

EFL STUDENTS' ATTITUDES IN TERM OF MOTIVATION TOWARDS THE USE OF CONVERSATION VIDEO ON LISTENING PERFORMANCE

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Abstract

Although listening skill is considered as a tough skill, there are some ways to practice or improve listening skill such as watching English programs, movies, listening to English radio and native speaker. Furthermore, Herron, York, Corrie, and Cole (2006) stated that students who practice their listening skill through videos can improve their listening comprehension. Using videos in English learning surely can attract students' interest to watch the videos. However, motivation also plays a pivotal role in language learning, within each, motivated learners being more likely to attain their educational objectives compared to those lacking motivation. This research is intended to explore EFL students' attitudes in term of motivation towards the use of conversation video on listening performance. A ten-item questionnaire was distributed to 36 students. The findings shows a high consistency noted within the intrinsic and extrinsic motivation category ( $\alpha = .663$ ), which indicates that most participants perceive positive attitudes regarding intrinsic and extrinsic motivation towards using conversation videos to enhance listening performance.

**Key words:** *motivation, listening, conversation video*

## INTRODUCTION

In English language learning, there are some integrated skills that should be learnt, namely listening, speaking, reading, and writing. Field (2009) stated that listening is regarded as the most often used language skill that encourages and triggers people to communicate well. The capabilities of students who have good listening performance may influence their ability in speaking. Celce-Murcia (2001) said that by finishing listening activity, the language learners may develop a new concern of language interest at many levels and create a basic formula for better constructive skill such as speaking skill. It is related that listening skill can improve students' skill such speaking because the students usually copy and imitate another person's speaking ability. By understanding the listening skill, it would improve students' productive accurately, rise their comprehension of grammatical error, and acquire their specific ways to understand some vocabularies. Thus, a better academic learning in English could be achieved by the students.

However, Hedge (2000) cited in Nafisah (2019) said that listening skill is rarely taught in many schools rather than grammar, speaking and writing skill. The difficulties in listening are often caused by unfamiliar vocabulary, different pronunciation, shorted phrase etc. (Butt, 2010). Especially in Indonesia where teachers mainly teach English in interest of various texts, grammar, writing and speaking. This phenomenon leads the students to have low expertise of listening skill. Many students face some difficulties in comprehending listening skill such as absorbing the details from the audio and they often think that listening is not too essential for their language development because it only requires student to hear something. Listening skill which requires a good comprehend understanding of language such as pronunciation, grammar and speed complicates the students in focus. Nafisah (2019) stated that listening skill is regarded the hardest and the most challenging skill to teach for EFL students. As foreign language, learning English surely gives a challenge for the teachers in teaching especially if the students have low motivation of learning.

Although listening skill is considered as a tough skill, there are some ways to practice or improve listening skill such as watching English programs, movies, listening to English radio and native speaker. Furthermore, Herron, York, Corrie, and Cole (2006) stated that

students who practice their listening skill through videos can improve their listening comprehension. Using videos in English learning surely can attract students' interest to watch the videos. As mentioned by Heinich and Heinich (2011), an appropriate teaching assistant media can accelerate learners' concentration and encourage their involvement in teaching-learning practice. Through audio visual media, the students will practice their two multi-sensory such as sound and sight at the moment they are doing listening practice. In addition, Hruby (2010) also conveyed that audio- visual learning media such as video learning may upsurge the motivation of the learners and make their more enthusiasm in listening practice.

In teaching, the video material must be selected by the teachers in order to provide an appropriate teaching material. Oddone (2011) mentioned that the videos are usually taken from variety sources so that most video cannot be used in learning process. It is important for the teachers to select and design the video in order to give related and convenient materials for the students especially in listening. The video can include video clips, cartoon, films, songs, TV programs, channel or other sources. The teacher needs to be able to design the video so that it will help the learners in improving their listening skill. The variety of videos can be allowed in learning process as long as they are convenient and meet the educational standard (Cruse, 2007). Because of the use of video gives many benefits for students' English ability; the researcher intends to conduct a research about the use of video to improve students' listening ability.

Other factor that should be considered is students' attitudes on the motivation towards the use of conversation video in term of listening conversation. Motivation plays a pivotal role in language learning, with motivated learners being more likely to attain their educational objectives compared to those lacking motivation. This section aims to examine diverse motivational theories within Second Language Acquisition (SLA) to establish a theoretical framework for forthcoming empirical analyses.

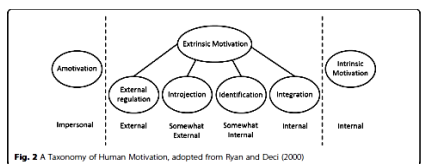
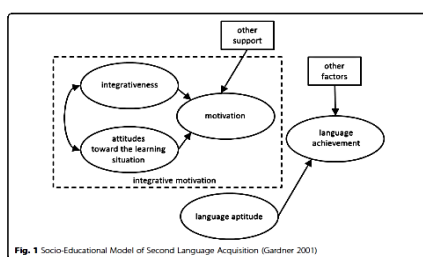
Motivation, a multifaceted concept, involves an attitudinal aspect, serving as a robust predictor of language learning outcomes due to its direct influence on learners' actions towards achievement (Gardner 1985). Gardner's Socio-Educational Model portrays motivation in second language learning as a delicate balance between integrative and instrumental motives (ibid, p. 51). Illustrated in Figure 1 (Gardner 2001, p. 4), this model underscores motivation

as the central concept, shaped by integrativeness and attitudes towards the learning environment, collectively forming integrative motivation. Furthermore, language aptitude, alongside other supportive factors assumed to entail instrumental motives, influences language proficiency.

In the integrative-instrumental spectrum, integrative motivation emerges as the primary driving force, as noted by Gardner (1985). Nonetheless, Gardner's model is contextually grounded in the French-speaking community of Canada, where integrativeness and attitudes towards learning reflect genuine interest in the French/English bilingual community. Consequently, its applicability may be limited in contexts such as students learning Japanese at an Australian university, where the relevance to the target L2 community differs.

Deci et al. (1991) elaborate on external factors affecting integrative motivation through self-determination theory, delineating a motivational process of internalization spanning from extrinsic to intrinsic motivation (pp. 328–330). This theory categorizes extrinsic motivation into four types based on the relationship between external stimuli and self-determination.

Figure 2 illustrates a visual representation of the self-determination theory continuum, depicting the progression from non-self-determined to highly self-determined behaviors. At the far left is the newly introduced category of amotivation, signifying a lack of intent to act (Ryan and Deci 2000).



In the middle section, lies extrinsic motivation, which is divided into four categories: external regulation, the least autonomous form (e.g., actions driven by rewards, threats, or

avoiding punishment); introjected regulation, influenced by external pressures or internalized beliefs (e.g., actions to impress others or driven by feelings of pressure or guilt); identification, where behavior is guided by personal beliefs about its relevance or value (e.g., memorizing vocabulary because it is deemed useful for reading); and integrated regulation, akin to intrinsic motivation but not stemming from inherent enjoyment or interest (e.g., reading a newspaper in the target language to enhance language skills). On the far right end is intrinsic motivation, where the learner inherently finds interest and enjoyment in the activity. Intrinsic and extrinsic motivation are fundamentally distinct and not easily interchangeable (Ryan and Deci 2000, pp. 61–62). Intrinsic motivation serves as the primary impetus for second language acquisition, akin to Gardner's integrative motivation, but more universal as it centers on the language itself rather than the community where it's spoken. For instance, learners might find intrinsic motivation in shadowing as it offers practical use of the target language, while integrative motivation may not be as prominent since shadowing is typically a solitary activity without direct interaction with the language community.

Vallerand (1997) extends the concept of intrinsic motivation by proposing a three-part taxonomy: IM-Knowledge, involving motivation to acquire new ideas and knowledge; IM-Accomplishments, related to feelings of mastering a task or achieving a goal; and IM-Stimulation, referring to the enjoyment and positive sensations derived from task performance. These facets of intrinsic motivation share the common aspect of providing enjoyable experiences through task engagement and overcoming challenges. Vallerand's taxonomy marks a significant departure from the traditional view of integrative/intrinsic motivation, framing intrinsic motivation not as a fixed trait but as a series of sensations and feelings toward specific tasks, subject to fluctuations.

This perspective aligns with Dörnyei's (2002) notion of task motivation, which conceptualizes motivation as dynamic rather than static. Dörnyei's model encompasses three phases with distinct motives: choice motivation, involving motivation generation; executive motivation, entailing the maintenance of generated motivation; and motivational retrospection, which involves reflecting on past tasks to inform future activities. For example, in the context of a shadowing homework task, the student decides when and how much to practice (choice motivation), sets goals for task completion (executive motivation), and

evaluates whether their efforts were worthwhile (motivational retrospection), thereby influencing their willingness to engage in similar tasks in the future. This model underscores the significance of teachers' decisions in curriculum design, where negative self-evaluation after task completion may deter students from future engagement, while positive experiences in the initial phases can foster continued participation.

Dörnyei (2009) introduced the L2 Motivational Self System, a contemporary theoretical model in L2 motivation research comprising three components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The Ideal L2 Self represents the learner's envisioned proficient L2 speaker, acting as a potent motivator to bridge the gap between actual and ideal selves, akin to integrative and instrumental motives. The Ought-to L2 Self pertains to attributes one believes they should possess to meet expectations and avoid negative outcomes, aligning with extrinsic instrumental motives. The L2 Learning Experience encompasses the immediate learning environment and experiences.

There are at least two previous studies that have ever been conducted dealing with this research, Kamilah (2013) conducted the initial research involving junior high school students in Jakarta, using both experimental and control classes. The study explored the impact of contextual videos on students' listening skills. Results showed that students exposed to these videos had improved listening scores compared to those in the control group. Additionally, students responded positively to the use of videos in their learning process, showing a preference for video-based learning activities. The videos effectively captured their attention, leading to better listening outcomes.

Secondly, Woottipong (2014) conducted a study to examine the impact of video materials on teaching listening skills and the attitudes of students towards these materials. The participants were first-year English department students at the University of Thaksin, Thailand. After twenty teaching periods using video materials, the results showed that students' posttest scores were higher than their pretest scores, indicating an improvement in their listening skills. Additionally, students had positive attitudes towards the video materials, finding them more engaging and motivating for learning listening skills. Overall, the use of video materials effectively enhanced the students' listening abilities and made the learning process more interesting.

## RESEARCH METHODOLOGY

The research design employed in this study comprises qualitative approach. To address the research inquiries concerning students' attitudes and motivations regarding the utilization of English conversational videos and their impact on listening performance, a questionnaire was distributed to 36 English majors. In this study, the researcher employed a ten-item questionnaire as the primary tool for addressing the research question their intrinsic and extrinsic motivation towards the use of conversation videos. Descriptive statistics is carried out to analyze EFL Students' intrinsic and extrinsic motivation towards the use of conversation video.

## FINDING AND DISCUSSION

### Findings

Table 1. EFL Students' intrinsic and extrinsic motivation towards the use of conversation video ( $\alpha = .663$ )

EFL Students' Attitude in term of intrinsic motivation towards the use of conversation video						
No	Items	Agree + Strongly Agree	Partially Agree	Partially Disagree	Disagree + Strongly Disagree	Mean (SD)
1.	Like the use of conversation video because it is challenging.	10 (27.8%)	13 (36.1%)	7 (19.4%)	6 (16.7%)	3.78 (1.290)
2.	Correcting mistakes after the feedback is important	25 (69.4%)	8 (22.2%)	3 (8.3%)	0 (0%)	4.89 (0.919)
3.	Satisfying thing is to understand the content.	13 (36.1%)	9 (25.0%)	7 (19.4%)	7 (19.4%)	3.83 (1.320)
4.	Choose material to learn even if not for a good grade.	19 (52.8%)	11 (30.6%)	4 (11.1%)	1 (2.8%)	4.54 (1.010)
5.	Using videos inside the classroom motivates me to learn listening and speaking skills more intensively.	13 (36.1%)	14 (38.9%)	6 (16.7%)	3 (8.3%)	4.17 (1.134)
6.	Using conversation video motivates me to get actively involved in learning process particularly in listening and speaking activities	4 (11.1%)	4 (11.1%)	9 (25.0%)	18 (50.0%)	4.34 (1.327)
7.	Watching English Conversational Video inside the classroom has beneficial effect on learning English particularly.	1 (2.8%)	6 (16.7%)	11 (30.6%)	18 (50.0%)	4.47 (1.082)
8.	Want to get better marks in using conversation video than others.	19 (52.8%)	9 (25.0%)	5 (13.9%)	3 (8.3%)	4.47 (1.253)
9.	Using conversation video to perform well in class.	8 (22.2%)	11 (30.6%)	7 (19.4%)	10 (27.8%)	3.61 (1.358)
10.	Satisfied with 90% mark as already a high mark.	30 (83.3%)	3 (8.3%)	2 (5.6%)	0 (0%)	5.11 (1.105)

In the first item, there's a partial agreement rate of 47.2% and a mean score of 3.78 (1.290), indicating support from only 13 participants (36.1%) for the statement "I appreciate the use of conversation videos because they present a challenge." This reflects a positive response to the notion that many of them partially agree that they appreciate the use of conversation videos because they pose a challenge.

Concerning the second item, with a mean score of 4.89 (0.919) and an agreement rate of 69.4%, 25 EFL participants show significant support for the statement "Correcting mistakes after receiving feedback is important."

For the third item, participants scored it with a mean of 3.83 (1.320) and agreed at a rate of 36.1% to the statement "The most satisfying aspect is understanding the content."

The fourth item garners significant agreement, with 52.8% of participants and an average score of 5.14 (0.798) endorsing the statement "I choose learning materials even if not for the sake of a good grade."

Regarding the fifth item, participants with a mean score of 4.17 (1.134) and a 38.9% agreement rate expressed that "Using videos in the classroom motivates me to intensively learn listening and speaking skills."

In the sixth item, there's a 50.0% disagreement rate and an average score of 4.34 (1.327), indicating that half of the participants (18 out of 36) either strongly disagree or disagree with the statement "Using conversation videos motivates me to actively engage in learning, especially in listening and speaking activities."

In the seventh item, again, there's a 50.0% disagreement rate and an average score of 4.47 (1.082), indicating that half of the participants (18 out of 36) either strongly disagree or disagree with the statement "Watching English conversational videos in the classroom has a beneficial effect on learning English, particularly."

For the eighth item, there's a mean score of 4.47 (1.253) and an agreement rate of 52.8%, suggesting substantial support from 18 participants who agree that they "Desire to achieve better marks in using conversation videos compared to others."

In the ninth item, with a partial agreement rate of 30.6% and a mean score of 3.61 (1.358), only 11 participants (30.6%) express support for the statement "Using conversation



videos helps me perform well in class."

Lastly, for the tenth item, there's a mean score of 5.11 (1.105) and an agreement rate of 83.3%, signifying significant support from 30 participants who agree that they are "Satisfied with a 90% mark as it is already considered high."

The table provided summarizes the frequency and percentage of responses to the five questionnaire items. To simplify table organization, responses categorized as 'Agree + Strongly Agree' and 'Disagree + Strongly Disagree' were merged, although six scales were used for scoring. Additionally, negatively worded items were reverse-scored to ensure positive consistency for statistical analyses. Cronbach's alpha was calculated to evaluate internal reliability within each category. The high consistency noted within the intrinsic and extrinsic motivation category ( $\alpha = .663$ ) indicates that most participants perceive positive attitudes regarding intrinsic and extrinsic motivation towards using conversation videos to enhance listening performance.

## Discussion

Each item in the analysis offers valuable insights into the attitudes and perceptions of EFL participants regarding the use of conversation videos for language learning:

First Item: While only 36.1% explicitly express appreciation for the challenge posed by conversation videos, the partial agreement rate of 47.2% suggests that many recognize the value of these videos in presenting a stimulating learning experience.

Second item: The substantial support from 69.4% of participants for the importance of correcting mistakes after receiving feedback highlights the emphasis placed on error correction as a means of improvement in language skills.

Third item: Despite a lower agreement rate of 36.1%, the finding suggests that understanding the content remains a significant aspect of satisfaction for some participants, albeit not universally.

Fourth item: With 52.8% agreement, a considerable portion of participants prioritize learning material over grades, underscoring intrinsic motivation as a driving factor in their learning process.

Fifth Item: While only 38.9% of participants express motivation from using videos in

the classroom for intensive learning, the finding still indicates the potential effectiveness of video-based learning approaches for some learners.

Sixth Item: The 50.0% disagreement rate suggests a lack of consensus regarding the motivational impact of conversation videos on active engagement in learning, particularly in listening and speaking activities, highlighting the varied responses among participants.

Seventh Item: Similarly, the 50.0% disagreement rate regarding the beneficial effect of watching English conversational videos in the classroom indicates divergent opinions among participants regarding the efficacy of this instructional approach.

Eight Item: The finding that 52.8% of participants desire to achieve better marks in using conversation videos compared to others suggests a competitive element in their approach to language learning, emphasizing the importance of performance metrics for some individuals.

Ninth Item: With only 30.6% expressing support, the finding suggests that a minority of participants perceive conversation videos as directly contributing to their performance in class, indicating that other factors may play a more significant role in academic success.

Tenth Item: The high agreement rate of 83.3% reflects widespread satisfaction among participants with a high mark of 90%, underscoring the positive perception of achievement and proficiency levels among the majority of participants.

## CONCLUSION

The research findings indicate that most participants have positive attitudes towards using conversation videos to enhance listening performance, both intrinsically and extrinsically. This conclusion is supported by the internal reliability within the intrinsic and extrinsic motivation category, with a Cronbach's alpha of 0.663. The combination of responses into 'Agree + Strongly Agree' and 'Disagree + Strongly Disagree' categories, along with the reverse-scoring of negatively worded items, further confirms the overall positive perception of conversation videos as a motivational tool.

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