VIDEO AS TEACHING MEDIA TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH FOR THE ELEVENTH GRADE OF IPS 2 MA NEGERI RENGEL TUBAN

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Abstract: Video as Teaching Media to Improve Students' Motivation in Learning English for the Eleventh Grade of IPS 2 MA Negeri Rengel Tuban. *The individual learning success is influenced by many factors. Motivation as a part of the factors gives strong influence to the students in their activities in learning English. This study was designed to improve the students' motivation by using video. In this study we use short film as an instructional media by implementing three steps in teaching process, i.e: pre- activity, whilst activity and post activity. The study was Classroom Action Research (CAR). The subjects were the eleventh grade of IPS 2 MA Negeri Rengel Tuban in the 2016-2017 academic years consisting of 32 students. The instruments used in this study consist of test, field notes, observation sheets, and questionnaire. The findings showed that the use of video can improve the students' motivation. It can be seen from questionnaire; the findings indicated that the students increased their intrinsic motivation and extrinsic motivation. It can be seen from the increasing of the students' motivation in preliminary study and the result in cycle 1 and cycle 2. The students' intrinsic motivation in preliminary was 53.4 %, in cycle 1 was 68.8 % and in cycle 2 was 85.4%. The students' extrinsic motivation in preliminary was 51.5%, in cycle 1 was 78.6% and in cycle 2 was 89.6%.*

Keywords*: Video, teaching media, motivation.*

Abstrak: Video sebagai Media Pembelajaran untuk Meningkatkan Motivasi Belajar Bahasa Inggris para Siswa Kelas XI IPS 2 MA Negeri Rengel Tuban. Keberhasilan beelajar indivisu sangat dipengaruhi oleh banyak factor. Motivasi sebagai bagian dari factor-faktor yang memberikan penaruh yang kuat bagi para siswa padaaktivitas pembelajaran Bahasa inggris. penelitian ini di desain untuk meningkatkan motivasi beljaran para siswa dengan menggunakan video. Pada penelitian ini kita menggunakan film pendek sebagai medi pembelajaran dengan menerapkan tiga langkah dalam proses pengajaran. Penelitian ini adalah Penelitian Tindakan Kelas. Subyek penelitian ini adalah parasiswa kelas sebelas IPS 2 MA Negeri rengel Tuban pada tahun pelejaran 2016/2017 yang terdiri atas 32 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes, catatan lapangan, lembar observasi dan kuisioner. Hahil penelitian ini menunjukkan bahwa penggunaan video dapat meningkatkan motivasi para siswa. Hal ini dapat dilihat dari hasil pengisian kuesioner; hasil penelitian mengindikasikan bahwa motivasi instrinsik dan ekstrinsik para siswa mengalami peningkatan. Hal ini bisa bilihat dari hasil pembelajaran pada siklus 1 dan 2. Motivasi instrinsik siswa adalah pada saat studi pendahuluan adalah 53.4%, dan meningkt pada siklus 1 menjadi 68.8% dan di siklus 2 meningkat menjadi 85.4%. Motivasi ekstrinsik para siswa pada pre-studi adalah 51.5% dan pada siklus 1 adalah 78.6% dan hasil setelah siklus 2 adalah 89.6%.

Kata kunci: Video, media pengajaran, motivasi.

Teaching English needs specific method. The students need good situation to keep them learning. A friendly environment can make them get motivation in studying English. William & Burden (1997:111) said that motivation is the most powerful influences on learning. By giving

motivation it can produce "empathy" to build good communication, as like Kreshen (1982 : 76) said that if empathy is needed an important factor in second language success, it is more likely to be manifested in the developmental of communication skills, which enable participation in another's feelings and ideas far more than linguistics manipulation tasks do.

The success of individual in learning process is influenced by many factors. Motivation as a part of the factors gives strong influence to the students in their activities in learning English (Kasbolah, 1993:48). Children who have motivation will be easier to pay attention to the teaching material given by the teacher. They use their energy to pay attention to the teaching process. For instance, children who are motivated want to learn a subject and the teacher wants them to learn, and they possess the ability to do efficiently what the teacher asks.

The teacher needs developing the ways to improve the students' motivation. One of the ways to improve the students' motivation in learning English is using the technology as a media. By using this technology the students will get more value and point of view to create the communication with their friends and make the learning process is interactively and fun. There are two types of technological aids that are commonly available to a language teacher today, they are: non computer based technology and computer assisted language learning (CALL).

In this study, the writer chooses computer assisted language learning (CALL), because as we know that, in this era is the time to make innovation in arranging the media. The teenagers, the students relation especially, have close with the internet. As in Critical Issue: Using Technology to Improve Student Achievement, (online), http://www.ncrel.org, diakses Januari , 5th, 2012) written that A recent survey conducted by the Pew Internet & American Life Project (Hitlin & Rainie, 2005) found that roughly 21 million youth between the ages of 12 through 17—approximately 87 percent of the entire age bracket—use the Internet. Of those 21 million online teens, 78 percent (about 16 million students) say they use the Internet at school. This translates into 68 percent of all teenagers, up from 47 percent in 2000. The survey also found that most teens believe that the Internet helps them do better in school (86 percent of teens, 88 percent of online teens). The students need something related with their daily life behavior, spending time to find many things

Teachers always have been the key to determining the impact of innovations and this situation also is true of technology. If a new technology is introduced into a classroom, other things also change. For example, teachers' perceptions of their students' capabilities can shift dramatically when technology is integrated into the classroom

In teaching language learners, using technology has distinct

advantages that relate not only to language education but preparing students for today's information society. Computer technologies and the Internet are powerful tools for assisting language teaching because Web technology is a part of today's social fabric, meaning language learners can now learn thorough writing e-mail and conducting online research (Wang, 2005).

Each technology is likely to play a different role in students' learning. Rather than trying to describe the impact of all technologies as if they were the same, teachers need to think about what kind of technologies are being used in the classroom and for what purposes.

Two general distinctions can be made. Students can learn "from" computers—where technology used essentially as tutors and serves to increase students basic skills and knowledge; and can learn "with" computers—where technology is used a tool that can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher order thinking, creativity and research skills.

Video can give more positive effect in understandable the content of the material. When the students don't understand or lost of the story they can replay and replay again until they catch the point of the story. By using video, it is also contextualizing language naturally by showing real life into the classroom. Everything from video content and digital movie-making to

laptop computing and handheld technologies (Marshall, 2002) had been used in classrooms, and new uses of technology such as podcasting are constantly emerging. Rice (1993) says that video has so much to offer. Furthermore, Heimei (1997) states that students love video because video presentation is interesting, challenging, and stimulating to watch. It also brings how people behave in culture whose language they are learning into the classroom. It enables students to have authentic experience in controlled environment.

This study is about the ways of improving the students' motivation by using Video. The writer conducts the research about the implementation of video as teaching media to improve students' motivation in learning English for eleventh grade of IPS 2 MA Negeri Rengel Tuban.

METHOD

This research conducted on February 13th- 25th ,2017 at MA Negeri Rengel Tuban in the second semester of the 2016/2017 academic years. The design of this study is Classroom Action Reserach. The respondent of this study were 24 eleventh grade students IPS 2 class. This class was chosen because of, based on the pre-study the students' motivation of this class is the lowest than another class.

In conducting this study, the writer adapted the cycles from Mc. Taggart (1988). The cycle involves: 1) reconnaissance (pre-observing and introducing); 2) analysis and

identification; 3) planning; 4) action; 4) Observing; 5) reflecting. Before conducting the steps, the research starts with an analysis and findings intended to identify the problems and condition of the teaching and learning in the English class. The result of the analysis and findings depends on the teacher own experience during the teaching process. To support this, the data of questionnaire result was provided in order to know the percentage of intrinsic and extrinsic motivation, and the preference of instructional activities.

RESULT AND DISCUSSION
Result
First Cycle

The preparation was made by teacher before the research was conducted. In this case, the teacher prepared for meeting one in Cycle 1 was designing a lesson plan covering the specific instructional objectives, the teaching media used, the material to be taught, the learning-teaching using video. The specific instructional objectives to be achieved at the end of the instruction were that the students were excepted to be able to find out the information stated in film made in the form of students' worksheet as in materials through video.

The preparation designing in meeting two of Cycle 1 was not different in general from that in meeting one. It started to design a lesson plan until learning-teaching by using video or film. So, to activate the students' previous knowledge of the film and then the construct the dialogue in pairs. The

presentation of the data in cycle 1 was organized in planning, the implementation of the action, and the reflection. Cycle 1 was conducted in two meetings. The first meeting was used to discuss the material from the visual media by watching video. The teacher designed the learning-teaching activities for teaching English covering three phases, namely: Pre-Activity, Whilst- Activity, and Post -Activity.

The teacher implemented the activities: watched the introductory film, constructed the questions, retold the information, and answered the oral question spontaneous, made conclusion, and retold the message by telling their opinion about the film. And, the second meeting was used to present the students' understandable by constructing and practicing the dialogue which they made in pairs. In the dialogue the students express their idea and information from the film. The specific instructional objectives to be achieved at the end of the instruction were that the students were expected to be able to express their opinion after watching video . The short film which was chosen could help the students more enjoy and motivate to speak in the class individually or grouping. The worksheet helped the students to get the important information faster. The implementation of the action in Cycle 1 was conducted in two meetings. The first meeting discussed about the important information what the students knew and got after watching the film. And the second meeting was used for presenting the students' performance through

sharing their idea in simple dialogue they had made in pair. The teacher applied interactive activities. The teacher divided into six groups. The students moved to made small group. They listened to the teacher's explanation about the plan of the process. The teacher tried hard to use simple words to make understand easily. The teacher also gave the example before the students done their worksheet. When the teacher played the example video, the students paid attention and looked enjoy it. After the film finished, the teacher gave them some questions related with the film. After the students knew what they must do, the teacher contributed the students' worksheet. Before the video playing, the students constructed one or two questions in the table. The teacher played the film into some pauses; it helped the students to get the detail of the film. The students felt enjoy followed the story. They knew the content of story. The students asked the meaning of new words they found in the film. The teacher controlled the students' activity and motivated the students to communicate using English.

Reflection of the first cycle

Reflection was done after conducting the first cycle. The first cycle showed that there was significant improvement of the students' motivation by using video. The result as follows:

The Intrinsic and Extrinsic Motivation

Some of students feel enjoy and got challenge when studying through video. Some of students showed their performance, improve their English, and they believed that English is important for their future. It can be seen from table. 1

Table 1. Students' motivation

No	Statement of criteria	1	2	3	4	%
	Intrinsic motivation					
1	I know that learning English is important for me	4	4	16	8	75
2	Learning English is a challenge that I enjoy	5	3	18	6	75
3	I enjoy leaning English very much	8	3	14	7	65.6
4	Learning English is likeness for me	8	5	11	8	59.3
Total						**274.9**
Average						**68.8**
	Extrinsic motivation					
5	English is important to me because it will broaden my view	5	0	15	12	84.4
6	I want to learn English because it is useful when working	3	4	5	20	78
7	I want to do well in this class because it is important to show my ability to my friends and teacher	4	3	7	18	78
8	It is important to me to be active student in the class	5	2	4	21	78
9	If I learn a lot in this class, it will be because of the teacher	7	0	5	20	78
10	The main reason I am joining this activity because I want to improve my English	1	7	12	12	75
Total						**472**
Average						**78.6**

During the learning process, the problem occurred that just some students gave positive response, although some of them still needed to be forced to follow the rules of the process. Some students could be active students to answer the teacher's questions and to tell the discussion result. When the video teacher asked some students to express their opinion about the film, just some of them took a part to say what they were thinking about. So, the students still needed to revise the planning to get the students could be active students.

Based on the average result of questionnaire above that on the 1st cycle, it can be concluded that the students who had intrinsic motivation were 68.8 %. It increased 14.9% from the preliminary study. It still needs 11.3% to reach the standard of success and the extrinsic motivation in 1st cycle was 78.8 %. It increased 35 % from preliminary study. It still needed 1.3 % to reach the standard of success. So, based on the result of questionnaire in 1st cycle, we could conclude that it needed 2nd cycle to reach the criteria of success.

Second Cycle

After analyzed the result in cycle 1, the teacher found that the criteria of success for implementing video to increase the students' motivation did not reach yet, so the teacher continued to the cycle 2.

The preparation was made by the writer before the research was conducted. In this case, the teacher prepare for meeting three in Cycle 2 was designing a lesson plan covering the specific instructional objectives, the teaching media used, the material to be taught. The students were excepted to be able to find out the implicit information and message stated in the short film (blind love, new boy, the crush, paper and plastics, and signs) it is made as the students' worksheet for speaking materials.

The preparation designing in meeting three of Cycle 2 was not different in general from that in meeting four. The teacher started to design a lesson plan until learning-teaching by using video. So, on pre-activity, the teacher played the example of video , to dig the students idea for giving persuading and convince others by their imaginary if they got the same problem as like the artist.

By using video they do not need much time to concentrate and caught the main story. When the film played the teacher saw that they enjoyed and laughed (something funny scene occurred). In the students' worksheet, the teacher prepared blank column and asked the students construct their own questions, the group conclusion, and the message of the film. So, the students can focus on what they want to know.

To get the information about the students' motivation in activities, the writer prepared a questionnaire contain of 15 questions, beside the field note and observation sheet. The questionnaire contained of the questions about: intrinsic motivation, extrinsic motivation, preference for instructional

activities, and learning strategies. The observation sheet contained the activities of the teacher and the students. The continuing presentation of data in cycle 2 was organized in planning, the implementation of the action, the evaluation, and the reflection. Cycle 2 also conducted in two meetings. It was used to discuss the story in short film help the students active and interest in speaking in front of the class. The material was still designed by using the video as the media, but every group gets different film and they should share the film what they has watched for others group.

The writer implemented some modifications activities to add the students' participation in the class. They were more creative and confident to express their motivation through collecting the information from others group, then they retell what they have got. In second meeting, every group should report about the content of film they have been watched, the others group being the listener and they should take a note about the key information to guide them answer the oral questions from the teacher. And the way to know their understanding about the material, the teacher guided the students to make the conclusion of every video (the kinds of film, the content of story, and the players).

. In this case, the teacher uses the different video with cycle 1 then modified and added some students worksheet. But the teacher still used the oral questions to know the students understandable about the story. In the end of fourth meeting the teacher gave the questionnaire about the motivation. Before the teacher started the lesson, she opened the interaction by asking the students' condition and brainstorm for previous lesson. The students mention some expression what were used to express opinion and made simple sentences about expressing opinion. In cycle 2, the teacher prepared different film for every group. She hoped every group would explore their idea based on the video.

The writer copied the video in the flash disk and contributed for each group. But before they watched their group's film, the teacher gave them the film as the example of the lesson. The title was" thirsty". The students looked enjoyed the video, they tried to predict what happen next, they laughed, and they could take the message from the video. After the students could understand he instruction, they played he video. They focused on their laptop. By using their own laptop they could pauses the video when they need to write about the film. They could answer their questions. They could rewind when they did not find the answer yet. But the teacher gave the limited time to watch the video. So, they should be discipline to their work. After they finished their individual activities, then they discuss with their friend to catch the conclusion and massage of the video. In this cycle, the teacher also applied the communicate activities with other group. They had to interview the other group about their film, and report the information in front of the class. The

class was crowded when they did this activity, but the teacher could find that the students had increased their performance by giving questions to their friends.

Reflection of the second cycle

On cycle 2, the writer collected the data about the performance test and the questionnaire which related with the students motivation and preference for instructional activities, the result as follows:

The Intrinsic and Extrinsic Motivation

Based on the result of questionnaire she concluded that most of students enjoy, got challenge, showed their performance confidently, and enjoyed the activities well.

Table 2. students' motivation

No	Statement of criteria	1	2	3	4	%
	Intrinsic motivation					
1	I enjoy leaning English very much	0	1	3	28	96.8
2	Learning English is a challenge that I enjoy	4	0	8	20	87.5
3	I know that learning English is important for me	3	3	8	18	81.3
4	Learning English is likeness for me	5	4	5	19	75
Total						**337.4**
Average						**85.4**
	Extrinsic motivation					
5	I want to learn English because it is useful when working	2	0	10	20	93.7
6	It is important to me to be active student in the class	1	2	10	19	90.6
7	English is important to me because it will broaden my view	3	0	18	11	90.6
8	The main reason I am joining this activity because I want to improve my English	2	2	9	20	90.6
9	If I learn a lot in this class, it will be because of the teacher	2	2	16	12	87.5
10	I want to do well in this class because it is important to show my ability to my friends and teacher	2	3	19	8	84.3
Total						**534.2**
Average						**89.6**

Based on the data collected that the second cycle showed that there was significant improvement of the students' motivation by using video. They really more enjoy watching the video, because by using their own laptop, it helped easier to understand the video. The teacher assisted them to focus on the activities. They show their activeness during the lesson. They felt the video could motivate them to increase their challenge to catch the point of the video.

The questionnaire result in cycle 2, the progress of the students' motivation in 2nd cycle was increased. The intrinsic motivation was 85.4%, the extrinsic motivation was 89.6%. Based on the data, we could conclude that the cycle on this research could be stopped, because the criteria of success were achieved.

Based on the questionnaire result, the progress of the preference for instructional activities was 88.7%. It can be received that the research can gain the goal of standard 80%. The students succeed in improving their motivation in learning English by using video. It means that the cycle could be stopped, because the 2nd had achieved the criteria of success.

Based on the data above, the finding could be drawn. The finding was related to the general research problem that was whether the implementation of video could improve students' motivation.

Discussion

Based on the result of observation: in pre activity, whilst activity and post activity that the students could follow the teacher's plan and instruction to do some activities. The students could communicate in group when they made some conclusion related with the video and express their opinion in finding the message of the video. The teacher's role was very important gain the students' empathy and it could help the students follow the teacher's planning, and finish the activities which prepared before. The teacher needs to know the students' condition to express our caring for our students. As Kreshen (1982 : 76) said that If empathy is needed an important factor in second language success, it is more likely to be manifested in the developmental of communication skills, which enable participation in another's feelings and ideas far more than

linguistics manipulation tasks do and As like David Wiley said on *Get Students Interest book* (http://works.opencontent.org/motivatin : 5) said that If a student does not want to learn, they will not – Even in spite of good teaching

In improving the method in teaching English, the teacher should connect with the students. When the teacher applied video in the learning English, she assumed that the students would more enjoy and comfortable in learning, because the students felt that internet is everything in their daily life. The students felt the internet help them to finish the school task. As A survey conducted by the Pew Internet & American Life Project (Hitlin & Rainie, 2005) found that roughly 21 million youth between the ages of 12 through 17—approximately 87 percent of the entire age bracket—use the Internet. Of those 21 million online teens, 78 percent (about 16 million students) say they use the Internet at school. This translates into 68 percent of all teenagers, up from 47 percent in 2000. The survey also found that most teens believe that the Internet helps them do better in school (86 percent of teens, 88 percent of online teens).

The finding in field note was the students' facility (laptop) really helping them to understand the video and find the message inside the video. It really helped the student concentrate to the film easily. They could play the video many times, until they found the information. This situation made the students more enjoyed the activities.

The teacher also gave different film for each group. It meant that the teacher wanted every group could get the difference experience from the video. According to Brown (2007:199) who said that use technology effectively. Egbert (2005:15) notes that 'effective means that students learn language better or faster using the technology that they would have using the tools that would ordinarily be available.

In learning activities, the teacher applied the activities in grouping. She chose it because, she believed that group helped the students to get more motivation, because the capability students could help the weak students to participate in learning. They could support each other, to get better result. As Williams & Burden (1997:120) each person is motivated differently, and will therefore act on his or her environment in ways that are unique.

CONCLUSION

Based on the finding of the research, it was known that the students' motivation in learning English was improved. To improve the students' motivation, the teacher did three steps , the teacher prepared the video (short film) before doing the research in the classroom. The writer prepared the worksheet. It consist of the the questions, new vocabulary, and make conclusion of the video. In the end of the activity, to know the students understandable by answering the teacher's oral questions. This was proved by the story in the video could helped the students paid attention and caught the content of video. Furthermore, the students' facility could help the learning running well and faster. They could replay again the film until they caught the important information. With the teacher guided, the students done the activities successive and gain the purpose of teaching learning process.

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