

**A NARRATIVE INQUIRY INTO THE LIVED
EXPERIENCES AND MEANING-MAKING OF
AUTONOMOUS DIGITAL ENGLISH LISTENING
PRACTICE**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**By:
Lutfi Rochmawati
22120046**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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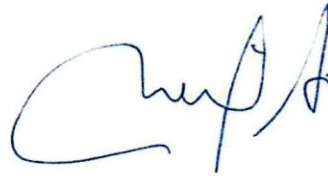
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MOTTO

"It always seems impossible until it's done." - Nelson Mandela

(Segalanya selalu tampak mustahil sampai semuanya selesai.)

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In the name of God, the Most Gracious and the Most Merciful.

All praise and gratitude belong to God Almighty, whose endless mercy, guidance, and blessings have given me the strength, patience, and opportunity to complete this undergraduate thesis entitled **“A Narrative Inquiry into the Lived Experiences and Meaning-Making of Autonomous Digital English Listening Practice”**. This thesis has been prepared as one of the requirements for obtaining a Bachelor's Degree in English Language Education at IKIP PGRI Bojonegoro.

The journey of completing this study has been both challenging and rewarding. Throughout this process, I have received invaluable support, encouragement, and guidance from many people. Their kindness and generosity have played an important role in helping me accomplish this milestone. Therefore, I would like to express my heartfelt appreciation to:

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STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the skripsi entitled:

A Narrative Inquiry into the Lived Experiences and Meaning-Making of Autonomous Digital English Listening Practice

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 July 2026
The Researcher



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ABSTRACT

Rochmawati, Lutfi. 2026. A Narrative Inquiry into the Lived Experiences and Meaning-Making of Autonomous Digital English Listening Practice. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Meiga Ratih Tirtanawati, M.Pd.

Keywords: autonomous learning, digital media, English listening, narrative inquiry

Listening is an important skill in learning English. Digital media allows students to practice listening independently through various online platforms. This study aims to explore students' lived experiences and meaning-making in autonomous digital English listening practice. This study used a qualitative research design with a narrative inquiry approach. Five students of the English Education Study Program were selected through purposive sampling. Data were collected through semi-structured interviews and documentation and analyzed using narrative analysis. The findings showed that students practiced listening for different reasons, including personal interest, academic needs, and career preparation. They commonly used YouTube, Spotify, podcasts, and other digital platforms. Although they experienced challenges such as unfamiliar vocabulary, different accents, and fast speech, they applied various strategies to overcome these difficulties. The participants also reported improvements in listening ability, confidence, and learner autonomy. This study concludes that autonomous digital listening practice provides meaningful learning experiences and supports students' personal and academic development.

ABSTRAK

Rochmawati, Lutfi. 2026. A Narrative Inquiry into the Lived Experiences and Meaning-Making of Autonomous Digital English Listening Practice. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Meiga Ratih Tirtanawati, M.Pd.

Kata Kunci: autonomous learning, digital media, English listening, narrative inquiry

Menyimak (listening) merupakan salah satu keterampilan penting dalam pembelajaran bahasa Inggris. Media digital memungkinkan mahasiswa untuk berlatih keterampilan menyimak secara mandiri melalui berbagai platform daring. Penelitian ini bertujuan untuk mengeksplorasi pengalaman hidup (lived experiences) serta proses pemaknaan (meaning-making) mahasiswa dalam praktik menyimak bahasa Inggris secara mandiri menggunakan media digital. Penelitian ini menggunakan desain penelitian kualitatif dengan pendekatan narrative inquiry. Lima mahasiswa Program Studi Pendidikan Bahasa Inggris dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan dokumentasi, kemudian dianalisis menggunakan analisis naratif. Hasil penelitian menunjukkan bahwa mahasiswa melakukan praktik menyimak dengan berbagai alasan, antara lain minat pribadi, kebutuhan akademik, dan persiapan karier. Mereka umumnya menggunakan YouTube, Spotify, podcast, dan berbagai platform digital lainnya. Meskipun menghadapi berbagai tantangan seperti kosakata yang belum dikenal, perbedaan aksen, dan kecepatan berbicara penutur, mereka menerapkan berbagai strategi untuk mengatasi kesulitan tersebut. Para partisipan juga melaporkan adanya peningkatan dalam kemampuan menyimak, kepercayaan diri, dan kemandirian belajar. Penelitian ini menyimpulkan bahwa praktik menyimak bahasa Inggris secara mandiri melalui media digital memberikan pengalaman belajar yang bermakna serta mendukung perkembangan pribadi dan akademik mahasiswa.

PREFACE

This study entitled "A Narrative Inquiry into the Lived Experiences and Meaning-Making of Autonomous Digital English Listening Practice", is submitted as a partial requirement for the completion of the Bachelor's degree in English Education. This study aims to explore students' lived experiences and meaning-making processes in practicing English listening independently through digital media. By employing a narrative inquiry approach, this study seeks to contribute to qualitative studies in English language education, particularly in the areas of listening learning, learner autonomy, and digital language learning. The process of conducting this study has provided valuable academic and personal learning experiences for the author, including a deeper engagement with relevant theories, the development of qualitative research skills, and better understanding of how students experience and interpret autonomous digital listening practices. The completion of this thesis would not possible without the guidance and support of supervisors, lecturer, peers, and continuous encouragement of the author's family. Although this study has been conducted with careful consideration, the author acknowledges that it still has limitations. Therefore, constructive suggestions and feedback are highly appreciated for future improvement. It is hoped that this thesis will offer meaningful insights for students, educators, and future researchers interested in English listening learning, narrative inquiry, and autonomous learning in digital contexts.

Bojonegoro 10 July 2026

The writer



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CHAPTER I

INTRODUCTION

A. Background of Study

English listening ability is a crucial skill in second language acquisition, as it supports effective communication and contributes to student engagement, creativity, and academic success (Nugroho, 2024). Students may become less motivated during listening activities when the learning media are not interesting or engaging (Rozak, 2023). Education is currently undergoing rapid digital transformation, replacing traditional audio textbooks. Students now learn from platform such as YouTube, podcasts, and music, which provide easy access to spoken English and allow students to learn anytime, anywhere (Haleem et al., 2022). As a result, students have become more independent in their learning and choose materials according to their interest.

Although learning English using digital media has its advantages, there are still disadvantages and challenges. Students find it difficult to use these learning resource because it takes a lot of effort to understand the fast pace of speech, informal language, and different accents. The next challenge is the issue of equality in Indonesia's education system. Problems such as unstable internet connections, lack of access to device, and low digital literacy also create inequality in access to digital learning (Al-farizi & Suherman, 2019). Another issue is independent learning skills. Independent learning through digital media requires students to manage their own learning and think about how they learn. However, these skills are often not well developed in schools.

Previous studies have mostly focused on testing the effectiveness of digital tools or student performance (Alwehaibi, 2015). There is a lack of qualitative

research that explores personal experiences and emotions, and builds meaning from students' independent listening journeys. Previous research has generally focused on what students have achieved and ignored the deeper aspects, with the result that we still do not fully understand how students feel, what challenges they face, and how they interpret their learning experiences.

This study is very important to fill this gap. Using narrative inquiry, this study focuses on students' personal stories and life experiences when using digital media to practice English listening (Clandinin & Connelly (2000, as cited in Channa, 2015)). This study is expected to provide deeper insights that can help teachers, curriculum developer, and institutions support students more effectively in digital learning.

Therefore, this study is necessary due to major changes in learning methods caused by technology, teaching problems and inequalities in the system that still exist, and a lack of qualitative research focused on students. This study aims to provide a broad, student-centered perspective on how to learn listening using a narrative inquiry approach.

B. Formulation of the Problems

Based on the gap identified in the literature, this study is guided by the following research questions:

1. How do students describe their lived experiences of using digital media in learning English listening skills?
2. How do students interpret and make meaning from their learning experiences, including the challenges they face, the strategies they use, and

the progress they experience while practicing listening through digital media?

C. Objectives of the Study

The objectives of this study are:

1. To explore how students describe their personal experiences in using digital media to develop their English listening skills
2. To investigate how students interpret and construct meaning from their experiences, including the challenges they face, the strategies they use, and the progress they perceive while practicing listening through digital media.

D. Significances of the Study

1. Theoretical Significance

This study enriches the theoretical understanding of formal language learning. It examines how students interpret English listening exercises using digital media. Unlike previous studies that focused on learning outcomes, this study highlights the emotional, personal, and experimental aspects of learning listening through digital media. It uses narrative inquiry as a qualitative method to show how students' stories can reveal their learning process, challenges, and identity development.

2. Practical Significance

a. For Students

These findings can help students become more aware of their own learning processes and strategies. By reflecting on their friends' experiences, students can better recognize the challenges they own face. The understanding that difficulties such as a coping with speaking speed, accents, or motivation issues are experiences that others also encounter can reduce anxiety. This will build students' resilience and independence in using digital learning resource.

b. For English Language Teachers and Educators

The result can help teachers understand the actual experiences, challenges, and needs of students in independent digital listening exercise. This insight can support teachers in developing materials, providing support and recommendations, and connecting formal and informal activities in a clearer and more effective way.

c. For Curriculum Developers and Educational Institution

This study provides important insights for policymakers and curriculum design, emphasizing that simply providing access to technology is not enough. Digital literacy training and self-directed learning are essential in equipping students with the skills needed to learn independently through digital media. This can support policies that enhance internet access, device availability, and teacher professional development within technology supported environments.

d. For Future Researchers

This study serves as a reference for future qualitative research on digital language learning, providing themes and methodological examples that can be expanded in further studies.

E. Definition of Terminologies

To ensure conceptual clarity and consistency throughout this study, the following key terms are:

1. English Listening Comprehension

English listening comprehension is an essential skill for communication in second language learning. Active listening skills involve processing spoken language directly in order to construct meaning (Nazarieh et al., 2022). Rost (2011, as cited in Alzamil, 2021) In their research, it is stated that listening is a dynamic interaction between the listener and spoken text, involving both bottom-up and top-down processing. Bottom-up processing refers to recognizing sounds, words, and grammatical structure. While top-down processing involves using background knowledge and context.

By integrating all of those expert perspectives, this study defines English listening comprehensions as an active process of constructing meaning from authentic spoken English while using digital media.

2. Digital Media

According to Sylven and Sunqvist (2012), digital media refers to online platforms and content used for learning authentic language materials outside of formal schooling. Kodrle & Savchenko (2021) defines digital media for language learning as technologies used for learning, including video, audio, and interactive materials. Al-farizi & Suherman (2019) adds an important point that digital media literacy, the ability to access, analyze, evaluate, and create content using digital technology, is a very important component in order for these resources to be utilized for education.

Based on these definitions, this study specifically defines digital media as internet-based platforms and content that allow students to learn language from native speakers outside the classroom. It is also important for students to be able to use these tools wisely. In this study, the digital media referred to include platform such as YouTube videos, podcast, and music. Other related media such as films or language learning applications that may appear in students' narrative are considered complementary supporting resource used independent learning.

3. Narrative Inquiry

Narrative inquiry is a qualitative approach that explores experience through stories. According to Clandinin dan Connelly (2000, as cited in Wei, 2023) narrative inquiry is the study of experience as a story. Its focus on how individuals make sense of their lives and their world through the ways they live, tell, and interpret their experiences. Riessman, as cited in Butina, 2013) defines narrative inquiry as a method that collects and analyzes

stories as primary data, focusing on what is told and how it is told in order to understand meaning-making through the storytelling process. Barkhuizen (2013) specifically applies this method to applied linguistics, demonstrating how narrative inquiry can reveal the experiences, identities, and beliefs of language learners and teachers in depth.

In this study, narrative inquiry is used to explore students' personal stories as the main data to understand lived experiences, including how they feel, think, and make meaning. This method is employed to investigate students' personal narrative about learning English listening through digital media.

4. Lived Experience

Live experience refers to a person's real and subjective experience of an event, including feelings, thoughts, and personal interpretations (Manen, 2017). Clandinin dan Connelly (2000, as cited in Wei, 2023) incorporates this concept into educational research, emphasizing that the personal, emotional, and physical aspects of educational encounters are often overlooked by previous research methods that focus only on outcome. In their research, Kalaja et al. (2016) understand that students' beliefs and emotions can only be captured through test scores.

Expert use this to understand how students' emotions and backgrounds influence learning. For this study, life experience is defined as how students personally experience and interpret listening practice using digital media, including direct perceptions, emotional responses, and personal challenges.

5. Learner Autonomy

Learner autonomy has been defined by several leading theorists in language education. According to Holec (1981 as cited in Yun & Chong, 2025), who first popularize this concept, learner autonomy is the ability to manage own learning. This includes setting goals, choosing methods and techniques, monitoring progress, and assessing what has been learned. Benson (2011) expanded the definition to three dimensions covering skills, motivation, and control over learning decisions. In the context of digital learning, Stockwell (2013) noted that autonomy involves independence as the learner's capacity to make independent choices about when, where, how, and with what media students learn independently.

In this study, learning autonomy refers to students' ability to plan, manage, and sustain their own listening practice. In digital context, this means that students can independently choose and regulate when and how they engage in listening activities using digital media, including having the sustained motivation to engage in such practices.