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## Increasing Students' Motivation in Learning Present Continuous Tense by YouTube Video at IX Grade of MTSN 2 Pekanbaru

Yona Dwi Tirta Syafitri<sup>1</sup>, Novriandi Eka Saputra<sup>2</sup>, Ayudia Yolanda Putri<sup>3</sup>, Jul Prima Mutia<sup>4</sup>, Marwa Marwa<sup>5</sup>, Herlinawati Herlinawati<sup>6</sup>

<sup>1</sup>MTsN 2 Pekanbaru, Indonesia; yonadtsyafitrii@gmail.com

<sup>2</sup>University of Lancang Kuning; nofri24bgt@gmail.com

<sup>3</sup>University of Lancang Kuning; ayputri2504@gmail.com

<sup>4</sup>Rumah Tahfiz Quran Al Yusra, Pekanbaru, Indonesia; Jpmutia69@gmail.com

<sup>5</sup>University of Lancang Kuning; marwamarwazuhri@gmail.com

<sup>6</sup>University of Lancang Kuning; herlinawati@unilak.ac.id

**Abstract:** This research is conducted to find out whether contextual learning using YouTube videos in teaching present continuous tense can increase students' learning motivation and what factors make it increases students' learning motivation. The research method used was Classroom Action Research (CAR), where the researchers distributed questionnaires to students and conducted interviews and field observations. The findings are: there are 3 students (12,500%) have high motivation, 17 students (70,883%) have moderate motivation, and only 4 students (16,667%) have low learning motivation. Meanwhile, from the interviews and observations, students appear to have high motivation in learning with indications: like to learn, English is a fun lesson, easier to understand, more focused, and more enjoy and relax. This proves that contextual learning using YouTube videos in teaching present continuous tense can really increase student learning motivation in class IX MTs N 2 Pekanbaru.

**Keywords:** *Motivation; Contextual learning; CAR*

### 1. INTRODUCTION

One prevalent issue that teachers deal with in the classroom is students' lack of motivation. In order to boost students' motivation for studying, they need to identify and implement certain tactics. According to Purwanto (2022), raising students' motivation for achievement can be achieved through the adoption of the Focused Classroom Meeting Model of Teaching (FCMMT). This study offers a different and new model—task value, self-efficacy, and goal orientation—that has been empirically proven to be useful in raising student accomplishment motivation. Additionally, Tanggoro (2015) discovered that in order to accomplish the instructional goal, the media's function in the English teaching-learning process was crucial. According to Pujiati et al., (2019), Instagram has been successful in encouraging pupils to study the language and enhancing their proficiency. In other hand, Saragih & Utami (2020) claimed that there was an increase in the dynamism and creativity of learning activities. It may be concluded that the cooperative learning technique significantly increased the students' motivation to learn English. Pebiana & Febria (2023) said that MALL (mobile-assisted language learning) had improved speaking skills and increased students' motivation to learn English. Rizki et al., (2013) also found that using picture games to teach vocabulary can help students with their vocabulary problems.

Additionally, teachers must devise strategies to boost students' motivation. Muhlis (2021) discovered that games had a major impact on eighth-grade MTs Badan Amal Ujungloe students' motivation to learn English. Kristina (2019) noted that the contextual learning technique significantly increased the XI MIPA students of SMA BK Kalawara Sigi's motivation to learn English. From pre-cycle to cycle III, students have grown rather well in terms of motivation and achievement (Dullah, 2017). Students actively participate in their education. Students' motivation is crucial to the teaching and learning process (Yulistianti, 2016). Students' motivation and their proficiency in English are positively correlated. Any efficient teaching and learning strategy can raise it in order to raise student achievement.

In addition to tactics and approaches, educational materials can have a significant impact on raising students' motivation. According to Rhepon (2014), media brochure coaching and group discussions can boost junior high school students' enthusiasm to study English in orphanages orphaned daughter `Aisyiyah. Solikhah (2020) stated that using a mobile device as a learning tool can boost students' enthusiasm for studying vocabulary in English. Septian et al., (2023) also claimed that students' motivation and speaking skills improved. According to Hasan et al., (2020), the use of new media in English language instruction greatly increases student motivation, changes passive and dependent learners into active and autonomous learners, and fosters a participatory, enthusiastic, and engaging learning environment. It also serves as a supplement to classroom instruction. Pratiwi et al., (2020) found that using

short tales as enhanced media can increase students' motivation to read. It implies that other researchers can utilise this method to enhance the same reading ability.

Contextual learning video also can be taught in school level. Octavyanti & Wulandari (2021) stated that using video as a contextually based learning tool for math is appropriate for elementary school students in grade IV. It is consistent with research by Wijayanti & Mawardi (2022) which revealed that using audio-visual media in conjunction with contextual learning had a substantial impact on students' outcomes at the V grade of elementary school. According to Hermana et al., (2022) using YouTube material for contextual learning can enhance the sociology learning process. Because they watch a variety of social problem-related films on YouTube and then analyse and relate them to sociological theories, the students are better able to understand the subject. According to research by Mukhtar et al., (2022), learning media can perform its measuring function in line with the intended objectives and is appropriate for use in testing activities. In other hand, Yusdarina (2020) stated that when the contextual learning technique is used, students respond to the learning process in cycles I and II by feeling joyful and having fun.

The aims of this research are:

1. to find out whether contextual learning media can increase students' motivation in learning present continuous tense by youtube video media at IX grade of MTs N 2 Pekanbaru.
2. to find out what factors can increase students' motivation in learning present continuous tense by youtube video media at IX grade of MTs N 2 Pekanbaru.

## 2. METHODS

This study employs Stephen Kemmis and Robin McTaggart's Classroom Action Research (CAR) in one cycle. The cycle has four parts that need to be completed in a connected spiral: (1) planning; (2) action; (3) observation; and (4) reflection. 24 students from class IX at MTs N 2 Pekanbaru in the academic year 2022–2023 are the subjects of this study. The researchers' chosen sample strategy is total sampling. Researchers employ a questionnaire, interviews, and observational field notes to gather data. The research will utilise a questionnaire that was adopted from Farhana (2022). The questionnaire had been tested by using deductive content analysis and descriptive statistics (using IBM SPSS). Experts in the field reviewed the questionnaire to verify its validity. The SPSS descriptive software will be used to analyse the gathered data. To determine the percentage of students who are motivated to learn in the present continuous tense, this study will employ descriptive percentage approaches.

The researchers will employ a questionnaire, interviews and observational field notes to gather data. The purpose of the questionnaire is to ascertain the students' motivation for studying in the present continuous tense. The purpose of the interview is to determine whether or not contextual learning materials can boost students' motivation in studying English in the present continuous tense. Here is the content outline to help students answer the questionnaire easily:

**Table 1.** Questionnaire Content Outline

Always	= 5	Rare	= 2
Often	= 4	Never	= 1
Sometimes	= 3		

The questionnaire consists of 31 questions for students of eleventh grade about students' persistence, tenacity, interest, achievement and independence in learning as shown in table 2:

**Table 2.** Questionnaire Blueprint

Variable	Indicator	Descriptor	No. Item
Students' Motivation in learning	Students' persistence	students' attendance	1, 2, 3, 4, 5, 6, 7, 8, 9
		study in the class	
	study in the home		
	Students' tenacity	the attitude when facing difficulties	10, 11, 12, 13, 14, 15
		efforts to achieve a goal	
	Students' interest	the habit in learning	16, 17, 18, 19, 20, 21
		enthusiastic in following the lesson	

	Students' achievement	desire to achieve quality of results	22, 23, 24, 25, 26
	Students' independence	task or homework completion use the opportunity outside school	27,28, 29, 30, 31
Students' learning outcome	Semester score	Documentation of data on daily test score of students of class IX	

The data collection process involves a few steps. Initially, two instructional videos from YouTube for learning present continuous will be played by researchers. Subsequently, a quiz of 40 multiple-choice questions and 1 essay question will be administered by the researchers to corroborate their findings. At the end of the meeting, students are interviewed by researchers regarding their impressions both before and after watching the instructional videos and then they do the tests. If the test results show that students' motivation to learn in the present continuous tense is not rising, this cycle will be repeated.

The SPSS descriptive package would be used to analyse the data gathered from the questionnaire, and a transcript would be created from the interview data. In order to ascertain the percentage test types that students utilised to understand present continuous after watching instructional videos on YouTube, this study will employ descriptive percentage methodologies. The statistics that were acquired, gathered, and organised in such a way that they could be analysed correctly and examined based on theories that were relevant to the problem were known as descriptive percentages. After viewing instructional videos on YouTube, the data from field interviews with a subset of students will be transformed into a transcript and explained in order to identify the factors that make students highly motivated in learning present continuous tense.

### 3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The results were separated into two sections by the researchers: quantitative and qualitative results.

#### 3.1. Contextual learning media can increase students' motivation in learning present continuous tense by YouTube video at IX grade of MTs N 2 Pekanbaru

After gathering the students' questionnaires, we discovered that the IX grade of MTs N 2 Pekanbaru were motivated to learn English through a contextual learning approach that involved watching YouTube videos about the present continuous tense in cycle I. The results of this quantitative analysis are shown in the following tables:

**Table 3.** Students Motivation In Learning English Frequency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	98	1	4.2	4.2
	102	1	4.2	8.3
	109	1	4.2	12.5
	116	2	8.3	20.8
	117	1	4.2	25.0
	119	2	8.3	33.3
	122	1	4.2	37.5
	123	1	4.2	41.7
	124	1	4.2	45.8
	125	2	8.3	54.2
	126	2	8.3	62.5
	127	1	4.2	66.7
	128	3	12.5	79.2
	131	1	4.2	83.3
	134	1	4.2	87.5
	137	1	4.2	91.7
	141	1	4.2	95.8
	143	1	4.2	100.0
<b>Total</b>	<b>24</b>		<b>100.0</b>	<b>100.0</b>

As we can see, the lowest score that students received for answering the questionnaire was 98 points for one

student, and the maximum score was 143 points for one student. Referring to Azwar's assessment in Ayriza (2021), the percentage of students who report being motivated to learn after watching instructional videos on YouTube based on the findings of the given questionnaire are as follows:

**Table 4.** Students Motivation in Learning English

No.	Students Motivation In Learning English	Cycle 1	
		Total	Percentage
1	High	3	12,500%
2	Medium	17	70,883%
3	Low	4	16,667%
	Total	24	100,00%

Source: Azwar in Saputri and Ayriza (2021)

Table 4 shows that from 24 students who participated in the study, 3 students (12,500%) had a high motivation to learn English, 17 students (70,883%) had a medium motivation, and 4 students (16,667%) had a low motivation. These findings cover the first cycle of the study.

### ***3.2. Factors can increase students' motivation in learning present continuous tense by using YouTube video media at IX grade of MTs N 2 Pekanbaru***

After interviewing the students to get the qualitative result, researchers discovered that when provided with contextual learning videos from YouTube, students would be very motivated to study English, especially to the present continuous tense. Based on the statements of five students who served as representatives for each group, it was found that the urgency of students' understanding of the present continuous tense requires learning motivation which is the main foundation for students to get the desired learning outcomes. Students will respond well to comprehension when they get motivated. Based on the findings of the interviews and observational field notes, the study identified five themes: students like to learn English, students consider that English is a fun lesson, present continuous learning by using YouTube video media is easy to understand, present continuous learning by using YouTube video media can be more focused, and students feel enjoyable and relaxed when learning present continuous by using YouTube video media.

The findings of this study are related to the motivation of students to learn English in the present continuous tense using YouTube videos in MTsN 2 Pekanbaru. It can be observed that students' learning motivation increases after learning by using YouTube video media because of the differences in the achievement of learning outcomes and student catches before and after this study is conducted. Teacher organises the lesson plans based on the syllabus. Teacher also carries out teaching and learning activities in accordance with the plan that has been made. In addition, teacher is able to contribute optimally to increase student learning motivation. This study also reveals the ways in which subject teacher facilitate the development of student learning. Firstly, teacher provides warming up questions to students whether students like English lessons or not. Second, the teacher explains the learning objectives while providing learning motivation and leading students to understand what will be learned. Third, the teacher explains in general the material to be delivered. Fourth, the teacher provides a model by playing several videos about the present continuous to be studied. Fifth, students in groups do discussion with the teacher related to the present continuous that has been shown. Sixth, students in groups present the results of group discussions in front of the class. Seventh, the teacher gives a test in the form of a quiz to see the results of student understanding. Eighth, the teacher reviews the learning process. Ninth, the teacher gives the highest appreciation for cooperation in the group and motivates students by reflecting.

Through observation of the classroom, indicators of students' motivation for present continuous tense learning can be observed, based on the findings of field notes and interviews during the learning process. Students' motivation is obtained from viewing YouTube videos as a media and based on class field notes. This research also shows that learning using YouTube videos as a method to increase students' motivation is a tool that can be used in learning English. This can be seen from the attention given by the students while studying. Students pay attention while the YouTube video is playing. Learning becomes fun, students look active and enjoy learning. Based on the results of the interview, several factors were obtained that became motivation for students when

learning the present continuous tense:

1. Students believe that studying English is a course they enjoy since it's cool and engaging for them to speak the language.
2. Students think that studying English is exciting and enjoyable since they find that learning to speak the language is cool.
3. Despite some students' perceptions that it can occasionally be challenging to detect the verb form, students believe that the Present Continuous content is simple to understand because they have already acquired it.
4. Students think that while Present Continuous content is simple to understand and keeps them from getting bored, they should be more engaged when studying it by using YouTube video content.
5. Because they are learning while viewing motion cartoons, students think that learning Present Continuous through YouTube video media is enjoyable and calming.

Additionally, the findings from observations, field notes, and interviews demonstrate that YouTube videos can boost students' motivation in learning present continuous and other English materials. The themes that researchers obtained were based on the results of interviews with students which contained 6 questions related to factors that caused them to be motivated in learning present continuous tense. The questions and answers of one of the 5 people interviewed were, 1. Do you like studying English? "Yes, I like it because English lessons are an interesting lesson and also talking to friends using English sounds cooler." 2. What do you think about English lessons? "In my opinion, this English lesson is easy but there are also things that are complicated because I think the part about distinguishing between V1, V2 and V3 is difficult," 3. What do you think about the grammar material with a present continuous focus? "Learning grammar in the present continuous is fun, especially if you already understand it, it takes less time to do the exercises because you already understand how to do it," 4. What do you think about the teaching method of teachers who use YouTube video media in the present continuous learning process? "My opinion is that learning using videos is more detailed and the lessons don't get boring, are fun and easy to understand," 5. How did you feel during the learning process? "I'm happy, I'm very happy that I was able to understand more deeply during the lesson," 6. Do you understand more about the present continuous after watching the YouTube video? "yes of course".

***Discussion: The discussion is highlighted through the title and subtitles of the section when needed***

***1. Contextual learning media can increase students' motivation in learning present continuous tense by YouTube video at IX grade of MTs N 2 Pekanbaru***

Based on table 3 above, in the first cycle it can be seen that of the 24 students who were the subjects of the study, there were 3 students (12,500%) who had high motivation to learn English, 17 people (70,833%) students who had moderate motivation to learn English, and 4 people (16,667%) students who had low motivation to learn English. This shows that the motivation of students in the high category increased in cycle I when compared to the phenomenon that occurred earlier in the classroom. Student motivation shows a figure of 12,500% which is a significant increase when before being taught by watching learning videos from YouTube where student enthusiasm looks less enthusiastic. This increase in student learning motivation is the beginning of student mastery of the subject matter. According to Kristina (2019), there is an increase in motivation to learn English through the provision of contextual learning methods for grade XI MIPA SMA BK Kalawara Sigi. The success of the English learning process is largely determined by the effective involvement of various learning components, including the selection and application of learning approaches that can stimulate student activeness in learning. It is not precisely the learning approach that makes students passively learn so that students can feel bored, sleepy or bored following English lessons. Contextual learning has continuously been found to dramatically boost students' motivation to study. Melinda (2020) and Asmara & Ardiyanti (2019) discovered that the adoption of contextual teaching and learning (CTL) strategies enhanced motivation and learning results. Vikasari (2019) supported this by showing that the CTL strategy improved students' reading comprehension and motivation. Bernacki (2014) elaborated on this by emphasizing the possibilities of context personalization, which can boost motivation and achievement by tailoring training to learners' specific interests. These studies demonstrate the significance of contextual learning in enhancing students' willingness to study. One approach that is considered to improve the quality of English

learning is a contextual approach (Fajar, 2014). Thus, contextual learning can increase the motivation and learning outcomes of class XI MIPA SMA BK Kalawara Sigi students in English language learning.

Contextual learning is learning that relates learning material to the real-world context faced by students everyday both in the family, community, environment, and the world of work, so that students are able to relate the knowledge they have to their application in everyday life by involving seven main components of learning, namely: constructivism (constructivism), questioning (questioning), investigating (inquiry), learning community (learning community), modeling, reflection, and authentic assessment (Mubarok et al., 2020). Therefore, learning English about present continuous tense using YouTube video learning media at IX grade of MTs N 2 Pekanbaru is very suitable to be applied and increase student learning motivation. Research has regularly demonstrated that watching YouTube videos can dramatically boost pupils' learning motivation. Rinaldi (2020) discovered that using YouTube as an interactive multimedia learning tool for Islamic History and Culture enhanced students' motivation. Similarly, Hia (2021) found that teaching English vocabulary through YouTube had a considerable favorable effect on motivation. Ali (2021) emphasized the importance of YouTube in meeting students' cognitive, personal, effective, and social integrative needs, as well as giving stress relief. Luluh & Alkathiri (2019) stressed the importance of YouTube in strengthening EFL learners' motivation to talk, especially in terms of confidence and involvement. These studies highlight the power of YouTube videos in increasing students' learning motivation.

## ***2. Factors can increase students' motivation in learning present continuous tense by using YouTube video media at IX grade of MTs N 2 Pekanbaru***

From a qualitative point of view, the findings obtained by researchers regarding factors that can increase students' learning motivation about the present continuous tense with YouTube media show that students like English lessons, students like to learn English, students become easier to understand the present continuous tense through YouTube media, students become more focused on understanding the present continuous tense through YouTube media, and students enjoy learning. These findings are in line with research conducted by Jones & Cuthrell in 2011 (Jones & Cuthrell, 2011). The study's findings also reveal the advantages of YouTube video, highlighting the benefits of the most dominant YouTube videos in increasing engagement with student learning and motivation. Personalizing learning around individual interests, such as context personalization, has been shown to improve student engagement and achievement Bernacki (2014). Visual learning tools, in particular, can help students become more motivated and interested in studying (Björn, 2022). Similarly, using technology as a learning medium, such as digital learning tools, can boost student motivation (Hanif, 2019). As mentioned by most students stating that the selected YouTube videos are interesting, it is reasonable for researchers to conclude that interest in such videos has successfully sparked engagement among students. This is also in line with previous research emphasizing the potential of YouTube-focused technology as an attention-grabbing mechanism to grab students' attention in the classroom.

In addition, Razali & Halim (2021) stated that the use of YouTube videos in Tense learning by paying attention to the elements of 1) Interesting, 2) Relevant, 3) Useful, 4) Motivating in the classroom, and 5) Motivating outside the classroom and can be used as a guideline for teachers who want to use YouTube videos in class to understand the appropriate elements of YouTube videos and consider the challenges so that the selected videos can answer certain topics and target students with their best. YouTube is a great educational tool, with students using it for enjoyment, information, and academic study (Kasem, 2018). It has been particularly helpful in teaching listening skills, increasing student involvement, and comprehensively covering content (Widianingsih, 2020). Teenagers have also discovered YouTube to be an important source of educational content, particularly during the COVID-19 pandemic (Eberle, 2022). Unlike the previous studies, our study focused on students' motivation to learn English about the present continuous tense using YouTube video learning media so that the results of student motivation we obtained were not the same as the two previous studies. In our research, we applied the Classroom Action Research (CAR) method where the methods used by previous researchers were quantitative and qualitative. This is what sets our research apart so that we were able to do this research.

#### 4. CONCLUSION

Based on the findings and discussion, it can be concluded, quantitatively, that there is a high level of student motivation to learn the present continuous tense using YouTube video learning materials. 3 students have a high motivation to learn English (12.500%), 17 have a medium motivation to learn English (17.883%), and 4 have a low motivation to learn English (16.667%). In contrast to the past, when students' learning outcomes (pre-cycle scores) were used to categorise learning motivation as low, this indicates an increase in learning motivation.

Meanwhile, based on the qualitative findings and discussions, it was determined that students who used YouTube videos as learning materials were more motivated to learn the present continuous tense because they enjoyed learning and found it enjoyable. They were also more focused and easier to understand. Finally, the usage of YouTube videos as contextual learning media increases students' enjoyment and ease of learning, which is another element contributing to their increased motivation.

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