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# Using Youtube Media through Project-based Learning in Increasing Motivation to Learn English

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## ABSTRACT

The purpose of this study was to determine the effectiveness of using project-based youtube media in increasing the motivation to speak English of EFL students. This research is a classroom action research. Data collection techniques used in this study consisted of observation and questionnaire. The subjects in this study were 35 students from Trilogi University, Jakarta-Indonesia. This research was conducted in two cycles, each of which was held two meetings. In the initial test, the average learning motivation was 34.80, in the first cycle 51.50 and in the second cycle 58.30. Therefore, if we compare it from the initial test to the second cycle test. There was an increase of 23.5. This shows that the use of project-based youtube media has an effect on increasing the motivation to speak English of EFL students.

**Keywords: Project-Based, The Effectiveness, English Speaking, Motivation, Learning Medium**

## Introduction

Learning English is still an effort that is not easy enough for some EFL students, especially for students who are not from the English department. Learning English for students who are not majoring in English tends to focus on mastering English speaking skills. Speaking skills have a close relationship with various elements of the language in it, both related to the arrangement of the words conveyed by the speaker and the purpose of the context of a conversation. So that speakers and writers must be able to operate more than just words and grammar, they must be able to compose speech together (Harmer, 2008). Speaking activity is an activity of describing and describing information, carried out by the speaker to produce information that is mutually understood between the speaker and the speech partner. This

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definition explains that the important points in a speaking activity are the information presented, so it is more than just understanding words.

Speaking skills are very necessary in everyday human interactions. The percentage of English learners has increased along with human needs in interacting globally. So, teaching English must be designed according to the aspects of the ability that the learner wants to have. Likewise with speaking skills for negotiation purposes. Negotiation is a complex skill in speaking. Negotiation is an essential skill in today's business world. Almost everyone subconsciously needs negotiation skills. Negotiation skills, of course, must be trained not only in increasing knowledge about how to negotiate but also in training when to use these skills. So, this negotiation skill becomes very important to be trained continuously.

In the context of the growing business world, one's negotiation skills must also be at a sufficiently qualified level. If the negotiation is on a global business scale, of course you must have global negotiation skills. This fact requires university graduates to be able to master the use of international languages as well so that they are able to take part in the growing business world. Students of the Trilogy University Management study program are trained to be able to be active in the increasingly advanced world of business. So, mastery of foreign languages is also a requirement that needs to be taken seriously, especially in English negotiation skills. Currently, learning English at this campus is continuously encouraged to create competent students in speaking English, especially for negotiation skills.

Negotiation skills should be acquired in school or college rooms so that a person can be identified to what extent he is able to reflect on the use of language academically both orally and in writing (Cummins, 2008). Based on this reality, the researchers tried to integrate the use of project-based youtube media to increase the speaking motivation of college students. Researchers view the project approach is still very relevant for students in getting as much input as possible from the learning process.

English speaking skills in this century must be designed according to the times. The birth of various open sources in learning requires an educator to be open and active in preparing learning models. Both those related to learning facilities and the scope of teaching material in particular. Teaching materials that are in accordance with technological developments and student interests are by combining strategies and learning materials that use technology. As in research on the development of an English teaching model in the present century, a Teaching English as a Language of Open Source (TELOS) model has been formulated. This model is a model developed in teaching English in the technological age, namely by developing new curricula, teaching materials and techniques according to the needs of the times. This model

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makes more use of technology as an open source in learning English such as the use of YouTube, Twitter, Facebook, online newspapers, magazines and others. Learners are free to access material from these sources (Cakir, 2016). So, the use of technology is a necessity for the world of education today, especially in learning English as one of the foreign languages in Indonesia.

## Materials and Methods

Foreign language learning has become one of the important topics to study. There are several previous studies that have examined factors that can affect student achievement or learning outcomes in learning foreign languages, both in terms of the learning model used and the learning media (Adnyani, 2014; Kurniawan, 2019; Lestari, 2019; Namaziandost & Nasri, 2019; Priajana, 2020; Yanti, 2018). There are various problems that we often find in the learning process, both external problems such as facilities and infrastructure, the learning models used and other problems. Apart from external problems, there are also internal problems which in this case are problems that come from within students as learners. One example of internal problems in this case is student learning motivation. Motivation is also an influencing factor in learning to speak English (Dauyah & Yulinar, 2018). From the observations made by researchers in the process of learning English at one of the universities in Jakarta-Indonesia, it was found that there were several problems during the learning process of English. One of the problems encountered in this class is the lack of student motivation. This can be seen from the student's behavior during the learning process.

From the results of interviews conducted with English lecturers on campus, it was found that student motivation was lacking because students thought English courses were difficult subjects because they had complex grammar. This problem will certainly affect student learning outcomes that will be obtained. Talking about learning motivation, this is of course influenced by several factors including intrinsic and extrinsic factors. Students' motivation to learn will increase if they get interesting activities in learning. Likewise, student learning motivation will decrease if he does not get interesting activities in the learning process. This also shows that motivation is one of the factors that affect the speaking skills of students (Hambandima, Feliks, & Bire, 2014). Therefore, it is very important to make the learning process as interesting as possible so that students will be interested in following the learning process. The first step that needs to be reviewed is to understand the learning model that learners are currently interested in. Virtual learning that is increasingly developing is also part of the learning approach that is seen as appropriate to the development of the character of

learners today. Learning activities can be carried out using information and communication technology that involves learners and instructors. From a pedagogical point of view it is a unique learning resource that offers an attractive learning environment and can participate in discussions on various topics and consult as appropriate in a real space (Simkova & Stepanek, 2013). Social media also has a high influence in shaping the communication practices of today's young generation (Kaya & Bicen, 2016).

To increase student motivation in learning English, it is considered important to find appropriate and innovative learning methods or media to use in the learning process. From various previous research results, it was found that one of the effective learning media in increasing student motivation is by using youtube media (Almurashi, 2016). Many studies have examined the use of youtube to improve speaking skills (Al-Abdallat, 2018; Albantani & Madkur, 2017; Alwehaibi, 2015; Chintalapati & Daruri, 2017; DeWitt et al., 2013; Jalaluddin, 2016; Rahayu & Putri, 2019; Riswandi, 2016).

Besides that, research related to the use of youtube media illustrates that through video as a learning medium makes learning activities for students more focused. In addition, the youtube video media in this case is considered to be able to present something that can be seen and heard so that it can motivate students to learn and provide learning experiences to students so that later it will affect the student's motivation. The effectiveness of research on increasing students' motivation to speak English on campus will be examined using project-based youtube media. . The project referred to here is that students are given the freedom to compile video conversations in English anywhere and then upload them on YouTube. This project-based assignment is considered to provide more benefit in learning. Project-based EFL classes produce not only positive learning outcomes, but also help students improve their cognition, work ethic, and interpersonal skills. Further studies are recommended to make a more empirical contribution with the aim of proving the effectiveness of project-based learning in EFL classrooms in other cultural contexts (Kettanun, 2015).

So in the learning process at universities it is still very relevant to apply a project-based approach as an effective process in encouraging student activity to be actively involved in learning. This is also one of the points of this research, namely by using project-based English speaking teaching materials through YouTube. The assignment of projects related to speaking English given to students can be completed anywhere as long as they still activate the YouTube channel. All projects must be uploaded in their respective channels and each student must be pro-active in promoting the results of the project in speaking English so that they get lots of input from other parties. Project-based learning is an important part of the language learning

process. As previous research revealed that assignments can increase students' active participation (95%), motivate them to learn (96%) and help them to acquire various curricular skills (90%) (Gómez-Pablos, del Pozo, & Muñoz-Repiso, 2017). In another article it was also shown that project-based EFL classes produced not only positive learning outcomes, but also helped students to improve their cognition, work ethic, and interpersonal skills. Further studies are recommended to make a more empirical contribution with the aim of proving the effectiveness of project-based learning in EFL classrooms in other cultural contexts (Kettanun, 2015).

Based on the background described above, this research is needed to be conducted to understand the effectiveness of using Youtube media through Project-based Learning in increasing the motivation to learn English. The motivation of learning English for EFL musb be increased.
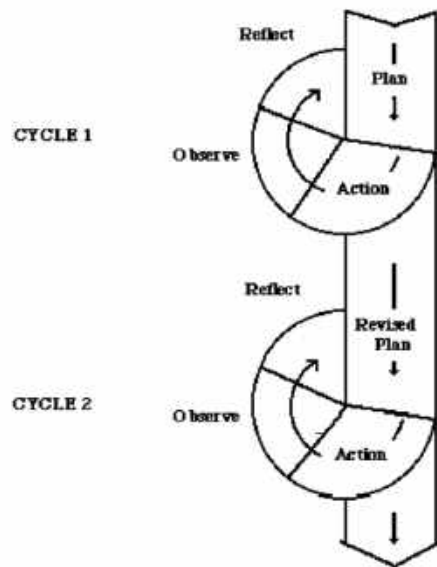
## Research Design

The type of research used is Classroom Action Research. This research really pays attention to the teaching-learning process that occurs. The process consists of instructor and learner activities. All of the behaviors seen during the learning process are the source of the data for this research. In this study, researchers collaborated with English lecturers at this university. The researcher in this case acts as an observer who will observe the course of the research. Many experts place limits on action research. According to Jack Whitehead & Jean McNiff, action research is a form of investigation that allows participants to investigate and evaluate their performance (McNiff & Whitehead, 2011). L.R. Gay also provides an explanation that action research is a systematic investigation carried out by teachers, school principals, school counselors, or other stakeholders in a teaching and learning environment and also involves gathering information about the procedures for teachers and students in the teaching and learning process (Airasian & Gay, 2003). While David Kember explained that action research is research in which there is also a reflection of the process between participants (participants) and implementers, this research is determined by the implementer (Kember, 2000).

So that more specifically it can be concluded that action research is an approach through assessment by encouraging teachers to realize and understand their teaching practices, to be critical of these practices and ready to change them which are participatory (involving researchers) and collaborative (involving others). The aim of action research is to improve self-

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instruction in the classroom, although there is no requirement that the findings be generalized to other situations the results add to basic knowledge.

This study used an action research design model of Kemmis and Mc.Taggart. Kemmis in Emzir has developed a simple model of the nature of the action research process cycle, which each cycle has four stages, namely (1) planning; (2) action; (3) observation; (4) reflection (Emzir & Pd, 2012).



**Action Research Model Design of Kemmis**

## Source of Data

The data source of this research is the second semester of Trilogy University students taking English courses. They are EFL students who are not from an English major. Achieving the ability to learn English is focused on improving speaking skills, especially in negotiation skills. The number of students who are research subjects is 35 people.

## Techniques and Instruments of Data Collection

The data collection techniques used in this study consisted of observation and questionnaire distribution. The following is an explanation of each data collection technique :

1. Observation. The observations referred to in this case are observations made by researchers of the symptoms being studied. Through this technique, later researchers can find out how the implementation of teaching in the classroom.

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2. Questionnaire. To find out student motivation, the researcher used a questionnaire. The questionnaire in this study contains a collection of statements or questions that are systematically arranged in a list of questions. Before taking data related to student learning motivation, the questionnaire will be used first tested for validity and reliability. This is done to get a conclusion about the appropriateness of each item of questions and statements in the questionnaire in measuring students' motivation to learn English.

## Data Analysis Techniques

The data analysis technique in action research was carried out descriptively. The data obtained from the results of observations and questionnaires were analyzed in several stages, namely; collect data, reduce data, present data and verify data (Emzir & Pd, 2012). The results of data analysis in action research do not aim to make generalizations but to establish a process of improvement obtained in learning.

This research will be conducted in two cycles, each of which has two meetings, especially in the learning process. If the first cycle has not obtained the results achieved, the researcher continues to the next cycle. The procedure in this research includes the preparation stage, implementation of learning, observation and reflection stages. The data analysis technique used in this research is descriptive statistics using categorization of learning motivation from psychological calculation (Azwar, 2004). The following is the categorization of student learning motivation:

Tabel 1. *Categorization of Learning Motivation*

| Level of Learning Motivation | Categorization |
|---|---|
| $X \leq M - 1,5\,\sigma$ | Very Low |
| $M - 1,5\,\sigma < X \leq M - 0,5\,\sigma$ | Low |
| $M - 0,5\,\sigma < X \leq M + 0,5\,\sigma$ | Moderate |
| $M + 0,5\,\sigma < X \leq M + 1,5\,\sigma$ | High |
| $X > M + 1,5\,\sigma$ | Very High |

Information :

M: Hypothetic Mean Score

$\sigma$: Hypothetical Standard Deviation

## Findings and Discussion

Before using a questionnaire which later aims to measure student learning motivation, the researcher first tests the validity and reliability test of the lift. The type of validity used to test the validity level of the learning motivation instrument is the Pearson Product Moment Correlation test. The standard used in this study in order to say valid is that each statement item should have a correlation (r) with a total score of $\geq 0.25$ for each variable. From the test results, it was found that all items in the questionnaire had a correlation value (r) $\geq 0.25$. Therefore, it can be concluded that all question items are valid. In addition to the validity test, the researcher also tested the reliability of the learning motivation instrument to be used. In addition to the validity test, researchers also tested the reliability. The type of reliability that was carried out was the Cronbach Alpha test using SPSS-18. The standard used is if the alpha alpha value> 0.80 suggests that all items are reliable and all tests are consistent internally because they have strong reliability. The results of data analysis showed that the Cronbach's Alpha value was 0.85. This indicates that all question items have strong reliability.

Before the implementation of the first cycle, the researcher first measured students' initial learning motivation and gave a test to determine the temporary learning outcomes of students who were the subjects in this study. The following are the results of measuring student learning motivation using instruments that have previously been tested for validity and reliability testing. By using the categorization of learning motivation described in the previous section, we can see the interval for each categorization of student learning motivation. The first step taken before categorizing student learning motivation is determining the hypothetical mean and hypothetical standard deviation. From the calculation results, it is found that the hypothetical mean is 37.5 while the hypothetical standard deviation is 7.5. From the hypothetical mean values and the hypothetical standard deviation, we can categorize learning motivation as below:

Table 2. *Categorization of Learning Motivation*

| Level of Learning Motivation | Categorization |
|---|---|
| $X \leq 26,25$ | Very Low |
| $26,25 < X \leq 33,75$ | Low |
| $33,75 < X \leq 41,25$ | Moderate |
| $41,25 < X \leq 48,75$ | High |
| $X > 48,75$ | Very High |

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Before implementing the learning process, researchers measure students' learning motivation, in this case it can be called a pre-test. The following is data regarding student learning motivation before the learning process:

Table 3. Motivation to Learn Early Test

| Mean | Standard Deviation | Categorization |
|------|--------------------|----------------|
| 34.80 | 0,96 | Moderate |

From these data, we can see that the average student motivation during the initial test was 33.74 with a standard deviation of 0.91. Based on the categorization table of learning motivation, it can be concluded that in this section the average student learning motivation is in the moderate category. After knowing the initial description of student learning motivation, the learning process is carried out. The first cycle was held for 2 meetings in terms of the learning process. After doing the learning in the first cycle using the TS-TS type learning model using Youtube media, the researchers again measured their learning motivation. The following is data regarding student learning motivation after the first cycle:

Table 4. Learning Motivation – Cycle I

| Mean | Standard Deviation | Categorization |
|------|--------------------|----------------|
| 51,50 | 5,96 | Very High |

From these data, we can see that the average student learning motivation after going through the first cycle is 51,50 with a standard deviation of 5.96. Based on the categorization table of learning motivation, it can be concluded that in this section the average student learning motivation is in the very high category. Even though they got a very high category, the researcher still carried out the second cycle to measure students' speaking motivation when using project-based youtube. After that, the researchers continued the second cycle. The second cycle was also held for 2 meetings. In this second cycle students were still asked to make videos of speaking English in the form of negotiations on a predetermined topic and then upload them

on YouTube. After carrying out learning in the second cycle, the researcher again measured the learning motivation possessed by students. The following is data regarding student learning motivation after the second cycle:

Table 4. Learning Motivation – Cycle II

| Mean | Standard Deviation | Categorization |
|------|--------------------|-----------------|
| 58,30 | 4,81 | Very High |

From this data, we can see that the average student learning motivation after passing the second cycle is 48.28 with a standard deviation of 3.13. Based on the categorization table of learning motivation, it can be concluded that in this section the average student learning motivation is in the high category. From the description above shows an increase in students' motivation to learn English starting from the pre-test, first cycle and second cycle. At the time of the pre-test the average student learning motivation was only 33.74, while after the second cycle, the average student learning motivation was 48.28. From these data it can be seen that there is an increase in student learning motivation by 14,54.

## Conclusion

Based on the research results obtained during the pre-test, cycle I and cycle II, it can be concluded that the use of project-based youtube media can increase students' motivation to learn English. The motivation to learn English obtained from the questionnaire on the initial test was in the medium category with an average score (M) of 33.74. Whereas in the first cycle student learning motivation was in the very high category with an average score (M) of 51.50 and in the second cycle students' English learning motivation was in the very high category with an average score (M) of 58.30.

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