

## **THE EFFECTS OF VIDEO MATERIALS ON ENGLISH LEARNING: A TEST OF HYPOTHESES IN VIETNAM**

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### **ABSTRACT**

Video materials are used more frequently in English as a foreign language (EFL) classes since they are perceived to be effective. However, using video materials is challenging because it requires EFL teachers' abilities to determine the videos' suitability for their learners. As a result, this study was conducted qualitatively to listen to language learners' voices about using video materials in their English classes. There were six hypotheses related to the use of video materials in the Vietnamese context. Fine focus-group interviews were organized to collect data from 25 English students learning in a tertiary institution in the Mekong Delta of Vietnam. The data revealed that Vietnamese students perceived using video materials to be effective. The animated videos with beautiful sounds helped improve their learning motivation. Regarding the existence of video materials on various online platforms, the students could learn outside the classroom as well as increase their learner autonomy. However, to integrate video materials into classroom activities, English teachers were required to have sufficient abilities to choose the appropriate videos for their learners. As a result, the study proposed several practical implications for educators who would like to use video materials in their classrooms.

Keywords: English as Foreign Language, English in Vietnam, English Students, Video Materials

### **INTRODUCTION**

Video materials these days are not only part of the activities in daily life but also displayed as an efficient approach to English teaching as a foreign language for all learners both inside and outside the classroom. Technological process in constant evolution has new opportunities for instructors to integrate online documents and videos into traditional classroom situations, from which teaching and learning could be fascinating and meaningful. The video documents greatly benefit from accommodating initial and genuine input since they have an original production for native speakers, such as films, TV programs, and songs. There is a diversity of instructional and teaching settings- in the classroom, and videos can be utilized to perform content, commence the discussion, illustrate a definite topic and content, self-study, and evaluate circumstances. When video materials are brought into the English classrooms, learners can acquire a large amount of cultural knowledge and emotional mindsets concerning learning documents. Consequently, they could expand their self-determination in learning the language. While observing the video materials, students

can immerse themselves in the vibrant atmosphere brought in by the video documents and comprehend the semantics of the language the learners use. Such courses put teaching strategies centered on students compared to traditional English teaching. Video materials, as well as movies, have an enormous contribution to understanding another civilization and attitude. Providing numerous communicative situations in the classroom, students can learn the cultural behaviors people use in the language they are learning. It is necessary to watch videos as an active activity in class. There are four skills in the assignment that teachers should involve the students: listening, speaking, reading, and writing.

Li and Hart (1996) accelerated the Internet with its intermedia abilities and interactive functions as an exciting means for carrying out instructions. Meanwhile, Meloni (1998) stated that the reason for using it in studying language is to encourage students to boost their motivation, utilize authentic language and raise comprehensive awareness. Paulsen (2001) stated that there are benefits for learners from using online documents effectively; it is similar to being immersed in the language and culture while studying abroad. Genuineness and incentive are the two crucial reasons mentioned for such positive performance. Besides, these electronic technologies are helpful for teaching and learning foreign languages, but it is not easy to use them appropriately (Paulsen, 2001). Kung and Chou (2002) reported the positive consequences of using various EFL/ESL websites with complementary material for university students. Moreover, Beatty (2013) affirmed a clear overview of the increasingly important position of computers in language learning. By using modern technologies, Noytim (2010) explained how to employ weblogs to increase the learning potential in EFL classrooms. This qualitative study examines Vietnamese students' concepts of authenticity and motivation and how they can be incorporated and improved using video documents as complementary material in an EFL class.

### ***Teaching English with Video Materials***

A contention was presented convincingly by Sherman (2003) to incorporate authentic video documents into language classrooms. Sherman accommodated a diversity of down-to-earth classroom activities demonstrating how to utilize video to carry authentic world language and culture in modern, attractive, and practical forms. Most of the material is produced and published by people worldwide to impart their suggestions and credence and make it possible to interact with others through the comment function in many documentaries, academic movies, interviews, and sites. Therefore, YouTube can relate learners to the actual English input through what might have become a part of their life experiences. All types of videos mentioned are one source of authentic pop culture material. Raising students' spirits in the interaction with an educational capability with popular culture through English video clips may play an encouraging element for those who desire further development in their language abilities when they attempt to achieve more profound knowledge of content that they are willing to access online. In addition, it is convenient for students to participate in class outside in several forms of learning centered on students and independently.

There are many media and visual presentation styles that, according to Rivers, are advantageous to the language learner. Most audiovisual documents have valuable roles in

language learning if employed accurately and adequately. In language learning and teaching, learners utilize their eyes and ears; however, their eyes are essential. In addition to exercises more typical of vocabulary and grammar, students may write, present, or dispute in English about topics, plot details, or even characters. Additionally, releasing video materials, such as news or advertisements, furnishes classroom working hours. It is challenging for students even in a simple task with a shortage of vocabulary. Another crucial element for teachers who create video documents that are fascinating and engaging is that they aid in advancing understanding. The meaning can be more evident through video by exemplifying everything in a method that is irresolvable with words, demonstrated by the well-known saying “an image worth thousands of words.” According to Bajrami and Ismaili (2016), language teachers are fond of video as it raises learners’ inspiration, carries the authentic world to the classroom, contextualizes language spontaneously, and allows learners to go through actual language. Students have a thing for it because video presentations are delightful, impressive, and exhilarating to observe.

Stempleski (1987) stated, “Wealthy and exhilarating video software sources for the EFL/ESL class are authentic material.” Genuine video equipment, particularly those standing for what is happening in a non-ELT environment, which originated for amusing worth rather than language teaching, is a rich and thrilling video software source for training in English as a second language classroom (ESL). There are applicable video documents that are utilized in various circumstances in teaching a language lesson and aim to support EFL learners to adjust both in the use of language and specific intercultural interactions with English native speakers. Moreover, the lecture and accompanying activities are to develop the linguistic communication skills of EFL learners (i.e., listening, speaking, reading, writing). For using recorded video segments, the emphasis is on the development of learning mastery in the language acquisition process of learners in daily natural interaction with native speakers. Teachers should concentrate on the language, content, and production at any time to meet the learning process targets. For instance, several definite situations demand materials in which the medium can be transferred to real-life situations, which are probable to be found by students (Stempleki, 1987).

Teaching English with video materials to students in many circumstances does not match the attempts made by teachers and students due to indistinct objectives in teachers’ minds in classroom activities. As language teachers utilize video documents, they need to remember the apparent goals since the teaching plans have to be prepared and implemented in reality for their goal achievements. In general, there are three objectives that language teachers can set for their teaching with video materials. The primary and essential goal is to create good conditions for the EFL learners’ linguistic abilities process, especially their listening and speaking skills. EFL learners are exposed to the listening documents that video materials provide visually. It is complicated for learners to hold their attention during long conversations and passages when they practice their listening skills without visual aids. Videos can support listeners to pay attention to aural material by providing much more information. Conversely, authentic video documents can provide a more practical language learning environment, encourage the EFL learners’ interest in learning English, and improve their all-inclusive linguistic competence. The theories of language learning indicate that the

language learning process contains three main sections: linguistic input (reading and listening), assimilation (internal treatment and remembrance), and linguistic output (speaking, writing, and translation).

### ***Impact of Video Materials on English Teaching***

Using video materials in English classrooms has numerous benefits. One excellent example of this is inspiring students' self-determination and self-motivation. Students can get a large amount of cultural background information and emotional viewpoints about learning materials as video documents are brought into classrooms. Consequently, they could use their self-determination in language learning. Students can immerse themselves in the lively atmosphere created by the video materials while observing and comprehending the natural language employed by the speakers. Compared to teaching English in traditional classes, such courses genuinely practice teaching strategies focused on students. Videos can be more encouraging than other kinds of authentic documents as well. Christopher and Ho (1996) emphasized that using video materials is entertaining and exciting. Learners can have fun experiences with music, images, and animations. Also, it encourages students to discuss the topic and express their ideas through the videos' contents.

Topics must be chosen according to language learners' interests, English competence level, and other cultural aspects. Furthermore, as Nunan (2010) mentioned, it is essential to consider the design of listening cycles, which comprises the selection of video content or audio recording and separates it into parts for learners to present in stages. Instructors can design the activity cycles in which students can be involved. The instructor should also be a reflective observer to get the learners' attention. Thus, it would be advantageous for instructors to choose profitable video materials for language learning. Learners are more motivated to deal with the teaching when they need to study using video documents. Thanajaro (2000) studied the impact of authentic video materials on ESL students' understanding and listening comprehension skills. Thanajaro used class observation analysis and student interviews to collect data. The results displayed that authentic materials usage in ESL classrooms positively affects the students' listening comprehension skills. Besides, the motivation to learn the language of ESL students was observed after they learned with authentic video materials. Maneekul (2002) held research on the use of authentic video documents and tasks to advance listening skills for undergraduate English-major students. The outcomes showed that students' listening skills improved after watching the video programs of native speakers. Rice et al. (1993) also affirmed the positive impact of video materials on language learners' interaction and communications skills, intercultural consciousness, and range of vocabulary. In the same vein, Bajrami and Ismaili (2016) confirmed the usefulness of video materials in teaching culture and stimulating language learners to learn English.

Based on the literature mentioned earlier about using video materials in English classrooms, this piece of writing considers using video as additional documents in an EFL setting in the Vietnamese context to check the following hypotheses. It is hypothesized that video materials could be used as an authentic material input and as a piece of incentive equipment. Generally, it is thought to be fascinating, appropriate, valuable, and somewhat

motivating in class. Consequently, instructors and learners are recommended to participate in the creative methods to combine a range of video materials in many class activities to improve learning results and accommodate an active classroom environment. Nevertheless, it remains indistinct in utilizing videos in class to motivate students to employ websites to study English outside the classroom and grow several levels of autonomy. Although the teacher's advice is suggested, it is essential to enable students to explore and take the first step on the journey of learning English through videos by themselves. Besides, students are encouraged to understand the relationship between learning and practicing through the connection between the class and the real world. The video is extensively accepted as more potent and understandable than other media for students in the second and foreign language.

## ***METHODS***

### ***Research Design***

The current study was designed as a qualitative study in the Vietnamese context. The purpose was to gauge deep understanding of Vietnamese students' perceptions of the impact of using videos as complementary materials in their EFL classroom. According to Peterson (2019), although qualitative studies lack of power to generalize their findings, they are supposed to provide in-depth understanding of a phenomenon.

### ***Participants***

Participants in this study were 25 English-major students in a tertiary institution located in the Mekong Delta of Vietnam. They were divided into five groups, and each included five members. Before the recruitment process, the students were asked to confirm that they had experienced learning in English classes where their English instructors had used videos as complementary materials. The students voluntarily participated in the study, and they were allowed to withdraw from the study if they found the data unreliable or harmful to their identities.

### ***Instrument***

Focus-group interviews were conducted to collect data. According to Casey and Krueger (1994), focus-group interviews allow researchers to group participants who have common concerns about the research issues. In other words, all participants have ideas to talk about the research topic as they have experienced or explored information about it. In this current study, there were five focus-group interviews, and each lasted at least one and a half hours. During the interviews, the students could use both English and Vietnamese to express their ideas. The discussions were note-taken and recorded carefully under their students' permission. After the interviews, if there was any unclear information, the research team would directly contact with the participants through Zalo, Facebook, or direct phone calls.

### ***Data Analysis***

The research team followed the following procedures to analyze data. First, all members of the team read through the data. The purpose was to help them get familiar with the complexity of the data. The researchers then categorized the participants' excerpts according to themes presented in the literature review. Particularly, the researchers colored the themes, then checked whether the participants' ideas were similar to or different from the research team's hypotheses. Finally, the research team displayed the similarities and differences in this piece of writing.

### **RESULTS AND DISCUSSION**

#### ***Video materials could be used as an authentic input for English learning in the Vietnamese context.***

The first hypothesis was tested, and the test results were displayed in this section. The students agreed with the idea that video materials could be used as an authentic input for English learning in the Vietnamese context. Student 8 said:

"Video materials used by my English lecturers are authentic. They usually show real things, so we can understand the world better..." (Student 8)

Student 16 even preferred using video materials to using written materials. She reported:

"To be honest, I prefer learning with video materials to learning with the course books. I think the videos are more authentic..." (Student 16)

Thanajaro (2000) emphasized the impact of using authentic video materials on English learners' learning achievements. Using video materials encourages English learners to interact with others from all around the world (Sherman, 2003). In the Vietnamese context, students do not have many chances to be exposed to English-speaking situations. Therefore, it is difficult for them to listen to English native speakers, and video materials in English become a possible solution to the aforementioned lack.

#### ***Video materials could be used to enhance students' learning motivation in the Vietnamese context.***

For the second hypothesis, many significant findings were presented in this section. It was confirmed by the students that using video materials was useful for enhancing their motivation for English learning. Particularly, Students 19 and 24 said,

"Learning with words only is very boring. Therefore, it will be very interesting if my lecturers use more videos. The animations and sounds will make the classroom more delightful..." (Student 19)

"I like learning with the lecturers who use video materials in teaching English. I do not like reading the written words only even though I am in the reading and writing classes. I used to learn with many reading and writing lecturers using video materials to teach, and I could see they were very effective..." (Student 24)

In the Vietnamese context, learning reading and writing is somehow considered as boring and unattractive to English learners (Dieu, 2015). Therefore, it is always fundamental for Vietnamese educators to find best way to increase their students' motivation for learning. Based on the above students' excerpts, it could a good idea to use video materials to teach the Vietnamese students since it encouraged them to learn even though they were in boring-considering classes like reading and writing. The results were similar to the study by Bajrami and Ismaili (2016), which highlighted the positive effects of video materials on English learners' motivation for their learning.

***Video materials could be integrated into classroom activities to improve Vietnamese students' learning results.***

This section presented the answers for the third hypothesis in this research. Regarding the linear effect, when learning motivation increased, the students strongly believed that their learning results would be better as well. Students 2 and 11 remarked,

"I will learn better if my motivation for learning increases. Therefore, when my lecturers use video materials, I think I can learn better because the materials help me feel more motivated in learning..." (Student 2)

"Nobody denies the effect of learning motivation on students' learning outcomes, right? Neither do I. I will learn better if my learning motivation is better. Therefore, I think video materials will help me enhance my learning motivation as well as learning results..." (Student 11)

Several studies have approved the strong correlation between students' learning motivation and their learning achievements (e.g., Riswanto & Aryani, 2017; Atma et al., 2021; Feng et al., 2013). For that, the use of video materials seemed effective to the learners' learning achievements as it was determined as fundamental for their learning motivation (Bajrami & Ismaili, 2016). As a result, the students above were confident in the values of video materials to their competence development.

Otherwise, although Student 5 did not doubt the positive impact of video materials on her learning motivation, she was not sure to what extent the materials affected her learning achievements as there should be some practical evidence to confirm the conclusion. She said:

"It is so true to confirm the positive impact of video materials on my learning motivation. They helped me learn with a more comfortable atmosphere. However, it is not easy to say I will learn worse if my lecturers do not use these materials. I have learned with other lecturers using written materials in the class, but I also learn well..."

According to Student 5's excerpt, there should be more evidence through experiments to compare the different impacts of video materials and written ones on their learning achievements. The finding was different from previous studies (e.g., Thanajaro, 2000; Maneekul, 2002; Rice et al., 1993), which affirmed the positive correlation between the use of video materials and language learners' language development, especially listening skills, communication skills, and lexicon knowledge.

***Video materials could be integrated into classroom activities to accommodate an active classroom environment in the Vietnamese context.***

To test the fourth hypothesis, the research team collected data related to how video materials could be integrated into classroom activities to accommodate an active classroom environment in the Vietnamese context, and the findings were presented in this section. Comparing to the use of written materials, lecturers using video materials would help better the classroom atmosphere thanks to the animations and sounds. Students 1 and 12 remarked,

“I felt the classroom atmosphere more delightful when my lecturers used video materials. The animations and music in the videos made the lesson more interesting...” (Student 1)

“Videos, in my opinion, are more interesting than written course books. The animations and music in these videos helped the classroom atmosphere more joyful...” (Student 12)

Video materials provide students with audios and visuals which are believed to help better the learning atmosphere (Christopher & Ho, 1996). It is difficult for learners to stay focused on a long text. Consequently, it was potential to enlighten the learning environment in EFL classes by using video materials.

However, using the materials with sounds and animated images did not always work. Student 21 complaint the bad choices of videos would cause several consequences. She explained,

“Once my lecturer used a video containing the negative side of advertisements to teach the corresponding topic. I think he put a lot of efforts and time to find this video. However, it was counterproductive. We [students] felt completely uncomfortable and annoyed...” (Student 21)

According to Nunan (2010), it is essential to consider what topics are suitable for different kinds of learners as their needs will vary if they have differences in English competence level, interest, and other cultural aspects. Video materials play an essential role in delivering the contents of the topics to learners. Therefore, language teachers should be very careful when using video materials. According to Student 21’s excerpt, she and her friends failed to experience a comfortable and relaxing learning environment because of their lecturer’s wrong choice of video materials. It could be predicted that the students failed to benefit from their lesson because their motivation for learning would loss when they felt uncomfortable and annoying (Rachel Zhou et al., 2005).

***Vietnamese students could not find suitable video materials without their teacher’s suggestions.***

There were some disagreements with the fifth hypothesis, and those disagreements were discussed in this section. Particularly, the students found themselves cyber competent in determining what videos were suitable for their learning. Students 23 and 25 stated,

“It is not difficult for me to find useful videos for my English learning. I usually watch YouTube videos made by English teaching organizations, and I strongly believe that these videos are good...” (Student 23)



“I usually watch YouTube videos to learn English. Actually, there are a lot of useful videos for learning English on the Internet...” (Student 25)

It is not difficult to observe the rapid development of information and communication technologies (ICT). In Vietnam, students now have more opportunities to be exposed to the internet and its benefits (Peeraer & Van Petegem, 2012), and one of them must be the variety of learning resources (Alobaid, 2020). Regarding the exposure to the Internet, Vietnamese learners must be more competent in using this tool to support their learning process. As a result, the learners in this current did not find much difficult to find good sources for their English learners.

### ***Video materials could increase learner autonomy in the Vietnamese context.***

The final hypothesis was tested, and the test results showed that if the students were guided to use video materials properly, they would learn by themselves without their lecturers' help. Students 16 and 20 said,

“My lecturers usually introduce to the class some useful sources containing videos for learning English. As a result, I could learn English outside the classroom without the lecturers' help...” (Student 16)

“I used to think that students could not learn English without their lecturers' teaching. However, after experiencing learning with video materials, I do not need much support from my lecturers...” (Student 20)

Learner autonomy is an essential aspect of one's learning process (Little, 2007). Therefore, teacher intervention in student learning should minimized as most as possible. Regarding the use of video materials, the students would be involved in their own learning process when they were outside the classroom. Consequently, video materials were useful for learner autonomy in the Vietnamese context.

## **CONCLUSION**

This part consists of two (2) sub-parts: conclusion of the article and suggestions or recommendations from the research. Conclude your article critically and logically based on the research findings. Please be careful in generalizing the results. You should also state your research limitation in these parts. Generally, the conclusion should explain how the research has moved the body of scientific knowledge forward. In suggestion, please describe your recommendation for further studies regarding your research implication.

This qualitative study was conducted in a tertiary institution to figure English-major students' responses to six hypotheses about the use of video materials in the Vietnamese context. The findings revealed that video materials provided the learners with authentic contents. Besides, animated videos with beautiful sounds promisingly bettered the learners' motivation for learning as well as their learning achievements. However, some students were confused about whether using video materials positively affected their learning achievements more than what written materials could do because of lacking practical evidence. Although the impact of video materials on their learning achievements was not

clear enough, their impact on learning environment was apparently observed. The students also displayed sufficient self-confidence in their use of ICT because they perceived themselves to be competent enough to determine what videos are suitable for their needs. Lastly, this study proved that using video materials could be a promising way to enhance the learners' learning achievements outside the classroom.

Based on the findings of this study, there are some practical implications for educators to use video materials effectively in their teaching. The video materials were approved to be helpful for increasing language learners' motivation. They, therefore, are encouraged to be frequently used in English classes. However, English teachers should be careful for choosing videos to support their teaching as Vietnamese students are considered sensitive about some culture-related topics. Consequently, video materials and written ones should be used alternatively in order to maximize students' learning. Educators can use video materials both inside and outside the classroom. For students' learner autonomy, English teachers should prepare themselves various sources to introduce to their students. Regarding these sources, language learners can learn by themselves. Besides, the question of how to encourage students to learn outside the classroom needs its answer from English teachers. One of the solutions is to give them extra points when they can prove that they use video materials to learn at home.

There were some limitations in this current study. First, the study was conducted qualitatively with the participation of a small number of participants, so it could not generalize its findings. Besides, the students learned in the same tertiary institution; they, therefore, failed to represent other communities. Based on the above-mentioned limitations, further studies should intensify the number of participants to help find more significant findings. Besides, the participants should be recruited in different higher educational institutions to compare their perceptions of the topic. Some students showed their curiosity of the differences between the impacts of video materials and written ones. Therefore, experimental studies are encouraged to explore the above issue to see whether the use of video materials is better than using written ones or not.

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