

## ABSTRACT

**Iis Nurjanah.** 2026. Students' Learning Experience of Video Project Completion in Improving Critical Thinking Skill through Writing. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Hj. Nida Mufidah, M.Pd.,

**Keywords:** Students' Learning Experience, English Video Project, Critical thinking Skill, Students' Writing Difficulties, Project Based Learning.

This research was conducted to understand students' learning experiences in completing English video projects and to find out the writing difficulties they faced. This research aims to explore students' learning experiences and writing difficulties during video project activities. The study used a qualitative approach with a case study design, involving 16 ninth-graders, with data collected through observation, semi-structured interviews, and analysis of student manuscript documents. The results show that video projects provide a meaningful learning experience, characterized by increased student engagement, collaboration, creativity, and reflective abilities. Video scriptwriting activities encourage students to analyze ideas, build arguments, and make critical decisions. However, students still experience some writing difficulties, including vocabulary limitations, grammatical errors, less in-depth content development, and writing mechanics. Overall, English-language video projects make a positive contribution to students' learning experiences and the development of critical thinking skills through writing.

## ***ABSTRAK***

**Iis Nurjanah.** 2026. Students' Learning Experience of Video Project Completion in Improving Critical Thinking Skill through Writing. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Dr. Hj. Nida Mufidah, M.Pd.,

**Kata kunci:** Pengalaman belajar siswa, Proyek video Bahasa Inggris, Keterampilan berpikir kritis, Kesulitan menulis siswa, Project-based learning.

Penelitian ini dilakukan untuk memahami pengalaman belajar siswa dalam menyelesaikan proyek video berbahasa Inggris dan untuk mengetahui kesulitan menulis yang mereka hadapi. Penelitian ini bertujuan mengeksplorasi pengalaman belajar siswa dan kesulitan menulis selama kegiatan proyek video. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus, melibatkan 16 siswa kelas sembilan, dengan data yang dikumpulkan melalui observasi, wawancara semi-terstruktur, dan analisis dokumen naskah siswa. Hasil penelitian menunjukkan bahwa proyek video memberikan pengalaman belajar yang bermakna, ditandai dengan meningkatnya keterlibatan, kolaborasi, kreativitas, dan kemampuan reflektif siswa. Kegiatan menulis naskah video mendorong siswa menganalisis ide, membangun argumen, dan membuat keputusan kritis. Namun, siswa masih mengalami beberapa kesulitan menulis, termasuk keterbatasan kosakata, kesalahan tata bahasa, pengembangan isi yang kurang mendalam, serta mekanika penulisan. Secara keseluruhan, proyek video berbahasa Inggris memberikan kontribusi positif terhadap pengalaman belajar siswa dan pengembangan keterampilan berpikir kritis melalui penulisan.