Learning .....	8
2.1.1 Independent Learning in Cognitive, Metacognitive, and Affective Domain.....	9
2.1.2 Indicators of Independent Learning .....	11
2.1.3 The Level of Independent Learning .....	13
2.2 Digital Learning Sources .....	14
2.3.1 Video Lesson .....	15
2.3.2 Criteria of Video Lesson .....	16
2.3.3 Video Lesson in Indonesian EFL Context .....	18
2.3 Related Studies .....	20
<b>CHAPTER III METHODOLOGY .....</b>	<b>23</b>
3.1 Research Design .....	23
3.2 Participants .....	24
3.3 Data Collection .....	24
3.3.1 Classroom Observation .....	24
3.3.2 Interview .....	25
3.4 Data Analysis .....	25
<b>CHAPTER IV FINDINGS AND DISCUSSIONS .....</b>	<b>29</b>

4.1 Teacher’s Strategy on Using the Video lesson .....	29
4.2 The Use of Video lessons to Support Students’ Independent Learning .....	36
4.2.1 Video lessons make the instruction goals clear to the students .....	36
4.2.2 Video lessons raise the students’ awareness about the learning content .....	39
4.2.3 Video lessons provide the students with answers to verify their knowledge about their own learning .....	42
4.2.4 Video lessons provide training on the use of learning strategies .....	44
4.2.5 Video lessons encourage the students to use English outside the classroom .....	47
<b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	<b>52</b>
5.1 Conclusion .....	52
5.2 Implication .....	53
5.3 Limitation .....	53
5.4 Suggestion .....	54
<b>REFERENCES .....</b>	<b>55</b>
<b>APPENDIX .....</b>	<b>61</b>



## LIST OF TABLES

Table 2.1 The domains of Independent Learning .....	10
Table 2.2 Indicators of Independency in Language Learning .....	12
Table 2.3 The Level of Learning Independence .....	13
Table 2.4 Criteria of Video Lessons .....	17
Table 2.5 The Impact of English Learning .....	19
Table 4.1 Students Responses to The Instruction Provided in Video Lessons .....	37
Table 4.2 Students' Response on The Use of Learning Strategies .....	45
Table 4.3 Students' Response on Using English Outside the Classroom .....	47

## LIST OF FIGURES

Figure 3.1 The Steps of Data Analysis of The Participants .....	26
Figure 4.1 The Answer Provided in the Video Lesson .....	42
Figure 4.2 The Answer Provided in the Video Lesson .....	43
Figure 4.3 The Answer Provided in the Video Lesson .....	43

## REFERENCES

- Ary, D. (2010). *Introduction to Research in Education Eighth Edition*. United States: Wadsworth Cengage Learning.
- Almeqdad, Q., Al-Hamouri, F., Zghoul, R. A., Al-Rousan, A., & Whitebread, D. (2016). *Cross Cultural Indicators of Independent Learning in Young Children: A Jordanian Case. The Spanish Journal of Psychology, 19*. doi:10.1017/sjp.2016.35
- Bangert, A. W. (2006). The development of an instrument for assessing online teaching effectiveness. *Journal of Educational Computing Research, 35*(3), 227–244. <https://doi.org/10.2190/B3XP-5K61-7Q07-U443>.
- Baron, J. (2019). The key to Gen Z is video content. *Forbes*. Retrieved from <https://www.forbes.com/sites/jessicabaron/2019/07/03/the-key-to-gen-z-is-video-content/#5bc9d7fa3484>.
- Benson, P., & Voller, P. (Eds.). (1997). *Autonomy and independence in language learning*. London: Longman.
- Boekaerts, M. (1999). Self-regulated learning: where we are today. *International Journal of Educational Research, 31*, 445-457.
- Bruning, R., Dempsey, M., Kauffman, D. F., McKim, C., & Zumbunn, S. (2013). Examining dimensions of self-efficacy for writing. *Journal of educational psychology, 105*(1), 25.
- Chen, Y. (2010). Exploring dialogic engagement with readers in multimodal EFL textbooks in China. *Visual Communication, 9*(4), 485-506.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Routledge.
- Cope, B., & Kalantzis, M. (2009). A grammar of multimodality. *International Journal of Learning, 16*(2).

- Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. Psychology Press.
- Coskun, A., & Marlowe, Z. (2015). Technology in ELT: English Teachers Investigate Animoto and Fotobabble. *International Journal of Higher Education*, 4(3), 119-128.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, California: SAGE Publications.
- Dang, T. T. (2012). Learner autonomy: A synthesis of theory and practice. *The Internet Journal of Language, Culture and Society*, 35(1), 52-67.
- Egel, I. P. (2009). Learner autonomy in the language classroom: From teacher dependency to learner independency. *Procedia-Social and Behavioral Sciences*, 1(1), 2023-2026.
- Elkatawneh, H. H. (2016). The Five Qualitative Approaches: Problem, Purpose, and Questions/The Role of Theory in the Five Qualitative Approaches/Comparative Case Study. *SSRN Electronic Journal*, 1–17.
- Fyfield, M., Henderson, M., Heinrich, E., & Redmond, P. (2019). Videos in higher education: Making the most of a good thing. *Australasian Journal of Educational Technology*, 35(5), 1-7.
- Gardner, H., & Hatch, T. (1989). Educational implications of the theory of multiple intelligences. *Educational researcher*, 18(8), 4-10.
- Gibson JJ (1977) The theory of affordances. In: Shaw R, Bransford J (eds) *Perceiving, Acting and Knowing: Toward an Ecological Psychology*. Hillsdale, NJ: Erlbaum, pp. 67–82.
- Granitz, N., Kohli, C., & Lancellotti, M. P. (2021). Textbooks for the YouTube generation? A case study on the shift from text to video. *Journal of Education for Business*, 96(5), 299-307.

- Guglielmino, P.J., & Guglielmino, L. M. (2003). Are your learners ready for e-learning? In Piskurich, G. (Ed.) *The American Management Association handbook of e-learning: Effective design, implementation and technology solutions*. New York: AMACOM.
- Hadijah, S., & Shalawati, S. (2021). A Video-Mediated EFL Learning: Highlighting Indonesian Students' Voices. *J-SHMIC: Journal of English for Academic*, 8(2), 179-193.
- Hadijah, S. (2016). Teaching by using video: Ways to make it more meaningful in EFL classrooms. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 307-315.
- Hansch, A., Hillers, L., McConachie, K., Newman, C., Schildhauer, T., & Schmidt, P. (2015). Video and online learning: Critical reflections and findings from the field. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2577882>.
- Hollands, F. M., & Tirthali, D. (2014). MOOCs: Expectations and reality. Full report. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University, NY. Retrieved December 20, 2018, from <https://files.eric.ed.gov/fulltext/ED547237.pdf>
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). London, England: Pearson.
- Hartanti, D. (2013). *Media Pembelajaran* (Ebook). Pendidikan Teknik dan Arsitektur Universitas Pendidikan Indonesia.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- Hutchby I (2001) Technologies texts and affordances. *Sociology* 35(2): 441–459.
- Hwang, G. J., Lai, C. L., & Wang, S. Y. (2015). Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of computers in education*, 2(4), 449-473.

- Iedema, R. (2003). Multimodality, resemiotization: Extending the analysis of discourse as multi-semiotic practice. *Visual communication*, 2(1), 29-57.
- Iyengar, G., & Lippman, A. B. (1996, September). Videobook: An experiment in characterization of video. In *Proceedings of 3rd IEEE International Conference on Image Processing* (Vol. 3, pp. 855-858). IEEE.
- Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265.
- Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulations and Hopes. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 34-38.
- Kaur, R., & Sidhu, G. (2010). Learner autonomy via asynchronous online interactions: A Malaysian perspective. *International Journal of Education and Development Using ICT*, 6(3), 88-100.
- Kay, R., & Kletschin, I. (2012). Evaluating the use of problem-based video podcasts to teach mathematics in higher education. *Computers & Education*, 59(2), 619–627.
- Keegan, D. J. (1983). *Learning at a Distance. A World Perspective*.
- KewalRamani, A., Zhang, J., Wang, X., Rathbun, A., Corcoran, L., Diliberti, M., & Zhang, J. (2018). Student Access to Digital Learning Resources outside of the Classroom. NCES 2017-098. *National Center for Education Statistics*.
- Kies, N. (2015). Enhancing EFL learners' independent learning through promoting new skills and competencies. *INTED2015 Proceedings* (pp. 7796-7801). IATED.
- Kress, G. and Van Leeuwen, T. (1996) *Reading Images - The Grammar of Visual Design*. London: Routledge.

- Kriswinardi, G. T., & Nitiasih, P. K. (2018). An analysis of using video on teaching speaking in EFL classroom of the eleventh-grade students of SMAN 4 Singaraja in academic year 2017/2018. *Jurnal Pendidikan Bahasa Inggris undiksha*, 5(2).
- Lancellotti, M., Thomas, S., & Kohli, C. (2016). Online video modules for improvement in student learning. *Journal of Education for Business*, 91(1), 19–22. doi:10.1080/08832323.2015.1108281.
- Lee, J., Song, H. D., & Hong, A. J. (2019). Exploring factors, and indicators for measuring students' sustainable engagement in e-learning. *Sustainability*, 11(4), 985.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge: Cambridge University.
- Mayer, R. E. (2014). Incorporating motivation into multimedia learning. *Learning and instruction*, 29, 171-173.
- Najeeb, S. S. (2013). Learner autonomy in language learning. *Procedia-Social and Behavioral Sciences*, 70, 1238-1242.
- Norman, D. (2013). *The design of everyday things: Revised and expanded edition*. Basic books.
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 192 - 203). Harlow: Longman.
- Ou, C., Joyner, D.A., & Goel, A.K. (2019). Designing and developing video lessons for online learning: A seven-principle model. *Online Learning*, 23(2), 82-104. doi:10.24059/olj.v23i2.1449.
- Parlindungan, D. P., Mahardika, G. P., & Yulinar, D. (2020, October). Efektivitas media pembelajaran berbasis video pembelajaran dalam Pembelajaran Jarak

- Jauh (PJJ) di SD Islam An-Nuriyah. In *Prosiding Seminar Nasional Penelitian LPPM UMJ* (Vol. 1, No. 1).
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Poquet, O., Lim, L., Mirriahi, N., & Dawson, S. (2018). Video and learning: A systematic review (2007–2017). Proceedings of the 8th International Conference on Learning Analytics and Knowledge—LAK. <https://doi.org/10.1145/3>.
- Rvachew, S., Rees, K., Carolan, E., & Nadig, A. (2017). Improving emergent literacy with school-based shared reading: Paper versus ebooks. *International Journal of Child-Computer Interaction*, 12, 24-29.
- Seemiller, C., & Grace, M. (2017). Generation Z: Educating and engaging the next generation of students. *About Campus*, 22(3), 21-26.
- Soge, R. Y. K. (2017). The use of videobooks to increase students' enthusiasm to access English novels. *Doctoral dissertation*, Sanata Dharma University.
- Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. (2019). The portrait of primary school English in Indonesia: Policy recommendations. *Education* 3-13, 47, 1-15. <https://doi.org/10.1080/03004279.2019.1680721>
- Tompkins, V., Guo, Y., & Justice, L. M. (2013). Inference generation, story comprehension, and language skills in the preschool years. *Reading and Writing*, 26(3), 403-429.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language education in Asia*, 2(1), 113-119.
- Yusuf, R. (2018). Teaching EFL using media video offline from YouTube. *The Journal of Ultimate Research and Trends in Education*, 2(1), 29-33.