

**MOTIVATIONAL STORIES TO INCREASE SEVEN GRADE
STUDENTS' INTEREST IN LEARNING ENGLISH**

A Thesis



Written by :

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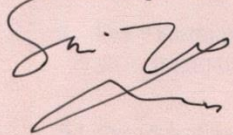
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APPROVAL

This thesis entitled "*Motivational stories to increase seven grade students' interest in learning English*" written by RHAYUNDA ADELLA, student's number A1B215052 has been corrected and approved to be examined in front of the board of examiners.

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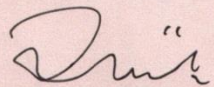
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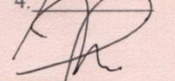
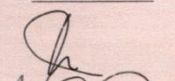
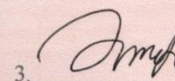
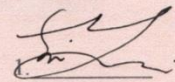
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The board of examiners

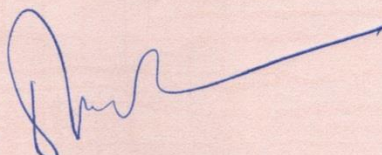
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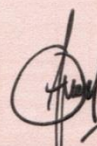
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DECLARATION OF ORIGINALITY

I, Rhayunda Adella, A1B215052, clarify that this thesis is my own work and has not been submitted in any forms for another degree or diploma at any university or other institute or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references are given in the bibliography.

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MOTO

“For indeed, with hardship [will be] ease.

Indeed, with hardship [will be] ease”

(QS Ash-Sharh:5-6)

“Remember Me and I will remember you”

(QS Al-Baqarah:152)

“Knowledge and worship in this world and Paradise in the Hereafter.”

- At-Tirmidhi -

DEDICATION

This thesis is dedicated to

My amazingly incredible father and mother

My BadaSs-carIng-religiouS-daunTless-awEsome-smaRt and Sweet

SISTER

and

My Badass-caRing-religiOus-daunTless-Helpful-awEsome-smaRt

BROTHER

You, the reason of what I become today.

ABSTRACT

Adella, R. 2019. *Motivational Stories to Increase Seven Grade Students' Interest in Learning English*. Thesis. English Education Study Program. Faculty of Teacher Training and Education of Jambi University in Academic Year 2018/2019. The first supervisor is Sri Wachyunny, SS., M.Hum, Ph.D. The second supervisor is Tubagus Zam Zam AL Arif, S.Pd., M.Pd.

Abstract: Stories are considered as good resources that can be used in language classrooms. Laine (1997) suggests that in foreign language classes where there are children who are not motivated and who are low achievers, a story, if it is well-chosen, can help change their attitudes to the language. The purposes of this research were to increase seventh graders learning English interest by using motivational stories as a warming up. The design used in this research was classroom action research. To gather the data, the questionnaire, interview and observation were conducted. And, the motivational story as a warming-up is believed to help students to increase their learning English interest gradually. The present study was conducted in a small class of junior high school students in order to investigate if they became more interested with the use of motivational stories. The findings of the study show that using motivational stories as a warming-up will not automatically make students become more interested in English unless the stories are interesting and the language used meets the level of the students. Regarding motivational story, in general, it helped them to increase their learning English interest, though it could not be boosted within a short period of time.

Keywords: *Motivational Stories, Warm-up, Classroom action research*

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who have

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CHAPTER 1

INTRODUCTION

This chapter includes background of the research, question of the research, the aims of the research, limitation of the research, significance of the research and definition of key terms:

1.1 Background of the research

One of the most difficult aspects of becoming a teacher is learning how to increase students' learning English interests. Students who are not motivated will not learn effectively. They will not retain information, they will not participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons. They may feel that they have no interest in the subject. Find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is need of special attention. The key point of learning English well is to increase student's learning English interests. Students always have a lot of interests in learning English at first. However, they lose their learning interests gradually. Even they do not want to learn English any more. Many teachers want to let students have more interests to learn English by many ways. Sometimes, teacher designed different activities and create some games to increase students interests in learning English that would make students have different feelings before they entering the classroom so that they can have a great and joyful mood while learning English. On the other hand, teacher also help the students to build

their self-confidence to speak English so that students feel comfort and learn happily. Shares motivational story through video or some pictures that related to the course before teaching and learning process is also the best way to increase students interests to learn English, because students especially for junior high school in SMPN 11 Kota Jambi on the first grade have low interests to learn English. They needs something real that shows a circumstances that would increase their spirit to learn English. Students would be aware that learning English is the important part for their future through motivational stories.

Motivation is one of the most important factors to increase students' learning English interests as the researcher sure most of the teachers would agree with that. The main reason the researcher coming to this point of view is that most of the students have low interests to learn English. In addition to that, while most of them have a vague sense that whether "English will be useful for my future" or not, they do not have a clear idea of what that means, nor is that a very strong motivator, it is too vague and too far off. Here, through this research, the researcher would like to try the way to raising students interets in learning English towards motivational stories through the videos related to the curriculum and the researcher was shared it to the students before teaching and learning process as a warming up.

According to Wheeler (2001, p. 37) "stories are a natural part of a child's life". Good stories can draw the child's attention, stimulate his/her imagination and his/her desire to use the language (Wheeler, 2001). One more important advantage of the use of a story suggested by Laine (1997) is that in classes where there are children who are not motivated by the foreign language and who are low

achievers, a story, if it is well-chosen, can change their attitudes to the language. The present study was conducted in a small class of junior secondary students to investigate if they became more interested in learning English with the use of short stories. In this research, the researcher used motivational stories as a stimulus to increase student's learning English interests through the video. According to Cameron, 2001, p. 159, "stories can offer children with an imaginary world, created by language, that children can enter and enjoy". Crow and Crow in Mangal (2007) state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In the other words, interest can be the cause on activity and the result of participation in the activity. Interest will be arising if there are stimuli from the outside and tendency to feel interested in one subject. In this study, one of the stimuli is motivational stories. The researcher deliver motivational story as a warming up to prepare before starting teaching and learning process, it starts to become more interesting, enjoyable, or exciting. According to the statements, this research is important to do because the researcher expect that the motivational stories as a warming up would increase students interests in learning English.

1.2 Question of the research

How does motivational story increase students' interests in learning English?

1.3 Objectives of the research

Based on the problem above, this research aimed to increase seven grade students' interest in learning English by using motivational stories as a warming up.

1.4 Limitation of the research

In order to reach the expected goal, the research have several limitations. First, the subject of the study is limited to students of VII B class of SMPN 11 Kota Jambi. Second, this research only used the video that related to increase students learning English interets as a warming up. Third, the researcher focuses on kind of motivational stories which is the lesson is based on the curriculum 2013.

1.5 Significance of the research

The researcher used motivational stories as a warming up is to help the teacher to increase students' learning English interests. Motivational stories also draw connections to real life. If the students does not believe that what they are learning is important, they do not want to learn, so it is important to demonstrate how the subject relates to them. They may never be excited about learning English but if they see how wonderful every people that can study abroad just because they are able to speak English, so they may be motivated to learn attentively. Motivational story is also the easiest way to applying in teaching and learning process. Teacher can find many motivational stories and video through the Youtube, Facebook and other social media that can help the teacher as a facilitator or learning media.

1.6 The Definition of Key Terms

- Bingham and Conner define learning as the transformative process of taking in information that when internalized and mixed with what we have experienced, changes what we know and builds on what we do. It's based on input, process and reflection.

So, it means that learning is the acquisition of knowledge or skills through experience, study, or being taught so that we could change our ability step by step through the process of learning itself.

- Interests are conditioned stimuli related to goal objects and expressed as likes or dislikes of activities, objects, characteristics, or people in the environment (Murphy)
- Interest is defined as “a feeling or liking associated with a reaction, either actual or imagined, to a specific thing or situation (Jones)
- Interest may refer to the “motivating force that impels us to attend to a person, a thing or to an activity” (Crow and Crow).

The researcher concludes that interest in this study is one of the stimuli of motivational story itself (to achieve the goal), excite the curiosity or attention of someone (desire to achieve the goal).

- The story itself - its content, is interesting that can motivate students and make them involve in the class (Wajnryb, 2003).
- Godwin and Perkins (1998) also suggest three major benefits of stories in terms of the personal, linguistic and conceptual development of children.

- English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca.

In the other word, English is a characteristic of England, the English people, or the English language.

- Gardner (1982), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect.

Motivational story here means a story that can be motivated or having a strong reason to act or accomplish something, and one of the important role especially for students to increase their interest to learn English. The researcher summarize that Motivation means the act or process of motivating or the condition of being motivated, enthusiasm for doing something and motivational stories are stories that contain motivations and aspirations in order to inspire someone.

- Junior high school is a school usually including grade seven to nine.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this literature review is : to explore the ways motivational story very useful for the teacher as a warming up before teaching and learning process and to investigate how motivational story increase students interest to learn English.

2.1 Motivation and Interest

According to Rosalba (2008), warming up activities can foster motivation and this is, in turn, an essential component when planning warming up activities. He also claims that the key issue in generating interest is to widen the student's appetite; that is, to arouse the students' curiosity and attention and to create an attractive image for the class so that they will get more involved with it and a better learning process will take place. There is some reason to believe, however, that intrinsic motivation research does not capture all of the essential aspects of interest. Contemporary motivational research has clearly neglected some aspects of interest that are highly significant from theoretical and educational points of view. It is also interesting to note that leading intrinsic motivation theorists (e.g., Deci, in press; Deci & Ryan, 1985) often employ the term. For example, Deci and Ryan (1985) ascribed to interest "an important directive role in intrinsically motivated behavior in that people naturally approach. In today's society where everyone is target driven one of the key goals of a teacher is to support students to achieve their potential. Their reactions to the experiences offered during lessons

play an important part in determining the quality of their learning and the level of their achievements. A key aspect of student learning is that of their 'motivation' to learn. According to Hidi and Renninger, 2006; Krapp and Prenzel, 2011; Mitchell, 1993; Wiseman and Hunt, 2013 suggest that the benefits of developing interest include more focused attention and the enabling of integration of prior knowledge as well as having a positive impact on a range of abilities such as recognition, recall, persistence, effort and academic motivation.

2.2 Interest in Learning English

The concept of interest has a long tradition in psychology that can be traced back to Herbart (1806/1965, 1841/1965), one of the early pioneers of modern psychology. He regarded the development of unspecialized, multifaceted interest as one of the primary goals of education. In Herbart's view, interest is closely related to learning. It allows for correct and complete recognition of an object, leads to meaningful learning, promotes long-term storage of knowledge, and provides motivation for further learning. Herbart's work was later continued by, among others, Kerschensteiner (1922) and Lunk (1926, 1927).

According to Mangal (2007) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning English. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure. Moreover,

Crow and Crow in Mangal (2007) state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In the other words, interest can be the cause on activity and the result of participation in the activity. Interest will be arising if there are stimuli from the outside and tendency to feel interested in one subject. In this case, motivational story is as the stimuli from the outside itself. The Macquarie Dictionary (Delbridge, Bernard, Blair, & Ramson, 1987, p. 910) defines interest as “the feeling of one whose attention or curiosity is particularly engaged by something.” Hendra (2009) argue that “*Minat dapat diartikan sebagai keinginan yang kuat untuk memenuhi kepuasan siswa anda, baik berupa keinginan memiliki atau melakukan sesuatu*”. It means, interest make students have a high interest towards certain objects that make students have a desire to know more of an object without any force from someone. In addition, Slameto (2010) states interest is persisting tendency to pay attention to and enjoy some activity and content. It means that, interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure through something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

2.3 Definition of Interest

The Oxford Dictionary definition (2017) of interest is as follows:

1 The feeling of wanting to know or learn about something or someone, the quality of exciting curiosity or holding the attention, or an activity or subject which one enjoys doing or studying.

2 Excite the curiosity or attention of (someone). (Oxford Dictionary Online, 2017)

Li (2008) proposed two hypotheses about the important role of the *interest in learning* process. In a classroom setting, interest is required to meet students' intellectual as well as emotional needs; interest can never be imposed on an individual by external forces, but a teacher can help increase the learners' interest.

Lai (2010) defined interest in learning as personal preferences with regard to learning, which sometimes means what an individual chooses one thing rather than other things and sometimes a positive psychological state occurs during his/her interaction with the circumstances that engenders further learning motives.

As noted by Schraw and Dennison (2001), an individual possesses autonomy over a learning task and, therefore, is able to strengthen his/her internal motives to increase active participation when it comes to self-decision and control-oriented tasks. Based on the statement above, the purpose of this research is to increase students' interest in learning English and the use of motivational stories is a kind of learning stimulation.

2.4 Types of Interest

Researchers studying interest have focused on two different conceptions.

Krapp, Hidi and Renninger (1992) proposed a conceptual framework that divides the interest in learning into individual interest and situational interest. Individual

interest is more enduring, and trait-like, and endures over time. It can be considered a disposition that individuals take with them from one context to the next. Individual interest is interpreted here as the relatively long-term orientation of an individual toward a type of object, an activity, or an area of knowledge. Presumably, feelings of enjoyment and involvement are most typical of interest. In contrast, situational interest is more momentary and situationally bound; in other words, it can be a specific reaction to something in a situation such as a funny video clip, humorous conversation, or colorful objects. The latter approach is concerned mainly with the identification of stimulus characteristics that arouse interest. To sum up the types of interest mentioned above, the present study proposed a conceptual definition of *interest in learning*: a situational interest sensed by students in class because of the teacher's enthusiasm for what is being taught, and an individual interest that prompts the individual to learn eagerly with a focus on his/her prerequisite knowledge and emotions. In this case, motivational story are includes in one of the types of interest which is situational interest.

2.5 Indicators of Students' Interest

According to Slameto (2003) indicators of students' interest are:

a. Attention

- 1) Asking to the teacher about the material.
- 2) Looking for other sources about the material or the lesson.
- 3) Concentration while learning.
- 4) Focus while the teacher explains the material.

b. The Willingness

- 1) Try to do the task difficult as any.
- 2) Still learning although the teacher did not go to class.
- 3) Enthusiastic to follow the lesson.
- 4) Diligently read the English book.

c. Needs

Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For examples:

- 1) Learn English in order to succeed in a career.
- 2) The awareness to make their own notes while learning process.

d. Feelings happy or joyful feelings

- 1) Enjoy in doing the task or exercise given by the teacher at school.
- 2) Always enthusiastic to follow the lessons.
- 3) Take a note from the material.

e. Teaching Materials and Teachers' Good Attitudes.

- 1) Teachers' attention makes the students motivated in learning English.
- 2) Students feel that learning English is fun.
- 3) Have a high enthusiastic to the lesson and the teacher.

4) Teachers' explanation make the students understand about the lesson.

f. Participation

1) Ask if do not understand the material.

2) Always do the task given by the teacher.

3) Answer the question from the teacher.

2.6 Warming-up

Kay (1995) describes the stages of a lesson plan in the following way: *Warm up*: "It is an effective way to help the students begin to think in English and to review previously introduced material. Different types of warm ups help provide variety and interest in the lesson". A warm up to prepare students for a period of concentration may involve physical movement with activities that keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. These are, among others, enjoyable and motivating warm ups. Allwright (1984) considers that warm up are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. They will cause people to stop whatever they are doing or thinking and refocus their attention. Learning English highly depends on pupils' positive attitude toward the class. Consequently, learning must be stimulating and enjoyable through breaking what might cause monotony in this process and strengthening

what makes tasks more interesting, as well as what increases students' involvement. The use of warming up activities implies features as the ones previously described in order to get students' attention, to make them interested in what is going on, to focus on language items and to increase learners' expectations by consciously arranging the conditions in a way that they put the learner in a more positive or optimistic mood. For the purpose of this research, the motivational story used as a warming-up to increase students' interest in learning English.

2.7 Characteristics of Junior High School Students

Dealing with the development of curriculum in Indonesia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learners. There are many considerations that should be taken on how to teach and what to teach. It is a fact that children are different from adults physically and mentally. The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. While adults are expected to use abstract notions since they can think rationally. As Harmer (2001: 40) affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of it. Teaching elementary school students is not the same as teaching adults because they possess different characteristics.

In general, young learners are the children at the age between six up to twelve years old which are enthusiastic to know and learn everything. Harmer (2001: 38) states some general characteristics of children, there are:

- (a) they respond to meaning even if they do not understand individual words
- (b) they often learn indirectly rather than directly
- (c) their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with
- (d) they generally display an enthusiasm for learning and a curiosity about the world around them
- (e) they have a need for individual attention and approval from the teacher
- (f) they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom
- (g) they have a limited attention span, unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Based on the points stated by Harmer above, the researcher assume that young learners are very enthusiastic in finding out, understanding and learning everything. It has been mentioned in the previous chapter that the subjects of the study are the seventh grade students of junior high school. Their ages are in the range of thirty to fifty years. Therefore, it is necessary to discuss some theories of student's characteristics proposed by experts so that the material would be suitable for the learners.

2.8 Review of Related Previous Study

There have been some number of studies related to the topic of incresing students' interest in learning English by using motivational story. In this part, the

researcher present some of them, One of such studies was conducted by Ahmed Awad Amin Mahmoud and Ziyad Ahmed Tanni (2014). The study is entitled Using Games to Promote Students' Motivation towards Learning English. The researchers used a 30-item questionnaire which was given to 20 male and female UNARWA teachers who teach English for the Palestinian young children aged 6 10 years old (grades 1-4) in the schools of Jenin Refugee Camp, Ya'bad, Araba, and Rommana where the whole authority belongs to United Nations Educational, Relief and Work Agency (UNARWA) during the second semester of the academic year 2010-2011. The researchers used means, t- test and one way ANOVA to analyze the collected data. The result of this study is the games are effective as energizers and educational tools that can provide enjoyment, pleasure intense, passionate involvement, structure, motivation among other benefits, the researchers supported the trend towards using them as short warm-ups.

The second one was written by Lewistianto (2013) who conducted the research with the title Improving Students' English Vocabulary by Using Visual Media at the Fourth Year SDN Kartasura in 2010/2011 Academic Year. In this reserach, visual media are used to improve students' motivation and achievement in learning English. The researcher used observation and test to collect the data. He analyzed the data by comparing the result by pre-test and post-test. The result of this study is visual media can increase the students' motivation in learning English and visual media can improve the students' English vocabulary. The students' score was getting better in each cycle. It indicate that the teaching-learning process was successful, both the researcher and the students gained the objectives.

The last one was conducted by Intan Nur Charina (2013). The study is entitled Improving Students' Speaking Skills using Communicative Activities: A Classroom Action Research Aat ABE'S Class, A pre-intermediate class of English Made Easy. The instruments of this study were observation sheets, interview sheets, recorder and a camera. The data collected were qualitative in nature. The data were analyzed from the vignette and interview transcripts during the actions. To avoid the subjective analysis, investigator and time triangulation were used. Democratic, process, outcome, catalytic, and dialog validity were also used to fulfill the validity and reliability of the data. The research result showed that the students' speaking skills improved through communicative activities.

CHAPTER 3

RESEARCH METHODOLOGY

The previous chapter has elaborated the theories relevant to the present research. This chapter focused on the methodological aspects of this research. The research methods and design, research procedure, setting and subject of the study, data collection method and data analysis are covered in this chapter.

3.1 Research Design

To conduct a useful research, the appropriate research design has to be selected. In conducting this study, Classroom Action Research would be used. It was designed to describe a condition objectively and information concerning the status of phenomena of the sample. This study also attempts to find the solution of the problems. It attempted to find and implement actual actions by showing the cause-effect relationship between the actions and the results. Action research is a specific type of applied research. Burns (1999: 30) states that action research is the view to improve the quality of action within social situation, involving collaboration and co-operation of researchers, practitioners and laymen. Its purpose is to solve a specific classroom problem or make a decision at a single local site. The researcher uses classroom action research because it is an approach of improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it. The research design is used to find out the result of how motivational stories would increase students learning English interests at Junior High School.

In addition, Burns (1999:30) also proposes the characteristics of action research as follows:

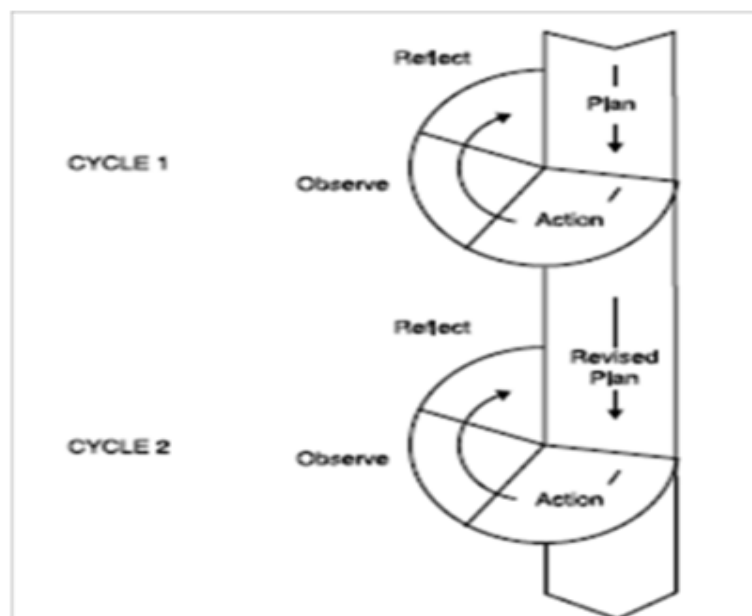
- 1) Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation.
- 2) It is aimed to bring about change and improvement in practice.
- 3) It is participatory as it provides collaborative investigations by teams of colleagues, practitioners, and researchers.
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.

The explanations above assume that action research is a type of research that aims at changing unsatisfying condition of the teaching and learning process. It can be done by finding problems in the field and then trying to find solutions to solve the problems. It also emphasizes on the participatory and collaborative nature to empower the process in conducting action research. In this research, collaborative actions were implemented. The researcher conducted this research collaboratively with the English teacher. This action research study was conducted through some processes: finding a problem, formulating a possible solution, implementing the action, and reflecting on the outcome of the action.

Carr and Kemmis (2005:7) state that action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve : The rationality and justice of these practices, their understanding of the practices, and the situations in which the practices are carried out. It can be said that an action research is a “learning by doing” action a group of people or person (researcher), identifies a problem, does something to resolve

it, sees how successful the efforts which has been made, and if the result is not satisfying, that group or that person will try again the effort in the next action.

Applying the principle of an action research design, the researcher took the model of an action research proposed by Kemmis and McTaggart model Aqib (2006; 23). The action research consists of four main steps. It consist of (1) planning, (2) acting, (3) observing, and (4) reflecting.



The Procedure of Classroom Action Research

(Adapted from Kemmis and McTaggart's model)

3.1.1 Cycle 1

Planning	• Finding an institution to do an action (Seventh grade students of SMPN 11 Kota Jambi) • Asking permission to the Headmaster and English teacher to carry out the researcher there. • Designing a well-prepared plan (Motivational Video/Story).				
Acting	• First Activity (Giving instruction to the students about planning of the research) • Second Activity (Treatment 1) <table border="1" data-bbox="497 1075 1367 1957"> <thead> <tr> <th data-bbox="497 1075 932 1149">The researcher</th><th data-bbox="932 1075 1367 1149">Students</th></tr> </thead> <tbody> <tr> <td data-bbox="497 1149 932 1957"> • The researcher give the instruction to the students about the purpose of the research and motivational story first. • The researcher ask the students opinion about their interest while learning English and take a note from them. </td><td data-bbox="932 1149 1367 1957"> • Students give their attention. • Students answer the question and makes a note. </td></tr> </tbody> </table>	The researcher	Students	• The researcher give the instruction to the students about the purpose of the research and motivational story first. • The researcher ask the students opinion about their interest while learning English and take a note from them.	• Students give their attention. • Students answer the question and makes a note.
The researcher	Students				
• The researcher give the instruction to the students about the purpose of the research and motivational story first. • The researcher ask the students opinion about their interest while learning English and take a note from them.	• Students give their attention. • Students answer the question and makes a note.				

	• The researcher give the students a motivational story (especially in learning English) as a warming up to increase students learning English interests. <u>(Motivational stories based on someone self experience)</u> • The researcher evaluates the student's response through their gestures, expression and ask them about their learning English interest (recording a video documentation) after a warming up is shown. • The researcher doing an interview about students opinion in their progressing in	• Students give their attention. • Students asking/answer a question and shares their opinion.
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	learning English after class is done.	
Observing	Collecting and analyzing the result of the action. Its purpose was to know to what extent the result of the action reached the objectives.	
Reflecting	Finding out the progress from the first activity to the last activity, evaluating the activities that had been done, analyzing the data (what to repair), and doing discussion with the teacher to decide a further action, either to do further cycles or not.	

3.1.2 Cycle 2

Planning	Designing a well-prepared plan (Motivational Vidio)	
Acting	Third Activity (Treatment 2)	
	The researcher	Students
	• The researcher give the instruction to the students about the purpose of the research and motivational story first. • The researcher give the students a motivational story (especially in learning English) as a	• Students give their attention.

	warming up to increase students learning English interests. <u>In cycle 2, Motivational stories that would the researcher give is based on someone self experience, the ways and techniques to increasing students learning English interest (the material is based on the curriculum 2013)</u> • The researcher evaluates the student's response through their gestures, expression and ask them about their learning English interest (recording a video documentation) after a warming up is shown. • The researcher doing an interview about	• Students asking/answer a question and shares their opinion.
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	students opinion in their progressing in learning English after class is done.	
Monitoring	Collecting and analyzing the result of the action. Its purpose was to know to what extent the result of the action reached the objectives.	
Reflecting	Finding out the progress from the first activity to the last activity, evaluating the activities that have been done, analyzing the data, making a temporarily conclusion for classroom action research in cycle, then doing discussion with the teacher to decide a futher action, either to do further cycles or not.	

From the cycles above, the main difference of each cycle is the role of the teacher in giving motivational stories to increasing students interest in learning English, so that the students will beyond the previous failure in the cycle 1 from this class action research.

3.2 Research Procedure

The procedure of this classroom action research was conducted in cycle covering four steps on activities, namely the planning, acting, monitoring and reflecting.

a. *Planning*

Before conducting the action, observation is done to find out the students problem in teaching-learning English process. The researcher already observed and consulted her research with the English teacher in SMPN 11 Kota Jambi to find the information about students problem in that school. The problem is students have low interest in learning English and seven grade students in SMPN 11 Kota Jambi would be the sample of the research. In planning the actions, the researcher worked together with the English teacher. The aim of the actions is to increase seven grade students' interest in learning English.

b. *Acting*

In this step, the actions that had been developed and approved together were implemented in the classroom. They were done in two cycles. The first cycle was conducted in 2 meetings and the second cycle was conducted in 2 meetings as well. The researcher implemented the actions while the collaborators observed and took notes concerning the students' reactions and behaviors during the activities.

c. *Monitoring*

Monitoring is the process of recording and collecting data which happened during the implementation of the action. In conducting the observation, the observer is equipped with field notes and video record to record the required data. Then, the data of this research was obtained from the result of the observation checklist and interview.

d. Reflection

During the process using Motivational stories as a warming up to increase students learning English interest, the researcher were got the data. The researcher try to analyse the implementation of her procedure in implementing the research plan. After the analyzing the data, the researcher make the reflection from the action in cycle 1, based on field notes and observation records to decide and plan the next cycle's step. If the result of the analysis from next cycle have match the criteria of success, the action was finished. But, those which are unsuccessful would be revised or improved into the suitable one.

3.3 Setting and Subject of the Study

The seventh graders' students at SMPN 11 Kota Jambi in academic year 2018/2019 was chosen to be the respondents of this research. The school is in Jl. Hos Cokroaminoto and it leads by the headmaster, Bpk. Jamhuri, M.Pd. The school was chosen because it has applied the School Based Curriculum 2013 which is suitable with the implementation of the researcher strategy in increasing students learning English interest based on the one of the aspect in K-13 especially in Bahasa class that might be useful for them to choose the department in the college. This school has 30 classes from the class seven up to class nine. As the sample, the researcher took the seventh students (7B) of SMPN 11 Kota Jambi. In seven grade class, English was taught two times a week. The time was divided 2x45 minutes twiced a week.

3.4 Data Collection Methods

Data collection method is manner, used by researcher in collecting the data. In this research, the researcher used descriptive qualitative data. The instruments of the research study were observation sheets/observation checklist, interview guides, and a camera. The sources of the data were taken from the research participants and the students in the form of field notes, interview transcripts, and also video and photographs. The following are the explanation of each method that is used in this class action research.

3.4.1 Observation checklist/observation record

This research used observation record as the instrument of the research. The researcher takes an observation record of things to record the students' expression and activities of individuals or the class member at the research site. The observations were conducted by the collaborators in every meeting in cycle I and cycle II. It was done to observe the teaching and learning process in VIIB class. The observations were done using the observation checklist/guide. The collaborators observed and then recorded the observations in the form of field notes during the implementation of the actions. Observation records gave the researcher an evidence about the results of observation. This kind of observation records was adopted from: Lazer, G. (1993). *Literature and Language Teaching*. Cambridge: Cambridge University Press and Slameto. 2013. Belajar dan faktor-faktor yang mempengaruhinya, Edisi Revisi. PT. Rineka Cipta. Jakarta. The observation checklist consists of 7 indicators (was adapted from Slameto. 2013. Belajar dan faktor-faktor yang mempengaruhinya, Edisi Revisi. PT. Rineka Cipta. Jakarta) and 5 questions (was adopted from Lazer, G. (1993). *Literature and*

Language Teaching. Cambridge: Cambridge University Press) recorded as the instrument. In this research, the researcher use all of the indicators of interests. They are interest, attention, the willingness, needs, feeling happy/joyful feelings, teaching materials and teachers' good attitudes, then participation.

3.4.2 Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide. Interviews were conducted during the implementation of the actions. The collaborators and some of the students VIIB class were interviewed randomly after meeting of cycle I and cycle II was done. The interviews were done with the interview guide as the instrument. The interviews were recorded in the form of interview transcripts. In this research, Semi-structured interview is used. According to Abawi (2013), semi-structured interviews include a number of planned questions, but the interviewer has more freedom to modify the wording and order of questions. This research used interview guidelines that consist of 10 questions and several follow up questions to get the interview data. The data from the interview was used to investigate how does motivational story increase students' interests in learning English. The researcher as interviewer provided some questions, asked for explanation, recorded, and took notes. The interviewee answered and explained the questions. The researcher selected six respondents randomly. Three of them are females and the other three are males. Furthermore, using interview in this research was to connect the data result and to ask for the clarification from the observation records.

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3.4.3 Video Recorder and Taking Photograph

To supported the data from the observation and interview, the video recorder and photograph was used. The researcher recorded the activities in the classroom by the researcher's Smartphone and its camera. Photographs related to the teaching and learning process were also taken during the implementation of the actions by the collaborators. The collaborators took many photographs during the actions. However, the collaborators and the researcher only selected some clear photographs to be attached on the appendix. The photographs were used as evidence about what happened during the actions. The way the researcher recorded the activities in the classroom also not be too obvious and the researcher recorded the video in the corner of the class, so all the purposive subjects can be recorder and the students behave normally. The purpose of used video recorder as the instruments was to support the observation record. The other point of video recorder also to saw the activities which conducted or happened in the classroom and make sure there was no data missed for this research.

3.5 Data Analysis

Data analysis is an important aspect of the reflectivity of action research. The reflecting steps use to analyzing whether the action success or failed. The whole of action research is that analyzing the data, interpreting it, and developing theories about what it means are constantly feedback into practice burn (1999:155).

3.5.1 Observation Checklist/observation record

All of the data evidence were recorded from the meeting 1 until meeting 4 (cycle 1 to cycles 2). To analyze the data, the researcher transcribed the observation checklist and field notes as well. The video from the meeting 1 until 4 also suitable as the evidence. Then, the transcribed data were interpreted to answer the research question.

3.5.2 Interview

All of the interview data were tape-recorded and based on interview guidelines, it is expected to vary in length from 2 to 5 minutes. The interview was informal, open-ended, and carried out in a conversational style. The researcher took a note, gave follow up questions if needed. To analyze the data, the researcher transcribed the interview from the students. Then, the transcribed data were interpreted to answer the research question.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents the finding and discussion of the research. The researcher presented the answer of problem statement that contained in the first chapter. The data was taken through observation and interview. The data taken for observation was conducted in four times meeting. The observation was carried out using the observation checklist and video record which aimed to measure students' interest in learning English. After that, the researcher conducted an interview which aimed to connected the data results and strengthen the data of observation checklist.

This chapter presents the reports of cycle I and reports of cycle II. The next section presents the planning, actions and observations, and also reflection of cycle I. The last section reports the planning, actions and observations, and also reflections of cycle II.

4.1 Reports of Cycle I

4.1.1 Planning

After determining the field problems to solve, the collaborators and the researcher began to plan the actions to solve the problems. The actions were focused on increasing seven grade students' interest in learning English as a warming-up. The designed actions were expected to create the following situations based on the 7 indicators of interest and those 5 questions. They are

interest, attention, the willingness, needs, feeling happy/joyful feelings, teaching materials and teachers' good attitudes, then participation. Based on the discussion with the collaborators some actions would be implemented in cycle I. The action plans of cycle I are using motivational story in teaching and learning processes to increase students' interest in learning English.

During cycle I, the teacher would like to use a media to make the teaching and learning processes more understandable and interesting. It was expected that the students would not be bored when other media were used and the class activities were not monotonous. The media used were motivational stories through the video. Kind of motivational story is about someone self experiences. Ashilla's self experience in the first meeting and Selvi's self experience in second meeting. Then, the researcher and the collaborators agreed to use mix language English to Bahasa or even English routines during the teaching and learning processes. The content of the video is also in Bahasa, but still in learning English context. It was aimed at making students familiar and accustomed to the English words and sentences. It was done to create an atmosphere to achieve the goal in which English is the language that should be used in the class as far as possible. Some English expressions would be used during the actions, such as greeting, eliciting questions, giving instructions, explaining the materials, giving feedbacks and also ending the lesson. However, if students found it difficult to understand important material and when they showed confusion, the researcher acting as the teacher would translate it into Indonesian. However, English should be the main language for the instructional language during the class. The researcher acting as the teacher in this study would give

feedback for students interest, especially attention, willingness, needs, feelings, and participation as well. The feedback would be given during the lessons covering the opening, main and closing activities. The feedback would be given during the students' production, if necessary and by the end of the class by discussing the common mistakes or errors that the students might produce.

4.1.2 Actions and Observations

The actions which were focused on increasing students' interest in learning English were conducted in 2 meetings on March, 28,29 2019. The materials of cycle I are the motivational story about someone self experience as a warming-up. When the researcher conducted the actions, the collaborators took notes in the back of the class to observe the teaching learning processes and also took some photographs related to the teaching and learning processes. The researcher also record the video in front of the class. The collaborators and the researcher collected the data of cycle I through classroom observation. The results of cycle I are presented below:

Before conducting the actions, the English teacher used English only to give instructions and the teaching and learning process was done using more both Indonesian and English. Students were not exposed to produce English. They tended to be passive during the teaching and learning process. However, in these actions, sometimes the researcher used English classroom to make students familiar with English words and sentences as well as to improve their classroom production and create a good atmosphere of English learning and production.. After the use motivational story in the first meeting, there was a process of improving students' classroom English in term of their responsiveness. The

improvement was surprisingly unexpected from the first meeting to the next meetings during cycle I. At first, based on the observation sheet, the collaborator mentioned that they had high interest when the motivational story is shown. It can be seen from the observation sheet and some notes that the collaborators wrote. All of the indicators are achieved, students attention and participation is good enough. It can be seen from observation sheet results. The collaborators stated that all of the seven indicators were achieved. All of the student's give their attention and focus to the video while teaching and learning process. Most of them have a huge enthusiast to follow the lesson because of the use motivational story as a warming-up. Some of the student's make their own notes while the video was taken. The collaborator also stated that most of the students' understand about the lesson through the video. This kind of stimulation makes the students enjoy the class. When the researcher showed them a video about someone self experiences (Ashila self experience), the researcher asked them to guess what the story was about. Six of them even raised their hands to answer the teacher's question. But they still hesitated to respond to the teacher's question. They still confirmed the instructions or the questions using Indonesian. Students were not accustomed to the use of English all the time. They tended to answer the questions in Indonesian to avoid making mistakes. Their responsiveness was huge. The teacher also had to invite and point the students to answer her questions. This might be because the teacher created a warm environment and the mistakes that the students made while speaking in English was regarded as something normal they should not be ashamed of. However, their responsiveness was better from one meeting and the aims of the lesson in the first meeting are match to the criteria of interest.

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In the next meeting, the observed students' responses through the motivational story in two meetings were totally different. Based on the evidence from observation sheet and video record, most of the students found the video boring after the use of motivational stories about Selvi's self experience. They were very attentive to the video and laughed happily. They focus and concentration on the video at first. But, some of the students lost their concentration gradually. The collaborator write some notes in the observation sheet and mentioned that the content of self experience (Selvi's self experience) is too monotonous. It may be happen because of the duration of the video were too long. The collaborator also stated the reseacher should be aware to select the content of the motivational stories and suggested to use different content to the next meeting. Only 4 students that wants to answer the teacher questions in meeting 2 from the first cycle. However, the aims were not achieved. The students could not understand the story and did not enjoy the video. They only enjoyed the story very much because there is no any warming-up before teaching and learning process previously. The content of motivational story should be different and selecting well. Some of the indicators did not achieved in this meeting. The major weaknesses were that the students did not response more and even feel asleep with the video. The use of body language (gestures and facial expression) would helped the researcher and the collaborator to know their progress as the evidence in this class observation.

4.1.3 Reflections

After implementing the actions of cycle I, the collaborators and the researcher held a discussion to reflect the actions of Cycle I. Everyone participating in this research had ample opportunities to share their ideas, opinions, and feelings related to the implemented actions. Based on the discussion with the collaborators, the reflections can be summarized in the following descriptions:

During cycle I, the teacher would like to use a media to make the teaching and learning processes more understandable and interesting. It was expected that the students would not be bored when other media were used and the class activities were not monotonous. The media used were motivational stories through the video. Kind of motivational story itself is about someone self experienced. At first, they seemed to be more interested and it was successful to anticipate students from getting bored. The use of media in cycle I was successful to stimulate students in learning English. The media could make the lesson more interesting and enjoyable and make the materials understandable. It could help students understand the use and function of the language in certain contexts and situations in their daily life. But they looks like feel asleep because of the duration were too long and the content were monotonous. Then, Based on the reflections of cycle I, there are more plans which need to be revised. They are the classroom management, the way to motivate students to be more active and in selecting the motivational stories.

4.2 Reports of Cycle II

4.2.1 Planning

Before conducting the actions in cycle II, the researcher and the collaborators held a discussion to revise the plans for cycle II. The researcher and the collaborators agreed to focus on solving the problems found in cycle I especially related to the contents of the motivational story that would increase students' interest in learning English. The researcher would implement the same activities and a different content to make students active and interested in joining the class. The actions were focused on increasing seven grade students' interest in learning English as a warming-up as well. The designed actions were expected to create the following situations based on the 7 indicators of interest and those 5 questions. They are interest, attention, the willingness, needs, feeling happy/joyful feelings, teaching materials and teachers' good attitudes, then participation. The action plans of cycle II are as follows:

The researcher would keep using English during the teaching and learning processes to make students more familiar with English words and to create an atmosphere in which students would be required to use English as a means of communication. The researcher would use English expressions to greet and ask the students, interact with the students, give instructions, explain the materials, give feedback and end the lesson. This action was the same as in the cycle I. The class was hoped to run smoothly and effectively. The materials and the sequences of activities were to be planned systematically in order to help students understand the material better and more easily.

In cycle II, the researcher would use more varied motivational stories to make the students more interesting, enjoyable and understandable about the lesson. The motivational stories that the researcher used in the cycle II is the video

from Mr. Dannish. The finding in cycle I showed that students were active in joining the class activities. But, have low interest gradually because of the duration of the video was too long and the content that makes the students feel boring. Therefore, in cycle II, the researcher would give different ways and content to stimulates which aimed at motivating the students. It was also aimed at appreciating their efforts, achievement and participation in the class activities.

4.2.2 Actions and Observations

The actions of cycle II were conducted in two meetings on April, 04, 05, 2019. In implementing the actions, the researcher was accompanied by her collaborators who took notes in the back of the class to observe the teaching and learning processes and also took some photographs related to the teaching learning processes. The researcher also record the video as the data collection. The data were also collected through classroom observations and interviews. The results of cycle II were presented below.

In general, the procedures of using classroom English were the same s in cycle I. However, the use of classroom English in cycle II was better than in the cycle I. The students became more responsive to the classroom English. There was a stronger atmosphere where the students became active to raised their hands and interact with the teacher, as well as with their friends. The improvement from one meeting to the next two meetings was raised. It could be seen that the students were not only familiar with the English expressions, but they also attempted to constantly communicate with the teacher, as when they asked questions to the teacher, when the asked for the permission to go to the rest room, and when they commented on each other. They understood the teacher"s questions when the

researcher had a little chit chat with them, or when she tried to personalize some questions before moving on to the next production activities. The students became more relaxed since they knew the researcher closer and they seemed to be more confident and comfortable. After the use of motivational videos from Mr. Dannish in cycles 2, most of them participated actively in the class and enjoyed the video. The use of body language (gestures and facial expression) would help the researcher and the collaborator to know their progress as the evidence in this class observation. Some motivational stories in the cycles 2 also made them feel enjoyable to listen to the story. However, in the second cycles, many students were attentive to the lessons and enjoyed the videos. Almost all of them raised their hands continuously to ask even answer the questions. Only a few of the students (those weaker students) did not participate actively in the class.

The researcher also communicated the objectives of the lesson in every meeting in cycle II since it made students know what they were going to learn so that they could be motivated and set up their own goals. When the researcher directed the students to the objectives of the lesson through asking and answering questions, they could respond to her very well. All of them always responded to the researcher whenever they were invited, in fact some students answered the researcher's questions voluntarily. In the next meetings, they responded to her questions better. The number of students who voluntarily answered the questions increased. They became more and more responsive and confident to speak in English. They showed a great enthusiasm in responding to the researcher. The class activities ran well and systematically during the cycle II as planned in the lesson plan. The sequences of activities in the cycle II were better prepared and

managed. The teacher did not forget to deliver important materials and the class could be better controlled, the tasks could be done more effectively and the time was allocated better. The class teaching and learning processes could run very smoothly as planned. The activities were suitable for the students and they met the needs of the students to accomplish the objective of the lessons. Each activity was related to another activity and the sequences of activity made the learning more systematical and easy to follow. Overall, in cycle II, the researcher found that students were more active in joining the class activities. It could be seen that in cycle II, more and more students were confident to share their opinion, to comment on others' opinion and to voluntarily answer the teacher's questions as well as to ask questions to the teacher. However, the aims were achieved. The results automatically answered the research question. The collaborator stated that all of the seven indicators were achieved through this content as the media to increase students' interest in learning English as a warming-up.

4.2.3 Reflections

The researcher and the collaborators shared the final reflections after implementing the actions in cycle II. Everyone participating in this research had ample opportunities to share their ideas, opinions and feelings related to the implemented actions. The reflections were based on the classroom observations and also interviews. Based on the discussions with collaborator, the reflections can be summarized in the following description:

All of the students could respond to the teacher's question when she asked them questions. The students were excited during the teaching and learning processes in both two cycles. The students were also enthusiastic to the videos.

This could be seen from the good participation of the students during the teaching and learning processes. Based on the findings of cycle II, the researcher and the collaborators concluded that all actions had successfully achieved. The result of the increasing seven grade students' interest in learning English during cycle I and cycle II can be seen based on the interview transcript to support the evidence from the observation sheets.

4.3 Results of the Interview

From the group interview, it was discovered that students in general had a positive view about English. Two of them expressed that he does not like English because he thought that English is difficult. It was also found that some students like having English lessons because they can learn something. The examples of students' responses are as follows:

- “Sedikit Miss, agak susah”
- “Yes, karena gurunya enak dan mudah apo.. menjelaskan materi materinya”
- “Yes, karena mmm saya menyukai bahasa asing”
- “Yes, karena saya sudah belajar bahasa inggris saat TK”
- “Yes, because English is the most interesting subject for me”
- “Yes, ehh kurang suka, Terlalu menghafal kosakata”

It was also found that most of the students only used English at school. Two of them said that they frequently used English. For example:

- “Cuma di sekolah”
- “Cuma di sekolah pas belajar bahasa inggris”
- “Waktu di sekolah aja”
- “Sering sekali”

- “Sering sekali, disetiap tempat dan waktu. Kadang nyanyi nyanyi sendiri pake bahasa inggris”
- “Waktu di sekolah, kadang-kadang dirumah juga ada”

Four of them mentioned that English is difficult and they have some problems to remember the vocabulary. Two of them having problem in remembering a part of tenses.

- “Yang verb-nya itu miss”
- “Menghafal kosakata”
- “Menghafal kosakata”
- “eee bagian tenses”
- “Vocabnya agak susah, banyak yang harus di ingat miss”
- “Simple present”

Also, the students had more positive views about the motivational story giving by the teacher as a warming up. It makes the students’ likes English more than before. Only one of them stated that with the use of motivational stories or not, he is always learn English in the same way. One student indicated her great interest in the use of motivational stories. Some examples of the students’ responses are as below:

- “Bisa, sss.. ee apo... Lebih mudah dihafal miss”
- “Iya, lebih menarik dan mudah dipahami”
- “Iya, seru aja gitu”
- “Sama saja, Karena cara belajarnya agak lebih sama”
- ”Iya, karena menurut saya metodenya sangat menarik dan berbeda dengan sebelumnya”

- “Suka, Lebih menarik dan mudah dipahami”

All of them do not know what story that most acceptable to increasing their learning English interest . So, they prefer to watch the motivational stories that the teacher provided.

- “Topik yang miss berikan, karena saya tidak bisa menentukan vidio motivasi”
- “Miss yang kasih”
- “Topik yang miss kasih, karena akan lebih menarik jika kita tidak mengetahui vidionya dulu”

Though many students had positive views about the use of motivational story as a warming up. However, all of them has the same opinion about the motivational story that would be use before teaching and learning process continuously.

- “Setuju, karena bisa menambah minat untuk belajar bahasa inggris”
- “Setuju, mmm karena minat belajar bisa meningkat”
- “Setuju, karena bisa menambah minat belajar bahasa inggris”
- “Setuju, jadi materinya mudah dipelajari”
- “Sangat setuju miss, supaya belajar bahasa inggris jadi berbeda dan tidak monoton”
- “Setuju, karena lebih cepat menangkap daripada dijelaskan”

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

The previous chapter has presented the findings and discussion of the use of motivational stories to increase seven grade students' interest in learning English. This chapter presents the conclusion of this study based on the findings and the discussion in the previous chapter. The suggestions of the study are also presented briefly which is addressed for English teachers and further research in related topic.

5.1 Conclusion

Based on the findings and discussion that have been presented, there are some conclusions derived from the data obtain based on research questions. First of all, motivational stories are considered as good resources that can be used for language teaching. A story through the video, if it is well-chosen, can change students' interest who are not motivated or low achievers in the foreign language. The findings of the present study show that using motivational stories will not automatically make students become more interested in English unless the stories are interesting and the language used meets the level of the students. However, the timing of the video should not too long. Teachers should be very careful when they select motivational videos for their students, especially those who have low level of English and those who have low motivation in English. The story can include some new knowledges about English for the students and new vocabulary but that should not be too much to make the students lose their learning English interest. As Cameron (2001) emphasizes, the story can include some new

language but that new language should not be too much to affect understanding. Regarding motivational story, the investigated class of students, in general, favoured this approach as it helped them increase their learning English interest easily.

5.2 Suggestion

According to the findings, some suggestions below are proposed to English teachers and to future researchers who have similar topic with this research.

Several suggestions and recommendations for English teacher who are interested in using motivational story as a warming up before teaching and learning process.

The suggestions are:

1. The teacher may find out appropriate learning strategy to increase students' learning English interests with different level of English.
2. The teacher or future researcher must be able to choose appropriate interesting motivational stories so that students' learning English interest increases.
3. It would be better for future researchers to choose the video not only based on someone self experience but also others motivational videos that supporting students' learning English as well.
4. If time is allowed, a larger-scale study should be conducted in other classes, other grade levels or even other schools with similar banding.

In addition, this study certainly still needs to be improved. It will be better that the future researchers did the practice more than 4 meetings as at the beginning of learning process to get more valid and reliable comparison and measurement in increasing students' learning English interest as a warming up in this class action research.

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Wimolmas. R. A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University.

APPENDIX

INTERVIEW SESSION

1. Do you like English?
2. How old were you when you began to learn English?
3. Where did you learn it and how?
4. How often do you usually use English?
5. What parts of the English language do you find the most difficult and why?
6. Have you completed any English language exams before? what score did you achieve?
7. With the use of motivational story in the classroom as a warming up, do you like English more than before? why?
8. How did using motivational stories as a warming up affect your English interests? why?
9. Which did you prefer, choosing your own topics or watching about the topics I provided? why?
10. How do you think if the motivational stories would be used before teaching and learning process continuously? why?

Observation Sheet

1. What evidence was there that the students found the motivational story interesting / boring?
2. Did the students participate actively in the lessons? Why?
3. What evidence was there that the tasks and activities helped students to understand and enjoy the story?
4. Were the aims of the lessons achieved? Why?
5. What other things, if any, should be done to improve the lessons?

Adapted from:

Lazer, G. (1993). Literature and Language Teaching. Cambridge: Cambridge University

Press.

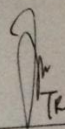
Thursday, 28-3-2019
 Meeting 1
 Observation Checklist

Ashilla Self Experience

NO	INDICATOR	Notes
1	Attention ✓	Students give their attention - focus & concentration
2	The Willingness ✓	Students enthusiastic
3	Needs ✓	Students makes a note abt the material
4	Feeling happy or joyful feelings ✓	Enjoy in the class
5	Teaching materials and Teacher's good attitudes ✓	Understand abt the lesson thing video
6	Participation ✓	- Students can answer question. - Students active in class

NB: 1. All indicator achieved
 2. Motivational story ✓
 3. Students interest increased.

Mengetahui,
 Wali Murid


 THA

Friday, 29-3-2019
Meeting II
Observation Checklist

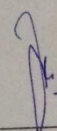
Selvi Self Experience

NO	INDICATOR	Notes
1	Attention ✓	- Students give their attention. - Lost of Concentration gradually
2	The Willingness	
3	Needs ✓	- Students makes their own notes (The smartest one)
4	Feeling happy or joyful feelings	- Students enjoy the video - Video too long.
5	Teaching materials and Teacher's good attitudes	
6	Participation	- Few students answer a question - Students rather passive.

- NB:
1. Revise
 2. Change the content / different video
 3. Select the best one.
 - 4.

Mengetahui,

Wali Murid



Thursday, 4-4-2019.

Observation Checklist

Meeting III

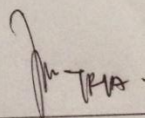
Mr. Darmish

NO	INDICATOR	Notes
1	Attention ✓	- paid attention - Most of the students concentration w/ the video.
2	The Willingness ✓	High enthusiasm
3	Needs ✓	Students makes their own notes abt the lesson through motivation
4	Feeling happy or joyful feelings ✓	- Students enjoy the video - Students laughed happily
5	Teaching materials and Teacher's good attitudes ✓	- Understand abt the lesson - 8 of them raised their hands to answer the question.
6	Participation ✓	- Students Very active and participate actively.

- Notes:
1. Seven Indicators Achieved
 2. The aimed were achieved.
 3. Motivational story increases students' learning interest.

Mengetahui,

Wali Murid



Friday, 5-4-2019
Meeting IV

Observation Checklist

Mr. Damish.

NO	INDICATOR	Notes
1	Attention ✓	Students focus & concentration - Participate actively
2	The Willingness ✓	- High enthusiast - Looks very happy
3	Needs ✓	Students remember partly about the material through motivation story
4	Feeling happy or joyful feelings ✓	Enjoy the Video
5	Teaching materials and Teacher's good attitudes ✓	- Understand the lesson - Students can re-tell the Video (story)
6	Participation ✓	Students even asking and answer the questions (include the weak ones) - So many students

- MB :
1. Seven indicators were achieved.
 2. Many improvement than before.
 3. Motivational stories very useful to increase students' interest in learning English.

Mengetahui,

Wali Murid

M. TRIA.