

## THE EFFECT OF ABDURAHMAN ASSUDAIS VIDEOS TOWARDS STUDENTS MOTIVATION IN LEARNING SPEAKING SKILL AT GLOBAL ENGLISH COMMUNITY MEMBERS

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ABSTRACTS	ARTICLE INFO
<p>The researcher interested to analyze the effect of teaching technique which is made by Abdurahman Assudais in the form of videos towards students' motivation in learning English especially for speaking skill. The researcher designs used in this research was experimental design quasi experimental. In quasi experiments, the researcher used control and experimental group. In this research used the form non-equivalent (pre-questionnaire test and post-questionnaire test) control group design in which the experimental group A and the control group B were selected without random assignment. Technique of data analysis applied the statistical analysis and inferential statistics. The data of students' score has been taken from the beginning test till the end of the test. The number of samples is 10 students. The results of the questionnaire presented showed that students who were not treated experienced an increase in motivation scores; this indicated that there were no students who had low motivation. Therefore, members of the Global English Community at Undikma Mataram, especially in the control class, have high motivation in learning speaking skills even without the videos treatment by Abdurahman Assudais. It can be concluded that GEC members, in this case the experimental class, have a higher level of motivation in learning speaking skills.</p>	<p><b>Article History:</b> <i>Received: June 29<sup>th</sup>, 2024</i> <i>Revised: July 16<sup>th</sup>, 2024</i> <i>Published: July 2024</i></p> <p><b>Keywords:</b> <i>Effect, English Videos, Motivation, Speaking skill</i></p>

### INTRODUCTION

Language is a tool to share an idea and for communication. It also has a crucial role in the development of human intellectuality, social and emotion. One of the languages that are widely used in this global era is English. Furthermore, English is used in the airports, books, computers, drug packages, and food packages and so on. In learning English, there are four skills need to be mastered by students. Those are listening, speaking, reading, and writing. One of them is speaking. Speaking is the skill that students will be used upon most in real-life situation. It is important part of everyday interaction and most often the first impression of a person is based on the students' ability to speak fluently and comprehensibly. Nunan stated that people must master the art of speaking is the single most important aspect of learning a second or foreign language, and success is a measured in terms of the ability to carry out a conversation the language target (Nunan, 1995: 4).

Moreover, in learning English as second or foreign language, the students need motivation in learning a language itself. Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached.

By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well.

According to Harmer (2007:98) intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically will motivate student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will motivated the students to work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the student work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Another example, intrinsically will motivated student to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Beside extrinsic motivation, the students also have extrinsic motivation in learning English. Harmer (2007:98) stated that "Extrinsic motivation is the result of any number of outside factors". An extrinsic motivation will motivated the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, student who dislikes English may learn hard on English equation because want the reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

Therefore, the researcher who join on the one of organization in Mandalika Education University (UNDIKMA) that called Global English Community (GEC), which is the one of English organization that sees students' face some problems dealing with speaking English. They lack in motivation and lack self-confidence speaking English. The researcher interests to analyze a thesis of Mandalika Education University of Faculty of Culture, Management, and Business student, his name is Abdurrahman Assudais, his thesis was entitled "Designing English Video Based Speaking Instruction Materials for GEC Members". The researcher interested to analyze the effect of teaching technique which is made by Abdurrahman Assudais in the form of videos towards students' motivation in learning English especially for speaking skill. Based on the background of the study above, the researcher formulated the problem in term of question: Is there any effect of Abdurrahman Assudais English videos towards students' motivation in learning speaking skill of Global English Community Members?

## RESEARCH METHOD

The researcher designs used in this research was experimental design quasi experimental. In quasi experiments, the researcheher used control and experimental group but did not randomly assign participant to groups. They intact groups are available to the researcher. In this research used the form non-equivalent (pre-questionnaire test and post-questionnaire test) control group design in which this form was popular approach to quasi

experiments, the experimental group A and the control group B were selected without random assignment. Both groups took a pre-test and post-test once, only the experimental group received the treatment in which they watched Abdurahman Assudais videos by the researcher. The treatment done by the researcher two times because there were two videos which consist of different lesson.

**Table 01**  
**The Scheme of Experimental**

Group	Pre-test	Independent Variable	Post-test
Experimental	O <sub>1</sub>	Abdurahman's Videos	O <sub>2</sub>
Control	O <sub>3</sub>		O <sub>4</sub>

Mean:

O<sub>1</sub> : Pre-test value (Experimental group)

O<sub>2</sub> : Post-test value (Experimental group)

O<sub>3</sub> : Pre-test value (Control group)

O<sub>4</sub> : Post-test value (Control group)

According to Sugiyono (2017: 117) states that population is generalization area consist of object or subject that have specific characteristic and quality determined by researcher aimed to learn and take the conclusion. Based on the statement, the population in this research was the entire of members of Global English Community in UNDIKMA. It consists of two classes (A/B), in which A consist of 10 students as experimental class and B consist of 10 as control class to know their motivation in learning speaking skill. Total number of students were 20.

According to Sugiyono (2017: 148) states that research instrument is a tool that used to measure natural phenomenon or social that observed. It means, the purpose of research instrument is to make the collect data easier. In this research, the researcher used the questionnaire as a test. After the questionnaire's sheet gave to the students, the researcher had guided them to fill up this list based on their condition. The questionnaire form that used by researcher was Likert scale that contain 20 questions.

There were two main points that influence quality of data research. The first one instrument's quality research and the second one was quality of data collection. Instrument's quality research deal with validates and reliabilities instrument, while the quality of data collection deal with exactness way that used to collect data. In this research the data obtained as follows:

1. Pre-questionnaire test

At the first meeting, the researcher gave a test to the student that aimed to test the students' motivation in learning speaking skill. The test that used is questionnaire test for both of group, experimental and control classes. The scoring of the test based on the indicator of motivation. They are attention, relevance, confidence, satisfaction.

2. Post-questionnaire test

The researcher give post-test after pre-test and at experimental and control classes. This test aimed to find out the differences of students' experimental class motivation after they follow the treatment or watch the videos.

In this research, the researcher used Likert scale as questionnaire. The type of Likert scale that used is first type that has five items, in which each of them has gradation. The score of each option was different, based on kind of statement. The questionnaire's sheet for student has been given after they got different test, to know the responses of the students'

motivation in speaking using Abdurahman Assudais videos. This sheet must be fill up by the student and the researcher has guided them.

**Table 02**  
**Likert Scale of Motivation**

Options	Score	
	Positive Answer	Negative Answer
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

According to Hidayat (2009), motivational criteria are categorized into:

- 1) Strong Motivation:  $67 \pm 100\%$
- 2) Moderate Motivation:  $34 \pm 66\%$
- 3) Weak motivation:  $0 \pm 33\%$

In technique of data analysis, the researcher applied the statistical analysis and inferential statistics. The data of students' score has been taken from the beginning test till the end of the test.

### 1. Validity test

The validity test aims to measure whether the questionnaire used can measure the variables to be measured by the reliability test, to see whether the tools used show consistency in measuring the same symptoms. Validity test to measure whether or not a questionnaire is valid (Wahyuni, 437 in Gunawan, 2023:47).

The questionnaire was said to be valid if the statements contained in the questionnaire. This can be done by comparing r arithmetic with r table. If r count > r table then it was valid.

**Table 03**  
**Validity Pre-test Control class**

NO	R Count	R Table	Validity
1	.797	0,666	<b>Valid</b>
2	.745	0,666	<b>Valid</b>
3	.743	0,666	<b>Valid</b>
4	.731	0,666	<b>Valid</b>
5	.757	0,666	<b>Valid</b>
6	.691	0,666	<b>Valid</b>
7	.677	0,666	<b>Valid</b>
8	.751	0,666	<b>Valid</b>
9	.741	0,666	<b>Valid</b>
10	.714	0,666	<b>Valid</b>
11	.749	0,666	<b>Valid</b>
12	.751	0,666	<b>Valid</b>
13	.714	0,666	<b>Valid</b>
14	.759	0,666	<b>Valid</b>
15	.774	0,666	<b>Valid</b>
16	.671	0,666	<b>Valid</b>

17	.679	0,666	<b>Valid</b>
18	.733	0,666	<b>Valid</b>
19	.703	0,666	<b>Valid</b>
20	.741	0,666	<b>Valid</b>

Based on the data above, the questionnaire used in Pre-Test for control class showed that 20 items of that questionnaire were valid.

**Table 04**  
**Validity Pre-test Experimental class**

NO	R hitung	R Tabel	Keterangan
1	.763	0,666	<b>Valid</b>
2	.736	0,666	<b>Valid</b>
3	.809	0,666	<b>Valid</b>
4	.705	0,666	<b>Valid</b>
5	.735	0,666	<b>Valid</b>
6	.693	0,666	<b>Valid</b>
7	.678	0,666	<b>Valid</b>
8	.723	0,666	<b>Valid</b>
9	.753	0,666	<b>Valid</b>
10	.783	0,666	<b>Valid</b>
11	.739	0,666	<b>Valid</b>
12	.674	0,666	<b>Valid</b>
13	.782	0,666	<b>Valid</b>
14	.717	0,666	<b>Valid</b>
15	.720	0,666	<b>Valid</b>
16	.749	0,666	<b>Valid</b>
17	.674	0,666	<b>Valid</b>
18	.375	0,666	<b>Invalid</b>
19	.686	0,666	<b>Valid</b>
20	.744	0,666	<b>Valid</b>

Based on the data above, the questionnaire used in Pre-Test for experimental class showed that 18 items of that questionnaire were valid and 2 items of that questionnaire were invalid.

**Table 05**  
**Validity Post-test Control class**

NO	R hitung	R Tabel	Keterangan
1	.682	0,666	<b>Valid</b>
2	.709	0,666	<b>Valid</b>
3	.714	0,666	<b>Valid</b>
4	.675	0,666	<b>Valid</b>
5	.727	0,666	<b>Valid</b>
6	.734	0,666	<b>Valid</b>
7	.731	0,666	<b>Valid</b>
8	.763	0,666	<b>Valid</b>
9	.723	0,666	<b>Valid</b>
10	.685	0,666	<b>Valid</b>
11	.667	0,666	<b>Valid</b>

12	.763	0,666	<b>Valid</b>
13	.685	0,666	<b>Valid</b>
14	.770	0,666	<b>Valid</b>
15	.632	0,666	<b>Invalid</b>
16	.737	0,666	<b>Valid</b>
17	.762	0,666	<b>Valid</b>
18	.714	0,666	<b>Valid</b>
19	.618	0,666	<b>Invalid</b>
20	.735	0,666	<b>Valid</b>

Based on the data above, the questionnaire used in Post-Test for control class showed that 18 items of that questionnaire were valid and 2 items of that questionnaire were invalid.

**Table 06**  
**Validity Post-test Experimental class**

NO	R hitung	R Tabel	Keterangan
1	.760	0,666	<b>Valid</b>
2	.632	0,666	<b>Invalid</b>
3	.738	0,666	<b>Valid</b>
4	.725	0,666	<b>Valid</b>
5	.698	0,666	<b>Valid</b>
6	.746	0,666	<b>Valid</b>
7	.748	0,666	<b>Valid</b>
8	.666	0,666	<b>Valid</b>
9	.746	0,666	<b>Valid</b>
10	.700	0,666	<b>Valid</b>
11	.535	0,666	<b>Invalid</b>
12	.764	0,666	<b>Valid</b>
13	.703	0,666	<b>Valid</b>
14	.698	0,666	<b>Valid</b>
15	.673	0,666	<b>Valid</b>
16	.691	0,666	<b>Valid</b>
17	.679	0,666	<b>Valid</b>
18	.727	0,666	<b>Valid</b>
19	.693	0,666	<b>Valid</b>
20	.760	0,666	<b>Valid</b>

Based on the data above, the questionnaire used in Post-Test for experimental class showed that 18 items of that questionnaire were valid and 2 items of that questionnaire were invalid.

## 2. Reliability test

Reliability test is an instrument carried out in research to obtain information that can be used reliably as a data collection tool and is able to reveal actual information in the field. A questionnaire is said to be reliable or reliable if one's answers to statements are consistent or stable from time to time. The reliability of a test refers to the degree of stability, consistency, predictability, and accuracy. Measurements that have high reliability are measurements that can produce reliable data (Gunawan, 2023:48).

High and low empirical indicated by a number called the value of the reliability coefficient. High reliability was indicated by the rxx value close to 1. The general agreement that reliability was considered satisfactory is  $> 0.700$ .

**Table 07**  
**Reliability Pre-test Control class**

NO	R count	R Table	Reliability
1	.794	0,700	<b>Reliable</b>
2	.765	0,700	<b>Reliable</b>
3	.772	0,700	<b>Reliable</b>
4	.757	0,700	<b>Reliable</b>
5	.771	0,700	<b>Reliable</b>
6	.767	0,700	<b>Reliable</b>
7	.716	0,700	<b>Reliable</b>
8	.703	0,700	<b>Reliable</b>
9	.774	0,700	<b>Reliable</b>
10	.745	0,700	<b>Reliable</b>
11	.772	0,700	<b>Reliable</b>
12	.775	0,700	<b>Reliable</b>
13	.760	0,700	<b>Reliable</b>
14	.764	0,700	<b>Reliable</b>
15	.742	0,700	<b>Reliable</b>
16	.753	0,700	<b>Reliable</b>
17	.752	0,700	<b>Reliable</b>
18	.798	0,700	<b>Reliable</b>
19	.788	0,700	<b>Reliable</b>
20	.767	0,700	<b>Reliable</b>

Based on the data above, the values of pre-test questionnaire from control class was reliable because the general agreement that reliability was considered satisfactory is  $> 0.700$  and the values of the data above were consistent and stable.

**Table 8**  
**Reliability Pre-test Experimental class**

NO	R hitung	R Tabel	Keterangan
1	.787	0,700	<b>Reliable</b>
2	.715	0,700	<b>Reliable</b>
3	.704	0,700	<b>Reliable</b>
4	.782	0,700	<b>Reliable</b>
5	.796	0,700	<b>Reliable</b>
6	.759	0,700	<b>Reliable</b>
7	.754	0,700	<b>Reliable</b>
8	.793	0,700	<b>Reliable</b>
9	.700	0,700	<b>Reliable</b>
10	.778	0,700	<b>Reliable</b>
11	.765	0,700	<b>Reliable</b>
12	.772	0,700	<b>Reliable</b>
13	.781	0,700	<b>Reliable</b>
14	.786	0,700	<b>Reliable</b>

15	.794	0,700	<b>Reliable</b>
16	.790	0,700	<b>Reliable</b>
17	.779	0,700	<b>Reliable</b>
18	.714	0,700	<b>Reliable</b>
19	.791	0,700	<b>Reliable</b>
20	.702	0,700	<b>Reliable</b>

Based on the data above, the values of pre-test questionnaire from experimental class was reliable because the general agreement that reliability was considered satisfactory is  $> 0.700$  and the values of the data above were consistent and stable.

**Table 09**  
**Reliability Post-test Control class**

NO	R hitung	R Tabel	Keterangan
1	.771	0,700	<b>Reliable</b>
2	.755	0,700	<b>Reliable</b>
3	.732	0,700	<b>Reliable</b>
4	.740	0,700	<b>Reliable</b>
5	.785	0,700	<b>Reliable</b>
6	.774	0,700	<b>Reliable</b>
7	.712	0,700	<b>Reliable</b>
8	.788	0,700	<b>Reliable</b>
9	.791	0,700	<b>Reliable</b>
10	.749	0,700	<b>Reliable</b>
11	.758	0,700	<b>Reliable</b>
12	.749	0,700	<b>Reliable</b>
13	.749	0,700	<b>Reliable</b>
14	.748	0,700	<b>Reliable</b>
15	.766	0,700	<b>Reliable</b>
16	.719	0,700	<b>Reliable</b>
17	.708	0,700	<b>Reliable</b>
18	.707	0,700	<b>Reliable</b>
19	.772	0,700	<b>Reliable</b>
20	.747	0,700	<b>Reliable</b>

Based on the data above, the values of post-test questionnaire from control class was reliable because the general agreement that reliability was considered satisfactory is  $> 0.700$  and the values of the data above were consistent and stable.

**Table 10**  
**Reliability Post-test Experimental class**

NO	R hitung	R Tabel	Keterangan
1	.782	0,700	<b>Reliable</b>
2	.700	0,700	<b>Reliable</b>
3	.740	0,700	<b>Reliable</b>
4	.762	0,700	<b>Reliable</b>
5	.761	0,700	<b>Reliable</b>
6	.753	0,700	<b>Reliable</b>
7	.776	0,700	<b>Reliable</b>
8	.757	0,700	<b>Reliable</b>

9	.768	0,700	<b>Reliable</b>
10	.762	0,700	<b>Reliable</b>
11	.717	0,700	<b>Reliable</b>
12	.778	0,700	<b>Reliable</b>
13	.755	0,700	<b>Reliable</b>
14	.766	0,700	<b>Reliable</b>
15	.769	0,700	<b>Reliable</b>
16	.786	0,700	<b>Reliable</b>
17	.797	0,700	<b>Reliable</b>
18	.779	0,700	<b>Reliable</b>
19	.785	0,700	<b>Reliable</b>
20	.782	0,700	<b>Reliable</b>

Based on the data above, the values of post-test questionnaire from experimental class was reliable because the general agreement that reliability was considered satisfactory is > 0.700 and the values of the data above were consistent and stable.

### 3. Descriptive analysis

#### a. Mean

Mean is explanation group technique based on average value from that group. To find out the mean's score, the researcher uses the formula below:

$$Me = \sum \frac{X_i}{n}$$

Mean:

Me = Mean (average).

$\sum$  = Epsilon (the symbol of summation).

$X_i$  = Value of X to i till n.

N = Total of individual.

(Sugiyono, 2017: 49)

#### b. Mode

Mode is explanation group technique based on the popular value (which is become mode) or the value that often appear. To find out the mode's score, the researcher uses the formula below:

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Mean:

Mo = Mode score.

b = Interval limit class with the most frequency.

p = Interval (class width).

$b_1$  = The frequency at mode class (the frequency at the most interval class) reduced by the previous interval frequency.

$b_2$  = The frequency of modus class reduced by the next interval class frequency.

(Sugiyono, 2017: 52)

#### c. Median

Median is one kind of explanation group technique based on the middle value of data group that has been drafted from the smallest till the largest, or otherwise from the largest till the smallest. To find out the median's score, the researcher uses the formula below:

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

Mean:

Md = Median score.

b = The lower limit, in which the median lies.

p = Interval class

n = Number of students

F = The cumulative of frequency before median class.

f = Frequency of median class.

(Sugiyono, 2017: 52)

#### d. Standard deviation

To know standard deviation, the researcher uses the formula below:

$$S = \sqrt{\frac{\sum fi (Xi - \bar{X})^2}{(n-1)}}$$

Mean:

S = Standard deviation

$\sum$  = The sum of

fi = Frequency

Xi = Each score

n = The number of samples

(Sugiyono, 2017: 58)

## 4. Inference statistics

### a. Testing hypothesis

The last procedure in this research was testing hypothesis. It used to know the conclusion about the population from the beginning of the test. In this research the researcher used T test to compute the data. To find out the value of t-test the researcher uses the formula below:

$$t = \frac{Mx - My}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Mean:

Mx : The mean of deviation of experimental group

My : The mean of deviation of control group

Nx : The number of samples of experimental group

Ny : The number of samples of control group

$\sum x^2$  : The sum of square deviation of experimental group

$\sum y^2$  : The sum of square deviation of control group

(Suharsimi, 2010: 311 in Imran, 2015: 21)

### b. Interpretation

In this research, the researcher identified the result of t-test to t-table. The purpose of this activity is to find out, Team Assisted Individualization towards students' motivation in teaching speaking skill of Global English Community members. If the result of or t-test < t-table, the null hypothesis was accepted. It means that the method that the researcher order was not valid with students' motivation in teaching speaking skill, so Abdurahman Assudais videos has negative effect. If the result of t-test > t-table, the alternative hypothesis (Ha) is accepted. It means that Abdurahman Assudais videos has positive effect towards students' motivation in speaking.

**RESEARCH FINDING AND DISCUSSION**

In this research, there were two classes in which used as a sample of this research. The first class was A class of Global English Community member as the experiment class and the second one was B class of Global English Community member as control class. The control class was given a conventional technique the teacher often used. Meanwhile, the experiment group was given Abdurahman Assudais videos as the media in teaching speaking.

**Table 11 T test Control class**

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired Samples	Pre Test Kelas -	-	6.0589	1.91601	-	-	-	9	.001
	PosTest Kelas	9.6000	7		13.93433	5.26567	5.010		

Based on the data above, the data showed that the value of t test (5.010) more than t table (2.262) and the value of significant (0.001) is lower than standard significant value (0.005). It could conclude that there is effect of the student’s motivation in learning speaking by using Abdurahman Assudais videos in control class.

**Table 12 T test Experimental class**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired Samples	PreTest Eks -	-	7.885	2.494	-17.841	-6.559	-	9	.001
	ProTest Eks	12.200					4.893		

Based on the data above, the data showed that the value of t test (4.893) more than t table (2.262) and the value of significant (0.001) is lower than standard significant value (0.005). It could conclude that there is effect of the student’s motivation in learning speaking by using Abdurahman Assudais videos in experimental class.

The purpose of this study was to determine the effect of Abdurrahman Asudais' videos towards motivation in learning speaking skills. In conducting research, the researcher used one of the data collection instruments to answer the research questions in this research were used questionnaire.

Based on the results of the research conducted on 10 control class respondents and 10 experimental class, it can be seen how the influence of the Abdurahman Assudais learning videos on the learning motivation of the respondents submitted in the questionnaire.

The first question was given to the experimental class which received treatment using videos by Abdurahman Assudais. The researcher used a questionnaire. The number of samples is 10 students. The results of the questionnaire presented showed that students who received treatment had an increase in motivation scores, this indicated that there were no students who had low motivation. Furthermore, the total average score of the experimental class is 805. According to the Five Point Likert scale, the average score indicates that students have a high level of motivation. Therefore, members of Global English Community in Undikma Mataram, especially in the experimental class have high motivation in learning speaking skills.

The second question was given to the control class which did not receive treatment using videos by Abdurahman Assudais. Researchers used questionnaire. The number of samples is 10 students. The results of the questionnaire presented showed that students who were not treated experienced an increase in motivation scores, this indicated that there were no students who had low motivation. Furthermore, the total average score of the experimental class was 852. Based on the Five Point Likert scale, the average score indicated that students had a high level of motivation. Therefore, members of the Global English Community at Undikma Mataram in control and experimental class have high motivation in learning speaking skills after watching the videos treatment by Abdurahman Assudais.

## CONCLUSION

It can be concluded that GEC members, in this case the experimental class, have a higher level of motivation in learning speaking skills. The data shows that 10 experimental class students who have low motivation in learning speaking skills have improved after being given treatment using videos from Abdurahman Assudais. Data calculations also show that the control class's motivation also increases without any learning video treatment. The results illustrate that the total motivation score of the control class was higher than the experimental class where the score difference between the two was 117. Therefore, the learning motivation of the two classes increased and the video from Abdurahman Assudais had an effect on increasing the motivation to learning speaking skills of Global English Community members.

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