IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH USING MOVIE CLIP

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Abstract: This article describes the result of a classroom action research which is aimed at improving students' motivation in learning English using movie clip. The action research study was conducted in two cycles from November to December 2017. In each cycle contain three meetings. The steps of cycle consist of planning, implementing, observation, and reflection. The research data were collected by using qualitative techniques (observation, interview, field notes, questionnaire, diary, and document analysis) and quantitative techniques (pre-test and post-test). The data were analyzed through descriptive analysis for the qualitative data and descriptive statistic for quantitative data. The research findings showed that students became brave to respond task or challenge, students had high confidence and ready to present their work orally, students had a desire to be successful in learning English, students actively asked about the material that they did not understand, students comprehend the material easily, and students showed their effort by engaging in each activity of English learning. Therefore, implementing movie clip in English class makes an interesting atmosphere which improves not only students' motivation but also students' English proficiency.

Keywords: *classroom action research, movie clip, students' motivation*

INTRODUCTION

The aim of teaching learning process will be achieved if the students are engaged, enthusiastic and active in a learning activity. Motivation has a significant role to direct the students' behavior in a learning activity. It will change their way of learning in a classroom. According to Brophy (2004), motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops. Students' motivation can be aroused by understanding the goal and the concept of learning activity. Motivated students will give more efforts in their learning activity. As defined by Ur (1991), he defines that "motivated learner" as one who is willing or even eager to invest effort in learning activities and to progress. Therefore, students should keep up their motivation in learning. Students who have certain goals will motivate them to achieve it and give more contribution to learn better.

Motivation also influences students' achievement in a learning process. Various studies have found that motivation is very strongly related to achievement in language teaching (Ur, 1991, p.274). It means that students with low motivation will face the difficulties in the learning process while students with high motivation can reach learning's objective easily. In addition, students with highly motivated in learning,

tend to have a high score in learning result and higher than a passing grade. On the other hand, students with low motivation tend to have a bad result and doing a remedial test. In another word, English achievement is very important for a student because it is a requisite of school graduation. In order to make students have a better result or English achievement, motivation should be improved for students in English learning.

In learning English, it looked that students don't have learning motivation. They feel that English learning is difficult, English is not important, English is not interesting. The fact, they don't have some efforts to be better in English. They don't want to improve their skills in English. Many of them just get bored when English teacher gives a material. It makes their result in learning not improve significantly. Another problem comes from the lack of enjoyable atmosphere in the classroom. The teacher always uses a monotonously teaching technique. Students just follow teacher's instruction, for example, answering some questions in LKS (Lembar Kerja Siswa) or copying from teacher's writing on the whiteboard. Those make English learning uninteresting and they feel bored. Therefore, students get less motivation in learning English. Then, they think that English is a difficult subject, and underestimate their capability to learn more. They need to be encouraged to have motivation in learning English.

The questionnaire conducted to the eighth grade of State Junior High School in Surakarta revealed that many students have low motivation and need an improvement of motivation in learning English. The problem could be seen from some problem indicators, those are: 1) positive task orientation: few students respond to do a task from the teacher confidently, 2) ego-involvement: Few students have a will to propose their selves in answering the question or doing the exercise and believe in themselves, 3) need for achievement: few students show a desire to achieve a high score in English learning, 4) high aspirations: few students show their activeness and creativity during the English learning, 5) goal orientation: few students aware and focus with the activity and goal of the learning process, 6) perseverance: few students show their high level of efforts to solve their problems and improve their skill in learning. Some possible causes that become a problem in classroom are; 1) they are lack competition to achieve the goal, 2) they have no idea what is the benefit to learn English, 3) they are not used to learn in cooperative learning activities, 4) The teaching process is not content centered, and 5) There is no rewarding innovation and creativity in teaching process.

Presenting a learning media such as a movie in a classroom can be very useful if it is integrated with some learning activities. Some activities such as discussion or practicing language skills based on the movie can improve students' motivation in learning. Students can learn a language in an interesting and enjoyable way with media. Film or movie is one of the good media which can be implemented in English learning. Films are a shift from the conventional and offer students realistic learning environments (Sherman in Khan, 2015, p.46). A single film-clip can be employed as the foundation for English skills practice: listening, speaking, vocabulary, pronunciation (Sommer in Khan 2015: p.46). Furthermore, the advantages of implementing movie in classroom explained by Xhemaili (2013) shows some advantages as follows: 1) Movie is a visual image that can stimulate student's perceptions directly, while written words can do this indirectly,

2) Movie is more sensory experience than reading -- besides verbal language, there is also color, movement, and sound, 3) Movie-based experimental class was livelier and the students were more interested in following the lesson carefully, contrary to the other class were reading was presented through graded readers only, 4) Movie-viewing experiences further created more student-teacher and student-student discussions, 5) Movie draws students' attention and captured their interest, and 6) Movie can visualize what students didn't know before. A movie has a lot of things to visualize and can be used as a resource of authentic English material. In addition, a movie also stimulate students to learn English with seeing the real spoken authentic spoken of English, 7) Movie has a certain genre and plot that interest students to learn a language in a different way.

A movie is a good choice to apply as media in teaching learning English for students. Movie-based teaching will stimulate students' motivation in learning English. Stempleski in Richard and Renandya (2002), explain that teachers can promote active viewing and increase student comprehension and recall by planning video-related lessons for three stages of activity: previewing activities, viewing activities and post-viewing activities. Through these activities in implementing movie clip in English learning, students' learning motivation will be improved. In previewing activities, these prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. One way of doing this with a drama sequence is to announce the situation and ask students to predict the content. It can make the students to more pay attention and focus on the movie. Then, in the stage of viewing activities, these

primarily facilitate the actual viewing of the video. They involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation. In general, it is a good idea to provide activities that focus on the basic situation first. After they watch the movie clip, they will have post-viewing activities. These require students to react to the video or to practice some particular language point. The range of post-viewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading. This activity will be challenging for students after they have viewing stage. They will do task confidently through movie activities.

Based on the explanation above, it can be certain that they will be a more interesting watching movie than the usual learning activity. For this fact, the use of movie clip is a great choice for English teachers in stimulating and facilitating the target language. A movie as teaching media can increase their willingness in learning English. It gives the real model of English language. So, it is assumed that using movie clip as teaching media make the students interested in the lesson, and will be improved their English achievement. Furthermore, using movie clip in improving students' motivation in classroom action research, it is expected that the problem faced by the students can be overcome. The objectives of the research are to identify the improvement of students' motivation and the difficulties of using movie clip in English class.

LITERATURE REVIEW

Motivation is an internal state that arouses students to action, directs them to certain behaviors and assists them in

maintaining that arousal and action with regard to behaviors important and appropriate to the learning environment (Wiseman and Hunt, 2014, p.9). Motivation becomes an integral part of students in their learning to achieve their goal. Furthermore, Burden (2010) in Wiseman and Hunt (2014) he states that motivation is processes that can arouse and initiate student behavior, gives direction and purpose to behavior, helps behavior to persist, and help the student choose a particular behavior. Students should arouse their motivation in learning to direct their behavior and mind for good result in learning. In addition, Elliot (2000) also state that motivation is defined as an internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activities. Those definitions of motivation are related that student's motivation is integrated with their behavior. In general, more-motivated students will have a good behavior in learning activity, and they have higher levels of achievement.

The learning motivation consists of two types. According to Elliot et al (2000) state there two types of learning motivation. The first is intrinsic and extrinsic motivation. The second is instrumental and integrative motivation. Edward Deci in Brown (2000), defined intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. In this intrinsically activities, students are engaged in learning activities for their own sake and not because they lead to an extrinsic inducement. On the other hand, Brown (2000), defined extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self.

Naiman in Ur (1991) said that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristic, most of them clearly associated with motivation. Some of these characteristics are: positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity.

In this era of teaching, bringing a new media can be interesting in teaching learning. One of the media is movie. It is a good media to be implemented in a classroom for teaching and learning process. Khan (2015) says a movie can be introduced in a language classroom as an English learning aid. There are many techniques employed to introduce a movie to students. A movie is effective means for learning a language, as long as students are presented with a variety of visual and relevant contexts in a movie. The movie also brings an interesting atmosphere in the classroom for students' learning. In addition, utilizing movie in teaching learning process has some stages. Steps in utilizing movie in classroom are explained by Stempleski in Richard and Renandya (2002), they explain that teachers can promote active viewing and increase student comprehension and recall by planning video-related lessons for three stages of activity: previewing (these prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary), viewing (these primarily facilitate the actual viewing of the video), and post viewing (these require students to react to the video or to practice some particular language point).

Motivation also influences students' achievement in a learning process. Ur (1991), says that various studies have found that motivation is very strongly related to achievement in language teaching. Some experts have definition related to achievement According to Hornby (2010),

achievement is a thing that has done successfully, especially using their effort and skill. Furthermore, Lindholm-Leary and Borsato in Goldenberg & Coleman (2010) define academic achievement as "the communicative (oral, reading, writing), mathematical, science, social science and thinking skills and competencies that enable a student to succeed in school and society". It can be concluded that achievement is students' competence of subject area through that has done by their efforts to succeed in the learning of a school. The teacher took the result from the period time. It was a daily test, assignments that are given to the students, mid-semester, and a final examination. The writing test is mostly used in those assessments. There are aspects of writing assessment; they are content, organization, grammar, vocabulary, and mechanic (Brown, 2003).

RESEARCH METHODS

This research conducted by using an action research method. An action research according to Mills (2011), he defines action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching/learning environment to gather information about how well their students learn. There are four steps in action research, those are planning, implementing, observing, and reflecting. In planning, the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. In implementing the action, the plan is a carefully considered one which involves some deliberate interventions into teaching situation that put into action over an agreed period of time. The researcher implements the movie through the stages of previewing, viewing and post-viewing activity. In observing, the

researcher observed the learning process, including students' behavior in a learning activity, improvement of students' motivation each indicator, and improvement of students' achievement. In reflecting, the researcher evaluates the process and the result. This evaluation will be the reason whether another cycle should be conducted or not.

In this research, the data used were qualitative and quantitative data. The techniques of collecting qualitative data are observation, interview, questionnaire, record, field note, diaries. The quantitative data were collected by using tests. The test was given to the students three times: in the pre-research and at the end of each cycle. This test was conducted to measure the students' achievement in English so the writer can know their motivation. Then the post-test result was compared to the students' score before the actions were implemented.

RESEARCH FINDINGS

The findings are described from preliminary study until the implementation of the research. In the preliminary research, the researcher analyzed the improvement of students' motivation and their achievement. In collecting the data, the researcher observed students' behavior in teaching learning process, collecting data through a questionnaire, and also giving a test to the students. The results were: from the questionnaire, the average of motivation is 45, 18%, it showed that students' motivation in learning English is low and it needs an improvement. The problem could be seen from some problem indicators, those are: 1) positive task orientation: few students respond to do a task from the teacher confidently, 2) ego-involvement: few students have a will to propose their selves in answering the question or doing the

exercise and believe in themselves, 3) need for achievement: few students show a desire to achieve a high score in English learning, 4) high aspirations: few students show their activeness and creativity during the English learning, 5) goal orientation: few students aware and focus with the activity and goal of the learning process, 6) perseverance: few students show their high level of efforts to solve their problems and improve their skill in learning. The test of students' achievement in writing was 56.21.

At the first cycle, the students were enthusiastic when the researcher implemented the movie in the teaching-learning process. It could be seen from the students' behavior when they engage each activity. In this cycle, students were more actively involved in teaching learning process than in the preliminary. In previewing activity, the students were actively responded and proposed their selves to the teacher's tasks or questions. It was also shown in viewing activity; some of the students had the willingness to answer the questions. Furthermore, in post-viewing activity, the students did the task in group discussion and presented their work confidently. Nonetheless, in the aspects of the set high standard, the improvement did not really appear. In achievement, the improvement of students' mean score had improved from 56.21 to 76.72.

After observing the process, the improvement was happening in each indicator of motivation, but there were still some weaknesses. In this cycle, there were some indicators need to be concerned because the indicators didn't significantly improve. Many students still had low positive Task Orientation. Most of the students felt embarrassed to answer the questions, they were just keeping silent. And then, students still had low ego Involvement. They had not a need to be a success in a

learning process. They also still had low goal orientation. Even though the students became more active in English teaching learning activity but there were some students who still did not pay attention and looked uninterested in the activity in class. Furthermore, some other difficulties were found related movie implementation in English class, such as technical problems. There was a problem with the LCD in the class VIII B, the LCD couldn't be connected to the laptop. Then, most of the students just concentrated on the movie, but they forgot with the assignment, students would be unhappy if the movie should be stopped. Sometimes, there was a scene that students did not clearly enough to be understood and want more information. The second cycle, the technique of teaching-learning process was changed to be more competitive. The teacher made a change by giving a reward for students. In each activity of learning, the teacher gave challenges to be done by the students, so that they would be more actively engaged. Some technical problems were solved by changing the class to another class with had no problem with the LCD. And then, the technique of playing movie was changed to be more tightly. Besides, the teacher reminded to make a note to help them when doing the task. And then, the teacher played another scene until the students could clear catch the information and understood well. The offered solutions would be applied at cycle 2 later.

At the second cycle, the students had already known should they do. In addition, their enthusiasm toward movie implementation did still exist. It was shown from their questions about the movie that would be played in English class and its activities. In implementing the action in cycle 2, the students were more active and engage in each activity. They showed many good responses when the teacher gave task

or challenges in previewing activity. They have also proposed their selves without teacher pointed to them first. While viewing activity, some students struggle to be the first answered the teacher's questions, because they want the bonus point from the teacher. In this stage of activity, some students were also actively made a note while they were watching the movie. And then, in post-viewing activity, the students more motivated to do the task because the teacher would give some rewards. The students and groups were struggling competed for each other and showed what the best of them. The class situation showed more active and fun. During the teaching-learning process, their enthusiasm and interest could be seen from the students' behavior. Compared to the first cycle, in this cycle, the students had been brave to respond challenges from the teacher or propose their selves to do a task. Meanwhile, the improvement of achievement in writing test was taken from post-test 2 of cycle 2, and it was 85.45 from 76.72.

In this research, students' motivation related to students' achievement. As defined by Corpus, et al. in Wiseman and Hunt (2014), they stated that intrinsic motivation is linked to many positive school outcomes such as academic achievement, creativity, reading comprehension and enjoyment, and using deep learning strategies. While the students' motivation improved, the students' achievement improved. From the pre-test to the post-test 2, there were improvements in the aspects of content, grammar, and vocabulary.

Most of the students liked the media in English which was a movie. When students are watching films, they can learn language components such as grammar, vocabulary, pronunciation (Allan in Haghverdi, 2015, pp.313-320). They also said that can learn English easier through a movie because it gave a lot of benefits that the teacher cannot give in the classroom.

CONCLUSION AND SUGGESTION

The research findings showed the positive improvements in the students' motivation. The primary focus of this study is the use of movie clip in order to enhance students' motivation in learning English. The improvement of students' motivation could be seen from the result of the observation done toward the teaching and learning activity. At the end of the cycle, there were better results from the action done. There was an improvement of students' motivation. Based on the theory defined by Naiman in Ur (1996) there are characteristics of motivated students, they are positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, and perseverance. In this study, the improvement of students' motivation showed by their typical behaviors in each indicator.

By implementing movie clip as the teaching media, the students looked more enthusiastic and interested in the learning process. According to Sadiman (1993) state some advantages of media in students learning process: a) make understand that teaching process would interest the students' attention, so it could motivate them; b) teaching material would be meaningful, so it could be understood by students and it might master and teach the teaching purpose; c) teaching method would be variety, so the students wouldn't be bored; d) students not only listen to the teacher explanation but also do anything else for example; observation, demonstration, action, etc. The improvements can be seen from their behaviors toward teaching and learning process. The students completed tasks and challenge seriously and enthusiastically. Furthermore, students' interest becomes

higher, they paid more attention to the teacher explanation. They also have bigger confidence; they looked very brave to respond the teacher's challenges. The students have a will to propose their selves in answering the question or doing the exercise and believe in themselves. They become brave to speak, to present their assignment, ask the teacher about their difficulties, and answer teacher's question. They also enjoyed having discussion and interaction with their friends. The students looked more active in class; they often struggled to respond teacher's question or to present their assignment in front of the class. It makes the classroom' atmosphere became active and competitive. The result showed that those indicators of motivation are improved by implementing movie clip as teaching media in English lesson.

Dealing with the academic achievement, it could be seen that the implementation of the movie clip in learning English could enhance students' motivation. The improvement could be shown from the students' achievement score. The mean of the base score was 56.21 and it increased in the first test became 76.72. And then, it also increased became 85.45in the second post-test. The increased scores of achievement indicate that movie could be an effective and interesting teaching media to enhance students' motivation in learning English. From observation results, the students became more motivated and interested in learning English. In viewing activity, they paid close attention to the movie and some of them respond to the teacher's challenge. Sometimes they gave an opinion about the movie, and also they looked enjoy and relax in the activity. In the post-viewing activity, especially in the discussion, they discussed actively with their group although they were noisy they could finish their task on time. As a result, they like to learn English, because

learning English can be done with watching a movie and it becomes easier. As the positive side-effect implementing movie clip in teaching learning activity, the improvement of students' motivation influence the improvement of students' achievement. In addition, the use of movie clip as teaching media made student felt enjoyed, interested, and fun in learning English. So, they could learn the material given by the teacher easily. Based on the explanation students' improvements in learning English, it can be concluded that optimizing the use of movie clip can improve students' motivation in learning English.

This media could be applied in English teaching-learning process. In addition, the researcher has suggestions in using movie clip as the English teaching learning media as follows. 1) In utilizing this media, the teacher should use an interesting technique of teaching. The use of movie clip can be combined with various techniques in order to create an enjoyable situation in the learning process and make the students motivated in learning English. Dealing with the media used, in this case, is the movie clip, the teacher should select the movie clip which not only contains entertainment but also education aspect and suitable for students' age. 2) The implementation of movie clip should be useful for the students' learning material. It can be related to their language skills or aspects so that the students' achievement could be improved. 3) The teacher should choose a certain clip that has many advantages for students' English learning. It is also necessary for the teacher to play the movie in not long time. Lastly, 4) It is better for the teacher to be more interactive in implementing this media because the movie could make the students cannot focus to the task and it can make the students feel bored.

The learning activity needs interactive communication while the movie is being played.

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