

# OPTIMIZING THE USE OF VIDEO TO ENHANCE THE STUDENTS' MOTIVATION IN LEARNING ENGLISH

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**Abstract:** This classroom action research was conducted to enhance the students' motivation in learning English through the use of video. The research was carried out to 31 tenth grade students of senior high school at Boyolali, Central Java that consists of 9 male and 22 female students. The data were collected through interview, observation, questionnaires, document analysis, and photograph that then were analyzed through assembling the data, coding, comparing, and then building interpretations, and finally reporting the outcomes. The research findings show that the use of videos can improve students' motivation in learning English, in terms of becoming more confident, active, diligent, and they have desire to be success in learning English. Furthermore, the improvements also can be seen from reading mean score of pre-test 45.13 increased to 73.93 in post-test 1, and 78.80 in post-test 2. The last mean scores are higher than KKM which is 75.00. Despite its benefits on students' motivation, there are some difficulties in using video, such as technical problem.

**Keywords:** *students' motivation, video, classroom action research*

## INTRODUCTION

Motivation is one of the keys to be success in language learning. Motivation affects learner's learning process. Elliot et al (2000: 332) sum up that motivation is an important psychological construct that affects learning and performance in four ways: (1) motivation increases an individual energy and activity level. It influences the extent, to which an individual is likely to engage in a certain activity intensively or half-heartedly, (2) motivation directs an individual toward certain goals. Motivation affects choices people made and the result they find rewarding, (3) motivation promotes initiation of certain activities and

persistence in those activities. It increases the possibility that people will begin something on their own, persist on the face of difficulty, and resume a task after a temporary interruption, (4) motivation affects the learning strategies and cognitive processes an individual employs. It increases the possibility that people will pay attention to something, study and practice it and try to learn it in a meaningful fashion. It also increases the possibility that they will seek help when they meet difficulty.

Improving students' learning motivation is necessary because motivation cannot be separated from teaching learning process and it is

influences the students' achievement. Motivation also becomes the determinant factor that explains the success and the failure of learning. Brown (2007: 152) states that motivation is the key to success in a foreign language, but it are quite another matter to define such terms with precision. Psychologists also experience a difficulty in defining terms. Usually motivation comes from self, but it is better if there are some motivations that come from other people or other environment such as teacher, parents, friends, movie, music, or books. So, other people have to motivate them so that they can get high motivation to learn English.

This article discusses the findings of an action research at SMA Negeri 1 Teras Boyolali which answers the questions: 1) Can and to what extent the use of videos improve students' motivation in learning English of class X Social 1 students at SMA Negeri 1 Teras Boyolali in the academic year 2013/ 2014? ; and 2) What are the difficulties of using videos in English class during the research?.

The following data deal with some information about the background of the research. This includes the research subject, the teaching problems, and the proposed solution for the problems.

After pre-research, there were some problems identified. It was clearly visible that the main problem faced by the students was that they were not interested in learning English. Because of the less interest in learning process, the students' attention to the lesson became low. So, they were learning English unwillingly. Their less interest in learning process caused by their low motivation in learning English. Eventually, their low motivation affected their result or achievement in learning English itself. The indicators of

the problem came from students' behaviour during English teaching learning process. Some of the students did not active and creative in class, they did not give their full attention, they did not try to ask the teacher about their difficulties in learning, and they refused to answer teachers' question because they were afraid if the answer was wrong. Moreover, the teacher did not optimize the use of learning media that available in school. This condition make the student became bored and uninterested in learning English. In addition, appropriate learning media is needed to learn English successfully. Learning media is very important thing that must used in teaching learning process, especially in teaching English. The used of learning media make the teaching learning process more alive.

There are some problems faced by the students, such as: 1) lack of positive task orientation, for example: they refused to answer teacher question because they were afraid; 2) lack of high aspiration, for example: they were not active and creative in class; 3) lack of need for achievement, for example: they didn't have desire to achieve high score in English lesson; 4) lack of goal orientation, for example: they were not aware of their goal in learning English; and 5) lack of perseverance, for example: they did not have effort in learning English.

Considering the problems faced by the students and the importance of motivation in teaching learning activity, I have to select and use the appropriate media in teaching English. I also tried to find out one media that could help the students learning English easily. Thus, I used video as the media to teach English. Video was chosen because it consisted of

moving pictures and sound that could make the students being more interested in teaching and learning process. Settings, actions, motions, gestures, and the steps or instructions found in video can help the students understand the whole message of text.

Video provides information to eyes and ears, so students can see communication in action. Video also can present language in a lively way. Thus, it can increase the interest and motivation of the students. It is in line with Stempleski and Tomalin (1990: 3) claims that using video sequence in class is the next best thing to experiencing the sequence in real-life. In addition, video can take your students into the lives and experiences of others. Cooper (1991: 11) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. In other words, video is the combination of electronic pictures and audio.

In addition, Stempleski and Tomalin (1990: 3) explain that children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium. Based on the definitions above, I believed that the implementation of video in teaching learning activity improved the students' motivation in learning English at the first grade students.

In this research I was focused on reading skill to measure the students' achievement. Richards (1997: 6), defines reading as a powerful activity that confers

knowledge, insight, and perspective on readers. Rumelhart in Richards (1997: 5) states that reading involves the reader, the text, and the interaction between reader and text. In addition, Risdianto (2012: 94) explained some purposes of reading, there are: for pleasure or for personal reasons to find general information such as what a book is mostly about, to find a specific topic in a book or article, and to learn subject matter that is required for a class.

## **RESEARCH METHODS**

This classroom action research was conducted to know how far video improves the students' motivation in learning English at the first grade students. The research was conducted at a high school in Boyolali, Central Java. The subject of this research was the first grade students at this school in the academic year of 2013/2014. The research was carried out to 31 students that consisted of 9 male and 22 female students.

The procedure of this research consisted of planning, action, observation, and reflection. There were two types of data in this research namely qualitative and quantitative data. Qualitative data were obtained by making notes, making diaries, making observation, giving questionnaire, interview and photographs of all the activities in the process of teaching and learning. Quantitative data were obtained from the students' scores of pre-test and post-test. These data were compared and analyzed used the method that was stated by Burns (1999: 156) to get a conclusion as the result of this research. There are five steps, begins with assembling the data, coding, comparing, building interpretations, and finally reporting the outcomes.

In this research, the students' mean score of pre-test was compared to the students' mean score of post-test 1. Then, the students' mean score of post-test 1 is also compared to the students' mean score of post-test 2 to know whether there is an improvement of the reading ability to measure the improvement of students' motivation. Besides, interview, observation, questionnaires, document analysis, and photographs were also used to measure the improvement of students' motivation in learning English.

## RESEARCH FINDINGS AND DISCUSSION

I found some findings to answer the problem which is: 1) Can and to what extent the use of videos improve students' motivation in learning English of class X Social 1 students at SMA Negeri 1 Teras Boyolali in the academic year 2013/ 2014?

; and 2) How are the difficulties of using videos in English class during the research?

The data were collected through several sources, such as: researcher's diaries, field notes, interviews, questionnaires, and students' test scores. The implementation of video in English class consisted of two cycles. Each of the cycle consisted of three meetings. Furthermore, the major aspects of this research are the students' achievement and motivation in learning English.

The improvement of the student's English achievement could be seen from the improvement of the students' scores in reading test from Cycle 1 to Cycle 2. The mean of score in pre-test is 45.13, the mean of score in Cycle 1 is 73.93, and the mean of score in Cycle 2 is 78.80. The complete mean score was presented in the table 1.

*Table 1. The improvement of students' achievement*

<b>Skill</b>	<b>Base score</b>	<b>Post Test 1</b>	<b>Post Test 2</b>
Sum of the score	1399	2292	2443
Sum of the students	31	31	31
Students' mean score	45.13	73.93	78.80

Based on the table 1 it can be concluded that the students have a better achievement at the end of the research. The way of students' behave during the lesson was observed and then analyzed. The improvement of students' motivation proved when they display certain typical characteristics. Most of them obviously connected with motivation. There are: Positive task orientation, high aspiration, and need for achievement, perseverance, and goal orientation.

First, the improvement which is found in the first cycle is the characteristic of motivated students namely Positive Task Orientation. In pre research most of the students refused to answer teacher question and they not confident with their ability. Furthermore, there is improvement of students' motivation in cycle 1. It proved by the students' behaviour during the teaching learning process at the first meeting. When I ask for volunteers to present their assignment or answer teachers' question, some of the student

raise their hand and come in front the class to present their assignment. But most of the students still refused to answer teacher's question, they looked not confident. It was also can be seen from questionnaires result that given in the end of cycle 1. The result of the questionnaires says that 48.38 % students agree toward the statement that they become brave and sure to presents their assignment result in front of class. In addition, 51.61% students agree with the statement that they always answer teachers' question.

Second, there was an improvement of students' motivation displayed during their activities in the class. It proved by the existence one of the characteristics of motivated students namely High Aspiration. It can be proved when the students have a discussion with their group to finish the task given. They looked active and serious in discussion section. Sometime, they were argued because they have different opinion) It was also supported by the questionnaires result that shown 29.03 % students strongly agree and 38.70 % agree that they always want to finished their assignment on time. It is contrast with the condition in pre research that students looked lazy in joining the class. They take their head on the table.

Third, I found the improvement of students' motivation in learning. It was proved by one of the typical characteristics of motivated students namely Need for Achievement that shown during the teaching learning activity. From the observation, it can be seen that students excited to get high score in English class. The improvement of students' motivation also shown by the questionnaires result, there are 25.80 % students strongly agree

In the first cycle, some positive sides dealing with the success of the

and 58.06 % students agree that they want to get highest score in English class. It is different with the situation in pre research that students did not have desire to achieve success in learning English.

Fourth, the improvement could be seen during the teaching learning process was the behavior of students which shows the characteristic of motivated student namely Perseverance. In pre research most of they did not try to ask the teacher about their difficulties. Furthermore, there is improvement of students' motivation in cycle 1. It can be seen when the students accomplished their task. They completed the task seriously and sometimes they tried to ask the teacher about their difficulties. It also supported by the result of questionnaire, there are 32.25 % students strongly agree and 38.70 % students agree that they want to be the first student that can finish the assignment.

Fifth, the improvement that was found in the first cycle is the characteristic of motivated students namely Goal Orientation. It can be seen when I was given explanation of the topic and when I shows the Narrative video. Most of the students paid more attention on my' explanation. Some of the student asks a question about the topic and the video. The improvement of students' motivation was also shown by the questionnaires result, there are 25.80 % students strongly agree and 41.93 % students agree that they always read the books related to English learning to improve their English skill. Before, in pre research the students did not aware with their goal in learning English, they did not pay attention to the teachers' explanation.

teaching and learning process using video found: the students became braver to

answer teachers' question. They became more interested to the lesson. The video was successfully applied to deliver the material to students. They were able to answer questions related to the material being discussed correctly.

Unfortunately, students who sat on the last two line of class (on the back) were not active, still less confident, and afraid when showing their opinion during the teaching and learning process. They were also still kept silent when they faced the difficulties. Then, the students did not care about their achievement in English class. They did not understand yet with their goal in learning. Moreover, they still made noises during English class and not serious in doing the assignment.

From the reflection above, it could be summarized that the cycle 1 showed the improvement of the students' motivation but it was far from satisfactory result. For the better improvement, the researcher planned the second cycle. In order to overcome those problems appeared in the first cycle, I was used different technique and used movie in learning English. It was aimed to make the teaching learning activity became more communicative and not monotonous. I also became more focused on how to motivate the students in learning English so that the improvements could cover all the aspects of the motivated students' characteristics.

In cycle 2, the student learning motivation has improved. They became brave to answer teacher's question, they become more confident. The students were confident in asking the difficulties that they found during the lesson. Moreover, they have a desire to be success in learning English; they want to get highest score in class. They also understand with their goal in learning English. The way of students'

behave during the lesson was observed and then analyzed. The improvement of students' motivation proved when they display certain typical characteristics. Most of them obviously connected with motivation. There are: Positive task orientation, high aspiration, and need for achievement, perseverance, and goal orientation.

First, improvement of the students' motivation was found during the teaching learning activity. It proved by existence one of the motivated students' characteristic namely Positive Task Orientation. It can be seen from the second meeting of cycle 2 when there was a game. The students excited to guess the word from their friend. When the game done by the students, the atmosphere of the class become more cheerful and communicative. It was also supported by the result of questionnaire that given in the end of cycle 2, there are 54.83 % students strongly agree and 41.93 % students agree with the statement that they always answer teacher's question. In addition, there are 58, 06 % students strongly agree and 38.70 % students agree that they love to study English.

Second, there was an important of students' motivation displayed during their activities in the class. It proved by the existence one of the characteristics of motivated students namely High Aspiration. From the observation, it can be seen that students become more active in discussion section. The improvement of students' motivation also supported by the result of questionnaire, there are 54.83 % students strongly agree and 38.70 % students agree that they will ask the teacher or their friends if they face some difficulties.

Third, the improvement of students' motivation can be seen from one of motivated students' characteristic

namely Need for Achievement. From the observation, it can be seen that students want to get high score in class and also want to be the best in classroom. It was also supported by the result of questionnaire, there are 61.29 % students strongly agree and 35.48 % students agree that they want to get highest score in English class.

Fourth, the writer found the improvement of the students' motivation come from the characteristic of motivated student namely Perseverance. It can be seen for the students' behavior when they complete their assignment, they looked so serious doing the assignment. This statement also supported by the result of questionnaire, there are 54.83 % students strongly agree, 45.16 % students agree, and just 6.45 % students who disagree that video makes them more enterprise and diligent in learning English.

Fifth, the improvement was found in the second cycle is the characteristics of motivated students namely Goal Orientation. It proved by the indicator was looked during the teaching learning activities. The students always paid more attention to the teachers' explanation and sometimes they were asked the teacher to repeat the explanation because they did not understand yet. They also ask some

question to the teacher when they not understand about material given. It was also supported by the result of questionnaire, there are 64.51 % students strongly agree and 35.48 % students agree that they more enthusiastic if the English material presented by video.

In cycle 2, the students' interest become higher, they paid more attention to the teacher explanation. They felt more confident to learn English and to answer the questions given by the teacher. Then, they were confident to speak in English, to present their assignment, to ask to the teacher about the difficulties that they had found, and to answer the teachers' question. They also enjoyed having a discussion and interaction with their friend. The students looked more active in class; for example they were answered the teacher question and presented their assignment in front of class enthusiastically. It makes the classrooms' atmosphere became active and interactive. Those were the indicators which showed that video could enhance students' motivation in learning English. The improvement occurred after the research was implemented is described in the table 2.

*Table 2. The Improvement of Students' Motivation and Achievement During the Research*

<b>Problem Indicator</b>	<b>Situation Prior the Research</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
a. The students lack of Positive Task Orientation	The students refused to answer teachers' question because they were afraid	The students rather brave to answer teachers' question, but they doubt. In average, there are 3 students who raise their hand in every meeting.	The students become brave to answer teacher's question, they become more confident. In average, there are 15 students who raise their hand in every meeting.
b. The students lack of high aspiration	The students were not active and creative in English class.	The students still keep silent when they face difficulties	The students were more active to ask about the lesson what they did not understand

c. The students lack of need for achievement	The students were not have desire to achieve success in learning English	The students were not care about their achievement in English class	The students have a desire to be success in learning English; they want to get highest score in class.
d. The students lack of goal orientation	The students were not aware of their goal in learning English	The students were not understood yet with their goal in learning, they still make noises during English class and not serious in doing the assignment.	The students were understood with their goal in learning English, they become serious to do the assignment and paid more attention to teachers' explanation
e. The students lack of perseverance	They were not have effort in learning English	The students become more diligent but they are still many students who looked uninterested in learning English	The students become diligent and show their effort in learning English
Score of reading test	Mean score of Pre Test: 45.13	Mean score of test in cycle 1: 73.93	Mean score of test in cycle 2: 78.80
Reading's KKM (School's minimum requirement score) is 75.00			

Besides, there are some difficulties of using video during the research: (1) Technical problems from the electricity tools. Sometimes the LCD screen could not connect with laptop. Thus, I proposed the solution to overcome this problem. I come to class earlier. When the problem with the LCD screen happened, I gave the students some clues related to the material that would be learnt. I ruled the students to have discussion with their classmates about the clues while I fixed the LCD screen connection; (2) Sometimes the students did not understand with the people's voice in video because they spoke too fast and unclear. Consequently, I played the video with play- pause technique or freeze-frame control. I played the video scene per scene and asked the students whether they were understood or not; (3) Students just concentrated with the video but they forgot with the assignment. Therefore, I noticed the students about the assignment and ruled the students to make a note. (4) The sound systems available in school were limited. Therefore, I should make sure that

the sound systems were available before the class started.

The differences between cycle 1 and cycle 2 were found. The selection of appropriate strategies, video, activity and tasks used in cycle 2 made the students more active to learn English and pay attention toward the lesson. In addition, there was good cooperation among the members of the groups. Most of the students were involved in the learning activities, the passive students began active. From the result of cycle 1 and 2, the writer concluded that video was an appropriate media to enhance students' motivation in learning English.

From the findings of the research, it can be explained into the following discussion. It was found that the use of video in learning English made the lesson more interesting, it could improve students' motivation in learning English. As explained in the theory from Hughes (2012) said that the use of technology in the classroom (in many instances that included nursing programs, Foreign Language classrooms and science



classrooms) increased student motivation due to a variety of factors that included real-time interaction, real-world application and self-regulated learning and pacing. Then, through the implementation of video as the teaching media, there were some improvements of students' motivation in learning English. From the observation results, there were changes from students' behavior toward teaching and learning process. They became enthusiastic in learning English; and also did not feel that English was a difficult lesson. The students were enjoyed in studying English. As the positive side-effect implementing video in teaching learning activity, the improvement of students' motivation automatically influenced the improvement of students' achievement.

Meanwhile, dealing with the academic achievement, it could be seen that the implementation of video in learning English could enhance students' motivation which finally would influence the increase of students' achievement. It could be seen from the improvement of the students' scores in reading test from Cycle 1 to Cycle 2. The mean of score in pre-test is 45.13, the mean of score in Cycle 1 is 73.93, and the mean of score in Cycle 2 is 78.80. It was supported by the theory of Harwood and McMahon January (1997) who defines how treatment teachers successfully integrated video into their instruction in a fashion which produced significant achievement gains in chemistry content knowledge during individual micro units as well as across the span of the academic year. The statistical results of the quantitative data revealed that students who received the video-enhanced instruction scored significantly higher than

those in the control classrooms across all measures of achievement and attitude.

At first, some of the students were not give their full attention, they were not active in English class and even they refuse to answer the teacher's question during the teaching and learning process. Yet during the research implementation, the students were more active during the research. It indicated that the students were motivated in English class. As stated by Ur (1996: 274) that various studies have found that motivation is very strongly related to achievement in language learning. Motivation is essential for teaching and learning process. It is crucial factor that determines students' willingness to engage in lesson and learning activities and their reason for doing so.

After the research was conducted, the situation of the class was changed. The student's interest and motivation were increased. The students looked enthusiastic in doing class activities. In addition, the students' improvement could be shown from their braveness to answer teacher's question, they become more confident. They also paid more attention to the material and seemed enthusiastic toward the lesson. It was different with the class situation in the preliminary research that most of the students preoccupied by their own business like playing games or talking with their friend, and even refused the teacher's instructions. As stated by Stempleski and Tomalin (1990: 3) video can attract the students' motivation and communication. Through motivation, the students' interest quicken when language is experienced in a lively way through video because the combination of moving pictures and sound can present language more comprehensively than any other

medium. Through communication in the video can make the students more ready to communicate in the target language and get the full message from it.

Then, the students' improvement can be shown where the students were more active to ask about the lesson that they did not understand. The students also become diligent and show their effort in learning English. It was different with the preliminary research where the students did not want to ask their difficulties to the teacher, and also looked so lazy during the lesson. After the implementation of the video, it could be seen that the students were more motivated in joining the English class. Video made the students more enthusiastic toward the media used in English class. They realized that learning English by using video was more interesting than learning English by power point even students' handbook. Hence, I was stopped the research in SMA Negeri 1 Teras Boyolali class of X Social 1 because all of the aims had been reached.

## **CONCLUSION AND SUGGESTION**

Based on the findings, it could be drawn some conclusion that the use of video is able to improve the students' motivation, that covers: (1) the students become brave to answer teacher's question, they become more confident; (2) the students were more active to ask about the lesson what they did not understand; (3) the students have a desire to be success in learning English, they want to get highest score in class; (4) the students understand with their goal in learning English, they become serious to do the assignment and paid more attention to teachers' explanation; (5) the students become diligent and show their effort in learning English.

The improvement of the students' motivation in learning English was also supported by the result of the test scores. The mean score of pre-test was 45.13 and it improved into 73.93 in the post-test cycle 1 and 78.80 in the final post test cycle 2. It proved that the use video in teaching English can improve the students' motivation. Video as teaching media made the students more interested toward the lesson and created good atmosphere in the class so the student did not bored.

In addition, video can improve the classroom situation during teaching and learning process. Video brought the class to be more alive. Most of the activities could involve the students in enjoyable situation. When video was implemented in English class, the students' interest got increased so that they paid more attention to the lesson. The improvement of the students' interest was also indicated by their behaviour during the lesson. The students also looked more confident in their learning participation. Based on the conclusion above, there are some implications and suggestions for the English teachers, the students, the school and the other researchers. They are: 1) The English teachers have to aware about technology especially video. They have to know how to get the video, to operate video, and to implement the video in English class. The suggestion for the teachers are the English teachers should learn more about technology especially video by joining some workshops, browsing in the internet and learning the technique of using video in English class; 2) the students have to understand about technology that used in English class and open their mind to receive any kinds of technology, teaching method, and information which support their

motivation in learning English. The suggestion for the students is that they should have initiative to use technology in their daily life because technology, in this case is video can help them understand the lesson easily; 3) the other researchers have to more creative in choosing and using video in English class if they want to have similar research. Therefore, they also should search many more interesting video and should try the various technique of using video in English class; 4) the school has to provide the appropriate media that support the teaching learning activity. They also have to hold workshops and trainings for the teacher about how to use and the importance of technology in teaching learning activity. Then, the suggestions for school are the school should provide facilities to support the use of video in English class and invite some experts to give training to the teachers.

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