



Efl Students’ Motivation On Learning English With Authentic Video Project

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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

How to cite

(2022). Jurnal Ability, 3(1).

INTRODUCTION

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).

Therefore, on this occasion the researcher will 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 will 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 will 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 will 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".

RESEARCH METHOD

This research is a qualitative approach that uses a thematic analysis type of research that aims to adopt a thematic analysis approach to examining data. In the beginning of the stage, the researcher begins 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 will follow the procedure suggested by Shank (2006) to examine specific examples and themes, make comparisons between cases, and check whether the analysis meets the saturation for which a new theme cannot be created. Overlapping themes are combined together and data is reduced to a major theme to describe how speaking perfect English and stigma affects the learning experience. This is in line with that thematic analysis analyzes data

with the aim of identifying patterns or to find themes through the data the researcher has collected (Braun & Clarke, 2006).

This method is a very effective method when it is a study intends to analyze in detail the qualitative data. They have in order to find the relationship between patterns in a phenomenon and to explain the extent to which a phenomenon occurs. Thematic analysis is one way that uses to analyze qualitative data where data obtained from in-depth interviews or semi-structured interviews and questionnaire in this research. This data analysis technique is very appropriate to do when a study aims to explore what actually happens in a phenomenon.

It is suitable for this research because data collection for this research will uses semi-structured interviews and questionnaire. The data will be collected from the interview and questionnaire which analyzed by exploring and understanding the meaning of each data to answer questions that can relate to this research in detail. Thus, this thematic analysis is suitable for this research because it related with the purpose of this research, namely, to measure the EFL students' motivation on learning English language.

RESEARCH RESULT AND DISCUSSION

Research Findings

This qualitative research was conducted on the students of Universitas Muslim Nusantara Al-washliyah Medan. The participants in this study were students of English from class A and B, totaling 3 people. This research is a case study research that is processed using an interview model and the main focus of this research is how the motivation of EFL students in learning English while using an authentic video project. with an interview test based on indicators (understanding and interpretation) conducted at the end of the study. students are present during the research from the first research to the final research.

Data were taken from the results of interviews consisting of 3 students. The interview consists of several questions. All of these questions are based on the motivation indicators that have been discussed in the previous explanation.

Discussion

Based on the results of interviews with researchers to informants. the researcher will explain and explain the results of students' understanding of students' opinions during the use of the authentic video project and with the results of students' understanding in understanding the material, on this theme the researcher will look for the level of understanding that students have while using the authentic video project. From the data above, DS as EFL students' is lower skill because DS needs more time in video playback, DS takes 5 times to

understand the content of the material in the video. While SS as EFL students is moderate skill because SS thinks that it only takes 2 times to play the video, SS said the material presented was easy to understand but it depended on the content contained in the video because according to SS if the presentation of the material in the video is cool and not boring, the material that will be accepted will be easy to understand.

From the three sources above there are three types of ability levels DS with lower skill, SS with moderate skill and GER with higher skill. The researcher can conclude that the three of them share the same opinion that the authentic video project is easier to understand in delivering the material content, although they have different levels and time of understanding.

As for the use of authentic video project that is realistic, from the data above, of the three sources' opinions, one of them has a different opinion on the authentic video project, which argues that the video project seems more boring and the SS considers the authentic video to be too real and has less interest in making authentic videos. However, two of them feel that this authentic video project, which is real, is easier to understand and easier to make because in making this video project it is easier to create script and the content contained in the video has roleplay. Realistic videos also contain ideas that can be achieved and have actual truths and facts, realistic videos can be directly practiced by students and usually in the form of groups also practiced together which in the video will go through a process of recording and criticizing which may be repeated, after that the video needs editing as natural as possible and also a good.

Then based on the result of interview with researchers to sources persons, researchers will 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 will better understand 4 skills, the first skill they will get is 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 will make, from listening to the reference videos, they can also learn to improve their pronunciation, which may not be good, they also understand good intonation when later making video in progress.

The second skill they will get is 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 is suitable

for them. Play the script that has been written, even the difficulty level of the writing skill is quite difficult, one of them is that they must have high imagination and broad imagination.

The third skill they will get is reading after listening, writing students will also master reading skill because after writing the script students will 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.

The last skill they will get is speaking after getting the listening, writing, reading skill students can also master another skill, namely speaking. Maybe many people think pronunciation. They mentally prepare to be the results of the script, what they make will 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 can improve their ability to speak English so in making a video project there will be 4 skills that students will get at once so that by making this video the students learning process will run easily because it looks more clear, real, and realistic. Then in other words that the results of this study indicate that students have positive and good perceptions which can be seen from Understandable, Realistic, and Wider of Language.

This research is supported by Gregorius Hapsara (2016) this study examines how motivation in the English learning process occurs in the classroom. This study aims to implement the use of video in terms of its effect on motivating students in learning, in this study the researchers used data collection methods, namely : observation, questionnaire, and interview.

Conclusion

Based on data presentation and data analysis from the previous chapter, the researcher draws conclusions as follow. The conclusion of this research is that 3 categories have been found, namely Understandable, Realistic, and Wider range of language skill.

Understandable is 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 is 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 is 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 can help students to learn 4 skills in English easily, because by making

authentic video projects all skills can be used and mastered according the abilities of each student

Media Magic Box pada pembelajaran IPA yang dihasilkan telah dikembangkan dengan menggunakan model pengembangan ADDIE. Prosedur pengembangan media magic box diawali tahap analysis (analisis), design (perancangan) dan development (pengembangan). Peneliti melakukan pengembangan media pembelajaran magic box dengan mata pelajaran IPA pada materi pengelompokkan hewan berdasarkan jenis makanannya, tempat hidupnya dan cara berkembang biaknya di kelas IV SD. Dari hasil analisis data pada validasi ahli materi dan media yang dilakukan dalam dua tahap dengan satu kali revisi, media magic box pada pembelajaran IPA yang dikembangkan dinyatakan baik dan layak untuk digunakan sebagai media pembelajaran di SD Negeri 105359 Sumberjo. Hal ini dapat dibuktikan dengan penilaian yang diperoleh dari produk awal dengan produk revisi mengalami kenaikan penilaian.

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