Students' Motivation in Learning English Through English Learning Videos Making

Rifqi Aulia Erlangga ^{1*},

¹ State Institute of Islamic Studies (IAIN) Salatiga
Department of Islamic Communication and Broadcasting

ARTICLE INFO

ABSTRACT

ISSN: 2798-2688

Keywords:

*Student's Motivation;
Videos; English
Learning*

Video is a common media to use in teaching English in the past few years. English learning video can be an external factor that influence students' motivation in studying English. English learning video that was designed by involving students as the actors predicted to have some common sense of belonging. Related to the purpose of the research, the result showed the students were motivated even more by learning English in a class using the video they are involved. Focusing on research methodology, descriptive quantitative research was applied to get the purpose of the research. The result in this study was represented in descriptive percentage.

Introduction

Indonesia is a country where English is learned as foreign language. English becoming part of curriculum of high school. As a foreign language, English is not formally used in social communication or in teaching and learning process in schools (except some schools with International standard or Faculty of Letters). English is used to study a certain knowledge. Related to that matter, students' motivation to study English is influenced by internal and external factors (Hanifa, 2018).

Motivation is the important factor for students' achievement in studying a language, especially English (Riyanti, 2019). From the language acquisition, motivation involves in effective behaviour and condition to influence the effort by the students in studying a foreign language (Al Othman & Shuqair, 2013; Lai, 2013). Koc (2011) stated that motivation can be an internal force to motivate students to do anything to achieve their goals.

Motivation is a part of education that teachers must master, besides having methods, models, strategies, scoring, education basis, education psychology and curriculum. More than that, Indonesian education systems put down some discourse to form students' motivation in designing lesson plan (Lamb, 2004). Therefore, motivation is an important element that must be fulfilled based on Indonesian education systems. Related to learning media, some research have proven that video can boost students' motivation to study.

Video offers some chances that can be used as a motivator in class, without difficulties. When seeing a reenacted visual scene, video gives visual cues such as the environment, which can lead to and produce prediction, speculation, and the opportunity to activate background schemata. It might be argued that video language can assist nonnative speakers in comprehending stress patterns. Through the use of authentic language and speech speed in diverse settings, videos allow the learner to see body rhythm and speech rhythm in second language discourse. Contextual clues can be provided through videos. Furthermore, video can pique and maintain a student's interest. Some researchers emphasized the importance of considering the relevance as an accompanying factor to design lesson planning based on multimedia (Hung et al., 2018; Rodgers & Webb, 2017).

To solve the problems of students' motivation in learning using video as the media, media implemented in class is expected to give evaluation impacts both for teachers and education observers.

Research Question

How are students motivated to learn English by using English learning videos that involve them as actors?

Research Objective

To describe the students' motivation to learn English by using English learning videos that involve them as actors.

Review of Previous Study

Motivation research has sparked interest, as seen by several reviews, books, and term-length examinations of the subject (Dörnyei, 1998; Dunlop, 2013; Mathew & Alidmat, 2013; Taylor, 1974; Ushioda & Dörnyei, 2017). Motivation appears to be the second most powerful predictor of success, after aptitude (Skehan, 2014). Cahoon & Warshauer (2000) emphasizes the relevance of technological classrooms since multi-

media and electronic lectures inspire and attract the students. Hariharasudan & Kot (2018) carried out a research project on the use of the internet in language classes. Muniandy & Veloo (2011) indicate that video-conferencing and cross-curricular initiatives appear to be the most motivating factors for using the internet to improve speaking skills. Muniandy & Veloo (2011) motivate the researcher to perform the study, which aimed to evaluate students' motivation and comprehension in a video-mediated classroom.

Literature Review

Students' Learning Comprehension

With videos ability to include moving visual features in addition to sound, the combination of these aspects can aid ESL learners' comprehension by allowing them to not only hear but also see the language (Ahmad & Lidadun, 2017). Mayer et al. (2020) explains that while it may appear to be passive, watching audio-visual media can include the high cognitive engagement required for active learning.: “well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviourally inactive”. In other words, they are given the whole picture, which includes paralinguistic and linguistic factors as well as the physical surroundings (Taylor, 1974). Learners will have a better chance of understanding because to the paralinguistic aspects, which include gestures, facial expressions, and other visual cues (Marquardt et al., 2019).

Students' Motivation

Among instructors, motivation is a major concern (Gares et al., 2020; Chernobilsky & Granito, 2012). Students' motivation is a constant issue in education, and while there are no easy answers, there are a few ways that can assist teachers deal with the problem (Spady, 1994). Motivation is a term used to describe an internal state that causes people to act in certain ways (“Motivation,” 2009). Humans are propelled forward by motivation, interest is piqued by motivation. Motivation is the desire to attain a goal. Teachers are always looking to see what motivates their students. Motivation is the key to academic success as well as promoting lifelong learning (Chernobilsky & Granito, 2012). The unwillingness to learn must be transformed into a desire to learn.

From educational and instructional design theory, notably Keller's work, the four conditions of classroom motivation have been adapted into second language motivational research (Keller, 1979, 2016; Song & Keller, 2001). Keller (2016) state that students' drive to study is described by the ARCS Model in terms of four

characteristics: 1.) attention (for sustaining curiosity and interest), 2.) relevance (strategies that connect learners' needs, interests, and motivations)), 3.) confidence (methods that assist kids in developing a positive expectation of success), and 4.) satisfaction (techniques that reward work with both extrinsic and internal rewards). Using this model as a base, Keller developed the Instructional Materials Motivational Survey (IMMS). It represents an appropriate technique of analysing instructional materials in the language learning classroom because it provides a systemic approach of evaluating the diversity of cognitive domains being targeted in language learning motivation research.

The term "attention" is used in this theory to describe learners' enthusiasm for the concepts/ideas being taught. This component is split into three categories: perceptual arousal, using surprise or uncertain situations; inquiry arousal, offering challenging questions and/or problems to answer/solve; and variability, using a variety of resources and methods of teaching. John Keller has suggested further sub-categories of forms of stimuli to catch attention within each of these areas (Malik, 2014).

According to Keller, relevance must be produced by the use of language and examples that the learners are already familiar with. Goal-oriented, motive-matching, and familiarity are the three major techniques presented by John Keller (Malik, 2014).

The confidence component of the ARCS model focuses on developing positive expectations in learners in order for them to succeed. Learner confidence is often linked to motivation and the amount of effort put in to meet a performance goal. As a result, it's critical that learning design includes a means for learners to estimate their chances of success (Malik, 2014).

Finally, learners must feel satisfied or rewarded as a result of their learning experience. This fulfilment can come from a sense of accomplishment, praise from a superior, or simple entertainment. Learners will be motivated to learn if they appreciate the results, so feedback and reinforcement are essential. Motivation, which can be intrinsic or extrinsic, is at the root of satisfaction (Malik, 2014).

Teachers must understand today's learners in order to boost students' motivation. Technology has the potential to help pupils develop real-world connections and overcome their lack of confidence. According to Autry & Berge (2011) today's students think and process information fundamentally differently from their predecessors. Today's high school students are members of a group known as Digital Natives who grew up with computers as an integral part of their life. Teachers must

be aware of their students and what inspires them the most; technology, in particular, has the ability to accomplish precisely that for this age.

English Learning Video

This research use video content that involves the students as the actors. The standard of that video is referring to The core and Basic Competence of English for 7 graders as stated in 2013 curriculum (Permendikbud: No. 58, 2014). According to the fulfilment of the curriculum, one meeting in one slot will take two hours. One-hour-learning-process (40 minutes) will be used to play the video, than the rest of the learning process will be used to discuss and test.

Method

Research Design

Quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)' (Aliaga & Gunderson, 1999). Quantitative research examines the relationship between variables in order to test objective ideas. Instruments can then be used to measure these variables, resulting in numbered data that can be examined using statistical methods. The final written report includes an introduction, literature and theory, methods, findings, and comments. Qualitative researchers, for example, make assumptions about deductively testing ideas, including prejudice prevention measures, controlling for alternative explanations, and being able to generalize and repeat the results.

Participant of The Research

The students engaged in this activity consist of sixteen students from junior high school. All of the students are the seventh grader students and were enrolled in an English video learning making.

Research Instrument

The perceived learner motivation is measured by a survey instrument. The following is the motivation questionnaire that will be distributed for students. Data was collected through a questionnaire consisting of two parts. The first section consisted of (Keller, 1979), a closed-item Likert style questionnaire consisting of four scales measuring major motivational variables related to instructional materials.

The first scale, Confidence (CONF), consists of nine items measuring the degree to which students felt they could successfully accomplish the goals and tasks laid out in the materials. The second scale, Attention (ATT), is comprised of twelve items measuring the degree to which the materials initiated and sustained learner motivation. The third scale, Satisfaction (SAT), consists of six items measuring feelings of accomplishment and intrinsic appeal of the materials. The final scale, Relevance (RELE), is made up of nine items examining the materials' perceived value and utility to the learner.

Technique of Analysing the Data

The researcher intended to take the descriptive statistics, including frequencies, means and standard deviations, were reported in order to understand the learners' motivation.

Result and Discussion

Below is the description of the motivation of students junior high school after they engaged in teaching learning activity mediated by English learning video.

1. Attention

		Statistics			
		IndicatorAttention1	IndicatorAttention2	IndicatorAttention3	IndicatorAttention4
N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		4.5625	4.0000	4.0625	4.2500
Median		5.0000	4.0000	4.0000	4.0000
Mode		5.00	4.00	4.00	5.00
Std. Deviation		.51235	.51640	.57373	.77460
Minimum		4.00	3.00	3.00	3.00
Sum		73.00	64.00	65.00	68.00

The students' highest mean on attention to video is in indicator 1: 4.5625. On the first statement, as the highest mean score, majority students' positively stated that video is raised their attention because of fun process of learning (mode: 5,00) (Statement 1: according to me, listening and watching a video is fun.). The second highest mean is found in the Statement 4: (I want to learn to speak English through English Video, so that I can speak English appropriately). The means is 4.2500 and majority students very agree to learn by video. (mode: 5,00).

The third highest mean is the focus on the speaking English activity in the video. In process of watching the video in English, students often noticed in careful way of

speaking English (Statement 3: During watch video in English, I often noticed in careful way of speaking English). The means is 4.0625 and generally students agree on focusing the video content (mode 4.00). The last mean is found in the second question that students agree that English learning will be fun. The means is seen at point 4.0000 and students mostly agree (mode: 4,00) on second question (Statement 2: If the video displayed in English Language classes, English lessons will be Fun.) . It is summed that majority students' is in good attention to learn English mediated by the video. They have very high motivation in attention because the result shows no means below point 4.00.

2. Relevance

		Statistics			
		IndicatorRelevance1	IndicatorRelevance2	IndicatorRelevance3	IndicatorRelevance4
N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		4.3750	3.4375	4.0625	3.1875
Median		5.0000	3.5000	4.0000	4.0000
Mode		5.00	3.00 ^a	4.00	4.00
Std. Deviation		.80623	1.03078	.77190	1.04682
Minimum		3.00	1.00	3.00	1.00
Sum		70.00	55.00	65.00	51.00

a. Multiple modes exist. The smallest value is shown

The students' highest mean on self relevancy is in the point 4.3750 (indicator 1). The first motivation indicator, called as the relevance, students' positively stated (very agree) that video is stimulated them to practice speaking English. (Statement 5: According to me, the video make me practice in speaking English). The second highest means is 4.0625 and the students is agree to watch the video outside the class (more intensive learning, mode: 4,00). (Statement seventh: I am glad if the video lessons in English can be played back outside the class or at home).

The third highest mean is found in the six statement (According to me, the English Video seen by me gives the opportunity to practice speaking directly with the teacher or friends.). The mean is 3.4375, and generally students are being undecided on relevancy video in terms of speaking practice (mode: 3.00). It is seen that students are not too interested in aspect of relevancy in learning English speaking. The last mean is the more activity in studying English mediated by the video. The mean is 3.1875 and students, but students majority agree on additional activity after watching the video. (Statement 8: I'm glad if I do an activity after watching video English lessons). It is concluded that students are agree on the stimulation of English learning activity (such as speaking) and watching the video autonomously. They do not have very

high motivation in learning English mediated by video especially in term of relevancy

3. Confidence

		Statistics			
		IndicatorConfidence1	IndicatorConfidence2	IndicatorConfidence3	IndicatorConfidence4
N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		3.8750	3.0625	3.3750	4.0625
Median		4.0000	3.0000	3.5000	4.0000
Mode		4.00	3.00	4.00	4.00
Std. Deviation		.71880	.99791	.88506	.68007
Minimum		3.00	1.00	2.00	3.00
Sum		62.00	49.00	54.00	65.00

The students' highest mean on confidence influenced by the video is indicator 4: 4.0625. Students claimed their positive statement that their self confidence in speaking is fostered by the video (mode, 4,00). (Statement 12: The English video lessons make me practice speaking English more). The second finding of this motivation indicator is that the students generally stated that speaking by watching English video is enjoyable activity (mode: 4.00). (Statement 9: After watching videos in class, speaking the English words in English is a fun thing.).

The third finding of this category is that the happiness to learn English. The mean is 3.3750 and generally students agree in happiness to learn English. (Statement 11: Through media video in class, I am happy to speak English and to record through video). The last finding on this category is that the students' confidence to participate in video is still being undecided (mode: 3.00). The mean is only arrived at the poi 3.0625. (Statement 10: I am interested to participate in the English Video after watching it in the class). Despite of the undecided feeling in participating in video by the students, their happiness feeling in learning English activity is not in low condition.

4. Satisfaction

		Statistics			
		IndicatorSatisfaction1	IndicatorSatisfaction2	IndicatorSatisfaction3	IndicatorSatisfaction4
N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		3.4375	3.3125	3.2500	3.3125
Median		3.0000	3.0000	3.5000	3.0000
Mode		3.00	3.00	4.00	3.00 ^a

Std. Deviation	.72744	1.01448	1.00000	.87321
Minimum	2.00	1.00	2.00	2.00
Sum	55.00	53.00	52.00	53.00

a. Multiple modes exist. The smallest value is shown

The students' highest mean on satisfaction in learning influenced by the video is in seen the indicator1: 3.4375. On the first indicator, students mostly give undecided respond that they are encouraged to learn English (mode: 3.00) (Statement 13: The English video lessons make me capable to speak English according to the meaning of the communication). The second finding of the indicator showed that students are not too satisfied in speaking English mediated by the video. The mean is 3.125 and the mode is 3.00.

The same means result is also shown in the statement of the boring condition faced in the video. The students are undecided whether the video causes them bored or not (mean is 3.125 and the mode is 3.00). (Statement 15: According to me, conversation section in English Video repeated more than once make me bored because I understand.). The last satisfaction self is related to the difficulty in learning English. Most students are undecided in satisfying effect of the video. In summary, students are not in very low satisfaction, but they are also not in high satisfaction to learn English mediated by English learning video.

Conclusion

It is summed from the Keller motivation model, that majority students' is in 'good attention' to learn English mediated by the English learning video. They have 'very high' motivation in attention because the result shows no means below point 4.00. Students positively agree on the stimulation of English learning activity (such as speaking) and watching the video autonomously.

However, they do not have very high motivation in learning English mediated by video especially in term of relevancy. Despite of the undecided feeling in participating in video by the students, their happiness feeling in learning English activity is not in low condition. In the last aspect, self satisfaction, students are not in very low satisfaction, but they are also not in high satisfaction to learn English mediated by video. Thus, as the researcher, I summed up that the video is called as motivated video learning.

References

Ag Ahmad, N., & Peter Lidadun, B. (2017). Enhancing Oral Presentation Skills Through Video Presentation. *PEOPLE: International Journal of Social Sciences*, 3(2), 385–397.

<https://doi.org/10.20319/pijss.2017.32.385397>

- Al Othman, F. H. M., & Shuqair, K. M. (2013). The Impact of Motivation on English Language Learning in the Gulf States. *International Journal of Higher Education*, 2(4), 11–15. <https://doi.org/10.5430/ijhe.v2n4p123>
- Aliaga, M., & Gunderson, B. (1999). Interactive Statistics. In *Journal of the American Statistical Association* (Vol. 76, Issue 376). <https://doi.org/10.2307/2287611>
- Autry, A. J., & Berge, Z. (2011). Digital natives and digital immigrants: Getting to know each other. *Industrial and Commercial Training*, 43(7), 460–466. <https://doi.org/10.1108/00197851111171890>
- Cahoon, B., & Warshauer, M. (2000). Electronic Literacies: Language, Culture, and Power in Online Education. In *The Journal of Higher Education* (Vol. 71, Issue 5, p. 627). <https://doi.org/10.2307/2649264>
- Chernobilsky, E., & Granito, M. D. (2012). The Effect of Technology on a Student's Motivation and Knowledge Retention Technology and its Effect on Motivation and Retention 1 The Effect of Technology on a Student's Motivation and Knowledge Retention. *Conference Proceedings Northeastern Educational Research Association*, 17, 1–22. http://digitalcommons.uconn.edu/nera_2012%0Ahttp://digitalcommons.uconn.edu/nera_2012/17
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135. <https://doi.org/10.1017/S026144480001315X>
- Dunlop, C. T. (2013). Mapping a new kind of European boundary: The language border between modern France and Germany. *Imago Mundi*, 65(2), 253–267. <https://doi.org/10.1080/03085694.2013.784580>
- Gares, S. L., Kariuki, J. K., & Rempel, B. P. (2020). Community Matters: Student-Instructor Relationships Foster Student Motivation and Engagement in an Emergency Remote Teaching Environment. *Journal of Chemical Education*, 97(9), 3332–3335. <https://doi.org/10.1021/acs.jchemed.0c00635>
- Hanifa, R. (2018). EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia. *Advances in Language and Literary Studies*, 9(2), 166. <https://doi.org/10.7575/aiac.all.v.9n.2p.166>
- Hariharasudan, A., & Kot, S. (2018). A scoping review on Digital English and Education 4.0 for Industry 4.0. *Social Sciences*, 7(11). <https://doi.org/10.3390/socsci7110227>
- Hung, I. C., Kinshuk, & Chen, N. S. (2018). Embodied interactive video lectures for improving learning comprehension and retention. *Computers and Education*, 117, 116–131. <https://doi.org/10.1016/j.compedu.2017.10.005>
- Keller, J. M. (1979). Motivation and instructional design: A theoretical perspective. *Journal of Instructional Development*, 2(4), 26–34. <https://doi.org/10.1007/BF02904345>

- Keller, J. M. (2016). Motivation, Learning, and Technology: Applying the ARCS-V Motivation Model. *Participatory Educational Research*, 3(2), 1–15. <https://doi.org/10.17275/per.16.06.3.2>
- Koc, M. (2011). Let's make a movie: Investigating pre-service teachers' reflections on using video-recorded role playing cases in Turkey. *Teaching and Teacher Education*, 27(1), 95–106. <https://doi.org/10.1016/j.tate.2010.07.006>
- Lai, H. Y. T. (2013). The motivation of learners of english as a foreign language revisited. *International Education Studies*, 6(10), 90–101. <https://doi.org/10.5539/ies.v6n10p90>
- Lamb, M. (2004). "It depends on the students themselves": Independent language learning at an Indonesian state school. *Language, Culture and Curriculum*, 17(3), 229–245. <https://doi.org/10.1080/07908310408666695>
- Malik, S. (2014). Effectiveness of arcs model of motivational design to overcome non completion rate of students in distance education. *Turkish Online Journal of Distance Education*, 15(2), 194–200. <https://doi.org/10.17718/tojde.18099>
- Marquardt, T. P., Sussman, H. M., Henry, M. L., & Fingerman, K. L. (2019). *Perception and Expression of Emotion in TBI: Identification of Emotion, Recognition of Emotional Ambiguity, and Emotional Verbal Fluency Committee*. <https://repositories.lib.utexas.edu/handle/2152/78222>
- Mathew, N. G., & Alidmat, A. O. H. (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction. *International Journal of Higher Education*, 2(2), 86–92. <https://doi.org/10.5430/ijhe.v2n2p86>
- Mayer, R. E., Fiorella, L., & Stull, A. (2020). Five ways to increase the effectiveness of instructional video. *Educational Technology Research and Development*, 68(3), 837–852. <https://doi.org/10.1007/s11423-020-09749-6>
- Muniandy, B., & Veloo, S. (2011). Managing and Utilizing Online Video Clips for Teaching English Language : Views of TESOL Pre Service Teachers . *2nd International Conference on Education and Management Technology*, 13(3), 224–228.
- Riyanti, D. (2019). the Role of Motivation in Learning English As a Foreign Language. *JELTIM (Journal of English Language Teaching Innovations and Materials)*, 1(2), 29. <https://doi.org/10.26418/jeltim.v1i1.27788>
- Rodgers, M. P. H., & Webb, S. (2017). The effects of captions on EFL learners' comprehension of english-language television programs. *CALICO Journal*, 34(1), 20–38. <https://doi.org/10.1558/cj.29522>
- Skehan, P. (2014). Individual differences in second language learning. *Individual Differences in Second Language Learning*, 1–168. <https://doi.org/10.4324/9781315831664>
- Song, S. H., & Keller, J. M. (2001). Effectiveness of motivationally adaptive computer-assisted instruction on the dynamic aspects of motivation. *Educational Technology Research and Development*, 49(2), 5–22. <https://doi.org/10.1007/BF02504925>

- Spady, W. G. (1994). Outcome Based Education: Critical Issues and Answers. In *American Association of School Administrators, Arlington*. [https://doi.org/10.1016/S0197-0070\(86\)80137-1](https://doi.org/10.1016/S0197-0070(86)80137-1)
- Taylor, B. P. (1974). Toward a theory of language acquisition. *Language Learning*, 24(1), 23–35.
- Ushioda, E., & Dörnyei, Z. (2017). Beyond Global English: Motivation to Learn Languages in a Multicultural World: Introduction to the Special Issue. *Modern Language Journal*, 101(3), 451–454. <https://doi.org/10.1111/modl.12407>

Appendix 1: Motivation questionnaire.

This study modified and adopted the closed-end questionnaire from the ARCS motivation model proposed by (Keller, 1979). The four constructs in this model include attention, relevance, confidence and satisfaction

Attention

1. According to me, listening and watching a video is fun.
2. If the video displayed in English Language classes, English lessons will be Fun.
3. During watch video in English, I often noticed in careful way of speaking English.
4. I want to learn to speak English through English Video, so that I can speak English appropriately.

Relevance

1. According to me, the Video English make me practice in speaking English.
2. According to me, the English Video seen by me gives the opportunity to practice speaking directly with the teacher or friends.
3. I am glad if the video lessons in English can be played back outside the class or at home.
4. I'm glad if I do an activity after watching video English lessons.

Confidence

1. After watching videos in class, speaking the English words in English is a fun thing.
2. I am interested to participate in the English Video after watching it in the class.
3. Through media video in class, I am happy to speak English and to record through video.
4. The English video lessons make me practice speaking English more.

Satisfaction

1. The English video lessons make me capable to speak English according meaning of the communication.
2. According to me, video english lessons make me speak English properly as in the original (video).
3. According to me, conversation section in English Video repeated More Than Once make me bored because I understand (Negative)
4. After watching videos in English, conduct discussions and conversation using English is not difficult things (to do).