

## ABSTRACT

Desika, Elizabeth Tisna Lea. (2019). *Challenges and Benefits of Using Videobooks to Induce Critical Thinking and Collaborative Skills*. Yogyakarta: Sanata Dharma University.

Technology grows, so does learning resources. Many educators try to leave the old learning resources. They start using the modern one. As a proof, the lecturer of FIP class in English Language Education Study Program (ELESP) of Sanata Dharma University used digital learning resources – videobooks. The lecturer asked the students to watch the videobooks and gave responses. From the videobooks' responses, there were different kinds of scores that the students obtained. Therefore, the researcher was encouraged to conduct a research on the use of videobooks.

This research was aimed to investigate the use of videobooks to induce critical thinking and collaborative skills. So, the researcher developed three research questions. Those questions were (1) what challenges did the students encounter in using videobooks to induce critical thinking and collaborative skills? (2) how did the students overcome the challenges? and (3) what benefits did the students get in using videobooks to induce critical thinking and collaborative skills?

The researcher conducted this research in ELESP of Sanata Dharma University. In conducting this research, the researcher used mixed methods design based on mixed methods theory by Creswell (2012). The researcher gathered the data from ELESP students who had taken FIP class specifically class I and class J. To gather the data, the researcher distributed questionnaires through *Google Form* and conducted interviews. In addition, the researcher collected 30 questionnaire responses and interviewed five selected participants.

From the results, the researcher found that the participants faced some challenges, such as delivery of videobooks that was too fast and relating the story to daily life. Even so, they had ways to overcome the challenges. They tried to read the texts, repeat the videos, and asked their friends. Besides, videobooks gave benefits to the participants. Videobooks could increase the participants' knowledge and help the participants improve their English skills especially listening skills. Videobooks also induced critical thinking and collaborative skills. Through videobooks, the participants were able to differentiate between good and bad things. The participants also looked for clarification from their friends. Based on findings, the researcher suggests English learners and English language teachers to apply videobooks.

**Keywords:** *videobooks, critical thinking skills, collaborative skills*

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Teknologi berkembang, begitu pula sumber pembelajaran. Banyak pengajar yang meninggalkan sumber pembelajaran lama dan mulai menggunakan sumber pembelajaran baru. Sebagai buktinya, dosen yang mengampu mata kuliah FIP di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma menggunakan sumber pembelajaran digital – *videobooks*. Mahasiswa diberi tugas untuk menonton *videobooks* dan memberikan tanggapan. Dari tanggapan *videobooks* tersebut, setiap mahasiswa memperoleh skor yang berbeda. Oleh karena itu, peneliti tergerak untuk melakukan penelitian tentang penggunaan *videobooks*.

Penelitian ini bertujuan untuk meneliti penggunaan *videobooks* untuk menimbulkan kemampuan berpikir kritis dan berkolaborasi. Maka, peneliti mengembangkan tiga rumusan masalah. Rumusan masalah tersebut adalah (1) tantangan apa yang dihadapi mahasiswa dalam menggunakan *videobooks* untuk menimbulkan kemampuan berpikir kritis dan berkolaborasi? (2) bagaimana para mahasiswa mengatasi tantangan tersebut? dan (3) manfaat apa yang didapatkan mahasiswa dalam menggunakan *videobooks* untuk menimbulkan kemampuan berpikir kritis dan berkolaborasi?

Peneliti melakukan penelitian ini di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Dalam melaksanakan penelitian ini, peneliti menggunakan teori metode penelitian kombinasi dari Creswell (2012). Peneliti mengumpulkan data dari mahasiswa Program Studi Pendidikan Bahasa Inggris yang telah mengambil kelas FIP, secara spesifik kelas I dan kelas J. Untuk mengumpulkan data, peneliti menyebarkan kuesioner melalui Google Form dan melaksanakan wawancara. Peneliti mengumpulkan 30 respon kuesioner dan melakukan wawancara dengan 5 partisipan terpilih.

Berdasarkan hasil, peneliti menemukan bahwa partisipan menghadapi beberapa tantangan, seperti penyampaian *videobooks* terlalu cepat dan mengaitkan cerita dengan kehidupan sehari-hari. Meskipun demikian, mereka mampu mengatasi tantangan tersebut dengan cara membaca teks, mengulang video, dan bertanya ke teman. *Videobooks* juga memberikan manfaat, seperti menambah pengetahuan dan meningkatkan kemampuan berbahasa Inggris, terutama kemampuan mendengarkan. *Videobooks* juga menimbulkan kemampuan berpikir kritis dan berkolaborasi. Melalui *videobooks*, partisipan mampu membedakan hal baik dan buruk. Mereka juga mencari klarifikasi ke teman. Berdasarkan penemuan, peneliti menyarankan pelajar dan guru Bahasa Inggris untuk menerapkan *videobooks*.

**Kata Kunci:** *videobooks, critical thinking skills, collaborative skills*