

# Improving the Students' Motivation and Learning Outcomes With Picture and Picture Method By Using Vivocom Fold Book Media

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## Abstract

The purpose of this study is to describe the improvement of students' motivation in learning, as well as the students' learning outcomes by using Vivocom Fold Book media with communicative method, picture and picture. The writer uses experimental method, with the design of one group experiment by comparing before and after mark in narrative learning; conducted in class 9-11 at SMPN 2 Sidoarjo. The result is (1) The use of Vivocom Fold Book media can increase students' motivation to learn English from less motivated, become very motivated in learning, that is from index 2.16 to 4.53 in very motivated category, (2) The use of Vivocom Fold Book can improve students' learning outcomes, from 71% classical completeness to 91% of total students 35. Vivocom Fold Book Media is very complete. It can motivate and facilitate students to understand English narrative texts. Media Vivocom Fold Book is also designed specifically to overcome the limitations of vocabulary and understanding the structure of the text, promoting the moral value contained in Indonesian folklores in international language.

**Key words:** Vivocom Fold Book, Students' learning outcomes, Students' Motivation.

## 1. Introduction

The role of language is now indispensable for our students to become a communicative generation of the 21st century. The mastery of languages, both written and spoken in education scope to communicate each other must be the first priority. Mangunwijaya (2003: 186) is convinced that mastering international languages for interaction in the age of communication, technology, information is more important than mathematics for example, or more precisely: mathematics is just one form of specialist language, while international language as communication is insight to express ideas and feelings. This is only if our students want to be survival and become the real human who go forward. However, building the spirit of literacy, especially in English is not easy. The implementation really requires the teacher's hard work, remembering this lesson as a foreign language. Vocabulary is often a mountain of obstacles. In addition, our students seem not too eager to read, let alone the English texts.

In order to find the solution, the writer notes some of the causes: (1) the lack of students' motivation to understand English; (2) students have less English vocabulary; (3) they have no high desire to read conventional text, lack of interest; (4) students' assumption that English is difficult to understand, mainly due to its complexity.

Therefore, the researcher began to think to create a set of creative media to make her students get motivation to experience an interesting learning. This motivation is continued where the teacher makes choices of decisions regarding the intended purpose and the effort to be maximized on what will be sought. As expressed by Brown (2001: 72): "*Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursue.*" Thus, in terms of interest and needs, which motivate them to learn, teachers should make dedicated efforts, either creating new media or applying the appropriate methods to improve the quality of students' learning outcomes of their skills.

The useful media which the researcher creates here is called *ViVoCom Fold Book*. It stands for **Vi = Videoscribe Sparkol, Vo = Vocab Puzzle, Com = Comic Life 3, and Fold Book**. This is also as a sequence of teaching-learning implementation. This four in one media has a red thread, that is "*picture and picture*" method as a communicative method. This method uses a series of pictures as a medium of learning. The pictures are useful for students to think logically. This method is also as a plan to overcome the four causes of problems above.

The first step, it is begun with telling students basic competence and indicator of competency achievement. Then, the presentation of the material. Here, in the presentation, the teacher uses the innovative videoscribe sparkol; which motivates them to learn. As stated by Sudjana & Rivai (2015: 2) that media has various advantages, such as attracting students attention, so that they are motivated to learn, or making the students understand better, since media can make a complex things become simple of thinking level. In short, Videoscribe Sparkol attracts the students' interest into early learning step, observing.

Next, the introduction of new vocabulary by a game, vocab puzzle that the teacher takes from the Comiclif3 text. Since the students' barrier is on their vocabulary mastery, a game is made for English vocabulary, called a *vocab puzzle*. This game takes vocabulary which is in the next media, *Comiclif3*. Vocabulary is often a major obstacle as the English barrier mountain, the allocation of specific learning time to learn vocabulary is very useful. Brown (2001: 377) mentions that sometimes we get so caught up in lively group work that we do not pause to devote some attention to words. It can be learned that sometimes teachers are in such a hurry to pursue collaborative materials and group works, so they do not stop a while to pay attention to words. In fact, vocabulary is a top priority, if we want to be communicative. For that reason, the writer makes a vocab puzzle, which contains vocabulary and meanings in folktale Comiclif3.

Then, there is a presentation of the pictures, using Comiclif3 innovation. It is visualization of a folktale narrative text. For the third cause as described before, to motivate the students to read, the writer makes her own unique reading text, using Comiclif3 software. Supported with creativity and imagination, the writer makes Timun Mas comic which is compatible with junior high school students. The writer deliberately cuts them without giving the page, in random.

Comics, according the experts of media, Sudjana & Rivai (2015: 69) can be used effectively by the teachers to improve interest, motivation and to develop vocabularies and reading skill, open the wide world knowledge of the humanity, characters, life and moral value.

Fourth, students sequence ComicLife3 images logically. The modification of picture and picture method which the author makes here is not calling students one by one in front of the class, because students may be embarrassed to make mistake, instead asking them to sort Comiclif3 in small groups for discussion. Here the teacher gives Fold Book media to arrange in the correct order. It has unique shape, back and forth to arrange the comic strips. Fold Book is useful because it allows students to understand the story logically, stringing and composing narrative stories to become a complete story.

The fifth stage, the presentation stage. The group explains to the class the reasons of their sequence of pictures. Before this, students are given work sheet in the form of story maps which is a story map that has the basic formula of narrative text structure. Students discuss and fill out the story map provided by the teacher.

The last is presentation of competence. At this stage, the teacher and the student can repeat, write, or explain the drawings in order to best understand the competencies. The steps of picture and picture method above are proposed to improve the students' learning outcomes (Anwar, 2015; Anwar & Husniah, 2016; Anwar & Arifani, 2016; Asmara, Anwar, & Muhammad, 2016).

Uno and Koni (2013: 37-38) suggest the principles of learning outcomes assessment: (1) Validity, assessing students to measure retell competence and daily tests, (2) Reliability, this relates to the consistency of assessment results, (3) Totality, (4) Continuity, refers to well planned, gradual, (5) Objectivity, justly according to criterion, (6) Make the pupils learn.

Meanwhile Brown (2001: 384) defines that a measurement method includes four essential components. They are method, measuring, ability or knowledge, and domain. We need to think about the method we use in learning process, and then think about instruments and the techniques of how we get the students assessment. Next, think about students' ability, skill and then the domain, in this case is narrative text in the ninth grade.

From here the researcher puts forward two problems: First, how the media Vivocom Fold book improve the students' motivation in learning. Second, how the media Vivocom Fold book improve the students' learning outcome in learning. Meanwhile the purpose of this study is to describe the improvement of students' motivation in learning, as well as the students' learning outcomes by using Vivocom Fold Book media with communicative method, picture and picture.

## 2. Methods

This creative media was developed through a research with experimental method. Here, there are two similar situations, then compared with adding an element to one of them, and they become different. Arifin (2014: 67) explains about this experimental method that there is one with treatments, and another without treatment.

There are several experimental methods, but the writer chooses experiments with one-group experiment design, one-group pre-test and post-test design. Arifin (2014: 77) describes this as "before after" experimental design, as it is suitable for developing innovation.

The design structure:  $O_1 \times O_2$

'O1' is test / observation before treatment / treatment, 'x' is treatment, 'O2' is test / observation after treatment. The effect of 'X' is known by comparing the results of O1 and O2.

The steps of making the research are: a) designing and creating the media, ViVoCom Fold Book; b) making research instruments; c) making data collection steps, d) determining the stages of data processing, e) detailing the steps of the activity.

The method of collecting data is: a) obtaining the learning outcomes data, the teacher takes daily test result and observation of student discussion / presentation with KKM 77. Daily test is in the form of written test description; b) obtaining the students' motivation data, the researcher collaborates with an observer, observing students' activeness and student presentation abilities, by using observation instrument. Then, the students are given questionnaire to know how motivated they are.

Data analysis is as follow: a) to analyse the measurement of student's motivation the writer needs instrument. They are observation instrument and questionnaire of teacher and student, then the writer makes average of them; b) while to analyse the measurement of students' learning outcomes, the researcher uses written test instrument and rubric performance appraisal for speaking presentation.

The preliminary data and details of research is as follow: a) there are 35 students, (17 males and 18 females) of class 9-11 at SMPN 2 Sidoarjo, in the even semester, 2016-2017; b) in general, students are less motivated and understood about narrative text; c) The learning styles of 9-11 students vary, (51% visual learning style (18 persons); 29% auditory style (10 persons); kinaesthetic 20% (7 persons);

To conduct this learning process, we need a preparation. Get ready with learning tools, starting from Syllabus, RPP/ lesson plan, Media Videoscribe Sparkol, Vocab puzzle, Comiclif3, Fold Book, Students worksheet, daily test sheet and observation research instrument. First of all, greeting and checking student attendance. Students get an explanation of the learning objectives, written on the board. Then they got explanation of learning scenario using "Vivocom Fold Book" media. Students are divided into small groups. Teachers motivate students to learn the importance of learning the story.

#### 1. Videoscribe Sparkol Activities

Students get an explanation of materials through videoscribe made originally by the researcher. Each group notes important points such as purpose or structure of the narrative text.

#### 2. Vocab Puzzle Playing Activity

Each group gets a set of vocab game, which is called as vocab puzzle. These vocabularies are the words found in *Comiclif3* later. Students work together to complement and organize in one group. They can also search for difficult words on Google translate or offline dictionary that they have in order to solve the puzzle cheerfully.

#### 3. Comiclif3 Reading Activity

Each group receives *Comiclif3*. It is a learning comic about the Timun Mas folklore. They read it thoroughly. Then they discuss and sort the story well. Students get the worksheet as a group discussion material. In order to be able to arrange the story correctly, they will inevitably try to understand the sentence *Comiclif3*, either with discussion or asking each other in groups.

#### 4. Inserting Comiclif3 into Fold Book

Fold Book media has available place to insert images, started from the cover until the story ends. Fold Book media has double function, as a logical *Comiclif3* compiled story, and as a media presentation. With story maps, students discuss the storyline and conclude on the worksheet. Students also make a review of moral values. Comic strips are arranged in sequence correctly. Each group is given the opportunity to check each other's order correctly by visiting the work.

Then they communicate with friends in the form of presentations. At the end of the presentation, they can ask question and answer, meanwhile the teacher becomes a moderator as well as a facilitator in the class. Next, pupils are guided to make conclusion together about the folklore, moral value of the narrative text. Students are given a motivation about the importance of hard work values and abstinence back to the various problems they face.

Students receive a task to find other folktale to be studied as follow-up learning activities. They discuss it and make comic draft in their own version. The task of the group is to make a folktale comic that they choose themselves.

### 3. Findings

There are two stages of observation, the observation on the learning process before using the media and the observation on the learning process by using media Vivocom Fold Book:

### 1. Students' Motivation and Learning outcomes without Media.

First, the writer and the observer observe the students' motivation by using teacher questionnaires in the early stages, which is learning on narrative material without using media. Then, after learning, the students are asked to fill out the questionnaire of motivation. Then, the students are given written test, and perform to speak by retelling a story Timun Mas to get the data of learning outcomes; the marks are added and averaged.

Table 1. Data of Process and Data of Outcomes before Using Media

No	Students' Data	Description
1	Data of Process: Students' Motivation	The score of motivation in learning is 2.16 in the category "less motivated"
2	Data of Result: Learning outcomes	71% completed 29% not completed yet

From the table, it can be observed that in class 9-11, the students are less interested in learning, because they still have problems, either to understand the subject matter or to present the narrative story content learned with their own expressions and sentences.

### 2. Students' Motivation and Learning outcomes with Media ViVoCom Fold Book

After the use of *ViVoCom Fold Book*, on folktale, there is an improvement:

Table 2. Data of Process and Data of Result by Using the Media ViVoCom Fold Book

No	Students' Data	Description
1	Data of Process: Students' Motivation	The score of motivation in learning is 4.53 in the category "very motivated"
2	Data of Result: Learning outcomes	91% completed 9% not completed yet

The quality of learning can be improved with this Vivocom Fold Book. Absorption of lessons is deeper and more intact with it. This is because 9-11 students watch videoscribe carefully, then work together to complete the games: vocabs puzzle and install comiclif3 on the fold book, feel the progress of understanding, or experience it concretely.

## 4. Discussion

Based on the data by using Vivocom Fold Book media above, it can be discussed:

### 1. Student's Motivation

In measuring motivation, the teacher prepares an observer's observation sheet and a questionnaire, filled out by students after learning without and with Vivocom Fold Book media. Then it is summed up and consulted on the students' motivation criteria table. The observer simply circles the numbers 1, 2, 3, 4, 5 for his observations, gives notes, as well as the students, to express students motivation. The result of the class questionnaire is averaged, so that the average motivation score is obtained.

Table 3. Recapitulation of Students' Motivation

No	Instrument	Students' Motivation Before Using Media			Students' Motivation After Using Media		
		Respon dents' Score Average	Average Students' motivation Score	Category of Students' motivation	Respon dents' Score Average	Average Students' motivation Score	Category of Students' motivation

1	Observer	1.5	2.16	Less moti- vated	4.44	Very moti- vated
	Questionnaire				4.53	
2	Students	2.82			4.63	
	Questionnaire					

Vivocom Fold Book media that the researcher makes herself is suitable with the requirements of media as proposed by Suyatno (2009). It must be meaningful and aiming, safe, suitable with the psychiatric students, full of information, messages, easy to use and learn, challenging, interesting and practical. So after applying Vivocom Fold Book media, the average score of student motivation reaches 4.53 which refer to the criteria of "very motivated". This students' motivation can make our learning process meaningful. The clearer comparison can be observed from the diagram below:

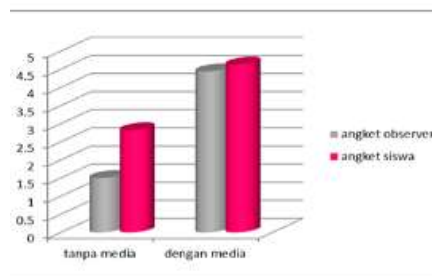


Diagram 1. Students' Motivation

2. Students' Learning Outcomes

The writer makes three assessments. The first is knowledge assessment by written test instrument. The second is skill, in the form of performance. It is performance appraisal on speaking skills. The third is attitude, using questionnaire of Likert scale, assesses five kinds of attitudes, namely sincerity, responsibility, cooperation, awareness and confidence.

Table 4. Learning Outcomes Recapitulation of 9-11 at SMPN 2 Sidoarjo

No	Data	Before Using Media	After Using Media
1	Total score of mark	2663	3039
2	Average of Study	76	87
3	% Study completeness	71%	91%
4	% not completed yet	29%	9%
5	Classical completeness	Not completed yet	Completed

Students' learning outcomes in grade 9-11, both daily and presentation, are increasing because pupils are very interested in learning lessons. It is found that 91% of complete students, compared to the condition without using media. The improvement of learning outcomes can be observed easily from the diagram 2:

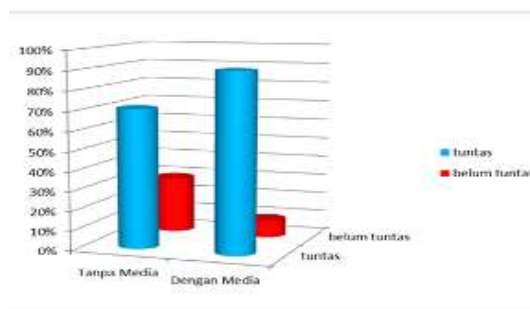


Diagram 2. Learning Outcomes Completeness

Using this media, students are not bored because they are invited to creativity to make their own comic works. So naturally, the students try to understand the meaning of the in the text as a whole. Learning outcomes can improve beyond specified minimum completeness criteria / KKM. Uno and Koni (2013: 10) argue strongly that the maximum of the learning outcomes is due to the maximum learning-teaching process. The Vivocom Fold Book media has shown that it improves learning outcomes from average mark before using the media 76, become 87, well beyond the specified KKM 77.

### 5. Conclusion

The use of Vivocom Fold Book media in grade nine eleven SMPN 2 Sidoarjo brings positive impact because it can improve student motivation. That is from index 2.16 to 4.53 which means very motivated. The students become enthusiastic and in terms of practicality, clarity, quality and usefulness, it is very good and positive.

2. The improvement of students' motivation, automatically improves their learning outcomes. The use of Vivocom Fold Book can improve students' learning outcomes from classical completeness 71% without using media, to 91% of total 35 students. Vivocom Fold Book is a complete and useful media and it can be adopted by other teachers. Video scribe has a whiteboard animation effect. It attracts students to pay attention to the subject matter. Vocab Puzzle is teaching vocabulary with playing techniques. Comiclif3 is very challenging for students, meanwhile Fold book is useful to help students think and communicate logically. It can improve both motivation and learning outcome.

### 6. Suggestion

Suggestion for conducting this learning- teaching process, after arranging ComicLife3 on Fold Book according to the text structure in the group, the teacher is busy checking group per group. In order to be more effective, students can visit their work each other to another group to check the order of stories, so they can exchange ideas.

Suggestion from the research result, all the teachers should always try hard and make some efforts to improve their creativity and innovation in any kinds of ideas, thoughts or products, not only of the method, the techniques but also of the media in order to make an improvement of students' ability and skill. Creative teachers will create a creative generation for the sake of a better education nowadays.

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