

Promoting students' learning motivation through project-based learning using Muvizu in 21st-century education

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Abstract

The present research aims to investigate the implementation of project-based learning (PBL) in the ESP 21st-century education setting by using the Muvizu application that promotes students' motivation to learn English together with ICT and hadith. Hence, the researcher carried out descriptive quantitative research at the Manajemen Dakwahdepartment of the State Islamic University Mataram by involving 132 students. The interview, observation and questionnaire were the instruments for gathering data. The results are as follows: first, students learned English, religion and ICT simultaneously; second, Muvizu PBL in English class had promoted students' intrinsic and extrinsic motivation as well as integrative and instrumental motivations; third, the Muvizu PBL had depicted the expected 21st-century education classroom setting, competences and skills; fourth, good students' responses and attitudes had raised the public's interest to study at the department and university. Future researches are expected to discuss the most contributive factors that influence students' motivation in a similar learning design.

Keywords: ICT, Muvizu, motivation, project-based learning, 21st-century education;

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1. Introduction

Non-English department students (NEDSs) at the university level learn English differently than students from the English department. NEDSs learn English to equip themselves with language skills to support their future job in their specific field, which is further called as English for Specific Purposes (ESP). As stated by Day and Krzanowski (2011), ESP is the comprehending and mastering of a special skill that is a language which is needed by specific learners for a special purpose. In this case, the learner does not learn English in general but is concerned only with ideas that are reflected in their field of study. Since the language skill is prominent as the basis of students' path to grab their future understanding towards their field subject, ESP is taught in the early semester (Sulistyo, 2008).

ESP is one of the core subjects taught in the State Islamic University (UIN) of Mataram and is also present in all non-English departments in the early semester. It is relevant to the university's ideal, which is to bring the university up to a world-class university with international recognition by at least equipping the students with both Arabic and English as an international language. Hence, this skill is taught in the first semester in the Manajemen Dakwah department of Dakwah and Communication Science Faculty (FDIK) at UIN Mataram with the purpose to prepare the alumni with international competitive skills in the job market.

Manajemen Dakwah, which is a newly established department at the university and which officially commenced in 2017, is a very big challenge since it must maintain and improve the people's trust in order to bring their children to study here. Especially, the department terminology 'Dakwah' limits the people's view on prospective alumni jobs, allowing them to focus on working as a priest or preacher. Consequently, strong promotion and additional attractive skills are needed to increase society's interest.

The fear of the future existence of the Manajemen Dakwah department permitted the English lecturer, who is the researcher, to search for breakthroughs to promote the department. After the first English class, the researcher shared a simple questionnaire with them, which revealed the following shocking facts: (1) most of the students dealt with English as a scary subject since they believe it is difficult; (2) they are not motivated since their previous English learning experiences were boring and monotone; and (3) students do not know what they would do with English for their future jobs. Consequently, the researcher believed that it was important to bring to them different, attractive and experiential learning activities through authentic materials which in turn will open-up their motivation and views of success in the future.

Project-based learning (PBL) is a method that places a project as the core activity. Here, the students learn through experience bypassing some authentic steps and sequences of processes to finish their project. The project can be used as a tool to make the student learn something. This method is believed to change the Manajemen Dakwah Department Students' (MDDSs) view towards the boredom of English learning. In the research studies, Stripling et. al. (2009) defined PBL as the instructional strategy of triggering learners to grab cognitive competences by themselves and to demonstrate their comprehensions through many different models. Later, their research notified PBL as an inquiry process that is based on interest and need, which begins by raising curiosity in the form of ideas or questions. Furthermore, PBL exists or is implemented when the participants are engaged in the real situation with authentic materials that trigger their creativity and totality to grab the goal with full motivation (Stripling et. al., 2009).

Some possible challenges appear when the teacher implements PBL inside the class, such as time management, expertise, student's attitude and resources. Time management is the earliest challenge for the teacher since he or she must manage the fixed timetable for the implementation of the steps in the project. This situation was studied by Grant (2011) in his case study report. He stated that it is

not simple for the lecturer to wrap all the needed contents and materials inside the time frame. As the project's designer, the teacher must facilitate the students with a clear time schedule in order to help students to be able to manage and control the project's time estimation well. The challenge of owning a fixed-time schedule or frame may be tricky when compared to a traditional setting. In the traditional setting, the managed schedule is likely to be ordered well; however, in the PBL setting, some flexibilities need to be thought so that the managed times can be used to prepare for unexpected situations, such as obstacles in students' communication, limited sources, etc.

Nowadays, the English language classroom is very different from the classes in the mid to late 20th century, where the learning experience using authentic material to solve real-life challenges is needed to have existed in class for 21st-century education. Eaton (2010) mentioned some points that characterise the existence of the 21st-century language classroom, which are: (1) clear, provable demonstrations of learning; (2) frameworks, benchmarks and other asset-based approaches to assessment; (3) individualised, customisable and student-centred approaches. The introduction of PBL was carried out two decades ago as a key to promoting student-centred models in second language learning (Beckett & Miller, 2006); (4) proving the value of language learning through stories and speech; (5) employing ICT in learning language; (6) connecting language learning to leadership skills; and (7) depicting the impact of funding investment on students, communities and the world. In conclusion, it can be understood that the centre of the English education in the era of the twenty-first century is not about grammar drilling, memorising many things and studying from rote, but it is about applying language as a tool to communicate with the understanding on the cultural context and the use of technology. Furthermore, language nowadays is used to overcome the obstacles in real life.

The existence of technology in life is very beneficial, since technology makes people's life become easier and easier. Thus, people optimise the use of technology in many fields to assist their life. In the area of English language teaching, technology also plays an important role. Therefore, an education institution that does not use technology can be considered as an outdated one. Kettle (2018) stated that 'with the advent of sophisticated technologies, it seems pretty outdated if the faculty and officers concerned do not provide students with new and interesting technologies of language learning and practice'. Dealing with this, it needs the active role of language teachers to make the technology exist in learning. Cairncross and Mannion (2001) argued that 'multimedia has the potential to create a high-quality learning environment'. In addition, the idea from Tonogbanua (2018) mentions that 21st-century education has stressed on the importance of information, technology and media skills to achieve success as 21st-century learners. Hence, the researcher promoted the Muvizu application software to make students familiar with language through technology.

Muvizu is a multimedia application that enables the user to create cartoon videos instantly. It is because the character, the physical movement and the setting, including the background and camera setting, and some effects, including sound and movement, are already present. The Muvizu application software is flexible and matches the movie director's needs. This software is available online and offline. Moreover, this application may raise students' motivation in learning English together with other skills.

Motivation is an abstract effective variable in language learning (Bernaus & Gardner, 2008). It is described as the quality of psychology that enables students to reach their goal and to master the language (Eagly & Chaiken, 2007). Brown and Abeywickrama (2019) explained that motivation is a level where students are extrinsically and intrinsically motivated to accomplish a certain activity. Hence, many kinds of research have shown that motivation has a large positive correlation with students' success in language learning as a consistently strong predictor (Masgoret & Gardner, 2003).

Due to the many kinds of research regarding motivation, the divisions of it are varied, which include integrative and instrumental motivation as well as intrinsic versus extrinsic motivation. Gardner (2010)

mentioned that someone who possesses integrative motivation is characterised as follows: firstly, s/he has strong motivation to finish or do something; secondly, s/he has an accepting and open approach to different or even new cultural groups with strong emotional interest to the speakers of the language; and thirdly, s/he has a positive perception and attitude to the learning situation. Whereas instrumental motivation deals with the potential or pragmatic utilitarian that is gained from achieving L2 proficiency, such as being able to read technical material, to translate documents or gain higher social status (Norris-Holt, 2001).

By employing Muvizu in the teaching and learning of English in the Manajemen Dakwah department at UIN Mataram, the students would have a lot of experience using technology, challenge their creativity to create movies and learn religion. The important factor is that students would demolish their perception that learning English is boring, monotone, not challenging, not motivating, providing fewer learning experiences, and using outdated teaching methodology. Furthermore, as the State Islamic University, UIN Mataram, must integrate Islamic values inside the English language teaching. This article discusses how the researcher integrates Islam and ICT using Muvizu as a PBL to promote students' English learning motivation in 21st-century education.

2. Method

The present research is a descriptive quantitative study involving 132 students of the Manajemen Dakwah department (bachelor programme) of UIN Mataram who had been chosen since they were attending English class (two credits) in the first semester and they did a project to create a cartoon movie with the Muvizu application software with the following criteria: (1) making a cartoon movie where in the character recites a hadith in their original voice and (2) reciting the hadith in English in the movie. They studied English in the odd semester of the academic year 2018–2019 and passed the English I programme. All of them finished the project and submitted it on their website blog and YouTube channel. MacPhail (2013) says that descriptive research is applied to obtain information related to phenomena through which the survey data are collected and which searches for connections between variables.

In the present study, three instruments were used to gather data; they are observation, interview and questionnaire. Observation was implemented to investigate students' activities in finishing the project using the Muvizu application software. The interview was held to dig more in to the students' responses. The questionnaire was administered to students for knowing the impacts of the Muvizu application on students' motivation, students' religion learning, English learning and academic advisory outside the class. Creswell and Poth (2018) asserted that the questionnaire starts with the demographic or personal questions that respondents can easily answer, and who are committed to complete the form. The questionnaire was administered to 132 MDDSs with the schedule presented in Table 1:

Table 1. The schedule of the research

Date	Activity	Place	Instrument	Numbers of Learners
November 2018	Workshop on creating English hadith recitation cartoon movie using Muvizu	Room 4, MDD, FDIK, UIN Mataram	Muvizu Modul and PowerPoint	132
December 2018	Administering the Project and project consultation	Room 6a and 6b, MDD, FDIK, UIN Mataram	Muvizu, hadith and its English translation recitation record	132

January 2019 Questionnaire administration Room 6a and 6b, MDD, FDIK, UIN Mataram Questionnaire 132

Data obtained were analysed through the theory of Dai and Stenberg (2004), which discusses the relationship between students' motivation in the language learning process. The questionnaire results are analysed in the form of a percentage which is aimed to meet the research objective.

3. Results

The results of this research are described in the following section with some points, such as software availability and accessibility, students' motivation, impacts of the Muvizu application on the ESP class, learning Islam experience and lecturer's academic service outside the class.

Table 2. The accessibility and availability of Muvizu

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	It is easy to get Muvizu	20.2	70.2	8.6	0
2	It is easy to install Muvizu	15.8	80.6	3.6	0
3	I have no difficulty to operate Muvizu	23.5	65.2	12.3	0
4	The feature in Muvizu is complete	10.9	86.5	2.6	0
5	I do my English hadith recitation movie project independently	5.7	85.0	9.3	0
6	I discuss with friends before submitting the project	30.3	63.7	7.0	0
7	I consult my problem with the lecturer	8.9	89.3	1.8	0

Table 3. Students' motivation and Muvizu implications in ESP class

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
8	I don't want to be late for submitting my project	25.7	73.3	2.0	0
9	I am proud of my movie creation	56.6	53.4	0	0
10	I am happy when I can finish my movie project	45.9	60.6	3.5	0
11	This project motivates me to speak English better with good accent	3.8	79.8	16.4	0
12	This project helps me to be more creative, knowledgeable with ICT, and curious with English	35.8	60.4	3.8	0
13	I am happy if my friends and lecturer watch my English video creation	40.1	58.2	1.7	0
14	I practice English for dubbing my movie anytime and anywhere	7.8	86.2	6.0	0
15	This project equipped me with multiple skills: English, Islamic knowledge, and ICT	70.4	29.6	0	0
16	This project avoids boring to learn English	30.3	64.3	5.4	0

Table 4. Students' learning religion experience

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
17	I understand more on hadith and its translation in English	3.7	78.5	17.8	0
18	I remember the hadith that can be beneficial for my future career	9.3	80.2	10.5	0
19	I can recite the hadith English translation better than before	21.8	76.2	2.0	0

Table 5. Lecturer's academic service outside the class.

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
20	Lecturer advise by giving movie example pushes me to create better movie project product	13.9	83.5	2.6	0
21	Lecturer feedback on my trial project product on English pronunciation and grammar help me to improve my English	24.9	70.4	5.7	0
22	The lecturer has provided students with new English learning experience with both Islam and ICT skills	6.5	84.8	9.7	0
23	The lecturer is supportive to help students achieving the project goal	7.3	90.6	2.1	0

4. Discussion

Based on the data, it is found that there are some interesting discussions, which are categorised into some great themes; they are the accessibility and availability of Muvizu, students' motivation and Muvizu implications in English class, students' experience of learning Islam and lecturer's academic service outside the class.

According to the data, about 90.4% of the respondents said that the Muvizu application is easy to get. They also commented that this application is freely downloaded from many websites in www.google.com. On the other hand, the lecturer provided the softcopy for all students in the class. Furthermore, the lecturer also helped students by giving the tutorial to install the Muvizu software in each student's notebook and computer. About 96.4% of the students in the class said that the installations are very easy. However, 3.6% of the students found a different way where in they were stuck in some steps of installations. They tried to install many times but finally failed at the end. Hence, they (98.2%) asked the lecturer for support to solve the problem as mentioned in the questionnaire. The lecturer found that the problems were not with the software, but they were because the students' notebooks did not support the Muvizu application. Some of them had notebooks that did not match the .NET framework, some Windows versions do not support the Muvizu software, some notebooks were infected with the virus and some notebooks did not have enough memory storage. The lecturer then gave a solution which made all notebooks compatible with Muvizu. This is why about 97.9% of the students stated that the lecturer was very supportive in helping students finish their projects.

In terms of difficulty in Muvizu operation, 12.3% of the students stated that the software was difficult to operate. After the lecturer investigated further, the difficulties were caused by the unfamiliarity of some students to operate a computer, especially Muvizu, where in the instructions are all in English. On the other hand, 97.4% stated that the Muvizu application is believed as the application that has complete features. This was why only 2.6% disagree, which means that there was a decrease in the percentage of those who found it difficult to operate the Muvizu application. The decrease might be when they were helped by the complete features of this software.

The completeness of the software features triggers students' autonomy in learning hadith. It was proved by 90.7% of the students that they did English hadith recitation movie projects independently. While few students (9.3%) stated that they were still dependent on others like a lecturer, other students, tutorial videos, sample videos, etc. The students' autonomous learning experiences also triggered them to not only depend on themselves or the lecturer, but to be more active by discussing the project with friends. The number tabulated that about 94% of students did the same and 30.3% of

students discussed the project before its submission. The rest (7%) stated that they did not. Considering the accessibility and availability of the Muvizu software, it can be mentioned that this application helped students to be autonomous learners in finishing the project since it is easy to operate, has complete features and triggers students to be independent of the lecturer.

The overall result of the questionnaire in terms of accessibility and availability of the Muvizu states the students are well motivated by instrumental motivation (Gardner, 2010). Students' feeling and perspectives towards the Muvizu and the project was good since the students were helped in downloading the Muvizu software, it is easy to install and operate and it has complete features. In addition, the lecturer's instrumental motivation (Gardner, 2010) was supportive in solving the problem to finish the project. On the other hand, it also showed the existence of extrinsic motivation (Brown & Abeywickrama, 2019) that boosted students' mood to finish the project.

The second category that was discussed in the questionnaire is students' motivation and Muvizu implication in English class. The data mentioned that 25.7% of the students do not want to be late to submit the project. Based on the personal interview, it was found that they enthusiastically wanted to show their project creation. As also stated in the second point in the questionnaire, it was found that about 56.6% of the students strongly agree and are proud of their project creation. No one stated being upset towards the project. Students (98.3%) also mentioned that they were happy when the other students watched their project. Only 1.7% stated that they felt shy to show their movie project to others. About 1.7% of the students did not mean they were not motivated to create and finish the project, but it was about their mentality for not being confident. Furthermore, in order to be good in English class, 94% of students did the project anytime and anywhere as the Muvizu application is flexible.

Most of the students expressed great enthusiasm towards the Muvizu project. It can be seen from the questionnaire results that 94.6% of students enjoyed the class, since this project removes the disinterest of learning English. In addition, most of the students (98.3%) enjoyed creating videos in English. Moreover, students believed that they gained many benefits by learning English in the following methods: learning multiple skills at once (English, Islamic knowledge and ICT) – that was about 100%; improving creativity and curiosity – that was about 96.2%; and improving the English-speaking accent – that was about 83.6%. By reviewing the results of the questionnaire, it can be found that students were motivated with an above 90% average with the Muvizu application. This motivation had large implications in the English class, since the project submission was punctual due to students' motivation of not being late and the learning circumstance was not boring.

Discussing on the students' motivation and Muvizu implications in English class as the quantitative data have been described above, extrinsic motivations (Gardner, 2010) were reflected by students' need to be acknowledged publicly through creating the best project product. They would be happy when classmates congratulated them. Also, they show intrinsic motivations as they felt the benefits to do the project to acquire additional skills for future success including English, ICT and Islamic knowledge. This motivation of course improves the students' English achievement (Weda, 2018). Specifically to the students' English ability, the students learned a lot the grammar and pronunciation which improved their further confidence to use English. Consequently, those also reflect integrative motivations that instrumentally shaped them for not being late to the class and submitted the project (Brown & Abeywickrama, 2019).

The further questionnaire category on the students' learning Islam experience, 82.2% of students understood more hadith and its English translation. While the 17.8% were not, it was because they just copied and pasted the hadith and the translation to the Muvizu project. On the other hand, still in the process of creating the project, students recite the hadith and English translation which made 98% of students better in recitation. They recite the hadith again and again for hadith recording to acquire

the best voice record which also trained them to imitate the correct hadith recitation from the internet. Consequently, as the students repeat the recitation many times, it made 90.1% of students remember the hadith and its translation which will give benefit for their possible future career as teacher or preacher. Hence, with the average percentage above 85%, students learning Islam experience was absolutely developed more with Muvizu application. Here, students found the intrinsic motivation (Gardner, 2010) as students who believe in Islam who needs to comprehend it deeper, and as students who study in Islamic university that publicly understood as good Islamic learners and can apply it, underlies students' spirit to finish the project. Moreover, students wanted to be successful preachers in the future which extrinsically motivate them to improve their recitation quality.

The last category which was discussed is about the lecturer's academic service outside the class. This category refers to how the lecturer's attitudes (attention, treatment and feedback) boosted students' motivation to learn English. One of the lecturer's services to the students is advising on better movie projects which result in 13.9% of students strongly agreed and satisfied with the lecturer's advice. 83.5% of students agreed that the advice triggers them to improve the quality of the project product. Then, only 2.6% felt that the lecturer's advice did not give any impact. The next category is the lecture gave feedback on the students' trial project products on their pronunciation and grammar. The questionnaire result showed that 95.3% (24.9% strongly agreed and 70.4% agreed) students believed that their grammar and pronunciation in the final project product had improved better than in the trial project product. While only 5.7% of students disagree that there were grammar and pronunciation improvement. In the case of creating a new English learning experience, this project impressed 6.5% of students to state strongly agree and 84.8% agreed. On the other hand, 9.7% of students explained that they learned both English and technology but not really for Islam since they had just recited and translated a hadith. The others mentioned that the hadith was needed to comprehend the meaning of learning Islam. A summary of the discussion of the lecturer's academic service outside the class states that the students thought that the lecturer was supportive in helping students achieve the project goal as stated by the questionnaire (7.3% strongly agreed and 90.6% agreed).

The above data have explained that the lecturer's supportive attitude including giving advice, feedback, and help became instrumental motivation to the students (Brown & Abeywickrama, 2019). Also, the lecturer provided a new instrument to teach English in a different learning experience. The wants of the students to ask for help from the lecturer also pictured integrative motivation (Brown & Abeywickrama, 2019) where students showing a positive attitude towards the project.

The 21st-century education classroom settings, skills and competences were depicted through English language learning through the Muvizu PBL. The managed class setting showed (1) clear modelling by the lecturer, (2) assessment based on the Islamic hadith benchmarking product, (3) independent work to accomplish the project, (4) proving the value of language learning through hadith recitation and the grammar-translation product, (5) the use of technology in language learning, (6) the improvement of self-esteem for being disciplined towards the duty and the students' future and (7) students' products as Islamic English knowledge. The following competences were stated by the Human Resources and Skills Development Canada: (1) thinking competence to choose the feasible hadith and ways to accomplish the project, (2) computer competence to manipulate and produce the best movie product and (3) cooperative competence since they had worked together with the suggestions and advice from classmates and lecturers. In short, they had (1) triple knowledge: English, Islam and ICT; (2) creativity training by designing and managing pictures, voice recordings, as well as hadith and translations; and (3) experience to work collaboratively with others and without bad competition.

5. Conclusion and Recommendations

The conclusions that can be grabbed from the study are: First, a lot of benefits could be taken by the students as they learned English, Islam, and ICT simultaneously. Second, Muvizu Project-Based Learning (PBL) in English class had promoted students' intrinsic and extrinsic motivation as well as integrative and instrumental motivations. Third, the Muvizu PBL had depicted the expected 21st-century education classroom setting, competences, and skills. Though, the numerical skill was not taught in the class. Fourth, all good students' responses and attitudes toward the class management may raise the public interest to study at *Manajemen Dakwah* Department and UIN Mataram. Furthermore, as the most influential factors toward the improvement of students' motivation in learning had not yet been investigated, the later research was expected to concern with that.

Dealing with the results of the present research, there are some recommendations: first, the university should develop curriculum which elaborate multiple skills to equip students with readiness for 21st century competition; second, the teachers should be open minded on the emergence of new knowledge and trend which they should insert in the process of teaching; and third, the students must welcome all information and knowledge that are beneficial for their future.

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