

EFL STUDENTS' MOTIVATION ON LEARNING ENGLISH
WITH AUTHENTIC VIDEO PROJECT

Oleh

Abdi Zihan Nanda¹, Nazriani Lubis²

^{1,2}Pendidikan Bahasa Inggris, Universitas Muslim Nusantara Al-Washliyah Medan

Email: [1abdizihannanda@gmail.com](mailto:abdizihannanda@gmail.com), [2nazrianilubis@umnaw.ac.id](mailto:nazrianilubis@umnaw.ac.id)

Abstract

This study aims to explore the perception of EFL students towards learning English while using authentic video project. Authentic video project is believed as an effective medium to explore and measure students motivation. In this research, a qualitative research method was applied by using thematic analysis. There were 3 students chosen to have the semi structure interview. Based on the result, this research report that there are three theme found, namely: understandable, realistic, wider range of language skill. The students share the same perception that authentic video project leads to the way they learn English skill easily even though the have different English skill level. Also, the students have much opportunity to directly practice through creating the script, practice the pronunciation and listening altogether when making the voice over. Therefore EFL students become more creative in learning English with authentic video project. The result of the study found that using the authentic video project got a fairly good perception that was flexible and quite effective.

Keywords: *Learning Motivation, Authentic Video, English Language*

PENDAHULUAN

Motivation has an important role to play in directing student behavior in a learning activity. This would change the way they learn in class. According to Hong and Ganapathy (2017), motivation is a process that cannot be observed directly, but can be inferred by behavior, such as effort, persistence and verbalization. In other words, motivation is an impulse that makes someone act in achieving certain goals.

Students' motivation can be generated by understanding the objectives and concepts of learning activities. Students who motivated would put more effort into their learning activities. Ur (1991, as cited in Daskalovska, et al, 2012) defines a "motivated learner" as one who is wounding or even eager to invest effort in learning activities and progress. Therefore, students must maintain their motivation to learn.

In this globalization era, modern equipment various has affected the aspects of

life, one of them in the education field. In education, the use of teaching process tools as a result of technological advances has developed considerably. The use of technology is a strategy to adapt to the transformation of teaching and learning process during COVID-19 pandemic.

In addition there is a unanimous agreement that authentic English videos as audio and visual aids have positive effects on the enhancement of EFL (English Foreign Language) learners' listening and speaking skills. It means authentic English video have positive effects to improve EFL (English Foreign Language) learners' listening and speaking skills which authentic English videos are audio and visual aids (Baltova, et al 2014).

Donaghy (2014) states that video gives positive effect for students in learning the English subject because learning from the video is motivating and enjoyable, providing authentic and varied language, giving visual

context, and also bringing variety and flexibility.

Furthermore, Smaldino, Lowther, and Russel (2012) state that there are several advantages of using video in language learning. First, video has motion; moving images have an obvious advantage over still visuals in portraying concepts and processes in which motion is essential to learn. Second, risk-free observation, video allows the learner to observe phenomena that might be too dangerous to view directly. Third, dramatization, dramatic recreations bring historical events and personalities' life. They allow students to observe and analyze human interaction. Fourth, affective learning, video can be useful in shaping personal and social attitudes. Fifth, problem solving, open-ended dramatization is frequently used to present unresolved situations, leaving it to the students to discuss various ways dealing with the problem. Sixth, cultural understanding, video can develop a deep appreciation for other cultures. At last, establishing commonality, a dissimilar group of students can build up a common base of experience to discuss an issue effectively by viewing video programs together.

Therefore, on this occasion the researcher would find out about students' motivation in learning using the Authentic Video Project. In a situation like this, video is one way that can be done to understand students' opinion about how their motivation to learn while using authentic video-based learning media.

Among students there is always a tendency that some students would talk a lot, while other students talk very little or not at all. Therefore, the lecturer made this learning media so that students were motivated to learn English by using Authentic Video.

Based on learning English the researcher experienced using the Authentic Video Project, some of us responded well and some had poor responses. For those who respond well to learning using videos, they are

more motivated because they can increase creativity and increase self-confidence in speaking English. Meanwhile, those who have a poor response would think that the learning process using video is more difficult and some are lazy to participate in making videos, even preferring to just make video scripts and just pour ideas. Some of them lack confidence in their poor English and find it more time consuming. The researcher that using this learning media is difficult to apply because of the difficulty of finding common ground EFL students in making planning video project.

Researcher made observations to students' that the research would conducted in the UMN campus environment. The results of the observations show that there are differences in the motivation to learn English for EFL students'. There is low students' motivation to learn English. On the other hand, students' motivation to learn English is high. Therefore, researchers wanted to find out the motivation of EFL students' in learning English with authentic video projects. Therefore, the researcher give the title of research on "Motivation of EFL Students in Learning English with Authentic Video Project".

Based on the limitation of problem above, the formulation of the problems, as follows "How is EFL students' motivation on learning English with authentic video project at SMAN 2 Medan?"

According to the statement, the aim of this research, as follows:

1. To know whether authentic video project has an effect on EFL students' motivation in learning.
2. To investigate EFL students' motivation on learning English with authentic video project.

RESEARCH METHOD

This research was a qualitative approach that used a thematic analysis type of research that aim to adopt a thematic analysis approach to examine data. In the beginning of

the stage, the researcher begun with an initial analysis to review cases and gain a basic understanding of how the narratives of the informants are formed (Lindlof & Taylor, 2002).

The researcher followed the procedure suggested by Shank (2006) to examine specific examples and themes, make comparison between cases, and check whether the analysis meet the saturation for which a new theme cannot be created.

This research take place at Universitas Muslim Nusantara Al Washliyah. The participants of this research was 3 EFL Students of Universitas Muslim Nusantara Al Washliyah the participant of this research. This class containt of 38 students who are not native speaker. The researcher conducted this research by interviewing EFL Students about how students motivation learning english with authentic video. EFL Students was divided into three categories. That is lower, moderate and higher.

The data collection technique used in this research was interview. This researcher prepared the concept of interviewing to participants, contacting participants to spend time, looking for suitable places to conduct interviews, using questions that answered by participants. Interviews are used to determine student motivation in learning English. To find out information about the factors that influence learning motivation expressed by students, interviews was asked to research subjects with the aim of obtaining research results that was answered factually and objectively.

The researcher adopted a thematic-analysis approach to examine the data. At the preliminary stage, the researcher started with early analysis to review cases and gain a basic sense of how the narratives of the interviewees took shape (Lindlof & Taylor,2002). Then the researcher followed the procedures suggested by Shank (2006) to examine specific example and themes, make comparisons between cases, and check if the analysis met saturation where

new themes cannot be generated. The overlapping themes combined together and the data was reduced to the main theme to describe how the motivation of EFL students in learning English was taught with authentic video project.All data source was coded and analyzed using thematic analysis.

RESEARCH RESULTS

Based on the result of interview with researchers to sources persons, researchers would explain the results of students understanding based on 4 skill namely: Listening, Writing, Reading, Speaking.

Video project have the advantage of being able to explore students abilities so that they can master one of the four existing skills, with video project students would better understand 4 skills, namely the first skill they would get was listening, because in the process of making videos they need other shows that they have to watch and listen to be used as references for the videos they would make. From listening to the reference videos, they could also learn to improve their pronunciation, which might not be good, they also understand good intonation when later making video in progress.

The second skill they would get was writing by creating a script for a video project at the same time students also master writing skills. Because when writing students must be more careful in choosing the right words, students must also choose at theme for script writing determine the role that was suitable for them. Play the script that has been written, even the difficulty level of the writing skill was quite difficult, one of them was that they must have high imagination and broad imagination. And when writing scripts they have to focus on the storyline they make and students also have to think about what positive meanings could be quoted from the script that would be delivered later and it was not uncommon in writing script to frequently revise the contents of the script, such as script language that was not good or

there would be one actor who does not feel comfortable with the script they bring, therefore the script was often revised but in this way students become more thorough in writing, choosing positive messages as well as choosing themes in the script.

The third skill they would get was reading after listening, writing students would also master reading skill because after writing the script students would be distributed to their respective roles but before they enter the plot and roles they get students must first read the script who have written and read together with co-stars. Students must read the script continuously until they understand the contents and parts of their respective roles so that they are more animated and more involved in their roles and can enter the storyline when reading students would accommodate many words and sentences to be stored in their heads which later they would memorize the script and at the time of reading they would also understand the implied positive meaning contained in the script they would bring.

The last skill they would get was speaking after getting the listening, writing, reading skill students could also master another skill, namely speaking. Maybe many people think pronunciation. They mentally prepare to be the results of she script, what they make would later become a good video, for speaking itself also has difficulties such as pronunciation which should be good, intonation when speaking, and expression of talk. Speaking skill could improve their ability to speak English so in making a video project there would be 4 skills that students would get at once so that by making this video the students learning process would run easily because it look more clear, real, and realistic.

Moreover the problem or difficulties that they may face, namely making scripts, unresponsive lighting, finding a comfortable and noise free location, and memorizing the script, would also become difficulties in video editing. However, all the difficulties would

definitely pay off if the result of the videos that are made look good and are accepted by audience.

They all argue that authentic video projects could motivate them because of their own interpretation that directly follow in their manufacture that makes the script and the also practice it according to their authentic video project more makes them spirit because the video was made should produce good videos so other understand the contents and attract the audience to fell motivated too.

By using the authentic video project, they are motivated because if the results of the video that are displayed are good and the content of the material was clear and easy to understand, it would also motivate other people who watch it so that they fell motivated to produce even better videos project, videos are very enthusiastic and their enthusiasm was very helpful for of them.

CONCLUSION

The conclusion of this research was that 3 categories have been found, namely Understandable, Realistic, and Wider range of language skill.

Understandable was the result of students understanding of students opinions during the use of authentic video project and the result of students understanding in the material, realistic was the result of using authentic video projects that are realistic or real in accordance with the authenticity of videos made by students and wider range of language was the result of students understanding based on 4 skill namely listening, writing, reading, and speaking. At this conclusion there are 3 resource persons and of all of them they are more motivated and make this authentic video project a new learning media which could help students to learn 4 skills in English easily, because by making authentic video projects all skills could be used and mastered according the abilities of each student.

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