



INVESTIGATING AND CORRELATING STUDENTS' PERCEPTIONS, INTERESTS, AND ATTITUDES TOWARD THE IMPLEMENTATION OF PROJECT-BASED LEARNING THROUGH YOUTUBE VIDEO PROJECT IN LEARNING ENGLISH

Bidzlamira Dita Centrisia¹, Khoirul Anwar², Nirwanto Maruf³

^{1,2,3}*Master's Program in English Education, Universitas Muhammadiyah Gresik, Indonesia*

*Corresponding author: bidzlamiraditacentrisia26@gmail.com

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Abstract - This study aims to examine and correlate students' perceptions, interests, and attitudes toward implementing Project-Based Learning (PjBL) through YouTube video projects in English language learning. Using a mixed-methods design, this study combined quantitative data from questionnaires with qualitative data from semi-structured interviews. Participants consisted of 70 eleventh-grade students from SMAN 1 Pacitan who had been involved in YouTube-based PjBL activities during English language teaching. The questionnaire was designed to assess three main constructs: perceptions (cognitive, affective, conative), interests (individual, situational, topic-based), and attitudes (cognitive, affective, behavioral). Prior to data analysis, the instrument was subjected to validity and reliability tests. All items were deemed valid based on the item-total correlation value, and the reliability analysis yielded a Cronbach's Alpha coefficient of 0.976, indicating excellent internal consistency. The findings revealed that students generally responded positively to the integration of YouTube-based PjBL, considering it an innovative and engaging approach that increased their motivation and participation in English language learning. Students also reported increased interest, particularly in producing creative content and collaborating with peers. Attitudinal responses indicated greater confidence, enjoyment, and willingness to communicate in English. Overall, the implementation of YouTube video projects within a PjBL framework proved effective in fostering a more dynamic and student-centered English learning environment. The study suggests that the integration of digital media, when aligned with project-based methodologies, has significant potential to enrich language teaching and enhance 21st century skills.

Keywords: *Project-Based Learning; YouTube video project; students' perception; interest; attitude*

INTRODUCTION

Learning in the twenty first century requires collaborative, communicative, and creative skills in order for teachers to develop creative strategies that keep students interested, enjoy, and engaged in learning activities during the process especially in teaching and learning English for senior high school level (Rohmi, & Wahyuni, 2023; Saragih, et al., 2024; Arifin et al., 2022). Project-Based Learning method, abbreviated as PjBL is one of the effective strategies for achieving twenty first century skills because it can improve students' communication and collaboration skills (Ibrahim & Ismail, 2023; Rehman et al., 2024). Project Based Learning is a teaching approach designed to

provide students with opportunities to develop knowledge and skills through engaging projects that focus on challenges and problems they may face in real life (Almulla, 2020; Hussein, 2021; Maruf, 2023). This strategy encourages students to work together, solve real-world problems, and develop critical thinking skills (Goshu, & Ridwan, 2024; Williamson, 2023). Project-based learning (PjBL) is an important method for learners' character development because it provides them with the opportunity to learn through experience. The focus method lays on learners' activities to make a product (design, writing project, art project, technology project) by applying research, analysis, creation and presentation skills based on authentic

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learning experiences (Hsbollah, & Hassan, 2022; Yamin et al., 2023; Ulyah et al., 2021).

Among the various projects in the implementation of the PjBL method, video-making project can be one of the challenging projects to improve learners' English skills (Busman & Abdul, 2019; Baron, 2021). The use of video-making projects as PjBL practices also improves learners' English communication skills by instructing them to use English in expressing ideas and discussions when they work together in groups so that they can improve their speaking, listening, writing, and reading skills (Meinawati et al., 2024; Hairuddin & Irmawati, 2023). Khairissa et al. (2018) conducted research about creating a video project as a speaking activity in the classroom for first grade of Senior high school, these videos project collected then uploaded to YouTube by the teacher, so the students had already produced some videos as the result of their understanding of learning. They might give feedback to each video, either giving comments or critics. They might share the video on social media to get more viewers and feedback.

Pratumchat & Yimwilai (2021) conducted research about enhancing the English-speaking skills of EFL students through digital project-based learning (PjBL) in 12th grade students at Setthabut Bamphen School – a high school in Bangkok. The purpose of this research was to explore the effects of DPBL on the English-speaking skills of higher speaking-proficiency students and lower speaking-proficiency students, to investigate students' opinions about teaching speaking through digital project-based learning. The researcher also integrated using technology such as YouTube. The students asked to make project “we are the Youtubers” then presented advertisement through YouTube. The result showed that there was significant different between pre-test and post-test of mean score from higher and lower speaking-proficiency students. Then, the results of the questionnaire showed that students had very positive opinions about speaking learning through digital project-based learning. However, the students faced challenges that they had to speak in English even they were not good at English then their friends are willingness to help others to solve the problem, it concludes that using this method can improve learners' collaborative learning environment. The other challenge is time limitation during the learning process. It can be concluded that using digital project-based learning is a good method of teaching to improve students' speaking skills.

According to previous study stated that making video projects including Vlogs has become an effective tool in language learning. Videos can give real-life context, models of correct pronunciation and various situations. A popular category for vlogs on various video platforms is YouTube. YouTube is the most popular video sharing platform on the internet. This platform is very popular among various age groups, including children and adults. On YouTube, users can upload, watch, search, and participate in various activities such as discussions and Q&A sessions on various topics (Alawadh et al., 2023; Qotrunnada et al., 2022; Maruf & Helingo, 2022) YouTube is a form of entertainment that conveys stories through sound and a series of images, creating the illusion of continuous movement (Vizcaíno et al., 2021; Maftukah et al., 2023).

Based on the previous studies on YouTube video projects has always been associated with language skills only to improve English skills such as speaking, listening, reading and writing. In fact, learning experience is much more important and has a great influence on the potential for improving learning. Studies on learning experiences, interests and attitudes have not been widely seen. Because studies on learning experiences, interests and attitudes are very important for success, for example, students' who have positive perception about something, it means that they have good personal experiences. This is also in line with Yuhariah & Syafryadin (2023) stated that a person's perspective is shaped by their personal experience and knowledge, then it will make an individual having willingness to learn something because they have interest with that. Positive interest can encourage learners to learn new things and help to achieve the learning goals itself (Lamb & Arisandy, 2020; Shopia et al., After students have positive perception and high interest in something, they will show the reaction to it, how they react toward something. That is called attitude. Attitude is an important determinant of human behavior to react. Therefore, people who have a positive attitude towards a certain object or situation will show enjoyment (like), while people who have a negative attitude will show dislike. If students have good (positive) perceptions as well as high interest and a positive attitude towards learning, then within them there will be a desire or motivation to achieve success (Mulyana et al., 2013). It means that those three aspects are interconnected.

People's perceptions as output, including their evaluations, memories, and impressions, which are

developed through personal knowledge and experience, what is meant by that sentence is a person's perspective is shaped by his or her personal experiences and knowledge (Flusberg, S. J., Holmes, K. J., Thibodeau, P. H., Nabi, R. L., & Matlock, 2024; Yuhariah & Syafryadin, 2023). Perceptions formed from experience are difficult to change because a person feels more impressed when experiencing it (Kim, S., & Choudhury, 2021; Olbata, Y., Fatmawati, R., & Tiran, Y., 2022). Perception usually involves observing a particular situation or environment. Perception can be a mental image, idea, or understanding of environmental components through physical experience, or it can be a physical experience understood in the context of experience and limitations (Kersting, M., Haglund, J., & Steier, 2021; Anggrarini & Faturokhman, 2021). According to Barber & Legge (2017) stated that perception is a way of receiving, collecting, obtaining, changing and organizing information that comes from human senses, and can be in the form of sight, hearing, smell, taste and touch. Perception is the act of observing a specific situation through the use of senses such as sight, hearing, touch and etc.

There are two types of perception that come from the interaction between a person and an object. Positive perception is a positive view of all information and knowledge, both known and unknown. Furthermore, positive perception refers to a positive interpretation that humans use to evaluate something in their environment. In this case, a positive perception leads to acceptance and support for the perceived object. Negative perception is the perception of information (known or unknown) as something negative or inconsistent with the perceived object. In other words, negative perception is the result of human judgment of something around them. In this case, if someone has a negative perception, he will reject and oppose any perceived effort (Sunjayanto & Basuki, 2022).

Interest in learning is an important aspect in the educational process. Without enough interest, learners may be bored in studying a subject or even neglect it. Learners who are enthusiastic about learning tend to perform better in exams and assignments. Educators must foster a learning environment that encourages students to take a keen interest in their studies Yusup, 2023; Maruf & Halyna, 2023). In addition, positive interest can encourage learners to learn new things and help to achieve the learning goals itself. It becomes a problem for teachers in the classroom when students show low interest in learning which will

affect student engagement during learning activities in the classroom. Loss of interest in participating in class activities can make the classroom situation and atmosphere uncomfortable (Shopia et al., 2022). However, teachers need to have a creative strategy to make learners interested and enjoy the activities in the classroom.

Ainley et al., (2002) Interest in learning is categorized into three types: individual, situational, and topic interest. Individual interest is a stable tendency to focus on specific subjects, such as students naturally drawn to English. Situational interest arises from environmental factors, like task organization or real-world relevance, influencing engagement. Topic interest emerges when a particular subject is introduced, blending individual and situational aspects. It plays a crucial role in education, as teachers assign topics suited to students' levels and experiences. Understanding these categories helps educators foster curiosity and motivation, making learning more engaging and meaningful for students across different contexts.

According to Tin Bee Tan (2016) in (Shopia et al., 2022) Students' interests are shaped by two components: valence related to feelings (emotions) and valence related to values (cognition). Feelings influence engagement, such as learning through YouTube, while values reflect the knowledge gained. These align with the three-dimensional view of interest: values, feelings, and knowledge. Individual interest involves personal engagement, whereas situational interest arises from external factors. Affect-related interest is measured personally, while value-related interest is impersonal, emphasizing general importance. Perceived competence (knowledge) influences how students process information. Understanding these components helps educators foster interest by balancing emotional engagement and cognitive value in the learning process.

Language learning attitude refers to a person's tendency towards his efforts in learning a language. Attitude can be defined as a person's tendency to respond to something (ideas, objects, people, situations) positively or negatively. Attitude is a person's readiness or tendency, or the action a person takes when faced with a particular object or situation. Attitudes are classified into two, there are positive and negative attitudes. In a positive attitude, the tendency is to approach, like, and gravitate toward a specific object. In terms of negative attitudes, there is a greater tendency to avoid, hate, and be unfaithful to a specific object. Person will behave positively if the object is

considered good, but he will behave negatively if the object is considered bad (Fitria et al., 2022).

According to Orfan (2020), Attitudes toward language learning consist of three aspects: cognitive, affective, and behavioural. Cognitive attitude involves a learner's beliefs, values, and understanding of the language, progressing through stages like knowledge application and evaluation. Affective attitude is based on emotions and feelings, influencing learners' perspectives on the target language. Behavioural attitude refers to intended actions toward the language, where a positive attitude leads to enthusiasm and engagement, while a negative attitude results in disinterest. These aspects shape learners' motivation and success in language acquisition, highlighting the importance of fostering positive attitudes for effective learning experiences.

Putri et al., (2023) conducted research for students of class XI DKV 1 SMKN 4 Semarang through Video upload project on YouTube on news item material. The design used class action research (CAR). The result showed that students' English-speaking skill improved. The researcher suggested that the integration of technology, especially the use of YouTube, has proven effective in improving the English-speaking skills of class XI DKV 1 student. The use of technology, especially YouTube, can support the learning process. But it is still necessary to give special attention to students who need additional guidance, especially for students who get scores below the KKM. Additional guidance or support programs can help them achieve the desired standards.

Maftukah et al. (2023) investigated the effectiveness using vlogs as a project-based learning medium to improve English speaking skills for the topic Asking for and Giving Opinion using CAR for vocational high school. The result showed that there was an improvement, and the students became more active in project planning, presenting project progress, giving and receiving feedback. The researcher said that Vlogs and YouTube serve as modern and engaging tools for enhancing speaking skills by providing authentic contexts, accurate pronunciation models, and a variety of situations for language practice.

In this current research, the objectives are investigated and correlate students' perceptions, interests and attitudes toward the implementation of Project-Based Learning through YouTube video project in learning English. From the explanation of the research background above, this research questions: (1) What are the students' perceptions, interests, and attitudes toward the implementation

of Project-Based Learning through YouTube video project in learning English? (2) Are there any significant correlation among students' perceptions, interests, and attitudes toward the implementation of Project-Based Learning through YouTube video project in learning English?

METHOD

This research used a mixed method. It was a sampling technique that involves the collection of quantitative and qualitative data, a combination of both data sources, and the use of multiple designs (Creswell, 2014). Combining approaches will produce useful and complementary details (Johnson & Burke, 2019). Integrating two or more methods in research will increase confidence in obtaining valid results and not just a matter of methodological artefacts (Bouchard, 1976) in (Syahril et al., 2021). The quantitative method was chosen because the researcher wanted to find out the students' perception, interests, and attitudes toward the implementation of project-based learning through YouTube video project in learning English. Then, the researcher used correlation because the researcher wanted to describe the correlation among those three variables. Therefore, the researcher used survey (correlational study). Then, followed by using qualitative method to enrich the findings by conducting interview to respondent and record all of the result.

The population of this research was the students of 11th grade at SMAN 1 Pacitan. There were eight classes consisting of 35 students of each. So, the total population is 280 of 11th grade students. The researcher used a purposive sampling method because the sampling was based on the criteria of the population known previously. This criterion was considered important for a specific study (Pandey, 2021). The criterion was the school which has already implemented project-based learning through YouTube video project in learning English especially the teacher has already implemented for the 11th grade students. The sample of this research was taken from 2 classes of 11th grade consisting of 35 students of each.

Instrument is tool for collecting the data. The researcher used a questionnaire and interview. The questionnaire will consist of 3 types of questions that are: students' perceptions, interests and attitude toward the implementation of project-based learning through YouTube video project. The questionnaire was designed as a Likert Scale. It usually ranges from 1 to 5, with 1 representing "Strongly Disagree," 2 representing "Disagree," 3 representing "Neutral", 4 representing "Agree,"

and 5 representing “Strongly Agree.” The Likert scale is very useful for finding out a person's opinion, perception, or attitude towards a phenomenon that occurs (Fitria et al., 2022). The questionnaire was made by researcher by looking at the aspect of those 3 variables and there were 10 questions of each. To support the questionnaire given before, the researcher also used semi-structured interviews. The researcher delivered some questions for 4 interviewees taken from each class. The question was also made by researcher by looking at the aspect of the 3 variables. The questionnaire was filled in by 11th grade students by using Google form and distributed through WhatsApp. The researcher sent the link to the chief of class then they shared it with WA class’s group. The researcher also needed help and supported from the English teacher who teaches the chosen class. The researcher gave them questions of interview, then recorded and arranged them in script form.

After the data was collected through the questionnaire, the researcher analyzed it using descriptive statistical analysis for each variable. The researcher used validity and reliability to check whether the item is valid or not. Then, the researcher correlated those three variables that were students’ perception, interest and attitude using correlation to find out the correlation among them.

For the interview data analysis, the researcher used data display and data drawing. In data display, the researcher analyzed the data in detail by making transcriptions and narratives based on the interview results. Furthermore, the researcher narrated all information based on the interview results and reviewed the data from students' perceptions, interests and attitudes. In data drawing, the researcher drew conclusions from the interview data. The conclusions provided a clear explanation of students' perceptions, interests and attitudes toward the implementation of Project-

Based Learning through YouTube video project in Learning English. The researcher made conclusions related to the findings and theories. The data were analyzed based on facts and the researcher's interpretation. The data results were used to complete the questionnaire results, answer research questions, and formulate data into discussion results.

RESULTS AND DISCUSSION

Students’ perception (X)

These results of the descriptive statistical analysis provide an overview of students’ perceptions (X), toward the implementation of project-based learning through a YouTube video project in their English classes.

Table 1. *Descriptive statistics of students’ perception*

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
X1	70	4.00	1.00	5.00	3.7714	1.10560	1.222
X2	70	4.00	1.00	5.00	3.5571	1.11167	1.236
X3	70	4.00	1.00	5.00	3.6714	1.00320	1.006
X4	70	4.00	1.00	5.00	3.6143	1.12021	1.255
X5	70	4.00	1.00	5.00	3.6571	1.03400	1.069
X6	70	4.00	1.00	5.00	3.6000	1.09545	1.200
X7	70	4.00	1.00	5.00	3.7143	1.15649	1.337
X8	70	4.00	1.00	5.00	3.7286	1.07571	1.157
X9	70	4.00	1.00	5.00	3.6429	1.10382	1.218
X10	70	4.00	1.00	5.00	3.5000	1.24819	1.558
TOTAL X	70	40.00	10.00	50.00	36.4571	8.99224	80.860
Valid N	70						

Student perception in this study encompasses three psychological components: cognitive, affective, and conative aspects. The cognitive aspect refers to students’ understanding and beliefs about the learning method; the affective aspect relates to their emotional reactions such as enjoyment or excitement; and the conative aspect involves motivation, intention, and behavioral

tendencies toward learning through the YouTube video project. Based on the descriptive statistics from 70 respondents, the overall mean score for student perception (TOTALX) was 36.46 (SD = 8.99) on a scale from 10 to 50, indicating a generally positive perception toward the implementation of project-based learning through YouTube.

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The item with the highest mean was X1 (M = 3.77), likely representing a strong initial acceptance or cognitive approval of the project-based model. This shows that students cognitively understood and supported the learning method. The lowest score was found in X10 (M = 3.50), possibly related to long-term belief or sustained motivation, suggesting a slight decrease in conative response as the project progressed. Overall, the mean values of all ten indicators ranged from 3.50 to 3.77, which indicates consistent responses across components. The low

standard errors (ranging from .11991 to .14919) also suggest that student responses were relatively homogeneous, showing a shared perception across the group.

Students' interest (Y)

These results of the descriptive statistical analysis provide an overview of students' interest (Y), toward the implementation of project-based learning through a YouTube video project in their English classes

Table 2: *Descriptive statistics of students' interest*

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Y1	70	4.00	1.00	5.00	3.4286	1.11084	1.234
Y2	70	4.00	1.00	5.00	3.7571	1.02767	1.056
Y3	70	4.00	1.00	5.00	3.8429	0.98739	0.975
Y4	70	4.00	1.00	5.00	3.7857	1.10195	1.214
Y5	70	4.00	1.00	5.00	3.6571	1.16576	1.359
Y6	70	4.00	1.00	5.00	3.8714	1.07571	1.157
Y7	70	4.00	1.00	5.00	3.7571	1.05550	1.114
Y8	70	4.00	1.00	5.00	3.7000	1.04048	1.083
Y9	70	4.00	1.00	5.00	3.7286	0.99158	0.983
Y10	70	4.00	1.00	5.00	3.6571	1.20248	1.446
TOTAL Y	70	320.0	18.00	50.00	37.1857	8.49432	72.153
Valid N	70						

Student interest in this study consists of three key components: individual interest, situational interest, and topic interest. Individual interest refers to a student's inherent preference and long-term engagement with English learning. Situational interest is temporary and triggered by external factors such as learning context or activity format. Topic interest relates to the degree of engagement students feel toward a particular subject or theme presented in the learning process. In this research, the overall mean score of students' interest (TOTALY) was 37.18 out of 50, with a standard deviation of 8.49, suggesting that students demonstrated generally high and consistent interest toward the implementation of project-based learning through the YouTube video project.

Among the ten items analyzed, the highest mean score was found in Y6 (M = 3.87), indicating that students were especially interested in specific elements of the project possibly the novelty or freedom of creativity offered by YouTube-based

tasks. Meanwhile, the lowest mean was observed in Y1 (M = 3.43), which may reflect a more variable or neutral response toward their individual predisposition to English learning in general. Other items, such as Y3 (M = 3.84) and Y4 (M = 3.78), also reported high scores, demonstrating that the context and topic of the learning tasks captured students' attention effectively. The consistent means (ranging between 3.43 and 3.87) and relatively low standard errors show a coherent pattern of moderate to high interest across all students, suggesting that the YouTube project format positively influenced various dimensions of their engagement.

Students' attitudes (Z)

These results of the descriptive statistical analysis provide an overview of students' attitudes (Z), toward the implementation of project-based learning through a YouTube video project in their English classes.

Table 3: *Descriptive statistics of students' attitudes*

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
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Z1	70	4.00	1.00	5.00	3.6429	1.12978	1.276
Z2	70	4.00	1.00	5.00	3.8286	0.99231	0.985
Z3	70	4.00	1.00	5.00	3.7429	1.03119	1.063
Z4	70	4.00	1.00	5.00	3.8000	1.09809	1.206
Z5	70	3.00	2.00	5.00	3.9286	0.93749	0.879
Z6	70	4.00	1.00	5.00	3.7143	1.05147	1.106
Z7	70	4.00	1.00	5.00	3.7143	1.02353	1.048
Z8	70	4.00	1.00	5.00	3.8429	1.04446	1.091
Z9	70	4.00	1.00	5.00	3.8571	0.99689	0.994
Z10	70	3.00	2.00	5.00	3.9714	0	

Student attitude in this study consists of three interrelated components: cognitive, affective, and behavioral. The cognitive aspect reflects students' beliefs, understanding, and perceived value of the learning approach. The affective aspect relates to students' emotional responses such as enjoyment, excitement, or anxiety. The behavioral component refers to students' intentions to act or continue participating in similar learning strategies. Based on the descriptive statistics collected from 70 respondents, the total mean score for student attitude (TOTALZ) was 38.04 with a standard deviation of 8.25, which indicates a generally favorable attitude toward the use of YouTube video projects in English language learning.

The individual items, Z10 had the highest mean (M = 3.97), likely reflect students' behavioral intention to engage in similar projects in the future. Z5 followed closely (M = 3.93), suggesting that students had strong emotional attachment and satisfaction with the project outcome. The lowest mean was Z1 (M = 3.64), possibly indicating some cognitive doubt or initial confusion at the start of the project. However, since all item means were well above the neutral midpoint of 3.00 and ranged closely from 3.64 to 3.97, this indicates consistently positive attitudes across all three components.

The correlation between student's perception, interest, and attitude with english score

The correlation analysis between students' perceptions (TOTALX), interests (TOTALY), attitudes (TOTALZ), and their English achievement scores (English Score) reveals several meaningful insights.

Table 4. Descriptive statistics of correlation of students' perception, interest, and attitude with English Score.

Variabl e	Total x	Total y	Tota l z	English score
Total x	1	.927* *	.830 **	.092

Total y	.927* *	1	.886 **	.025
Total z	.830* *	.886* *	1	.158
English score	.092	.025	.158	1
Sig. (2-tailed)		.000	.000	.451
	.000	.000	.836	
	.000	.000	.191	
N	70	70	70	70

The relationship among the variables themselves (X, Y, Z) is strongly positive and statistically significant. TOTALX (perception) correlates highly with TOTALY (interest) at $r = .927$, $p < .01$, and with TOTALZ (attitude) at $r = .830$, $p < .01$. Similarly, TOTALY and TOTALZ are strongly correlated at $r = .886$, $p < .01$. These high correlation coefficients suggest that students who have more positive perceptions of project-based learning using YouTube tend also to have stronger interest and more favorable attitudes toward the activity. This indicates a shared pattern of positive affective, motivational, and evaluative responses to the learning model.

However, when it comes to the correlation between these variables and students' English scores, the relationships are relatively weak and not statistically significant. The correlation between perception (TOTALX) and English Score is $r = .092$ ($p = .451$), between interest (TOTALY) and English Score is $r = .025$ ($p = .836$), and between attitude (TOTALZ) and English Score is $r = .158$ ($p = .191$).

Student's perception (X)

The data show that students perceived the YouTube-based project-based learning (PjBL) approach positively. The consistently high scores across the cognitive, affective, and conative items suggest that students not only understood the method but also emotionally connected with it and felt motivated to participate. The cognitive component, indicated by items like X1 and X3,

reveals that students saw value in using multimedia and real-world tasks to enhance their language skills. This aligns with previous research indicating that project-based learning helps learners contextualize language in meaningful scenarios, promoting better understanding and retention. Similar with the the research by Sukiawati & Nurfaidah, (2021) highlighted that student considered PjBL useful in developing their English language skills, especially when integrated with multimodal platforms such as YouTube. This study revealed that PjBL has advantages for students' learning process and that students have positive perceptions towards the implementation of PjBL on multimodal platforms in their English classes.

The affective component is also evident in the high mean scores across items such as X5 and X8, suggesting that students found the video-making process enjoyable and emotionally engaging. Emotional involvement plays a vital role in sustaining attention and commitment in language learning. As stated by one student during interviews, *"Creating the video made me excited to try English speaking even though I usually feel shy."* This indicates that PjBL, especially through media platforms like YouTube, can create a safe and motivating environment for students to express themselves. A study by Amalina et al., (2023) on teachers' perceptions of PjBL in teaching English to young learners found that the approach made students more motivated, collaborative, critical, and communicative. The use of PjBL had a more positive impact than conventional teaching methods.

The conative aspect, although slightly lower in certain items (like X10), still indicates strong motivation and behavioral intention toward the task. While the initial enthusiasm was high, the slightly reduced mean in later items could imply that sustained motivation requires additional support, such as structured feedback or peer evaluation. Nonetheless, the overall results support the notion that when students perceive learning as authentic, collaborative, and creative as in the YouTube project they are more likely to be cognitively, emotionally, and motivationally engaged. These findings reaffirm the importance of integrating digital platforms into project-based learning models to foster comprehensive student engagement in English learning. A study conducted by Alyani & Ratmanida, (2021) on students' perceptions of PjBL in microteaching classes found that although students agreed that PjBL motivated them to learn and be more active in class, they also faced obstacles such as difficulties

in data collection and time management, indicating the need for structured support.

Student's interest (Y)

The descriptive findings highlight that the project-based learning model using YouTube video creation successfully fostered high levels of student interest. The balance among individual, situational, and topic-related interest components shows that students were not only drawn into the learning activities by external elements such as technology and creativity, but also maintained a level of internal motivation toward English learning. The relatively lower score in Y1, reflecting individual interest, suggests that while some students may not have had a strong initial preference for English, the engaging nature of the project helped build their motivation as the activity progressed.

Interview responses from students further emphasize this interpretation. Student (Grade 11) stated, *"At first, I didn't really like English, but making a video for YouTube felt different and fun it made me want to learn more."* Her comment illustrates how situational and topic-based interests can influence individual motivation. Similar study conducted by Rozal et al., (2021) about the effect of PjBL with YouTube presentations on English learning outcomes in physics courses. The findings revealed that students in the experimental group, who were involved in YouTube-based projects, showed significantly higher learning achievement compared to the control group. This suggests that the incorporation of multimedia projects can increase cognitive engagement and foster greater interest in the subject matter.

Meanwhile, the other student (Grade 11) shared, *"I really liked choosing the topic and working with my friends on the script. It felt like we were doing something real, not just for school."* His experience highlights how autonomy and collaboration increased his interest through task relevance and authenticity. It similar with research by Rodríguez-Peñarroja, (2022) about the integration of PjBL, task-based language teaching, and YouTube in English for Specific Purposes (ESP) classes. The study found that this combined approach resulted in high levels of student motivation, with a positive correlation between motivation and academic achievement. Students reported that the use of YouTube in project-based tasks made learning more engaging and relevant to real-world contexts.

Student (Grade 11) mentioned, *"When I watched my own video on YouTube, I felt proud. I*

wanted to make more and improve it.” Her response reflects a deepened topic interest and a transition from passive learning to active content creation. Lastly, the other student (Grade 11) said, “*The project made English less boring because we could be creative. I think it’s better than worksheets.*” His view underscores how a well-designed situational environment can reframe student attitudes toward traditionally difficult subjects. These insights confirm that integrating digital, authentic, and student-centered tasks enhances learners’ emotional investment and curiosity in the subject matter.

In summary, the project-based learning approach through YouTube video production not only tapped into students’ pre-existing interests but also stimulated new situational and topical engagements. This multi-dimensional influence on student interest is essential in fostering sustained motivation in English learning. Teachers are encouraged to design learning tasks that are flexible, relevant, and media-rich to enhance both intrinsic and extrinsic interest components in the classroom.

Student’s attitude (Z)

The findings suggest that students’ overall attitudes toward the YouTube-based project-based learning activity were highly positive. Students not only recognized the intellectual value of the project (cognitive) but also responded emotionally with enthusiasm and pride (affective), and expressed a desire to continue engaging in such methods (behavioral). This supports the notion that when students are placed in learning environments that are active, collaborative, and technologically relevant, their attitudes become more supportive and growth oriented. Several student responses from the interview process support this conclusion.

One student explained that the project made them feel like they were doing something meaningful, not just completing a school task. In recent years, digital platforms such as Netflix, YouTube, Podcasts and digital stories have presented innovative opportunities for language learning (Najmi & Navaee Lavasani, 2021; Rafique, 2019; Yaacob et al., 2021) in (Kurniawan, 2024). This reveals a cognitive appreciation for learning that involves real-world application and creativity. Students recognize the intellectual value of creating YouTube videos as part of their learning process. A study Apsari et al., (2019) found that students believed that PjBL was effective in teaching textbook evaluation, indicating a

cognitive appreciation of learning that involves real-world application and creativity.

Another student mentioned feeling a sense of pride and excitement when their group video was uploaded to YouTube, illustrating a strong affective connection to the learning process and its product. This is in line with the research findings of Duman & Yavuz, (2018) which showed that PjBL has a positive effect on students’ attitudes towards English classes.

In terms of behavioral response, students expressed that they would be happy to do similar projects again. One student reflected that the video project helped improve their speaking confidence and encouraged teamwork, indicating an internalized motivation to engage further in similar tasks. Another commented that, although the project felt challenging at first, it eventually became a more effective and enjoyable way to learn English compared to traditional worksheets. This is supported by research from Ly et al. (2024) which examined students’ perspectives on the use of YouTube for English learning and its impact on their motivation and autonomy.

In conclusion, project-based learning through YouTube video creation successfully fostered positive student attitudes. The combination of belief, emotion, and action observed in the data shows that students felt engaged, motivated, and personally invested in their English learning. These findings suggest that integrating multimedia projects in language education not only improves engagement but also cultivates a mindset that supports active and sustained learning.

The correlation between Student’s perception, interest, and attitude with English score

The strong and significant correlations among perception, interest, and attitude indicate that students’ psychological responses to the learning activity were interconnected. A positive perception of the YouTube video project such as viewing it as meaningful, enjoyable, and relevant was closely related to increased interest and more favorable attitudes. This suggests that Project-Based Learning supported by digital media can effectively foster students’ emotional and motivational engagement in English learning.

The use of real-world tasks and creativity through video production likely contributed to this alignment between what students think, feel, and are willing to do. This is in line with study by Rozal et al., (2021) demonstrated significant motivational and attitudinal benefits, particularly through collaborative and real-world tasks, although

proficiency gains were moderate and required structured follow-up.

Despite this, the weak and non-significant correlations between these psychological factors and English-speaking scores suggest that positive feelings and motivation do not necessarily translate directly into higher academic performance in the short term. This is supported by research from Kim & Lin (2019) This study revealed that although students' motivation and positive attitudes increased significantly through the multimedia project, the improvement in speaking ability was limited, it means that psychological readiness does not always directly improve scores. This may be due to several factors, such as limited time for skill development, the nature of the assessment used to measure speaking scores, or individual differences in language proficiency.

Speaking performance is complex and often influenced by factors such as vocabulary knowledge, grammar accuracy, fluency, and anxiety, which may not be directly affected by motivation or attitude. In conclusion, while the implementation of YouTube-based project learning has succeeded in fostering high levels of student engagement, enjoyment, and motivation, it may not immediately produce significant improvements in measurable speaking outcomes. However, the psychological readiness developed through such methods is essential as a foundation for long-term skill improvement. Therefore, this model of learning remains valuable and should be integrated with more structured speaking practice and assessment tools to maximize its impact on performance.

CONCLUSION

It shows that from the findings of this study involving 70 eleventh-grade students at SMAN 1 Pacitan, it can be concluded that the implementation of Project-Based Learning (PjBL) through a YouTube video project elicited positive perceptions, fostered interest, and cultivated favorable attitudes among English language learners. The consistently high reliability of the research instrument, evidenced by a Cronbach's Alpha of 0.976, underscores the trustworthiness of the collected data. The students' responses, gathered through questionnaires and interviews, indicated a strong agreement with the engaging and supportive nature of YouTube-based PjBL in the context of English instruction.

This suggests that integrating multimedia projects like YouTube videos into the curriculum can be a valuable strategy to enhance the learning

experience. Using appropriate media can increase their attention in the learning process (Tiana et al., 2022). The project likely provided a platform for students to actively participate, collaborate, and apply their language skills in a creative and relevant manner, thereby contributing to their positive perceptions. Furthermore, the study highlights the potential of PjBL to tap into different facets of student interest, including individual preferences, situational engagement fostered by the project itself, and interest in the learning topics explored through the video creation process. This multi-faceted engagement likely played a significant role in shaping their positive attitudes towards learning English. The behavioral aspect of attitude, which often translates to increased effort and participation, was likely positively influenced by the dynamic and interactive nature of the YouTube video project.

In conclusion, this research provides empirical support for the effectiveness of YouTube-based PjBL as a pedagogical approach that positively impacts students' perceptions, interests, and attitudes in learning English. The findings suggest that educators can leverage such innovative and technology-integrated methods to create more engaging and effective learning environments, ultimately fostering a more positive and productive experience for language learners. Further research could explore the long-term impact of such projects on students' language proficiency and their broader learning outcomes.

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