

USING INTERACTIVE VIDEO TO IMPROVE STUDENTS MOTIVATION IN LEARNING ENGLISH

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ABSTRACT:

Motivation becomes an important part in the successful of teaching learning process. English teachers should concern to find the way in teaching to improve students' motivation. This paper presents the use of interactive video to improve students' motivation in learning English. The writers find some studies which generate that interactive videos plays important roles to increase students motivations. It's not just the teacher play such kind of video then let students watch it, but there are such kind of video which can gain students interaction and some steps to implement it. The result is using interactive video can improve students' motivation in learning English, but this method needs some equipment which doesn't have in all school.

Keyword : *Interactive video, Motivation in learning*

A. INTRODUCTION

Many factors influence why the English abilities of many students are still low. There are internal factors: motivation, age, personality, cognition, and experiences, and external factors: curriculum, instruction, motivation, culture and status (Paul Shoebottom:1996). Purwanto states that many students have low ability in learning English, and one of the causes is the students' motivation in learning English is very low because some of them feel that English is not interesting and even boring (Swara Bhaskara: 2009). From those review we can conclude that lack of motivation is one of the causes of students' low abilities in learning English.

The fact finding of low motivation in learning English show in these phenomena:

- Many students do not finish their English task / homework that given by the teacher.
- Many students do not focus and pay

attention during English lesson, for example there are some students who chat and bother other students.

- Students often leave the class during English lesson, they give many reasons such as go to the toilet, go to the office room, get sick, etc.
- Some students say that they are not interest in English lesson.

From those finding we can conclude that motivation is an important factor in reaching the English acquisition, because many students do not have passion and interest in learning English. So, it is impossible we can teach English without motivation from the students themselves. That is why we should build the students motivation first, to make them have interest in learning English.

There are some ways to increase students' motivation such as using the appropriate method

and media. According to Rohana Abdullah in *Pengembangan Kemampuan Menggunakan Media*, says that the use of media such as attractive pictures, cassette, and video / film can increase students interest and attention. Media also can increase teaching systematic, but not all media are appropriate when it is used in instructional, so teacher should choose the appropriate media according to the needs of teaching learning English. Using interactive video is one of the most appropriate media to increase students motivation, because by using this media, it's not only attract students' attention by the visual but also by the audio and giving role models of the English native speaker.

B. THEORETICAL REVIEW

1.1 Motivation in foreign language

The term motivation in foreign language learning context according to Gardner (1985) cited in R. Narayanan, is 'referring the individual works or efforts to learn the language because of a desire to do so and the satisfaction experienced in this activity. According to the Pocket Oxford English Dictionary (2004), motivation is '1. the reason or reasons behind one's actions or behaviour. 2. Enthusiasm'. Other review based on Longman Dictionary of Applied Linguistics (1985), motivation is willingness to do something without needing to be told or forced to do it, in other case motivation is the reason why someone to do something. A similar definition also stated by Brown (1987) cited in Jesús Alirio Bastidas Arteaga:2006, says that motivation is an inner drive, impulse, emotion or desire that result a particular actions.

Based on those definitions, motivation is an aspect which is very important in learning English since it influence students' will to learn. Motivation is the learner's orientation with regard to the goal of learning a second language, so motivation is as a contributing factor in English language acquisition (Jacquelin Noris). It is important to think about motivation as the essence of language teaching because of the reality of learning English for most of our students. All of the conditions that we know contribute to the successful of foreign language acquisition are lacking in most EFL contexts, there is not enough English input in the environment, there are not enough opportunities for interaction with English speakers, and there are not enough strong role models promoting the learning of English. These conditions cause a learner has to have extraordinary motivation in order to succeed at learning English (Michael Rost:2006).

1.2 Media in teaching learning process

In introduction, the writers has stated that there are some findings about using appropriate media to increase students' motivation. Media is tool used to the help effectiveness of teaching learning process. Hamalik (1986) cited in Palace Education pointed out that the use of teaching media in teaching and learning can generate new desires and interests, to stimulate motivation and learning activities, and even brought psychological influences on students. Thus, students are expected to be able to receive and comprehend easily good messages in the material presented.

The development of science and technology increase renewal efforts in the usage of technology results in the learning process. Teachers are required to use tools that could be provided by the school. Teachers also choose that such instruments are appropriate with the developments and demands of the times. Teachers must be able to use cheap and efficient tool that is simple and unpretentious though it is a necessity in order to achieve the expected objectives of teaching (Arsyad, 2003) cited in Palace Education. For that reason, teachers should have sufficient knowledge and understanding about the medium of teaching when they are using it in teaching learning process. In using the media, teachers must understand about: (1) media as a communication tool to further streamline the process of learning teaching, (2) the functions of the media in order to achieve educational goals, (3) the nitty gritty of the process of learning, (4) the relationship between teaching methods with educational media, (5) the value or benefits of media education in teaching, (6) selection and use of media education, (7) different types of educational media tools and techniques, (8) media education in each subject, and (9) business innovation in education.

According to Desi Jumiati (2010) in Benefits of Using Media in Teaching Learning Activities states that there are some advantages of using media in teaching learning activities:

- a. Teaching learning activities is more interesting and interactive
- b. Students will be more focus
- c. Students have more motivation in learning

- d. Tasks and roles of teachers towards a more positive change

1.3 Video as an affective media

One of effective media in teaching learning process is video. According to Wikipedia, video is the technology electronically capturing, recording, processing, storing and transmitting sequences of still image representing scenes in motion. Video presents both audio and visual. Interactive video is technique used to blend interaction and linear film / video. So, using interactive video in teaching learning process here is a technique using video as the media to teach the lesson and attract students' interaction in learning process.

Kathleen (1998) in Using Video in Your ESL/EFL Program states that language is authentic, so the use of video in ESL/EFL class will motivate students and also teach language in useful way. In addition, the context increases the probability that the second language input will be comprehensible. Moreover, the settings presented in video teach more than language. They teach culture which many students need to know as much as they need to know English. Students who are new to the culture feel comfortable because they can see how others have handled typical problems with school, family, or finding a job. Automatically it will increase their motivation in learning English.

Video can also add variety to the classroom so that more than one method is used to present language. Not only it will make a class more interesting, but it can help students with different

learning styles. Many visual learners feel left out in the typical classroom setting but can benefit from the visual input of video. Auditory learners also benefit since they can listen to videos more than once. Because videos can be watched again and again, they can provide the repetition that language learners need, so that students can copy the videos and watch them at home.

Video is also applicable in distance learning programs which fit the busy schedules of many working students who can benefit from a combination of classroom and home study. In a distance learning class, students meet with a teacher six to eight times in a semester and then watch the videos on their own time. The videos are showed on public television or can be rented or borrowed.

C. DISCUSSION

- How to improve students' motivation in learning English using interactive video.

Video is a new teaching tool to increase students' motivation, a study by Edna Bravo tells the participant feels that video is entertaining and help them studying some technical concept which are difficult to understand. Students' satisfaction surveys that are conducted shows that they state, videos are more enjoyable way to introduce the subject, especially English and a mean to increase the motivation. Videos enable students to watch visual graphic and practical application of spoken language thus contributes at enhancing their interest in learning English.

In foreign language education video materials have proved more useful for many

reasons. This material provides students with the opportunity to experience the target language in more natural concept because language is presented in less structured way. Through interactive video materials students are given opportunity to participate more active learning experiences and maximize their skills. Students will have opportunity to observe more authentic materials. Most textbook are based on learning principles of grammar, structure and pattern with application exercise and often filled with sample of conversation to practice. But by using interactive video for example in the form of television, commercials, or movie scenes, the authenticity can be added to what students learning which allowing students to see aspects of communication such as body language, gesture, cultural symbols, etc.

A study by RT Williams and Peter Lutes in "Using Video in ESL Classroom" gives questionnaire to 120 students, divided in control group and test group, indicate that the video served to motivate and interest students who were may have been interested in the lessons. This is reflected the comments section of the questionnaire. Not all students elected to make comments, but all comments for both the test group and control group were positive. Common comments were that the teacher was funny or interesting, however 14 member of the test group specifically mentioned the video as interesting. It can be concluded that students in the test group were more interested and more motivated to prepare for and take part in the lessons.

- Methods

In order to create effective teaching materials to be implemented in the EFL classroom by using interactive video, the writer adopted the following method from *Using Video in the EFL Classroom* by Dr. Samir M. Rammal (2005):

1. As a basic step in using video in learning English teacher should be able to operate video equipments. For example, teacher should study the functions of the hardware, and then direction using it.
2. Select videos from some sources according to the topic and students' interest by having permission from the sources, or teacher can ask the native-speaker to help them complete this task by playing the major role in most of the videotaped segments.
3. After the videos are ready, teacher can play the video in the class
4. While students view the video, the teacher should notice the classroom to observe their reactions and see what they do not understand, what they are interested in, and what bothers them. The teacher also can stop the video while it is played, then give some question to the students about the video. This activity can check students' attention and make them to be more focus to the class.
5. After viewing video, the teacher should review and clarify, giving such questions, encourage discussion, explain what students do not understand, and give

follow-up activities such as give task / assignment. The task / assignment can be more practical, for example: ask the students to create and practice similar activities like the students view in the video, here they can explore the ability to be more creative.

Selecting effective video is an essential component of integrating this medium into practice and realizing the promise of multimedia in the classroom. Fabos (2001) cited in Emily Cruse concludes that one of the most significant factors in the success or failure of an educational technology is the quality of the content, rather than the technology itself. Selecting video that has strong, visually-rich educational content is a critical element for maximizing the effectiveness of video. Interactive video for education with instructional strategies and cognitive modeling traits embedded in the video itself can aid in student comprehension. Emily Cruse offers the following suggestions of positives to look for when selecting videos:

- o Variation in the presentation
- o Humor in the video
- o Age-appropriate narration and developmentally-appropriate thinking skills
- o Provision of meaningful examples
- o Posing of open-ended questions.

Beside that, teacher should provide the video which can give:

- o Opportunities for students to carry out individual thinking
- o Opportunities for extension

o Opportunities for students to interact

- Needs

Using interactive video in English learning needs some equipments as the followings:

- Computer /laptop /TV
- Active speaker
- OHP, for maximum screen.

Those are some equipments needed to implement the use of interactive video to improve students' motivation in learning English.

D. CONCLUSION

One of English language learning is low motivation of the students. Using of interactive video will be one of the solutions of this problem because it has many advantages such as help teacher teach the material more effectively, stimulate students interactions, and by using this media teacher can reply again the material as many as it needed so it will make the time and the energy becomes more effective that done before using teacher explanation only. But the implementation of this method has some obstacle, this method cannot implement in the school which doesn't have the media needed so there should be more study to find the solution for this special condition.

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