

# EXPLORING STUDENTS' MOTIVATION IN SUBMITTING DIGITAL STORYTELLING TASKS ON *YOUTUBE*

**Berita Mambarasi Nehe<sup>1</sup>**

English Education, STKIP Setia Budhi Rangkasbitung  
Itanehe81@gmail.com

**Nur Azmi Rohimajaya<sup>2</sup>**

English Education, Universitas Mathla'ul Anwar  
nurazmirohimajaya030@gmail.com

**Welliam Hamer<sup>3</sup>**

English Education, Universitas Sultan Ageng Tirtayasa  
welliamhamer@untirta.ac.id

**Dini Fitriani<sup>4</sup>**

English Education, STKIP Kusuma Negara Jakarta  
dinifitriani@stkipkusumanegara.ac.id

**Ledy Nur Lely<sup>5</sup>**

English Education, Universitas Sultan Ageng Tirtayasa  
ledy@untirta.ac.id

## ABSTRACT

*Motivation enhances the speed of work and performance of learning to achieve a goal. The research is aimed at providing students with some tasks for motivating students to engage in a range of digital story telling activities on YouTube. The tasks are designed to explore and practise the skills in completing the tasks given at Speaking 3 subject. The tasks are about digital story telling which means that the story telling was created through YouTube as tool for submitting the tasks. The stories were built in or taken from the Internet with some titles were Cinderella, Malin Kundang, and Rapunzel, the choice of the titles based on students' proposal when discussing together. The subjects were 23 students of English Department in Rangkasbitung who took Speaking subject. The findings showed that all students succeeded in creating content on YouTube about story telling. Each of story has its own value or message that could be adopted to students' life. The Finding of the research were students have good motivation in completing the digital story telling in term of intrinsic and extrinsic motivation such as challenging, curious, responsible, good grade, satisfy, parents, friends, environment, and it was founded on interview session. To make students good in completing tasks, they must be supported by lecture to make their motivation keep growing up.*

**Keywords:** Motivation; Digital Story Telling; Tasks; YouTube

## ABSTRAK

*Motivasi meningkatkan kecepatan kerja dan prestasi belajar untuk mencapai suatu tujuan. Penelitian ini bertujuan untuk memberikan beberapa tugas kepada siswa untuk memotivasi siswa agar terlibat dalam berbagai aktivitas bercerita digital di YouTube. Tugas-tugas tersebut dirancang untuk menggali dan melatih keterampilan dalam menyelesaikan tugas-tugas yang diberikan pada mata pelajaran Berbicara 3. Tugas-tugas tersebut adalah tentang digital story telling yang artinya story telling dibuat melalui media yaitu YouTube*

*sebagai alat untuk mengirimkan tugas-tugas tersebut. Cerita-cerita tersebut dibangun atau diambil dari internet dengan beberapa judul yaitu Cinderella, Malin Kundang, dan Rapunzel, pemilihan judul berdasarkan usulan siswa saat berdiskusi bersama. Subyeknya adalah 23 mahasiswa Jurusan Bahasa Inggris di Rangkasbitung yang mengambil mata kuliah Speaking. Hasilnya semua siswa berhasil membuat konten di YouTube tentang story telling. Setiap cerita memiliki nilai atau pesan tersendiri yang dapat diadopsi dalam kehidupan siswa. Temuan dari penelitian ini adalah siswa memiliki motivasi yang baik dalam menyelesaikan cerita digital dalam hal motivasi intrinsik dan ekstrinsik seperti tantangan, rasa ingin tahu, tanggung jawab, nilai bagus, puas, orang tua, teman, lingkungan dan ditemukan pada sesi wawancara. Agar mahasiswa baik dalam menyelesaikannya, mereka harus didukung oleh dosen agar motivasi mereka terus berkembang.*

**Kata Kunci:** *Motivasi, Digital Story Telling, Tugas, Youtube*

## INTRODUCTION

The evolution of technology over the years has had a significant influence on how people work, study, and communicate. English was not an exception; the subject of teaching and learning foreign languages (EFL) has also undergone revolutionary changes. The incorporation of digital tools into language learning and teaching has opened a world of potential improvements to learning processes and results. The traditional classroom, which uses solely traditional tools, is no longer the alternative that students desire. In every sphere of life, cellphones, iPads, and YouTube videos predominate. (Sarzhanova & Alimbekova, 2016; Giri & Rana, 2022).

EFL teachers frequently struggle with how to employ potentially helpful technology to foster student autonomy and design engaging classes. A large variety of online audiovisual resources that can be used effectively in a number of ways for a variety of English classrooms can be found with proper Internet access, which is generally widely known to students. (Sakiroglu, 2020; Zeebaree, 2021; Ghimire, 2022).

The digital tool being used increasingly for instructional purposes in this regard is *YouTube*. Researchers from all around the world have noted that *YouTube* is a useful instrument for fostering student proficiency through the interpretation of visual cues, especially for English conversation. In general, *YouTube* is regarded as a media that greatly aids in the teaching and learning process. It offers a wealth of video material that teachers can use with their English students. (Jalaludin, 2016;

Kbohaa &Elyas, 2018). Then Nofrika (2019) said that *YouTube* offers text, photos, video, and animated video in addition to those other media types. People are drawn to using YouTube because of its customizations, particularly students. YouTube therefore has the potential to be a teaching tool.

Purnamasari's study reported that *YouTube* improved their English pronunciation and found it interesting, motivating and fun. They added that YouTube is beneficial because it presents the instructional materials in letters, sounds, and pictures at the same time (Purnamasari, 2018).

*YouTube* is a very popular video-publishing and sharing platform in the world. It provides a huge selection of instructive videos in addition to millions of movie, music, talk show, sports, news, travel, and personal videos. People of various ages and for a countless number of objectives, including language study, use YouTube. It provides access to real language in a number of contexts and teaching resources for students and teachers to acquire a variety of language abilities. (Wang & Chen, 2020).

Uninteresting activity makes students did not enjoy the learning anymore because they learn online learning in long time. The creativity tasks must be given to students to boost their motivation in learning. Students nowadays as a net gen are very familiar with *YouTube*. *YouTube* is a platform that everyone can use it for watching many programs or to make on own video there. Students' abilities in producing video on *YouTube* give a challenge to themselves. They can do acting in front of camera, edit video with many features such animation, add music, add voice, everything. From this pre observation, lectures give appropriate platform for students to create the tasks in exploring their motivation.

Motivation increases speed of work and a person is doing everything to achieve goal. Motivation increases the performance of learning. It provide energy and learner achieve the task because she has a direction and performance of learner is increase (Rehman & Haider, 2013). Intrinsic motivation refers to internal desires to perform a particular task which is rewarded by completing the task itself, whereas extrinsic motivation refers to performance of a task in order to receive an external reward (Ryan & Deci, 2000).

Intrinsically motivated students are also more likely to persist with challenging tasks and other positive classroom behaviour as well as perform better academically than extrinsically motivated students who might have to be bribed before they perform the given tasks ((Ryan & Deci, 2000). Extrinsic motivation generally drives behaviour when students complete tasks for an external outcome. Extrinsically motivated students who fall closer to active personal commitment on the continuum may be driven to act primarily because of the reward. However, these rewards may also have some intrinsic elements, for instance, receiving an 'A' makes the student feel good (Gambari, 2016).

Digital storytelling is supported by a variety of digital multimedia. Digital stories bring together a mixture of graphics, text, recorded audio narration, video and music to present information on a specific topic through the use of technology (Alismail, 2015). And Digital storytelling can provide many significant benefits to students who have the opportunity to learn how to create their own digital stories. Students may be given assignments in which they are asked to research a topic, look for pictures, record their voice and then choose a particular point of view, as described in the seven elements of digital storytelling (Alismail, 2015).

Digital storytelling is the art of combining narrative with digital media such as images, sound, and video to create a short story (Robin & Robin, 2016). More than just a simple slideshow of photos set to music, digital stories interweave different media to support the art of telling a tale. In the Digital Storytelling Cookbook, Lambert identifies seven elements that are critical components of effective digital stories. The seven elements of digital storytelling are Point of view (outlines the point of the story and the perspective from which the story is told), A dramatic question (sets the tension of the story by identifying issues to be resolved), Emotional content (engages the audience through common emotions and themes (love, pain, humor), the gift of your voice (helps the audience make meaning of images), the power of the soundtrack (sets the mood of the story), economy (balances the auditory and visual tracks of meaning), pacing (sustains the attention of the audience by establishing and modifying the rhythm of the story) (Alismail, 2015). The medium of digital storytelling offers tremendous opportunities for teachers to engage and assess students. By integrating visual images with written

text, digital stories can be used to enhance and accelerate student comprehension (Robin & Robin, 2016).

It should be noted that combining digital storytelling activities like describing photos might help kids create oral narration and improve their speaking abilities. Students' enthusiasm to study a foreign language can be increased and anxiety reduced by involving them in digital learning activities. This is especially helpful in EFL environments where students are occasionally reluctant to participate actively and have a restricted vocabulary, such in Indonesia (Liu, Tai, and Liu, 2018). In digital storytelling tasks, the students' texts go through several phases of design, writing, production and editing before the stories are completed, and thus, the learners are able to actively develop their own textual and media skills as well as the narrative strategies they use (Heinz, 2016). digital storytelling is believed to increase learners' motivation to engage intensively with a topic (Burmark cited in Barsch, 2020). Tasks provide opportunities for students to express their individual interests and involve the natural use of language in realistic situations. Therefore, this research focus on students which create digital storytelling on *YouTube* in order to carry out the tasks and explore their motivation.

## **METHOD**

This study investigated students' motivation in submitting digital story telling tasks on YouTube. This study employed a descriptive qualitative which means that to investigate a social phenomenon comprehensively and this research is design to obtain students' motivation in completing their digital story telling tasks when they upload on YouTube. This study involved 23 Indonesian EFL students in Rangkasbitung of Lebak regency. The instruments of this study used observation and interview. Observation was used to observe students' channel *YouTube* and interview was conducted accordingly to know students' motivation submitting story telling tasks at YouTube.

## RESULTS AND DISCUSSION

**Table 1. Students' Digital Story Telling Tasks on YouTube Channel**

NO	RESP	YOUTUBE LINK	YOUTUBE LINK	YOUTUBE LINK
		Task 1 : Cinderella	Task 2 : Malin Kundang	Task 3 : Rapunzel
1	Ll	<a href="https://youtu.be/DvzdV2LpTi0">https://youtu.be/DvzdV2LpTi0</a>	<a href="https://youtu.be/NM42nT1vo3A">https://youtu.be/NM42nT1vo3A</a>	<a href="https://www.youtube.com/watch?v=0FCOLJgP65c&amp;feature=youtu.be">https://www.youtube.com/watch?v=0FCOLJgP65c&amp;feature=youtu.be</a>
2	Dn	<a href="https://youtu.be/NXvE-OMZ_3s">https://youtu.be/NXvE-OMZ_3s</a>	<a href="https://www.youtube.com/watch?v=NXvE-OMZ_3s&amp;feature=youtu.be">https://www.youtube.com/watch?v=NXvE-OMZ_3s&amp;feature=youtu.be</a>	<a href="https://www.youtube.com/watch?v=MvkEYiHKyxc&amp;feature=youtu.be">https://www.youtube.com/watch?v=MvkEYiHKyxc&amp;feature=youtu.be</a>
3	Bl	<a href="https://youtu.be/cuzK88tJxBI">https://youtu.be/cuzK88tJxBI</a>	<a href="https://youtu.be/KSqP2fRewfk">https://youtu.be/KSqP2fRewfk</a>	<a href="https://youtu.be/dWLh9nZZh9I">https://youtu.be/dWLh9nZZh9I</a>
4	Ls	<a href="https://youtu.be/uJzY9uQ8pBc">https://youtu.be/uJzY9uQ8pBc</a>	<a href="https://www.youtube.com/watch?v=3YByPlqKJ9g&amp;feature=youtu.be">https://www.youtube.com/watch?v=3YByPlqKJ9g&amp;feature=youtu.be</a>	<a href="https://youtu.be/HGaRlqBqk_I">https://youtu.be/HGaRlqBqk_I</a>
5	As	<a href="https://youtu.be/I_n4Y9XMTVc">https://youtu.be/I_n4Y9XMTVc</a>	<a href="https://youtu.be/UeVkMqpQCq4">https://youtu.be/UeVkMqpQCq4</a>	<a href="https://youtu.be/UDpqdbt7Zw4">https://youtu.be/UDpqdbt7Zw4</a>
6	Mr	<a href="https://youtu.be/I-09_RcHfno">https://youtu.be/I-09_RcHfno</a>	<a href="https://youtu.be/DlF8FHRbXco">https://youtu.be/DlF8FHRbXco</a>	<a href="https://www.youtube.com/watch?v=3rfZ2dpfAdI&amp;feature=youtu.be">https://www.youtube.com/watch?v=3rfZ2dpfAdI&amp;feature=youtu.be</a>
7	Im	<a href="https://youtu.be/YFQ2JAK5RzI">https://youtu.be/YFQ2JAK5RzI</a>	<a href="https://youtu.be/oe94f1THTWU">https://youtu.be/oe94f1THTWU</a>	<a href="https://www.youtube.com/watch?v=CsGgxi7zCeI&amp;feature=youtu.be">https://www.youtube.com/watch?v=CsGgxi7zCeI&amp;feature=youtu.be</a>
8	Lt	<a href="https://youtu.be/j7lNZJPnTbc">https://youtu.be/j7lNZJPnTbc</a>	<a href="https://youtu.be/_J46vOlgoWM">https://youtu.be/_J46vOlgoWM</a>	<a href="https://www.youtube.com/watch?v=pSHj1OjDWW0&amp;feature=youtu.be">https://www.youtube.com/watch?v=pSHj1OjDWW0&amp;feature=youtu.be</a>
9	Ea	<a href="https://youtu.be/f3A45NCtsBA">https://youtu.be/f3A45NCtsBA</a>	<a href="https://www.youtube.com/watch?v=8vyLzaJOTC8&amp;feature=youtu.be">https://www.youtube.com/watch?v=8vyLzaJOTC8&amp;feature=youtu.be</a>	<a href="https://youtu.be/yjsY5q_TnsA">https://youtu.be/yjsY5q_TnsA</a>
10	An	<a href="https://youtu.be/_xpfkh5WaaU">https://youtu.be/_xpfkh5WaaU</a>	<a href="https://youtu.be/x8kSHXqT_wY">https://youtu.be/x8kSHXqT_wY</a>	<a href="https://www.youtube.com/watch?v=VTvW3QaCALo&amp;feature=youtu.be">https://www.youtube.com/watch?v=VTvW3QaCALo&amp;feature=youtu.be</a>
11	Ai	<a href="https://youtu.be/RK4o4dWLpyc">https://youtu.be/RK4o4dWLpyc</a>	<a href="https://youtu.be/Z3DHzJaaXHA">https://youtu.be/Z3DHzJaaXHA</a>	<a href="https://youtu.be/qehaj0TMnvw">https://youtu.be/qehaj0TMnvw</a>
12	Ad	<a href="https://youtu.be/HLOZ9XgUGdU">https://youtu.be/HLOZ9XgUGdU</a>	<a href="https://youtu.be/MzKnW4V-5cE">https://youtu.be/MzKnW4V-5cE</a>	<a href="https://youtu.be/nNg1Hp4vDcE">https://youtu.be/nNg1Hp4vDcE</a>
13	Ao	<a href="https://youtu.be/NZF8mU_tgj4">https://youtu.be/NZF8mU_tgj4</a>	<a href="https://youtu.be/EFaws5EuOWY">https://youtu.be/EFaws5EuOWY</a>	<a href="https://youtu.be/AMQH8gK6ylE">https://youtu.be/AMQH8gK6ylE</a>
14	Ke	<a href="https://youtu.be/HwJhERAxuDA">https://youtu.be/HwJhERAxuDA</a>	<a href="https://youtu.be/YQnFi56jvuA">https://youtu.be/YQnFi56jvuA</a>	<a href="https://youtu.be/NVwhX1BxF0U">https://youtu.be/NVwhX1BxF0U</a>
15	Ft	<a href="https://youtu.be/vrxwzH KCQHs">https://youtu.be/vrxwzH KCQHs</a>	<a href="https://youtu.be/qZnFWzR1SGA">https://youtu.be/qZnFWzR1SGA</a>	<a href="https://www.youtube.com/watch?v=WFzDyuJTpmk&amp;feature=youtu.be">https://www.youtube.com/watch?v=WFzDyuJTpmk&amp;feature=youtu.be</a>
16	Nd	<a href="https://youtu.be/XJbraAbfQaY">https://youtu.be/XJbraAbfQaY</a>	<a href="https://youtu.be/3BARopHSBDk">https://youtu.be/3BARopHSBDk</a>	<a href="https://www.youtube.com/watch?v=SQA1Qt1OuGI&amp;feature=youtu.be">https://www.youtube.com/watch?v=SQA1Qt1OuGI&amp;feature=youtu.be</a>
17	Dd	<a href="https://youtu.be/a8MRJNDkRcc">https://youtu.be/a8MRJNDkRcc</a>	<a href="https://youtu.be/nLUNVB9ntic">https://youtu.be/nLUNVB9ntic</a>	<a href="https://youtu.be/BFMtW4XQUFE">https://youtu.be/BFMtW4XQUFE</a>
18	Li	<a href="https://youtu.be/uLjFpxMq4A">https://youtu.be/uLjFpxMq4A</a>	<a href="https://youtu.be/3ipWrPgMA6o">https://youtu.be/3ipWrPgMA6o</a>	<a href="https://www.youtube.com/watch?v=DQ-4zpnxMLU&amp;feature=youtu.be">https://www.youtube.com/watch?v=DQ-4zpnxMLU&amp;feature=youtu.be</a>

19	Er	<a href="https://youtu.be/GuU1qTt_LfY">https://youtu.be/GuU1qTt_LfY</a>	<a href="https://youtu.be/ibu_E1a-Awo">https://youtu.be/ibu_E1a-Awo</a>	<a href="https://www.youtube.com/watch?v=CyEtSns_eJE&amp;feature=youtu.be">https://www.youtube.com/watch?v=CyEtSns_eJE&amp;feature=youtu.be</a>
20	Is	<a href="https://youtu.be/JgmPPnwY5VM">https://youtu.be/JgmPPnwY5VM</a>	<a href="https://youtu.be/HUCuyR-kqjA">https://youtu.be/HUCuyR-kqjA</a>	<a href="https://youtu.be/_ahfqr30t2I">https://youtu.be/_ahfqr30t2I</a>
21	Mr	<a href="https://youtu.be/tyoXIOZL1PQ">https://youtu.be/tyoXIOZL1PQ</a>	<a href="https://youtu.be/-hPHfKnP12k">https://youtu.be/-hPHfKnP12k</a>	<a href="https://www.youtube.com/watch?v=hRtF4CHK6VA&amp;feature=youtu.be">https://www.youtube.com/watch?v=hRtF4CHK6VA&amp;feature=youtu.be</a>
22	Nn	<a href="https://youtu.be/RySEL8nEHE">https://youtu.be/RySEL8nEHE</a>	<a href="https://youtu.be/xJTc5QukAE4">https://youtu.be/xJTc5QukAE4</a>	<a href="https://youtu.be/I8OUDHD9eag">https://youtu.be/I8OUDHD9eag</a>
23	Ia	<a href="https://youtu.be/T6IXu7DbS4U">https://youtu.be/T6IXu7DbS4U</a>	<a href="https://www.youtube.com/watch?v=axgXdSRFM-U&amp;feature=youtu.be">https://www.youtube.com/watch?v=axgXdSRFM-U&amp;feature=youtu.be</a>	<a href="https://youtu.be/PQ0SBQxjsx8">https://youtu.be/PQ0SBQxjsx8</a>

It can be seen through a diagram below the percentage of students who complete the tasks

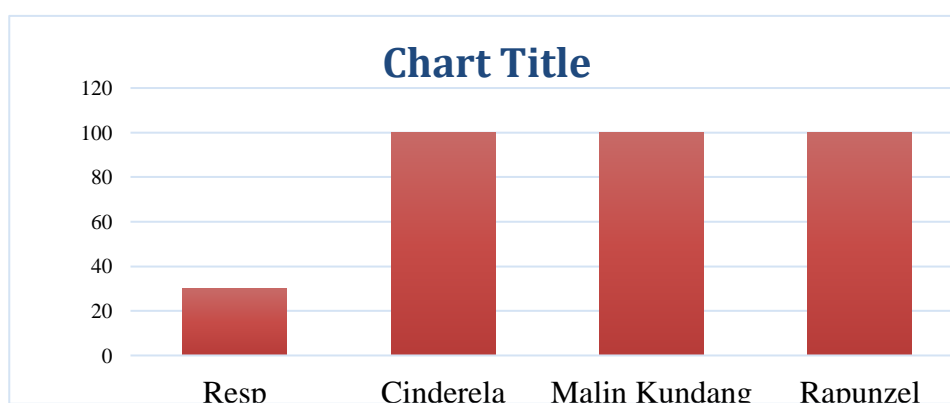


Figure 1. Students' percentage of completing the digital story telling tasks

On the table above, the participants complete their tasks on *YouTube* by having their own channels. From the three titles of the storytelling, students display different costume, properties, styles, gestures, performance, display of video. Some of the videos were given animations effect to support the video more interesting. they act totally based on the story and explore all the things related to story. They showed some feelings such as happy, sad, angry, awkward, confused, scream, shout, cheer up, shocked, freeze related to the story. They act confidently to share the stories to viewers and each students subscribe the *YouTube* channels each other. After watching their video, the researcher found that all students performed very well, they set all the video based on what they want to that related to the titles. They succeeded in displaying story telling on *YouTube*.

These tasks were given for one week, they made, created, and edited their videos by themselves. These tasks were very different from classroom activity even



though the researcher gave time for one week, but many students were fail doing story telling in front of the classroom in which students face real audiences. They said that doing story telling in front of the classroom make them worry, not confident, blank, shy, and many others negative feeling they have and those negative feeling made them fail in completing the tasks, but when they perform in front of the camera solely, they felt free to explore stories, act, enjoy, relax and make them confident to complete the tasks. It can be seen from the figure above which showed that 23 students had completed the tasks well such a Cinderella was 100 %, Malin Kundang was 100% and Rapunzel was 100%. It means that whole students had submitted the tasks very well and completely.

## **Discussion**

1. Based on the observation after watching Students' YouTube channel about Cinderella, Malin Kundang, and Rapunzel, they are very responsible on their tasks by completing tasks well. Whole students' performance assessed based on performance, pronunciation, grammar, and time allocation, video display creativity. In doing story telling activity, students must pay attention to those elements to interact audience in the story to be understandable. Performance is an act of staging or presenting a play, concert, or other form of entertainment, Pronunciation is the way in which a word is pronounced, grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics, time allocation is the amount of time to be devoted to instruction in a certain subject or discipline according to official regulations, requirements or recommendations. It should be distinguished from the time that is actually spent on learning. All students performed as good as they can, the lecture gave motivation all the time that their diligent not only for completing the task on speaking subject, but it must be done for whole subject they learnt. Video displays were various in which some students showed with animations and others supported by properties used to support stories.

By having progress of course, they were more confident in pronouncing the words on camera. Grammar is correct because they took the stories from



internet, so they only read what have been written there. Time allocation based on their fluency or not. For students who were fluent on delivering the text, it was about 5-7 minutes. For students who were not fluent, they skip the stories, and it could be shorter or longer than as usual. Based on the observation after watching students' channels on *YouTube*, they fulfill all aspects of the storytelling well.

2. Interview session. The description below written based on 23 students answer during interview.
  1. *YouTube* is an entertaining, interesting, and very challenging platform when they must create the content. Since the students were millennial generation, *YouTube* is an appropriate platform for them to express their activities. They engaged with *YouTube* every day and storytelling tasks were easy for them to be performed on *YouTube*. Nowadays students are very familiar with gadget and *YouTube* became their choice to use in their daily life such as for entertainment, education, or information. Creating video on *YouTube* was very challenging for students, they created their own video. they well prepared starting from making the video, practice story, choose costume, property, and editing process. Every single task was given for seven days to be submitted on *YouTube*.
  2. Perform on *YouTube* made them curious more and Enthusiastic on presenting story telling tasks as good as possible. Curious means eager to know or learn something. Enthusiastic means having or showing intense and eager enjoyment, interest, or approval, they hope that their channel can be subscribe by their friends and other.
  3. Submitting task on time was their motivation to prove themselves that they were very responsible in doing the tasks. As mature person of course they knew well how to act responsible on the duties. It was very easy to ask students perform on *YouTube*. Because they like *YouTube* so there was no difficulty at all in giving the tasks to students.
  4. Video presentation gave its own satisfy for students, they watched themselves on *YouTube* feel that they are a player of the movie. Usually,

they watch people on *YouTube* but with the task given they could watch themselves and they could share to the public.

Those points above belong to intrinsic motivation. Intrinsic motivation refers to internal desires to perform a particular task which is rewarded by completing the task itself, whereas extrinsic motivation refers to performance of a task in order to receive an external reward (Ryan & Deci, 2000). Then Intrinsically motivated students are also more likely to persist with challenging tasks and other positive classroom behaviour as well as perform better academically than extrinsically motivated students who might have to been bribed before they perform the given tasks ((Ryan & Deci, 2000). Giving story telling task on *YouTube* raise students' motivation to read the text (Cinderella, Malin Kundang, and Rapunzel) as frequent as possible until they memorized whole story. Practice pronunciation every day. Open dictionary when they found difficult words from the story.

Students got some values from the story telling tasks on *YouTube*, they said that They were motivated that doing story telling task on *YouTube* reduce anxiety, shy, afraid, and low confidence because it was different from the classroom activity in which when they must perform in front of the class watched by lecturer and friends. They said if they must perform live in front of the classroom and watched by whole friends and lecturer, it made them anxiety, shy, afraid, and low confidence. They were not free to express their self in delivering the stories. Different from facing camera, they were very confidence because no one there watching them and they were free to act out in front of the camera.

5. Getting a good grade from the lecturer was one of their motivations as well in completing the task on *YouTube*. It could not be denied that students wanted to have a good score from the lecturer, so this was one of their motivations in completing the task. At the end of the course, lecturer gave notification about their value such A, B, C, D, and E. with good remark they wanted, it became their target to achieve by finishing the task well.
6. Parents. Parents become part of students' motivation. They want to make parents proud of them with their responsibility on study. They did not want to make parents sad by laziness, they prove themselves that even though they stay at home (study from home), they were still productive in learning.

7. Friends. They made all out video because their YouTube would be watched by their friends or public so that this situation motivated them to do best.
8. Environment. Silent environment did not make their motivation low; they have high spirit in doing task even the task was given individually.

And point 5 to 8 belong to extrinsic motivation. Extrinsic motivation generally drives behaviour when students' complete tasks for an external outcome. Extrinsically motivated students who fall closer to active personal commitment on the continuum may be driven to act primarily because of the reward. However, these rewards may also have some intrinsic elements, for instance, receiving an 'A' makes the student feel good (Gambari, 2016). Completing tasks on *YouTube* challenge them because their study are observed by parents, environment, friends. When they failed in the lessons, it would break their achievement and students did not want to make other disappointed with their study. This challenging made them aware that they study not only for them but also for others especially their parents. They wanted to make parents happy and proud by doing study hard.

## CONCLUSION

Motivation held important things in students' learning. Both motivation either intrinsic or extrinsic motivation had a big role in learning and they must be balance to make students succeeded. Task was part of learning when students finish the topic to make sure weather they understand, or no. tasks is given to practice students are more motivated in deep learning by doing task by themselves. Tasks given to English students form students motivation. They have their own channels of storytelling tasks; they can share their videos that public can watch them as well. They are very creative in doing story telling such as they do animation, action, properties, and costume. From this research, storytelling on *YouTube* really supports students' motivation in completing tasks happily, interesting, and cheerful. Parts of motivation that are arouse are challenging, curious, responsible, good grade, satisfactory, parents, friends, environment. Motivate some values related to language and values related to self. Giving students digital story telling tasks on *YouTube* helpful in raising students' motivation.

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