CHAPTER I

INTRODUCTION

This chapter is the general view of the problem which is described by the researcher. It consists of background of the problem, setting of the problem, limitation of the problem, purpose of the problem, significance of the research and definition of the terms. In this chapter the researcher describes the problems found in this research and limits it to specify this research.

A. Background of The Problem

English is one language among languages in the world that is used as the international language. That is why it is very important to learn English. Many people have several different reasons in learning English, such as: visiting an English speaking country, continuing study abroad, expanding business internationally, reading English novel or newspaper, or even just want to be able to speak with foreign people. Regardless what the reasons are, nowadays the need of learning English has increased in every country including in Indonesia. As a foreign language, English has been taugh from primary school to secondary school not only in formal institution, but also non formal institution. It shows that English has become a need for the people.

Knowing the great demand of English, every English institution offers different technique and approach in teaching English. It happens for foreign language teaching is different majority such as math or chemistry teaching. The field of foreign language has undergone many fluctuations and shifts over the years. As stated by Marianne (2001:3) as cited in Indriyani (2012:10), "language

teaching is a field in which fads heroes have come and gone in manner fairly consistent with the kinds of changes that occur in youth culture." Because of those changes, the English teacher is also demanded to select the approriate teaching techniques that is used and found in many methods and approaches.

English as a formal subject is given to senior high school (SMA) level, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for Junior High School (SMP) students" (Balitbang Depdiknas, 2002:42).

The fact shows that the result of teaching learning English is still low. Somantri said (2003) that there can be a wonder about the condition of the student's English ability. The students have learned English from the first-grade of junior high school until senior high school, but most English as communication. Zamroni in Somantri (2003) found that it not only happened to the students who have score below five, but the students who have score over eight in junior high school cannot use English in real communication in their level. Besides, their receptive skills are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in reading English literatures (Balitbang Depdiknas, 2002:1).

Motivation plays a very important role in enhancing the students' English learning performance. Dornyei (1998) put stress on the influence of motivation, which is considered as a key to learning a second language (L2) and one of the

biggest factors affecting language learners' success. It is widely accepted that the more motivated learners are, the more successful they would be at learning the second or foreign language. The learners who choose English subject as major and study it as a foreign language are concerned towards the motivational factors that play a major role in academics, development of skills and practicing English language in day-to-day use. One of the strategy to raise students' motivation in learning English is using video.Video is considered by the researchers as an alternative strategy to improve students' motivation. After watching videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive and extensive speaking performance.

According to the preliminary research to the tenth grade students of SMPN 3 Rambah Samo during the PPL practice several months ago, the researcher saw that one of the problems faced by the students in learning the English subject was their motivation. The researcher found that some of the students did not have high motivation in participating the subject. It could be seen from their attitude during the lesson. Students who have low motivation in learning English seemed never be active in the classroom. When their teacher gave them a question related to the lesson they just keps silent and seldom to do an effort to answer it.

Another case is when their teacher asked them to create a group discussion, they did not give any significant contribution to their group discussion. They often just became the listener among their friends or they did something else out of the topic. The researcher observed this situation and concluded that the cases above happened because some reasons such as: they were not interested in English

because they did not have a good English speaking or listening skill. It is caused by their low Motivation in learning English mastery and another one is the strategy used by the teacher was not quite interesting for them. Teacher mostly used the lecturing method in teaching English so that it makes students get bored easily. Teacher rarely used media to attract students' motivation in teaching English. Mostly, the media used by the teacher was the school textbook, and articles or news from the English magazine and newspapers. It made the students got bored and they were not interested in improving their motivation in learning English. Teacher should use an insteresting media in teaching English. One of the medias can be used to attract students' attention or motivation in learning English is by using video.

Based on the objective and the conditions mentioned above, it is very urgent and necessary for the teacher to make every effort to change some of these situations into positive ones. Therefore, from those needs in teaching, the researcher proposes video to be a media in teaching English. The videos will be used as a strategy toward students' motivation in this research are some videos related to the motivation in learning English for the learners. Video is chosen because this gives many contributions in the teaching and learning process. Vidio it provides a huge of content that is exploitable for a class use. According to some previous researches, using videos in teaching and learning process can improve students' interest and motivation because students will directly see and hear things from the video about anything they might just imagined before.

Based on the problems above, the researcher was greatly motivated to find out the effect of the use video in teaching English. the researcher conducted a

research entitle *"The Effect of Watching Video Toward Students' Motivation in Learning English at Eighth Grade Students of SMPN 3Rambah Samo in Academic Year 2017/2018"*

B. Setting of the Problem

In this research, there are several problems can be found above such as students did not have high motivation in participating the subject. It can be seen from their attitude during the lesson. Students who have low motivation in learning English seemed never be active in the classroom. Another problem is when their teacher asked them to create a group discussion, they did not give any significant contribution to their group discussion. They often just became the listener among their friends or they doing something else out of the topic. Teacher rarely used media in teaching English. Students' textbook is the only media used by the teacher. It makes the students get bored and do not want to improve their motivation in learning English.

C. Limitation of the Problem

To focus in doing this research, the researcher limited this research only to find out the effect of watching video on students' motivation in learning English at eighth grade students of SMPN 3 Rambah Samo in academic year 2017 / 2018.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem on the following questions "Is there any significant effect of watching

video on students' motivation in learning English at eight garde students of SMP N 3 Rambah Samo?"

E. Purposes of the Research

The purposes of the research were the researcher wants to find out whether there is a significant effect in watching video toward students' motivation in learning English at eight grade students of SMP N 3 Rambah Samo.

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F. Significance of the Research

1. *Theoretically:* This research can prove that the use of video gave a significant improvement toard students' motivation in learning English. Students will be more motivated because by using video in teaching and learning process, students are able to watch and listen the things that they only can imagine if they use textbook.

2. *Practically:* This research made students is more motivated in learning English and teacher can use the strategy of using videos to improve students' motivation in learning English in the classroom.

G. Definition of Key Terms

To avoid misinterpretation of the research, it is necessary to the researcher to define the following term:

1. **Video :** Video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language (Richards and Renandya, 2002: 364).

2. **Motivation:** Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it, Motivation is a term frequently used in both educational and other research contexts (Gardner, 1985). From the statement above, the researcher conclude that motivation is a willingness which pushes someone to reach the goal whether in education or in any other field.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher puts some theories related to the simple present tense, writing descriptive and review of related finding to compare the difference this research paper among several result of some researches which take video and students' motivation as their variables of the research. Conceptual framework also becomes the part on this chapter.

A. Review of Related Theories

A.1. The Definition of Video

Richards and Renandya (2002: 364) say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities.

Video can be used as an aid to teach speaking. Video has so much to offer. One of them is the students may love video because it is interesting, challenging, and stimulating to watch (Rice,1993). It also brings how people behave in culture whose language they are learning into the classroom (Heimei ,1997). It enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into classroom.

Gerlach and Elly (1989:12) state that media are any person, materials, or Event that establishes condition which enables the learners to acquire knowledge, skills, and attitudes. From this statement, it is clear that media has general meaning of supporter in education execution. However, we can see clearly that the main purpose of media is to help the students and the teacher in the teaching learning process so that the students will adopt the material, which is presented easily, as the media can establish condition where the students are required to get knowledge, skills and attitudes.

According to Harmer (2001), a video is not only a great aid to see language in use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Finally, students mostly show an increased level of interest when they have a chance to see language in use as well as hear it.

A.2. Types of Videos

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

1. Off-air program. Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off-

air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular.

2. Real-world video. The teachers should not use separately published videotape material such as feature of films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.

3. Language learning videos. It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well.

A.3. Criteria in Selecting Videos

There are some criteria in selecting videos as proposed by Stempleski (1992).

1) Inspiration, motivation, and interest learning. A video should give inspiration, motivation, and build students' interest in.

2) Content. The teacher should make sure that the videos are suitable with the instructional goal and culturally appropriate for the students.

3) Clarity of Message. The teacher should make sure that the instructional message is clear to the students. For the teacher, it will be a great attempt to prepare the students to understand what they are going to watch.

4) The pace. The teacher needs to make sure that the pace of the videos should be suitable with the students' proficiency level.

A.4. The Use of Videos in the Teaching and Learning Process

As stated by Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on. Instead of being fun and useful, they can be motivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials available will be suitable for the students and the teaching purposes. Teachers have to select materials with clear objectives, the students' level and interest in their mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

Moreover, Paul also adds that any videos that accompanying course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus. Before using the videos, teachers have to ask themselves about following questions:

1) Will the students understand the material?

2) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?

3) Do I have some really useful activities with which to exploit the material?

4) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

On the other hand, it is not always easy to use the video in the classroom. There are also some problems in using videos in the teaching and learning process. Therefore, the teachers need to be aware of those potential problems so that the use of videos in the class will be successful.

Those potential problems proposed by Harmer (2001: 283) as the following explanation:

1) *The 'nothing new' syndrome*. The uses of videos are not only switching on the monitor in the classroom and then watching the videos. The teachers should provide activities before viewing, when viewing and after viewing videos to encourage the students to speak so it is not just like watching television at home.

2) *Poor quality types and disks*. In selecting the video, the teacher also should judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students' interest.

3) *Poor viewing conditions*. It is important for the teachers to make sure that the students can see and hear the video. The monitor must big enough for the students who sit at the back to see the screen clearly

4) *Stop and start*. When the teachers constantly stop and start the videos, only showing little bits at a time, it will make the students become frustrated. However, sometimes theteachers do that on purpose, prediction. Therefore, the teachers need to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence.

5) *The length of extracts*. The teachers should consider the length of the video seriously. Some people think that more than two or three minutes of videos make students to sleep. However, short video sequences between one and four minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating for students.

A.5. Video Teaching Techniques

According to Harmer (2001: 286), there are some teaching techniques which can be used in the teaching and learning process.

1. *Viewing techniques*

This technique has purpose for awakening the students' curiosity, through prediction activities. Therefore, when the students finally watch the video sequence in its entirety they will have some expectations about it. This viewing technique is divided into some technique. Those can be seen below.

a) Fast forward. In this technique, the teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed. It takes only a few seconds. After that, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

b) Silent viewing (for language). The teacher plays the tape at the normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

c) Silent viewing (for music). This technique is quite similar with silent viewing for language but here the teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the composer.

d) Freeze frame. The teachers can 'freeze' the picture at any stage during a video sequence. It is useful for asking students what they think will happen next or what the character will say next.

e) Partial viewing. The teachers can show only a partial view of the pictures on the screen to provoke the students' curiosity. The teacher can use pieces of card to cover most of the screen, only leaving the edges on view. The teacher can put little squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

2. *Listening and Mixed Techniques*

This technique is designed to provoke engagement and expectations too. This listening technique is divided into some techniques too. Those can be seen below.

a) Picture-less listening (language). The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.

b) Picture-less listening (music). The teacher played the videos but without showed the screen, only playing the music. And then, the students can listen to it and then

say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place.

c) Picture-less listening (sound effects). In a scene without dialogue students can listen to the sounds to guess the scene, for example, they hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. After that, they have to tell the story they think they have just heard.

d) Picture or speech. For this technique, the teacher can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

Furthermore, there are also some other techniques in using videos for teaching and learning process as proposed by Paul (2000: 166).

1) The most obvious use of video is for listening comprehension. In this technique, the teachers show a short section of video, put it on pause, and ask questions about what the people said then show another section. Moreover, the teachers also can ask other questions about the scene and what is happening.

2) The teachers can ask the students to listen for a specific form of functional expressions, for example, thanking and then the teacher should write some examples of expression thanks on the board and ask the students to listen and watch the videos and get them to raise their hands when they hear one. The teacher also can press the pause button to stop the video after selected forms of functional expressions and ask the students to repeat what the last speaker in the video said. It

makes the students listening attentively and focuses on the forms or expressions that teachers have selected.

3) The teachers can use the pause button to stop just before speaker in the video says something that teachers want to focus on and ask the students to predict what that speaker is going to say.

In addition, Harmer (2000:286) proposes three steps in integrating videos into classroom instruction efectively. Those are pre-viewing, while- viewing, and post-viewing. From each step, English teacher can choose the most appropriate activities for their students.

1) Pre-viewing. It is done before assigning the students to watch the videos. The students can follow the activities as presented below.

    a) Free writing on the questions about the events.

    b) Predicting events.

    c) Discuss the videos from the title.

    d) Pre-teaching any unusual Motivation in learning English and grammatical points in context.

    e) Practice to pronounce words to develop their aural perception of the words.

2) While-viewing. In while viewing the videos, the English teacher can assign the students to:

    a) Watch for relaxation without taking the notes.

    b) Identify general topics.

    c) Make more detail information on the second viewing.

    d) Check information with the students' partner or group.

e) Focus on detail like signs, notices, building, or vehicles.

f) Work in pair, for example, student A closes his eyes, while student B watches the videos and then tells what happen in the videos to A.

g) Listening for general comprehension and specific information.

3) Post-viewing. After finishing watching the videos, the English teacher can ask the students to do the following activities:

a) Review and answer general comprehension questions.

b) Describe scenes, people, objects, etc.

c) Discuss events, body language, or predict the end of the videos.

d) Predict the outcomes of events.

e) Viewing and generating appropriate dialogues for the scene.

f) Practice stress and intonation by asking the students to mark them on the video transcripts and then imitate.

g) Make a role-play

h) Watch and summarize a short paragraph of what they have heard.

A.6. The Advantages of Using Videos in the Teaching and Learning Process

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement.

Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the

videos to students' needs, promote active viewing, and integrate the videos with other area of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. They can be improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), a video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Moreover, Harmer (2001: 284) also states that there are some advantages in using videos in the teaching and learning process:

1) Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

2) Cross-cultural awareness, which is allowing students a look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

4) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks. It is clear from the explanation above that videos have many advantages.

Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They also can learn about culture from other countries such as what people in other countries wear, eat, and much more.

A.7. The Benefits of Video in Motivation of Learning

There are many benefits of using video in education as shown in several decades of research. Salman Khan in 'Let's use video to reinvent education' (20 mins) describes the transformative way video can impact on teaching and learning and encourages teachers to consider the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time.

See The Art of Educational videos by Macquarie University for the breadth of approaches to making effective videos. Facilitating thinking and problem solving.

Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to

filmmaking itself. These include research skills, collaborative working, problem solving, technology, and organisational skills. (Bijnens, N.D.)

1. *Assisting With Mastery Learning*

In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote 'active viewing' approaches with students (Galbraith, 2004).

2. *Inspiring and Engaging Students*

More recently, Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centred learning activities through:

   a. increased student motivation

   b. enhanced learning experience

   c. higher marks

   d. development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject

   e. development of learner autonomy

   f. enhanced team working and communication skills

   g. a source of evidence relating to skills for interviews

   h. learning resources for future cohorts to use

i. opportunities for staff development (CPD).

3. *Authentic learning opportunities*

The work of Kearney and colleagues show the benefits of using video to produce authentic learning opportunities for students (Kearney and Campbell 2010; Kearney and Schuck, 2006), and how 'ivideos' encourage academic rigour from an advocacy, research based perspective

Vidio in the classroom has privacy controls available through a feature called Safety Mode. Google uses community flagging, age restrictions, and other signals, to identify and filter inappropriate content so your students can learn using videos. With video, you have the freedom to create and customize just the right amount and type of learning material for students to meet their learning goals.

A.8. The Nature of Motivation

Motivation plays a very important role in enhancing the students' English learning performance. Dornyei (1998:261-275) put stress on the influence of motivation, which is considered as a key to learning a second language (L2) and one of the biggest factors affecting language learners' success. It is widely accepted that the more motivated learners are, the more successful they would be at learning the second/foreignlanguage. The learners who choose English subject as major and study it as a foreign language are concerned towards the motivational factors that play a major role in academics, development of skills and practicing English language in day-to-day use.

According to Gardner (1985:60), motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction

derived from it. According to Pakdel (2013:240) motivation is an intrinsic phenomenon that is affected by four factors : Situation, Temperament, Goal, and tool. Tools to reach the target. People are motivated for achieving to the goals, necessities and instincts. Academic achievement has a special importance for seekers of science and students. With this motivation, people are motivated enough for successful completion of a task, gaining to a goal or access to a certain degree from competence in their jobs until they gain enough success in learning and academic achievement. Students thoughts guide their motivation

Harmer (1983:3) states that motivation is a kind of internal drive that encourages somebody to pursue a course of action. It means that motivation is a mind power for people to reach their purpose in any aspect of life. Motivation is a term frequently used in both educational and other research contexts. In educational contexts, motivation is what triggers us to act to learn English, to learn to teach English, or to teach it (McDonough, 2007). This basic explanation acknowledges the four elements that it includes:

a. The reasons why we want to learn

b. The strength of our desire to learn

c. The kind of person we are

d. The task and our estimation of what it requires of us.

According to teachers and researchers, motivation affects the rate and success of L2 learning. Moreover, motivation provides the primary impetus to start learning L2 and later the driving force to maintain the long and repeatedly annoying learning process; actually, all the other elements associated with L2 acquisition presuppose. motivation to some extent. Without enough motivation,

even adults with the most extraordinary skills cannot achieve long-term goals, and neither are suitable curricula and good teaching sufficiently on their own to guarantee student accomplishment. But, high motivation can make up for significant inadequacy both in one's language competence and learning conditions.

According to Masgoret and Gardner (2003), a motivated learner expands effort, takes responsibility, has goals, desires, enjoy the process and learning. As mentioned by Oxford and Shearin (1996:121-144), motivation is a critical, vital aspect of which learners are fully involved in learning process.

A.9. Factors Affect Motivation in Second Language Learning

There are some factors which can affect the learners' motivation in learning something. In this research, the researcher puts several factors such as teacher's attitude, parental factors, and classroom features or environmental factors. The explanation about those factors can be seen in the following paragraphs. There are four factors that can be dangerous to the learners' motivation, according to Harmer (1991, p. 4) are the following :

 1. *Physical condition* which means the atmosphere in class. For example if student have to study in the bad lighting classroom , overcrowded with too many students , have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.

 2. *Method of teaching* which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "*If the students loses confidence in the method, they will become demotivated*" (Harmer, 1991)

3. *The teachers* as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.

4. *Success* refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

A.10. Types of motivation

Gardner (1982:236) distinguisheds motivation into two types of motivation; intrinsic motivation and extrinsic one.

1. Intrinsic Motivation

According Gardner (1982) intrinsic motivation is perceived to be composed of three elements. These are effort, desire and Attitude. According Gardner (1982: 14) Extrinsic Motivation: driven by external factors such as parental pressure, the role of teacher, environment. According to Pakdel (2013:240) motivation is an intrinsic phenomenon that is affected by four factors : Situation, Temperament, Goal, and tool. Tools to reach the target. People are motivated for achieving to the goals, necessities and instincts. Academic achievement has a special importance for seekers of science and students. With this motivation, people are motivated enough for successful completion of a task, gaining to a goal or access to a certain degree from competence in their jobs until they gain enough success in learning and academic achievement.

Students thoughts guide their motivation However Harmer in Istianti (2013; 11) States that intrinsic motivation takes a vital role in the result of students" language learning . Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher" role to create intrinsic motivation in the classroom in order to maintain students" learning.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities.

In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth on ward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one"s inherent interest that one grows in knowledge and skills.

The inclinations to take interest in novelty, to actively assimilate, and to creatively apply our skills is not limited to child hood, but is a significant feature of human nature that affects performance, persistence, and well-being across life"s epochs (Ryan & LaGuardia, in press).So in this research intrinsic motivation is So, intrinsic motivation is energy and direction of the behavior of the people that comes up from the learner himself.

2. Extrinsic Motivation.

Richards, 2003; Sawyer, 2007). Dörnyei (2001) states: Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn" (p. 156). He believes that teachers can do little to influence students' extrinsic motivation, there is a lot they can do to enhance their intrinsic motivation. Dörnyei (2001: 180) summarizes:"the available research evidence and theorizing suggest that teachers' values, beliefs, attitudes and behavior, as well as the general level of their commitment towards the students, their learning and the subject matter, constitute some of the most prevailing influences on student motivation".

According to Marsh (2010:58) extrinsic motivation is "Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior."According to Schunk(2008:236) Extrinsic motivation is motivation which enggages in activity as a mean to end. Motivation students extrinsically work an activities because they believe that participation will result in desirable outcmes such as rewards, teacher price, or punishments. According Santrock (2005:418) Extrinsic motivation causes someone to conduct something in order to get something else. In the other words it

is a means to get somethings. Motivation is caused by external incentives such us rewards or punishments.

Extrinsic moivation is motivation which one from not from inside of ourselves but from outside. As Hamalik (1994:113) explain that extrinsic motivation is motivation that caused by outside factors of situation. In Marsh book, he inform that extrinsic motivation is experienced by students when they receive a rewards or avoid punishment or in some other way unconnected with the task earn approval for particular behavior.

From the statement above it is assumed that extrinsic motivation is caused by factors from outside from students. It can be from teacher , parent, environment. Actually that factor can influence upon students extrinsic motivation in teaching and learning process as follow:

1. Teacher

A teacher also called a school teacher is a person who provides education for students. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and support the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, the teacher has an obligation to arise motivation to the students to learn hard. The teacher action success and its reward, failure and its penalties, authoritative, demands test, and competition.

a. Success and its rewards. This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be

more. Willing to engage with the next one. More confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that learners are aware of their own success, the message can be conveyed by a nod, a tick, even significant lack of response.

b. Failure and its penalties. Failure is not just a matter of wrong answer, learners should be aware that they are failing if they have done significantly less that they could have, if they are making unsatisfactory or not taking care. Failure in any sense is generally regarded as something to be avoid, where success is something to be sought.

c. Authoritative demands. Learners are often motivated by teachers' pressure. They willing to invest efforts in tasks simply because you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.

d. Test. They motivating power of test appear clear; learners who know they are going to be tasted on specific material next week will normally be more motivated to study it carefully then if they had simply been told to learn it. Again, this is useful incentive, provide, there is not to much stress attached, and provide it is not used to often.

e. Competition. Learners will often be motivated to give their best not for the sack of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find loosing humiliating, are not very good at the language and therefore likely consistently to lose in

content beside on (linguistic) knowledge; and is offer use, is eventually affects negatively learners" willingness to cooperate and help each other.

2. Parents.

Parents are expected to motivate their children to achieve to goals in school. Jeremy harmers stated that "If the parents are very much against the culture of the language this will probably affects his or her motivation in a negative way. If they are very much in favor of the language this might have to opposite effect". This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3. Environment.

The teaching and learning activity in which conducted in good, clean, and health environment can better satisfactory both of from teacher and students then conducted in bad environment. Environment also will cause students motivations. Students will be more interesting, if the environment of the classroom is comfortable.

A.11. Definitions of Learning

The word 'learning' has some definitions. In the Encyclopedia of Educational Research, learning is defined as a process of gaining new knowledge or skill. In order to qualify as learning rather than just temporary gain, this process must include retention of knowledge or skill so that it can be displayed at the future (1985: 2975).

Chance (1985:17) states that learning as a relatively stable and unspecified change with an organism that makes a change in behavior that is due

to experience and that can not be accounted for in terms of reflexes, instincts, or the influence of fatigue, injury, disease, or drug. This definition implies that learning refers to the changing of human being which is due to experience or planning, not due to natural growth.

Another experts, Bigge and Shermish (1992: 1) state that learning is basic to development of athletic prowess, of tastes in food and dress and of the appreciation of art and music. It contributes to ethnic prejudice, to drug addiction, to fear, and to pathological maladjustment. It produces the miser and the philanthropist, the bigot and the patriot. In short, it influences our lives at every turn, accounting in part for the best and worst of human beings and for the best and worst in each of us.

More specifically, Brown (1987: 6) breaks down the definition of learning into some items. They are:

(1) Learning is acquisition or getting.

(2) Learning is retention of information or skills.

(3) Retention implies storage system, memory, cognitive organization.

(4) Learning involves active, conscious focus on and acting upon event inside or outside the organism.

(5) Learning is relatively permanent.

(6) Learning involves some forms of practice.

(7) Learning is a change in behavior.

From the definitions above, it can be concluded that learning is a process that indicated by people's changes from the interaction between individual and his environment. The process that done by individual for the better result of the

society interaction. The process of learning of individual can happen in one day, one week, one month, or even for many years.

B. Review of Related Findings

In this research, the researcher wants to make a comparison among several findings of other researchers which took Motivation in learning English or cartoon movie as their tittle of the research. Some of those researches are follows:

Ekiz and Kulmetov (2016) on their research *"Factors Affecting Learners' Motivation in English Language Education"* found that results of this study revealed that there are key strategies, behaviours and factors that affect learner's motivation directly. The present study shows that parental factors play an important role in learning English and almost all of the students are more motivated when their parents support and encourage them to learn English. Most of the students are more motivated when their parents stress the importance of English in entire life and give moral and material support while learning English. For the teacher's attitude, approximately 90% of the participating students admitted that they are more motivated when teachers create realistic learner aims and give clear information related to why they are involved in an activity and its goal. Teachers' friendly behaviour during lessons is one of the best strategies to increase students' motivation. Additionally, attendance of all students in the English lessons is important to maintain students' motivation at the highest possible level. Another important finding is that many of the participants are demotivated when the class is crowded, noisy and has heating problems.

Riswandi (2016) on his research entitle *"Use YouTube Based Videos to Improve Students' Speaking Skill"* states that based on the research findings conducted in this study, it could be concluded that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation. This improvement is proven by the students' speaking achievement and the score gained. The score of the speaking test has fulfilled the criteria of success. In addition, the students actively involved in learning activities and had high motivation toward the use of videos in the speaking class. The nature of the video, which provides picture and audio at the same time, is able to help the students train their pronunciation, enrich their Motivation in learning English, and make them easier to find an idea in producing sentences while speaking. The students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also on their comprehension. In addition, watching videos also unconsciously help the students learn grammar in an automatic way. The students got the input so well from the speakers, who are mostly native English in videos. The more students watch the video also help them to easily practice their own speaking, thus it helps the student improve their fluency in speaking.

Vibulphol (2016) on his research entitled *"Students' Motivation And Learning and Teacher's Motivational Strategies in English Classrom"* found that from this nationwide study show the current situations of English learning and motivation of Thai ninth grade students in natural English classroom settings. First, the data tend to support the role of English as an international language since a large number of ninth graders in this study showed motivation to learn English and

even reported having joy in learning, but the learning was not assessed to be High. Second, the students' motivation did not seem to be nurtured well during the lesson. Most classrooms were observed with the motivational strategies that impose on students' learning, which affected the initial interests of some students to situation-based learning. Only the classes that concerned students' intrinsic motivation were assessed to have high levels of motivation and learning. Further research should thus be conducted to find ways to enhance and sustain students' motivation better so that the students' engagement in learning and outcomes will be ensured. Strategies that can nurture and protect students' natural interests in learning and enhance their sense of regulation over the learning are definitely needed in this fast growing information society to ensure that the students will sustain their learning throughout their life.
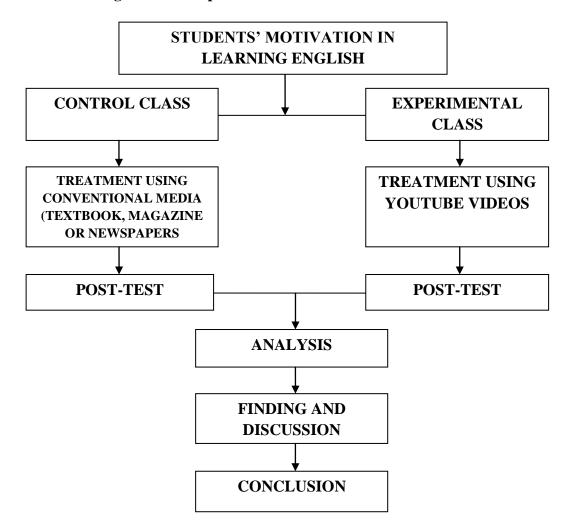
Kreutz and Rodhin (2016) on their research entitled *"The Influence of ICT on Learners' Motivation Towards Learning English"* found that the results regarding our first research question, whether motivation if affected by ICT, our conclusion is that the majority of students were positive to all questions about incorporating ICT in the classroom. The students' responses showed that they were happier and thought it were more fun when they use ICT in class. The positive responses dropped by a few percentages when the questions switched from including their own use of ICT to the teacher's use of ICT. Still, all were over 50 % positive towards the teacher using ICT. A summary of this research question is that most learners have a positive view on incorporating and using technology in school. The ICT technology in the classroom is beneficial for learning as a result of it being a motivational tool for learners. A conclusion can be made that the students believe it

is fun when the teacher uses ICT, but it is even more fun when they use computers and tablets themselves. In this way the motivation for using ICT is clearly stated.

Compared with the researches above, the researcher realizes thet there are some differences between this research and those researches. For example, if it is compared with theEkiz and Kumeltov's research, it can be seen that the purpose of their research is to find out the factors affecting students' motivation meanwhile in this research the main purpose is to find out the effect of YouTube video toward students' motivation in learning English. Kreutz and Rodhin's research also has a purpose to find out the influence of ICT in students' motivation but in this research the use of YouTube video is purposed to find out how significant it affects toward students' motivation in learning English.

C. Conceptual Framework

Conceptual framework is a scheme of research will be conducted by the researcher. For this research, the scheme of its conceptual framework will bbe shown by the following diagram.

Figure 1. Conceptual Frameworks of the Research

```
                  ┌─────────────────────────────┐
                  │    STUDENTS' MOTIVATION IN  │
                  │      LEARNING ENGLISH        │
                  └─────────────────────────────┘
                                │
   ┌──────────────────┐         │         ┌──────────────────┐
   │  CONTROL CLASS   │─────────┼─────────│   EXPERIMENTAL   │
   │                  │                   │      CLASS       │
   └──────────────────┘                   └──────────────────┘
            │                                      │
   ┌──────────────────┐                   ┌──────────────────┐
   │ TREATMENT USING  │                   │ TREATMENT USING  │
   │ CONVENTIONAL     │                   │ YOUTUBE VIDEOS   │
   │ MEDIA (TEXTBOOK, │                   │                  │
   │ MAGAZINE OR      │                   │                  │
   │ NEWSPAPERS       │                   │                  │
   └──────────────────┘                   └──────────────────┘
            │                                      │
   ┌──────────────────┐                   ┌──────────────────┐
   │   POST-TEST      │───────┐   ┌───────│   POST-TEST      │
   └──────────────────┘       │   │       └──────────────────┘
                        ┌─────────────┐
                        │  ANALYSIS   │
                        └─────────────┘
                              │
                        ┌─────────────┐
                        │ FINDING AND │
                        │ DISCUSSION  │
                        └─────────────┘
                              │
                        ┌─────────────┐
                        │ CONCLUSION  │
                        └─────────────┘
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The explanation about conceptual framework in this research is that the researcher will conduct the research based on two group, they are control group and experiment group. The researcher will give the experiment using YouTube videos to the experiment group and conventional media in teaching English to the control group. Then, the researcher will give the post-test to the both groups and analyze the result of the test.

D. Hypothesis

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be stated as follows:

Hi : There is an effect of watching video on students' motivation in learning English at eighth grade students of SMPN 3Rambah Samo.

Ho: There is no any effect of watching video on students' motivation in learning English at eighth grade students of SMPN 3Rambah Samo.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research methodology. In this part, it consists of research design, setting of the research, population and sample, instrumentation of the research, procedure of the research, technique of data collection, and technique of data analysis.

A. Research Design

This research was designed as a quasi experimental post-test only. It means that, in this research, the researcher conducted this research without pre-test for the control class and experimental class. The researcher gave treatments only for the experimental class, after that post-test for the control class and experimental class, were given the video was used which contain of sound, moving, and text. This research consisted of two variables, there are: independent variable (variable X) and dependent variable (variable Y). Independent variable was video. Subsequently, dependent variable was students' motivation in learning English.

B. Setting of the Research

This research was conducted at SMPN 3Rambah Samo which was located at Diponegoro Street, Rambah Samo sub district, Rokan Hulu Regency. The research was conducted in May, 2018.

C. Population And Sample

The population of the study was the eighth grade students of SMPN 3 Rambah Samo. The total population of the eighth grade students in academic year 2017/2018 was 88 students. According to Arikunto (2010, p. 173) population is a set or collection of all elements processing one or more attributes of interest. The total population of the eighth grade students could be seen on the following table:

Table 3.1. Population of the Tenth Grade Students in SMP N 3Rambah Samo

in Academic Year 2017 / 2018

No	Classes	Number of Students
1	Class VIII.A	20
2	Class VIII.B	23
3	Class VIII.C	22
4	Class VIII.D	23
Total		**88**

b. Sample

Sample is a fraction of the number and characteristics possessed by this population, or a small part of members of the population taken pursuant to certain procedures so as to represent the population. In this research, the researcher took the sample by using random sampling. According to Kerlinger (2006). Random sampling is a method in taking the sample from one population so that every member of the population has the same opportunity to be taken as the sample of the research. Cluster random sampling can be used when the population of the research

does not consist of individual or personal but consist of the groups with the huge numbers (Margono, 2004:127).

In this research, the researcher took two classes as the sample of the research and then both classes were drawed to determine which class as the control or experimental. The researcher gave a lottery to determine it. The classes were joined as the participants in this research was class VIII.A as the control class and class VIII.C as the experimental class.

Table 3.2. Samples of the Research

No	Participants	Role
1	Class VIII.A	Control Class
2	Class VIII.C	Experimental Class

D. Instrumentation of the Research

The instrument used in this research was to measure the effect of video toward the students' motivation in learning English. During the treatment, the researcher used motivational videos about learning English which is taken from You Tube. Those videos used as one of the instrument in giving the treatment in this research. Besides the motivational video, the research also used questioner to measure the students motivation.

1. Questionnaire.

A questionnaire was used to find out the answer of the formulation of this research in the previous chapter. There were 15 items of questionnaire given to

the students and 5 interview items of the research. The indicator of the interview was related to the factors affecting students' motivation in learning English, are the Intrinsic motivation and Extrinsic motivation. For intrinsic motivation, the indicators of the questionnaire were *effort, desire, and attitude* in learning English. Meanwhile for extrinsic motivation the indicators are *teacher's attitude, parental factors, and classroom features or environment.*

Table 3.3. Score Item positive and negative answer

No	Alternative Answers		Score	
	Options	**Captions**	**Positive (+)**	**Negative (-)**
1.	SS	Strongly Agree	4	1
2.	S	Agree	3	2
3.	TS	Disagree	2	3
4.	STS	Strongly Disagree	1	4

(Sugiono: 2010)

Table 3.4. Category of Motivation in Learning

No	Motivation in Learning English	Category
1	80 - 100	Very Good
2	65 - 79,9	Good
3	55 - 64,9	Fair
4	40 - 54,9	Low
5	00 - 39,9	Very Low

Arikunto (1997)

Table 3.5. Indicators of Intrinsic Motivation

No	Aspect	Indicator	Statements	
			Positive	Negative
1	Effort	a. Students attempt learning English through media	I usually learn English using audio visual media	I seldom learn English using audio visual media
		b. Ask the teacher when get difficulties.	When I have trouble in learning English, I always discuss it to the teacher	When I have trouble in learning English, I never discuss it to the teacher
2	Desire	a. Students have strong desire to be able to master English.	I hope my English is improved by learning oftenly.	I do not learn English oftenly because i am not interested in it.
		b. English is very important to support students'	I must learn English seriously to support my jobs	English is not my priority to learn at the moment.

		career in the future	or education in the future	
3	**Attitude**	a. Students is more motivated in learning English through video	I'm more motivated in learning English using video	I don't feel more motivated in learning English using video
		b. Students consider that English is an interesting lesson	I always feel excited in learning English using Video	I do not feel excited in learning English using video

Gardner (1982)

Table 3.6. Questionnaire Items for Intrinsict Motivation

No	Aspect	Indicator	Number Items	
			Positive	Negative
1	Effort	a. Practice English	1	3
		b. Asking the teacher when get difficulties.	2	4
2	Desire	a. Students have strong desire to be able to master English.	5	7
		b. English is very important to support students' career in the future	6	8
3	Attitude	a. Students like	9	11

			Positive	Negative
		to learn English		
		b. Students consider that English is an interesting lesson	10	12

Table 3.7. Indicators of Extrinsic Motivation

No	Aspect	Indicator	Statements	
			Positive	Negative
1	**Teacher**	Teacher encourages students to learn English such as:		
		a. Teacher uses media such as video in teaching English	Teacher always uses media such as video in teaching English to improve students' motivation	Teacher never uses media such as video in teaching English to improve students' motivation
		b. Teacher often uses motivational	Teacher often use motivational	Teacher never use motivational

		videos to inspire students to learn English well	videos to inspire students to learn English well for their future to study abroad or get a good job	videos to inspire students about the advantage of learning English well
2	**Parents**	Parents encourage students to learn English through : a. Provide the facility for the students to learn English through Video	Parents provide laptop or computer so that students can learn English through Videos at home	Parents do not provide laptop or computer so that students cannot learn English through Videos at home
		b. Give a reward to the students if the get good achievement in English lesson	Parents always give a reward to the students if they get good achievement in	Parents never give any reward if the students get good achievement in English lesson.

		English lesson		
3	**Environment**	The environment really support the students in improving their English skill such as: a. The situation in the classroom supports the teaching and learning process of English lesson.	Learning English becomes comfortable and enjoyful because the classroom is neat and clean.	The classroom situation does not make me enjoy in learning English because it is quite dirty and unneat.
		b. Students are able to find many sources to improve their English skill	Students can use many sources in learning English provided by the school.	There are not many sources can be used to improve students' English skill at school.

Gardner (1982)

Table 38. Questionnaire Items for Extrinsict Motivation

No	Aspect	Indicator	Number items	
			Positive	Negative
1	Teacher	a. Teacher often use video as a media in teaching English	13	15
		b. Teacher uses motivational videos to inspire students to learn English well	14	16
2	Parents	a. Parents ask the students to join the English course after school hours.	17	19
		b. Parents Give a reward to the students if the get good achievement in	18	20

		English lesson		
3	**Environment**	a. The situation in the classroom supports the teaching and learning process of English lesson.	21	23
		b. Students are able to find many sources to improve their English skill	22	24

2. Interview

The researcher used the interview to collect the data related to video on students' motivation in learning English. There were 5 questions in the interview session and students asked to answer and explain their experience after using video teaching English.

E. Procedure of the Research

There were five procedures of the research:

1.   Firstly, the researcher did the observation at SMPN 3 Rambah Samo.

2. Secondly, the researcher discussesed about the time for doing the research.

3. Thirdly, the researcher arranged the time for doing treatment for the control class and experimental class.

4. After doing the treatment, the researcher gave questionnaire and interview to the samples of the research

5. Finally the researcher analyzed the data found during the research.

F. Technique of Collecting the Data

According Arikunto (2006:150) the test is a series of questions or exercises and other tools used to measure skill, knowledge, intelligence, ability or talent possessed by an individual or group. Data collection in this study through a questionnaire and interview. The researcher conducted an observation before applying 4 treatments of using video to the experimental class. The observation is purposed to find out the students' motivation during they follow the English learning in the classroom. After the treatments in the experimental class, the questionnaire and interview was given to the students to analyze their motivation in learning English.

G. Technique of Data Analysis

The researcher calculated deviation between post-test of experimental and control class. To analyze the data, the researcher used SPSS program. In this research, the researcher used T-Test and indefendent sample T-Test of population.

1. **T-test**

T-test used to find out the difference between scores of post test taken from the experimental class using YouTube video and the difference between scores of post test taken from the control class and the difference between the scores of both pre test and post test of the experimental group and control group.

a. **Independent Sample T-test**

Parmjit et.al (2006:160) say that Independent sample t-test is used to find the significance of the difference between the means of two samples. The independent t-test, also called the two sample t-test, independent-samples t-test or student's t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups. Gay(2000:484) adds that the t-test for independent sample is used to determine whether there is a probably a significant difference between the means of independent sample t-test and dependent sample t-test is used to find out the results of the first and second hypotheses.

The t-table has function to see if there is a significant difference among the mean of the score of both experimental group and control group. The t-obtained value is consult with the value of t-table at the degree of freedom (df) = (N1+N2)-2 which is statistically hypothesis:

Ha: to > t-table

Ho: to < t-table

Ha is accept if to > t-table or there is effect after giving the treatment YouTube video on students' motivation in learning English.

Ho is accept if to< t-table or there is no effect after giving the treatment YouTube video on students' motivation in learning English.