

Motivational stories to increase seven grade students' interest in learning English

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ABSTRACT:

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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 seven grader 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, interview and observation were conducted. 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 know if they became more interested in learning English with the use of motivational stories. The study shows that using motivational stories as a warming-up will not automatically make students become more interested in English unless the stories would make the student's enjoy 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 could not be boosted within a short period of time

INTRODUCTION

One of the most difficult aspects of becoming a teacher is learning how to increase students' learning English interests. Students who are not interested to the subject will not learn effectively. 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. 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.

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). 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 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.

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. 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.

From the statement above, some students at SMPN 11 Kota Jambi on the seven 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.

REVIEW OF RELATED LITERATURE

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.

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.

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. 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.

RESEARCH METHODOLOGY

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. The classroom action research because 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. 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. 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 planning, acting, observing, and reflecting. From the 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.

FINDING AND DISCUSSION

Reports of cycle 1

Planning

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. 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. 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. 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.

Actions and Observations

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. 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.

Reflections

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.

Reports of cycle 2

Planning

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 interest in joining the class. 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.

Actions and Observations

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. 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. 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.

Reflections

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.

CONCLUSIONS

Firstly, 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. 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.

In addition, 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 increases thier learning English interest easily.

Lastly, the teacher have external challenges in managing behavior, motivating young learners, managing children emotion and selecting appropriate resource.

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 eperience 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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