# VIDEO CLIPS AND AUDIO AS MEDIA TO INCREASE STUDENTS' MOTIVATION

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**ABSTRACT:** This study investigated the effects of English video clips and audio on students' motivation. It focused on 41 students at Universitas Bumi Persada, Lhokseumawe, Indonesia. An experimental design was employed in which the samples were chosen and grouped into two experimental classes: video and audio. The researchers taught speaking using English video clips in the first experimental class and audio in the second experimental class. Furthermore, the questionnaire was used as the data instrument to determine students' motivation in learning to speak. The data were then analyzed using descriptive statistics. The data analyses found that learning English using video and audio stimulates students' motivation to learn to speak. The data analyses also showed that students' motivation in video class was stronger than that in audio class. However, there is no significant difference in terms of the student's motivation to learn to speak between students in the video and audio classes.

**Keywords**: English Audio, English Video Clips, Learning Speaking, Technology Utilization, Students' Motivation

## INTRODUCTION

Mastery of English speaking skills has become a necessity in this globalization era. The development of technology and information forces people to interact with anyone without any limit on time, distance, and place. To master the skill, speaking proficiency is taught at secondary schools and the university level in Indonesia including at Universitas Bumi Persada, Lhokseumawe, Indonesia.

Unfortunately, students at the university have some motivational problems in speaking English. This happens because students do not get the proper input, model, and environment for language learning. Teachers also rarely deliver instructions in English, so the students do not have a model to emulate. This is in line with Yulia (2013), who found that classroom instruction in English classrooms in Indonesia was conducted mostly in the low variety of Bahasa Indonesia and Javanese.

Because they rarely get access and practice speaking in English, students tend to feel shy and unconfident when they speak in English in the classroom. This is in line with Mattarima and Hamdan (2011) who reported that most of the students in Indonesia are passive in the instructional process. Noel (2008) also reports that most students in Indonesia do not speak unless they are asked to do so. These facts make students reluctant and not motivated to learn English.

Motivation is essential in language learning, alongside linguistic ability, learning methodologies, and learning styles. Daskalovska et al. (2012) note that "research and experience show that learners with strong motivation can achieve a lot regardless of circumstances." Oroujlou and Vahedi (2011) also believe that language learning cannot effectively

work when a language teacher does not comprehend the relationship between motivation and its effect on language acquisition.

Realizing those problems, this study offers learning with English video clips and audio as an alternative solution to solving students' motivational problems in learning to speak. The strategy is utilizing technology by replacing the presence of native speakers with their voices and movements in the form of video and audio. Through this strategy, students can immerse themselves in the English environment and learn directly from native speakers as the experience gained by students interacting in the real activity.

According to many studies, utilizing technology is a good strategy to motivate students to learn. Information and Communication Technology (ICT) is widely recognized as a valuable medium for motivating students to study in the classroom. As a product of technology, video clips and audio also affect students' motivation to learn to speak. Muslem et al. (2019) reported that using an immersive strategy including English video clips helped students enhance their speaking abilities regarding pronunciation, accuracy, intonation, fluency, and integration. Ilin et al. (2013) believe that when used correctly, videos may give several benefits for language acquisition. One of the most significant benefits is giving helpful feedback and tools for learning languages. As stated by Gezegin (2014), videos give appropriate visual and auditory input to assist students learn a language.

Based on the background above, this study aims to investigate whether there is any significant difference in terms of students' motivation in learning to speak between students who learned to speak with English video clips and students who learned to speak using audio.

**METHOD**

This study used an experimental approach with a comparison group design. Mackey and Gass (2005, p. 146) write "In a comparison group design, participants are randomly assigned to one of the groups, with treatment (the independent variable) differing between or among the groups".

The population of this study was students who studied at Universitas Bumi Persada, Lhokseumawe, Indonesia. The samples were 41 students who were trained to use the learning materials properly in class and outside the classroom. The learning materials were video clips and audio consisting of English native speakers' conversations. They were packed and reviewed by two English lecturers at the university. After watching and examining the materials, both lecturers stated that the materials were suitable and relevant for the student's needs and levels. Further, students in video and audio classes are separated then learn the materials and do the activities as provided for each class.

Students in video class got the English video clips from the researchers. They watched the videos using a laptop, LCD projector and loudspeaker. There were three lessons or fifteen video clips to be watched by the students to improve their speaking proficiency. The duration of each video was about five minutes.

As the students watched the videos, the researchers explained to the students the meanings of certain words or expressions and how to use them in a good conversation. To make students deeply understand the words and expressions, the videos were played repeatedly. The researchers also answered the questions asked by

the students. After watching the videos, students were directed to practice the conversation with their friends based on the video they had watched. The students were also asked to fill out their logbooks based on their activities.

After doing such activities, the researchers asked the students to review the videos they had watched outside the classroom and then perform the conversation in front of the classroom. The researchers then gave appropriate feedback and comments related to their performances.

Students in the audio class received the same learning materials in the audio version. They received the same treatment as the students in the video class did. The difference was the students in audio class only listened to the conversation and tried to understand the meaning based on what they listened to. After listening to the audio, students in the audio class were also directed to practice the conversation with their friends. They were also asked to review the conversation and then perform it in front of the classroom. The researchers then gave appropriate feedback and comments on their performances.

After doing such activities for all lessons, the researchers distributed questionnaires to students in video and audio classes to find out their motivation in learning English. The questionnaire has 13 questions on students' motivation for learning English. The questions were served in closed form by using a five-point Likert Scale namely strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1). Students' responses to the questionnaire then are analyzed through the percentage and statistically measured by using the Likert Scale.

# FINDINGS
## The Motivation of Video Class Students

Learning English through video clips made students motivated. Responding to the questionnaire's questions, students chose strongly agree 78 times, agree 162 times, not sure 31 times, disagree 2 times and no student chose strongly disagree. The students' responses were then statistically analyzed by using the Likert Scale as described in Table 1.

**Table 1. The Distribution of the Questionnaire Result**

| Choices | Score | F | Total Score | Percentage |
|---|---|---|---|---|
| Strongly Agree | 5 | 78 | 390 | 34.361233 |
| Agree | 4 | 162 | 648 | 57.092511 |
| Not Sure | 3 | 31 | 93 | 8.1938326 |
| Disagree | 2 | 2 | 4 | 0.3524229 |
| Strongly Disagree | 1 | 0 | 0 | 0 |
| Total | | 273 | 1135 | 100 |

Based the Table 1, the total score from the questionnaire is 1135. This score then is compared to the highest and the lowest score for this questionnaire. In this case, thirteen questions in the questionnaire consisting of five choices were distributed to 21 students. It means that the highest score is 13x5x21 = 1365 and the lowest score is 13x1x21 = 273.

The questionnaire score obtained from the students and the highest score for this questionnaire then was compared to determine the interpretation score. Using this pattern, the interpretation score is 1135/1365x100%. The result of this pattern is 83.15% which means that the interpretation score was strong.

## The Motivation of Audio Class Students

Learning English through audio also made students motivated. Responding

to the questionnaire's questions, students chose strongly agree 57 times, agree 158 times, not sure 37 times, disagree 8 times and no student chose strongly disagree. The students' responses were then statistically analyzed by using the Likert Scale as described in Table 2.

**Table 2. The Distribution of the Questionnaire Result**

| Choices | Score | F | Total Score | Percentage |
|---|---|---|---|---|
| Strongly Agree | 5 | 57 | 285 | 27.298851 |
| Agree | 4 | 158 | 632 | 60.536398 |
| Not Sure | 3 | 37 | 111 | 10.632184 |
| Disagree | 2 | 8 | 16 | 1.532567 |
| Strongly Disagree | 1 | 0 | 0 | 0 |
| Total | | 260 | 1044 | 100 |

Based the Table 2, the total score from the questionnaire is 1044. This score then is compared to the highest and the lowest score for this questionnaire. In this case, thirteen questions in the questionnaire consisting of five choices were distributed to 20 students. It means that the highest score is 13x5x20 = 1300 and the lowest score is 13x1x20 = 260.

The questionnaire score obtained from the students and the highest score for this questionnaire then was compared to determine the interpretation score. Using this pattern, the interpretation score is 1044/1300X100%. The result of this pattern is 80.30% which means that the interpretation score was strong. Based on the results of analyzing the questionnaire, it can be implied that by learning with audio, the motivation of students to learn to speak in English was also strong.

The analyzing data implied that students in both classes have a strong motivation to learn to speak after learning with English video clips or audio. However, students' motivation in

video class was stronger than that in audio class.

Comparing students' motivation in video and audio classes, analyzing data showed that students' motivation in the video class was 83.15% and students' motivation in the audio class was 80.30%. The result showed that there is no significant difference in terms of the student's motivation in learning speaking between students who learned speaking learning with video clips and those with audio.

## DISCUSSION
Data analyses from the questionnaire in this study found that using video clips and audio strongly stimulates students' motivation to learn to speak. It is in line with Idris (2015) who writes "Audio-visuals is effective in making the class interactive and interesting, motivating the learners, facilitating language skills and so many".

This study also specifically found that using video clips stimulates students' motivation to learn speaking. The finding of the present study is also compatible with Grant (2015) who concluded that students who watched the video received higher motivation and wanted to study more than students who did not watch the video. The present study also supports a study conducted by Wang (2015) who writes "Video materials enrich classroom activities, motivate students' passion for English learning and help to hold their attention in the classrooms".

Students in video class received stronger motivation because they felt the instructional process was more enjoyable and more interesting. This is in line with Subramaniam et al. (2013) who assert that the classroom becomes more interesting and encourages students' preferences when the teacher brings YouTube into

the classroom. It is also following Heafner (2004) who reported that students viewed project technology as more engaging and entertaining and enjoyed working on such projects.

Students in video class also received stronger motivation because video clips used in the class simulated them to participate actively during the instructional process. This is in line with Park and Jung (2016) who note that "teaching English by using video clips is effective in improving student motivation and drawing out participation".

From the present findings, it can be concluded that learning with English video clips and audio can stimulate students' motivation to learn to speak. However, students who learned with English video clips received stronger motivation than students who learned with audio. Comparing students' motivation in both classes, the present study found that there is no significant difference in terms of the student's motivation to learn to speak between students who learned to speak through English video clips and those with audio.

## CONCLUSIONS

The findings of this study showed that students in both video and audio classes received strong motivation after learning English video clips and audio. However, students' motivation in video class is higher than that in audio class. The result also showed that there is no significant difference in terms of the student's motivation in learning to speak between students who learned to speak with English video clips and those with audio.

However, this study focuses on the motivation of 41 students at Universitas Bumi Persada, Lhokseumawe, Indonesia to learn English using video clips and audio media. Additional research is likely to improve the findings of this study. Further study may look into the use of the same media with a larger sample. Further study may also look into students' motivations for participating in English-speaking lessons using various media, such as Internet applications or Artificial Intelligence (AI). Through a variety of studies, comprehensive findings will be acquired.

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