



**A DESCRIPTIVE STUDY OF THE PROBLEMS FACED BY  
STUDENTS IN LEARNING ENGLISH THROUGH VIDEO IN  
SMAN 7 MALANG**

***SKRIPSI***

By

**SINTA NURIYAH**

**NPM 217.01.07.3.115**



**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT  
2021**



**A DESCRIPTIVE STUDY OF THE PROBLEMS FACED BY STUDENTS  
IN LEARNING ENGLISH THROUGH VIDEO IN SMAN 7 MALANG**

***SKRIPSI***

**Presented to  
Faculty of Teacher Training and Education  
University of Islam Malang  
In partial fulfillment of the requirements for the degree of  
*Sarjana* in English Language Education**



**BY  
SINTA NURIYAH  
NPM 217.01.07.3.115**

**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH DEPARTMENT EDUCATION**

**2021**



## ABSTRACT

**Nuriyah, Sinta.** 2021. *A Descriptive Study of the Problems Faced By Students in Learning English through Video in SMAN 7 Malang.* Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisors:

(I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D. (II) Dr. Imam Wahyudi Karimullah, S.S, MA.

**keywords:** problem, learning English, video

This research was carried out in order to find problems faced by students in learning English through video at first grade second semester academic year 2020/2021 in SMAN 7 Malang. In this online learning many teachers used video as a learning media in teaching and learning process. Video can give many benefits for the students, but it can be a problem if the teacher cannot utilize the video in proper way. In addition, the study was conducted to (1) investigate the problems faced by students in learning English through video at first grade in SMAN 7 Malang, (2) find the solutions of the problems faced by students in learning English through video at first grade in SMAN 7 Malang.

The research was done by using descriptive qualitative method with six students of X IPS-3 as the participant. There were the differences characteristic among the students (high, medium, and low). The participants were three students who get the highest score, and three students who get the lowest score. The data were obtained from the interview with the students by Video Call. The interview was semi structured interview. There are three steps in analyzing the data. They are data reduction, data display and drawing conclusion.

The result of the study was there are three main problems faced by students in learning English through video. For the first is that the video is not very interesting, the second is the different student's ability, and the last is lack of internet quota. Furthermore, to overcome these difficulties the students have many ways such the teacher should make the video more interesting, study together or join English club, and also equitable distribution of Internet quota subsidy.

## ABSTRAK

**Nuriyah, Sinta.** 2021. *A Descriptive Study of the Problems Faced By Students in Learning English through Video in SMAN 7 Malang.* Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing :

(I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D. (II) Dr. Imam Wahyudi Karimullah, S.S, MA.

Kata kunci : masalah, belajar bahasa Inggris, video

Penelitian ini dilakukan untuk meneliti masalah-masalah yang dihadapi oleh siswa dalam belajar bahasa Inggris menggunakan video pada kelas satu semester 2 tahun pelajaran 2020/2021 di SMAN 7 Malang. Di masa pembelajaran daring seperti ini, banyak guru yang menggunakan video sebagai media pembelajaran pada proses pembelajaran. Video dapat memberikan banyak keuntungan untuk siswa, namun video juga bisa menjadi kesulitan bagi siswa jika guru tidak bisa menggunakannya dengan baik. Selanjutnya, tujuan dari penelitian ini yaitu (1) untuk meneliti masalah-masalah yang dihadapi siswa saat belajar bahasa Inggris menggunakan media video pada kelas satu di SMAN 7 Malang, (2) menemukan solusi untuk masalah yang dihadapi siswa saat belajar bahasa Inggris menggunakan media video pada kelas satu di SMAN 7 Malang.

Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif dengan enam siswa dari kelas X IPS-3 sebagai subyek. Ada beberapa karakteristik diantara siswa (tinggi, sedang, dan rendah). Subyek nya adalah tiga siswa yang mendapat nilai tertinggi, dan tiga siswa yang mendapat nilai terendah. Data didapat dari wawancara dengan para siswa melalui panggilan video. Jenis wawancara yang digunakan adalah wawancara semi terstruktur. Ada tiga tahap dalam menganalisa data yaitu reduksi data, tampilan data, dan membuat kesimpulan.

Hasil dari penelitian ini yaitu ada tiga masalah yang dihadapi siswa dalam belajar bahasa Inggris menggunakan video. Yang pertama yaitu video yang kurang menarik, yang kedua adalah perbedaan kemampuan siswa dalam memahami materi melalui video, dan yang terakhir kurangnya internet kuota. Selain itu, untuk mengatasi masalah tersebut, para siswa mempunyai beberapa cara yaitu guru harus membuat video yang lebih menarik, belajar bersama atau mengikuti klub bahasa Inggris, dan juga pembagian internet kuota yang merata.



## CHAPTER I

### INTRODUCTION

This chapter presents about background of the study, research problems, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### 1.1 Background of the study

Nowadays mastering English as an international language is essential thing. With mastering English people can communicate, share their feeling and idea with other people around the world. According to Lumber and Peal, as cited in Gibson, 1999: 2 having a second language also means having access to a different world of people, ideas, ways of thinking, and literature. The most language used in this world is English. In this globalization era, many foreign companies, free trade, and so on will come in Indonesia. Moreover, Indonesia is one of the members of MEA (ASEAN Economic Community). This becomes a challenge for Indonesian students to master English which is not their first language. According to Hawkes and Schechter (2016, p.3), German philosopher Johan Wolfgang Von once said, "Those who know nothing about foreign languages, know nothing



about their own". This quote emphasizes the importance of learning foreign languages in addition to another's mother tongue and national language. In order to learn English, students must master four skills. There are listening, speaking, reading and writing. The four skills are named English Competence Skill. Listening and speaking called as a receptive skill while reading and writing as a productive skill. Furthermore, there are three language elements to support four skills above, there are pronunciation, vocabulary and grammar (structure of language). Based on Megawati (2016, p.148), English contains three additional abilities: grammar, vocabulary, and pronunciation, all of which are necessary to achieve optimal English language skills.

Teaching and learning English the process is not always runs well. As an Indonesian student, we already studied English subject since in kindergarten or in elementary school. Some students believe that English is easy, but others do not. It is difficult to master due to its grammar structure, spelling, meanings, and rules that contradict established rules. In some countries, a lack of qualified English teachers can be a factor in mastering English (Rintaningrum, 2018). The most common cause of difficulties for an English learner is the presence of the inherent structure of their native tongue or maternal language, which they have been exposed to from childhood. Understanding the grammar structure of the new language, pronunciations or a lack of understanding or proficiency of new words, using the translation method to know the meaning, replying in their natural language first then translating, and vocabulary are all issues that students



face when learning a language. Students will be affected by some aspects like learning style, linguistics, learning process, and motivation when they desire to learn a new language. It is not easy because there are so many variables in the acquisition process (Brwon, 2007). As a teacher, they should be aware of their students' needs, backgrounds, and experiences in order to achieve the learning goal. Besides that school facilities and classroom situation can affect the students in learning English. It takes a long time and a lot of effort to learn English as a foreign language.

Each student has different difficulties in studying English. Hasan, 2000 stated that the lack of understanding of the pronunciation of the language that it is pronounced at a normal speed through the listening material is the difficulty faced by students in learning English as a foreign language. Megawati & Mandarani (2016) also showed that the lack of English vocabulary is a common source of difficulties for students while speaking English. Many factors can be the cause of the difficulty in learning English because every student has their own characteristic. According to Suherman & Yustiana (2017, p.6) in Alan & Olivia (2020), due to the numerous aspects involved in the learning process, not all students are capable of overcoming difficulties associated with learning activities. The factor can be internal factor and external factor. It means the factor could be come from the teacher and the students. The internal factors consist of anxiety, motivation, age, personality and others, and external factors consist of lack of family support, and bad school environment. Internal factors, according



to Ellis (1986), include age, ability, motivation, and personality. Social environment, input, and relationship are examples of external factors. According to Gass&Selinker (1994), age differences, ability, motivation, anxiety, personal characteristics, and learning styles are all elements that influence second language learning.

Today we have many sophisticated technologies that support education world. One of them is video. In this online learning video is the best choice to teach an English subject while students study at home. In developing student's language skills (listening, speaking, writing and reading) video have an effective role (Mekheimer,2010). It is in line with Jalaluddin (2016) that students can learn about the various languages spoken throughout the world and enhance their speaking skills by using real materials. According to Harmer (2006), student can get many benefits in learning using video they are increasing their motivation in learning, develop their creativity, enrich the student's experience about language in use, and also improve their cross cultural understanding. Using video as learning media can make students feel excited.Labdi (2014 ); Djahida (2017) in Desya (2020) stated because it links technology as a medium of learning and information technology tools, YouTube video is a new way of learning media to develop new interesting methods. In this online learning,students need an attractive material, the teacher needs to make an effective and interesting video to teach the students. So the students do not feel bored and feel overwhelmed by the material presented. Moreover, teachers must comprehend what students learn,





how and why such learning affects them, and how lessons can benefit them in the future (Derakhshan, 2015). Teaching, according to Yamin (2017), is more than just delivering subject material; it is also the act of shaping student behavior in order to achieve intended outcomes.

As we know that the corona virus (COVID-19) has spread throughout the world. This condition affects all aspects in our daily life like government system, social system, as well educational system. According to The United Nations Education, Scientific, and Cultural Organization (UNESCO) has confirmed that the covid-19 pandemic has had an effect on the world's education system (UNESCO, 2020b). School, college, and university are closed to reduce the spread of coronavirus. Online learning or we called it as study at home is the solution to keep going the teaching and learning process. Online learning, also known as e-learning is a type of distance education in which the learning process is mediated by technology and the instruction is delivered fully over the internet (Siemens et al., 2015). Certainly, online learning is very different from offline learning. Online learning, according to Pearson (2020), is a learning environment that exists entirely online, whereas blended learning is a combination of both face-to-face and online learning. Time management, teaching style, assessment, and also the readiness of the students are the issues of online learning. Many online platforms that teacher used to teach the students while learning at home. Zoom, Google Meet, Google Classroom, WhatsApp and so on are the educational application that used by the teacher. To access these applications the

students need internet connection to join the class. Internet connection is becoming the problem for the student who live in rural areas and also for the low economic students. Lack of internet connectivity, according to Jalli (2020), makes it difficult for students in Southeast Asia to study online.

Based on my experience when I did PPL in SMAN 7 Malang, the teacher taught the students by using video that uploaded in Google Classroom or WhatsApp group. The teacher decided video as a learning media because the students constrained by internet quota. So if the teacher uses Zoom or Google Meet just few of student that join the class. Based on the background above, I want to do research about what problems faced by students in learning English through video and find out the solution.

## **1.2 Research Problems**

1. What are the problems faced by students in learning English through video?
2. What are the solutions to solve the problems faced by students in learning English through video?

## **1.3 Objective of the study**

The objectives of the study are:

1. To investigate the problems faced by students in learning English through video at first grade in SMAN 7 Malang

2. To find the solutions of the problems faced by students in learning English through video at first grade in SMAN 7 Malang

#### **1.4 Significance of the study**

The study can be useful for the students and the teacher. For the students are to inform the students about their problems in learning English through video, and find the better way to find the solutions in learning English. For the teacher are to provide the information to the English's teacher about problems faced by her students, and also the teacher can use the appropriate strategies in teaching and learning process. And for the future researcher, this research is expected to serve as a resource for conducting similar research in the future. The researcher suggests that the future researcher can more complete the instrument for better result.

#### **1.5 Scope and limitation of the study**

There are many learning media used by the teacher to teach the students in learning English such as white board, flashcard, poster, song, video, and there is a lot more. The researcher chooses video as a learning media because at this time, many teachers used video as a learning media while students learning at home.

This research, focus on the problems faced by students in learning English through video, especially in SMAN 7 Malang. The problems can be found in internal factor and external factor.

### 1.6 Definition of key terms

To avoid the ambiguity and misunderstanding or get the same perception of the terms used in the study, the following definitions are given:

1. Problem

The term problem in this study is what difficulties are faced by the students during teaching and learning English process, especially at first grade in SMAN 7 Malang. So, the solution can be found.

2. Learning English

The term refers to the process of teaching and learning English inside or outside the class. What strategies and learning media that used.

3. Video

In this study video used by teacher as a learning media to teach the students during teaching and learning English subject.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter included the conclusion and the suggestion based on the research finding and discussion. The conclusion summarized the data findings and provides suggestions for other writers and those interested in continuing this research.

#### 5.1 Conclusion

This research investigated students' problems in teaching English through video, and found some solutions to solve the problem faced by students in learning English through video. It was conducted at first grade in SMAN 7 Malang. In Indonesia, we have been doing online learning for about one year. Of course, it is not easy for the teacher, students and also the parents. Some problems may be rise during teaching and learning process. As described in the previous data and finding, it can be concluded that there are three main problems faced by students in learning English through video. The video was uploaded in Google Classroom. The first problem was the video is not very interesting, almost all students interviewed said that the video is too monotone, and they get bored because the activity just watches the video and

then do an assignment. The second problem was, the different student's ability. The students admitted that speaking and listening were the most difficult skills. Some students said that they get difficult when the speaker speak too fast, there are some words that they do not understand because less of vocabulary. And the other said they get difficult in arranging the word to be spoken. The last difficulty was limited by internet quota, as we know that online learning is correlated with internet access. Some students get problem when download the video and submit the assignment because of the poor connection in their home, and their lack of internet quota.

There are always many ways to solve every problem. Based on the result of interviews with six students there are three ways for the students to overcome their difficulties. For the first is making the video more interesting. Many students feel fun and exited when study with video. But, the video should be interesting and not make bored. To make the video interesting the teacher can add song, picture, and other. The second is, study together or to join English club. In certain condition, students prefer studying with their friend rather than study in the class with the teacher. Study together can make them feel free to ask something that they do not understand. Beside that join English club can improve the student's ability in speaking and listening. The last way to overcome the difficulties faced by students is equitable distribution of Internet quota subsidy; cause some of the students get problem with their internet access. The government has givenan additional quota for the students to make teaching and learning process successful in online

learning. So, the school must ensure that their students have got the additional quota from the government.

## 5.2 Suggestion

In this section, the researcher makes some suggestions based on the findings of the research. Hopefully, this research will be useful and beneficial to the readers. There are some valuables aimed at students, teachers, and other researchers.

### 1. For Students

- The students can be provided by additional quota during online learning.
- The students can be more active and encouraged in online learning.

### 2. For Teachers

- The teacher can improve the video to be better like insert the song and part of the movie
- The teacher can create the teaching and learning process more fun with interesting activities.

### 3. For Future Researcher

- The researcher is recognized that this study was far from perfect. However, the researcher design of this thesis was driven by a strong desire to investigate the problems faced by students learning English through the video at first grade in SMAN 7 Malang. Then again, there were numerous weaknesses in the researcher. Therefore, for another



researcher who wants to conduct the similar research are recommended to investigate the problems faced by students in learning English through video with the better design and the object in order to support the result finding.





## REFERENCES

- Almala, A. H.(2005). A constructivist conceptual framework for a quality e-learning Environment. *Distance Learning*, 2, 9–12.
- An, Y. J., & Frick. (2006). Students preception of asynchronous computer-mediated communication in face to facecourse. *Journal of Computer-Mediated Communication*, 11, 485-499
- Arikunto, Suharsimi.(1998). *Prosuder penelitian suatu pendekatan praktek*. Jakarta: PT. RinekaCipta
- Arsyad, A. (2015). *Media pembelajaran* (17th ed.). Jakarta: Rajawali Press.
- Brown, H.D. (2001). *Teaching by principles, an interactive approach to langugae pedagogy* (2nd Ed.). New York: Pearson Education.
- Buck, G.(2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Chastain, K. 1971. *The development of modern language skills: Theory to practice*.Philadelphia: Center for Curriculum Development.
- Crystal, David. (1969). *Prosodic systems and intonation in English*. Cambridge: Cambridge University Press. ( English as global language)
- Crystal, D.(2003a).*English as a global language*, 2nd edition. Cambridge: Cambridge University Press
- Crystal, D. (2003b).*The cambridge encyclopedia of the english language*, 2 nd edition. Cambridge: Cambridge University Press
- Dale, Edgar. (1969). *Audio visual methods in teaching*. New York: Holt, Rinehart and Winston Inc. The Dryden Press.
- Davoudi, M., &Yousefi, D. (2015). Comprehension breakdown: A review of research on EFL learners“ reading difficulty and problems. *International Journal of Language and Applied Linguistics*, 1, 58-72.
- Derakhshan, A.(2015). The challenges of teaching english language: The relationship between research and teaching. *International Journal of Linguistics*. 7(1), 102-110
- Ellis, R. (1986). *Understanding second language acquisition*. Oxford University Press
- Field, J. (2008). *Listening in the language classroom*. Cambridge: Cambridge University Press
- Gass, S. M., &Selinker, L. (1994). *Second Language Acquisition: An Introductory Course*. Lawrence Erlbaum Associates, Inc.
- Goh, C. C. M. (1997).Metacognitive awarenessand second language listeners. *ELT Journal*, 51(4):361-369
- Hasan, A. (2000). Learners’ perceptions of listening comprehension problems. (Learners’ listening comprehension difficulties in English language learning: A literature review). *Language, Culture and Curriculum*, 13, 137-153.
- Hawkes, R., & Schechter, S. (2016). Leadership and languages: Inspiring young linguists. *Employability for languages: a handbook*, 171-180.

- Hermanto, Y., & Srimulyani, V. (2021). The challenges of online learning during the covid-19 pandemic. *Jurnal Pendidikan dan Pengajaran Universitas Pendidikan Ganesha*.55(1)
- Hill, L.A. (1969). Delayed copying. *ELT Journal* 23, 3: 238–239
- Hung, M.-L. learning: Scale Development and Student Perceptions. *Computers & Education*, 55(3), 1080-1090.
- Hung, D. M., & Ngan, V. P. T. (2015). Investigating reading strategies used by EFL students at dong thap university. *Asian Journal of Educational Research*, 3(4), 10-20.
- Jaelani, A., & Zabidi, O. (2020) Junior high school students' difficulties of English language learning in the speaking and listening section. *Journal of English Language Teaching: ELT FORUM*, 9(1)
- Jalaluddin, M. (2016). Using youTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World*
- Jalli, N. (2020). *Lack of internet access in southeast asia poses challenges for students to study online amid covid-19 Pandemic. The Conversation.*
- Koole, M. (2014). Identity and the itinerant online learner. *The International Review of Research in Open and Distance Learning*, 15, 52-70
- Lestyanawati, R., & Arif, W. (2020). Strategies and problems faced by Indonesian teachers in conducting e-learning system during covid\_19 outbreak. *Researchgate*
- Li, C., & Irby, B. (2008). An overview of online education: Attractiveness, benefits, challenges, concerns and recommendations. *College Student Journal*, 42(2), 449-458
- Luyt, I. (2013). Bridging spaces: Cross-cultural perspectives on promoting positive online learning experiences. *Journal of Educational Technology Systems*, 42, 3-20
- McInnery, J. M., & Roberts, T. S. (2014). Online learning: Social interaction and the creation of a sense of community. *Educational Technology and Society*, 7, 73-81
- Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal Pendidikan*, 5(2), 147-156.
- Megawati, F., & Mandarani, V. (2016). Speaking problems in English communication. *Proceeding ELTic Conference*. Universitas Muhammadiyah Sidoarjo.
- Mekheimer, & Gawad, M. (2011). The impact of using videos on whole language learning in EFL context. *Researchgate*.
- Meladina, & Zaswita, H. (2020). Student's readiness and problems to face online learning in pandemic era. *Jurnal Bahasa Sastra dan Budaya*. 19(1)
- Niess, M., & Gillow-Wiles, H. (2013). Developing asynchronous online courses: Key instructional strategies in a social metacognitive constructivist learning trajectory. *Journal of Distance Education*, 27.

- Olesova, L. A., Richardson, J. C., Weasenforth, D., Meloni, C. (2011). Using asynchronous instructional audio feedback in online environments: A mixed methods study. *Journal of Online Learning and Teaching*, 7(1).
- Pearson. (2020). *Online vs. blended learning: Which is better?*. Researchgate
- Rao, P. S. (2019). The effective use of authentic materials in the English language classrooms. *Shanlax*, 1-8.
- Rintaningrum. (2018). Investigating reasons why listening is difficult. *The Asian EFL Journal*. 20(11), 6-15.
- Rivers, W. M. (1981). *Teaching foreign-language skills*. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637.
- Saputri, D. (2020). Utilizing youtube videos to enhance students speaking skills in teaching english to the 1<sup>st</sup> semester english departments students, Universitas Muhammadiyah Surakarta. *Skripsi*
- Siemens, G., Gašević, D., & Dawson, S. (2015). *Preparing for the digital university: A review of the history and current state of distance, blended, and online learning*. Arlington: Link Research Lab.
- Smaldino, S.E., lowther, D. L. & Russell, J.D. (2012). *Instructional technology and media for learning* 10th Edition. Pearson Education.
- Smith, P. J., Murphy, K. L., & Mahoney, S. E. (2003). Towards identifying factors underlying readiness for online learning: An exploratory study distance education, 24(1), 57-67.
- Stauffer, B. (2020). *What's the difference between online learning and distance learning?* The Applied Education System.
- Sudjana, Nana & Rivai, Ahmad. (2002). *Media Pengajaran*. Bandung: PT Sinar Baru Algesindo
- Susanto, (2007). Sosio linguistics. *Department of Education State Islamic College (STAIN) of Tulungagung*.
- UNESCO. (2020). *Digital education is here to stay*. Cambodia.
- Wang, Zhaogang. (2015). An analysis on the use of video materials in college english teaching in china. *International Journal of English Language Teaching*, 2(1). ISSN 2329-7913 E-ISSN 2329-7921.
- Wibowo, Wahyu. (2014). *Manajemen Bahasa*. Jakarta: Gramedia Pustaka Utama.
- Yamin, M. (2017). Metode pembelajaran bahasa inggris di tingkat DAS. *Jurnal Pesona Dasar*, 1(1).