

INCREASING STUDENTS' MOTIVATION IN LEARNING

ENGLISH BY WATCHING

THESIS



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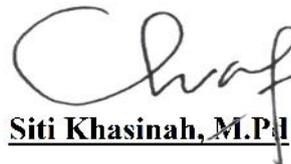
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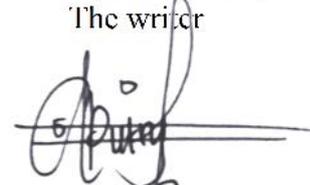
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Banda Aceh, Januari 26th, 2018
The writer

A handwritten signature in black ink, appearing to read 'Putri Maghtrah Fonna', with a horizontal line drawn through the middle of the signature.

Putri Maghtrah Fonna

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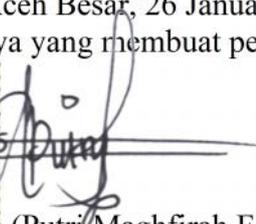
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: **“Increasing Students’ Motivation By Watching”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 26 Januari 2018,
Saya yang membuat pernyataan,




(Putri Maghfirah Fonna)

ABSTRAC

The title of this thesis is “Increasing students’ motivation by watching”. The purpose of this study is to increase students’ motivation by watching audio visual in learning English. To obtain the data, the writer used techniques : questionnaires. The questionnaire was to identify the students’ motivation by watching audio visual. The research was conducted at SMPN 1 Darul Kamal Aceh Besar. The population of this thesis was second years students while the sample was the students in class VIIA which consist of 25 students. After analysing the data, the result was proved that Darul Kamal students’ interested in learning English by watching. The hypothesis are H_a : Watching audio visual could increasing students’ motivation in learning English, H_0 : Watching audio visual could not increasing students’ motivation in learning English. After calculating the data, the result shows that, H_a was accepted and H_0 was rejected. In clocusion based on the results show that the students’ motivation is increasing by watching audio visual.

Keyword: Students’ Motivation, Watching

CHAPTER I

INTRODUCTION

A. Background of study

The benefit to use technology in schools is that learning can be increased by using audio-visual. Using audio-visual in the classroom is a step in the right direction towards implementing and taking advantage of the available technology, and offer an additional visual for student learning. Many people may need visual aids to help them learn (The Institute for the Advancement of Research in Education, 2003).

Michelle J, M.Ed. (2013: p. 6) watching audio-visual can motivate student because shows, audio-visual are a method of visually representing information, and a form of technology, that can be used to illustrate concepts. Using audio-visual to help students understand concepts could improve academic achievement, and even attitude towards the subject in the classroom. Visual media use can strengthen understanding, especially of abstract processes that are hard for one to envision in their mind.

According to Brown (1994: p. 152) motivation is an inner drive, impulse, emotion, or desire that moves one to a particular action, the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect.

As we know in our school teacher teach us about some skill in English, such as reading, writing, listening, and speaking. But sometimes the problem is students do not have motivation in learning English, because they do not get interesting ways

while they are learning English. Talking about interesting ways in learning English, based on experience what the writer had taught in junior high school, the students do not have motivation in learning English because they don't understand about the language. There are some elements what we have to know to increase their motivation in learning English such as the interesting method, playing games, using media like projector, or watching something. So that's why interesting ways is very important for the achievement of increase students motivation learning English. The learning process in the classroom also strongly influenced the development of the student's ability.

(Dornyei, Z: 2002) motivation is an inner moving spirit which encourages someone's enthusiasm to reach one's goal. It is one of the factors that influence teaching learning process. Motivation itself has many components such as interest, individual's curiosity and desire.

(Yuli Isnaini: 2010) motivation is the important part in learning that can be seen from the change of someone's behavior. The learning process will hardly be successful without motivation. Therefore, a good teacher should make someone's efforts to improve students' motivation, and one of them is well-chosen materials. The motivation is intended to grow the willingness of the students in learning English.

However, teaching learning process at junior schools in SMPN 1 Darul Kamal shows that most of the students have low motivation and tend to be passive in the classroom. It can be seen in their attitude during the teaching process. For example, less pay attention to the lesson in the learning process.

Based on the statement above, the writer intends to take up that problem, through this paper entitled: “Increasing Students’ Motivation in Learning English by Watching at SMPN 1 Darul Kamal ”.

B. Research Questions

Based on the statement above, the research question can be formulated as follows:

1. Are watching audio-visual in learning English can increase students’ motivation ?

C. Aim of Study

The aim of this study to increase students’ motivation in learning English by watching audio-visual.

D. Significance of Study

The importance of this study to measure how students have motivation by watching audio-visual. Then to see if their motivation and ability increase based on their watching audio-visual. The results of this research are expected to persuade information for the English teachers that watching the audio-visual can attract students’ interest in learning English.

E. Hypothesis

The Hypothesis is one of the fundamental tools for research in any kind of investigation and a tentative solution of a problem. An assumption is the assumed solution of a major problem. It may or not be true.

In this case, the hypothesis is:

H_a : Watching audio visual could increasing students' motivation in learning English.

H_0 : Watching audio visual could not increasing students' motivation in learning English.

Regarding to her assumption, the writer needs to collect some data to be analyzed in this research. Then to find out the result of this study. Consequently, a hypothesis can be proven completely.

F. Terminology

To avoid the ambiguity, the writer explained the meaning of watching, motivation, and increasing.

1. Watching

Watching means look at someone or something for a period of time, paying attention to what is happening. Watching means focus a target, what we pay attention at the target is doing at that time.

2. Motivation

Motivation is defined as the efforts that encourage someone to do something. Motivation is a drive or force within the organism that activates behavior or direct it toward a goal. In this study, motivation is defined as a condition that guides and

supports the students in learning. Motivation is an inner drive, impulse, emotion, or desire that moves one to a particular action, the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect.

CHAPTER II

LITERATURE REVIEW

A. Brief Discussion on Motivation

a. Definition of motivation

In Oxford learner's pocket dictionary (2017) states that motivation is a desire or willingness to do something and enthusiasm. Motivation is defined as the reasons why you are doing something, or the level of desire you have to do something. It is the inner power that pushes you toward taking action and toward achievement. Motivation is powered by desire and ambition, and therefore, if they are absent, motivation is absent too.

Motivation is an inner moving spirit which encourages someone's enthusiasm to reach one's goal. It is one of the factors that influence teaching learning process. Motivation itself has many components such as interest, individual's curiosity and desire.

According to Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure.

Deci et al (1999) state motivation is difficult to define and measure, but scholars generally recognize two major types of motivation: intrinsic and extrinsic. *Intrinsic* motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Extrinsic motivation is the desire to do or achieve

something not so much for the enjoyment of the activity itself, but because it will produce a certain result.

Motivation is the important part in learning that can be seen from the change of someone's behavior. The learning process will hardly be successful without motivation. Therefore, a good teacher should make someone's efforts to improve students' motivation, and one of them is well-chosen materials. The motivation is intended to grow the willingness of the students in learning English.

Harmer divided extrinsic motivation into two types:

1. Integrative motivation

Integrative motivation is "motivation that integrates students to the culture of the target language community". Here the students are attracted by the culture of the target language which they learnt. When a student chooses a language class or English major, he wants to integrate himself with the English culture, and also wants to be as it. Two researchers, Gardner and Lambert as quoted by Harmer suggested that "the most successful students were integrative motivated.

2. Instrumental motivation

Harmer stated that "in instrumental motivation the student believe that master the target language will be instrumentally in getting him a better job or position". The language is an instrumentally to be used by the students. According to this statement, it can be concluded that most students learn English because of some purposes. For the example, the students learn hard or register a course, because he

has an expectation to be an English teacher or be a person who is able to work with western people.

b. Factors that influence the students' motivation:

There are two factors that influence the students' motivation; internal and external factor. (Yuli Isnaini: 2010).

1. Internal factors include physiological aspect and psychological aspect.

a. Physiological aspect

The physiological condition can influence the spirit of the students during the teaching learning process. Unhealthy body can decrease the cognitive competent, so the students are unable to comprehend the material well.

b. Psychological aspect

The positive student's attitude, especially for the teacher and the subject itself is a good beginning for the students in teaching learning process. On the other hand, the negative students' attitude to the teacher and the subject cause the students difficult to learn.

2. External factors consist of social environment and nonsocial environment.

a. Social environment includes teacher, society, peers, and parents.

b. Nonsocial environment, including time for study, home, and facilities are also play an important role in child development.

c. the important of motivation in learning

Learning can be encouraged by providing motivation. Psychologists have recognized the necessity of concentrating on motivation in education due to the outstanding importance of motivation for learning new skills, strategies and behaviors. Meanwhile, educational achievement motivation is one of the original structures that has been offered to explain motivation. Educational achievement motivation is the far-reaching point of reference to evaluate learners' performance considering the highest standards for appropriate performance. Likewise, in regard to students, educational achievement motivation is very important.

Studies have illustrated that, despite the time and cost, a large number of students have changed or quit the field of studying. This failure to the large extent may be due to lack of knowledge about the field; that is, unfamiliarity of the learning context for students, or lack of motivation in the field. Due to the significance of educational motivation in students' success in recent decades, psychologists have endeavored to pinpoint the factors that greatly influence motivation. The ability and willingness of instructors in teaching encouragement, attention to individual differences, as well as the appropriateness of the curriculum, higher education officials' attention to the problems of the university and training equipment all have effects on students' educational motivation. Yunus et al. found that students who have a close relationship with their teacher are more motivated to learn.

As mentioned above, there is a close association between motivation and learning, educational achievement, and even in the learners' job satisfaction. Most studies have focused only on students' motivation levels. Improving students' motivation is generally viewed as important because high achievement is due to high motivation, with related to factors both inside and outside of motivation. There are individual differences in motivation and different ways to motivate students. Thus, motivation can increase student involvement, and different strategies can help students. A key point of this study was that teachers can encourage or discourage student responsibility for learning through the ways in which they structure education, so this study was conducted to capitalize on the strategies that give assistance to enhance the level of educational achievement motivation.

d. Social Factors of Motivation and Learning

In looking at motivation, social factors are also relevant. In a special issue of the *Journal of Experimental Education*, Anderman and Kaplan (2008) look at various types of social motivational factors, from classroom settings, social motives, and the role of culture, to interpersonal and relational factors in student interaction. Classroom social environment and student-teacher interaction play a significant role in student motivation. Ryan and Patrick (2001) report that when students feel a sense of relatedness or belonging they are motivated to learn and perform well in school. Students feel this sense of belonging if they believe teachers are supportive of social aspects in the classroom, such as promoting interaction and respect among students.

Teachers report that students are motivated to perform well if they believe their teachers care for their social, as well as academic needs.

On a more personal level, student emotions relate directly to social factors in the form of interpersonal relationships with peers, parents, and teachers. Ainley (2006) shows that emotions play an important role in motivation and cognition as these three factors relate to learning. Interest in learning raises alertness and attention, which facilitates a desire and motivation to learn.

B. Factors Pertinent to Students' Motivation

Senge et al (1994) and Lengnick-Hall and Sanders (1997) decide some tips for improving Ingredient student contributions to motivation as listed below. That is, student motivation is enhanced when these factors pertinent to students are present:

1. Intrinsic and extrinsic motivation

Typical students bring varying degrees of both intrinsic and extrinsic motivation to the learning arena. Intrinsic motivating factors found to be at work with most students include involvement (the desire to be involved), curiosity (find out more about their interests), challenge (figuring out the complexity of a topic), and social interaction (creating social bonds). Extrinsic motivational factors include compliance (to meet another's expectations, to do what one is told); recognition (to be publicly acknowledged); competition; and work avoidance (avoid more work than necessary). Individuals who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement.

On the other hand, individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation, e.g., Tests and GPA. (Lei, 2010) Students who are motivated externally are at a greater risk of performing lower academically than intrinsically motivated students. It is interesting to note that nontraditional students report higher levels of intrinsic motivation than traditional students.

2. Various individuals and social factors

Celikoz (2010) state that overall academic motivation is affected by various individual and social factors. For example, intrinsic motivation is affected by the reason for preferring the school, the probability of finding a job after graduation, the order of preference, the future expectation, the distinctiveness of testing and measuring activities at the school, and desire to complete a Masters' degree. In the simplest terms, it is necessary to be motivated and to make an effort. Extrinsic motivation is significantly affected by the probability of finding a job, the attitude towards the teacher, the peer group, the level of income, the appropriateness of the classrooms, the adequacy of teaching materials, and the number of siblings. The most effective extrinsic motivation is the probability of finding a job.

3. Hierarchy of needs

Regarding lower level needs, if a student is hungry or thirsty, it is more difficult to focus on learning. Also, if the environment is physically, mentally, or emotionally unsafe, then it will be hard for the student to put all of his or her attention on learning. If the teacher is always critical of the student, then the student probably

will not feel accepted or that he or she belongs. Low self-esteem and ego will make the student feel unappreciated and unrecognized. As such, the educator must do what is necessary to support the student to a higher level of need satisfaction so that the student can focus his or her attention on learning. Even at the level of self-actualization, the educator may need to provide encouragement or opportunities. (Maslow, 1943).

4. Perceived well-being

Duffy and Ketchard (1998), Students' perceptions may be clouded by their perceived well-being, e.g., Bad mood, not being able to find parking, or having a disagreement with someone before class. Well-being or life satisfaction is the degree to which a student is content with his or her life, including pleasure in daily activities, meaningfulness of life, goodness of fit between desired and achieved goals, mood, self-concept, perceived health, financial security, and social contact. To increase satisfaction with the learning experience and in turn performance, these well-being factors need to be extrapolated into the classroom. That is, factors beyond the quality of teaching can affect student satisfaction, including student motivation, course level, grade expectations, type of academic fields, and workload difficulty. At the very least, teachers will need to be compassionate and even supportive of the personal life conditions of their students that surface in the process of education.

5. Efficient use of energy and focus

Students should be taught how to produce results while maintaining focus and

energy. Businesses and organizations certainly focus on getting the right results with the least effort or cost. Hence, educators need to train students to “stalk” efficient and effective results. In another complementary vein pertinent to the “greening” of business and the planet as a whole, each individual ultimately will be required to become a master of focusing on and using skills such as personal energy conservation and regeneration. This theme of efficiency should serve the student in his or her studies as well as in his or her life and global citizenry.

6. Purposeful connection with work

Lengnick-Hall and Sanders (1997) state that Emergent motivation results from connecting with work as a source of self-expression, exploration, and sustained creativity. It is emergent because purpose arises out of the interaction between a student and what he or she perceives as a significant and meaningful context. That is, students discover their own rewards by mastering new challenges and making unique contributions in a significant and meaningful context. For foster emergent motivation, educators need to design variety into a learning system. This variety can overcome extensive individual differences in student inputs and yield uniformly high levels of perceived personal effectiveness, organizational effectiveness, ability to apply course materials, and satisfaction with both course results and the educational process. Also, students become co-producers in the educational system because they are inherently responsible for the learning work that takes place.

7. Conscientiousness and achievement

Richardson and Abraham (2009), conscientiousness and achievement

motivation are positively correlated with GPA. It is suggested that conscientious students may do better because of differences in achievement motivation capacity. As such, achievement motivation assessments and prior academic achievement could help identify students likely to maximize their potential. On the other end of the continuum, it also could alert educators to less conscientious and less achievement-oriented students. Then, in turn, educators could provide appropriate attention, incentives, or trainings that positively impact these students. In addition, it may be possible to retrain students to self-regulate motivation for challenging academic tasks, thereby enhancing their effort regulation capacities. Interventions could be developed for this purpose. (Richardson and Abraham, 2009) It seems that success does breed success.

8. Public speaking competence

Student motivation has been positively related to public speaking competence, but not to the demonstration of communication knowledge (Carrell, 1997). Because fear of public speaking is a prevalent phobia of most people, continued practice in public speaking will teach students how to face their greatest fears and get over them, hence, getting over unconscious blocks, rebuilding traits, and enhancing self-concept. These positive results should make students more confident and motivated.

9. Study time and study habits

Students lead very busy lives. As a result, evidence shows that students are devoting less time to their studies (Higher Education Research Institute, 2003).

While the quantity of time spent studying has an influence on performance, this influence is moderated by the students' study habits. Also, the ability to concentrate influences student performance positively. Having a good set of notes is important, but it still depends on how study time is used. Ultimately, studying has quantitative aspects as well as qualitative aspects, that is, amount of time studying and good study habits are both important (Nonis and Hudson, 2010).

10. Lecture attendance

Lectures are viewed as positively associated with academic performance. They also are perceived as valuable and interesting learning experiences for students. Then, why is it that students skip lectures? Lectures may be seen as only one of an array of student pressures. As a result, students engage in a constant decision process that involves weighing the benefits against the costs of attending lectures. Students generally see lectures as optional and not always as a beneficial or enjoyable part of their college time. Nonattendance may simply be a coping strategy that signals difficulty in coping with the content, processes, or schedules associated with formal learning. (Moore, Armstrong, and Pearson, 2008).

11. Comprehensive, long-range educational plan

The development of a long-range educational plan will help students to value education and to make the most of their time in school. This plan also should contribute to their confidence and reduce the fear of the unknown. That is, students who have compiled a long-range plan are less likely to give up when difficulties

occur. This plan is even more effective when it is updated continuously and encompasses the transition from education to career. Creating a vision of adulthood and who they want to become is very empowering. This planning process can empower students to see the connection between school and work. Ultimately, it prepares them for a lifetime of productive employment and continual learning. (Dedmond, 2009).

12. The Way to Increase Students' Motivation

1. Students experience success and achievement

Ensuring that students experience success is an extremely important strategy for motivation. Success creates self-confidence which in turn makes students more inclined to engage in learning. This requires that tasks are moderate and have an achievable level of difficulty. The goal is to have students experience success in their understanding. Some techniques for ensuring this success include: state the goal for the lesson; provide simple and clear explanations; ask the students to express their comments, questions, and ideas; question the students; provide hands-on activities as often as possible; and assessment tasks should be flexible (Palmer, 2007).

2. Student ownership

Students feel some ownership of a decision if they agree to it. Whenever possible, students should be allowed to determine class rules and procedures, set learning goals, select learning activities and assignments, and decide whether to work in groups or independently. Allowing students to select learning partners has been

shown to improve their motivation to learn. Also, it is important to get students to accept the reasons why some aspects of the course are not negotiable. (Olson, 1997)

3. Student choices

Human beings are naturally curious and self-directed, that is, they want to learn, make choices, and achieve (Truby, 2010). As a result, students will be more motivated when they are given choices. Doing something one chooses rather than what one has been told to do, can be very motivating. Having some element of negotiation is better than a classroom that is completely permissive. Some choices might include: who they work with, what book to read, their assigned topic, how the assignment will be presented, and when the assignment is due. However, when offering choices, instructors should construct options that meet the students' needs. Checks should be offered in a manner and context that meets students' needs and that are offered in a non-controlling accepting atmosphere. Guided inquiry is a technique that allows more flexibility in that they choose their research question and methodology, yet the instructor provides some parameters. (Palmer, 2007) As such, the various choice options need to be based on students' needs, interests, goals, abilities, and cultural backgrounds. Choices need to not be too numerous or complex as well as congruent with the students' values. (Katz and Assor, 2007; Simmons and Page, 2010; Garger, Thomas, and Jacques, 2010).

4. Build competency

Content that builds students' competency requires assignments that challenge

students' beliefs, actions, and imaginations. This can be done by having them investigate and respond to issues relating to survival, quality of life, problem solving, and/or real products and situations. Lessons that are more interesting and more personally relevant are more motivating to the students. Internship and work study programs are useful in this regard. In any event, the instructor must draw out the relevance of the class and class work to future employment, quality of life, and/or life skills. (Olson, 1997)

5. Creativity and critical thinking

Competence also is learned from experiences that involve both creative and critical thinking. Creative and critical thinking requires the student to define the task, set goals, establish criteria, research and gather information, activate prior knowledge, generate additional ideas and questions, organize, analyze, and integrate all the information. (Olson, 1997).

6. Students feel connected

Content that contributes to the student feeling connected may include advisory programs, cooperative learning, peer mentoring, peer counseling, and community service. Regardless of whether or not students participate in these programs, they need a sense of trust, respect, caring, concern, and community with others. In student/teacher interactions even a single event can determine how the student feels about a class and how he or she will perform. (Olson, 1997) One way to build connection is to send a welcoming e-mail before the first day of school. This

has been shown to enhance student motivation, attitude toward the instructor, and perceptions of the course. Whether it is an e-mail or another computer contact such as instant messaging or social networking, the contact is relatively effortless and seems to improve student attitudes toward the instructor and the course. (Legg and Wilson, 2009).

7. Novelty

Novel content can introduce a surprising or unusual experience creating a discrepancy in the student's mind, and this can cause a short-term arousal of interest in order to resolve the discrepancy. Some ways to increase novelty might include using discrepant events and demonstrations, amazing facts, fantasy, or games. (Palmer, 2007).

8. Timely and relevant to real life

Making the content relevant to real life can increase a student's motivation. As such, teachers should emphasize the links between real life and school subjects, design assignments, and experiments that use everyday materials and situations, and use personal anecdotes. (Palmer, 2007) Tasks that are meaningful to the students' real life motivates them. (Frey and Fisher, 2010).

9. Variety

Variety is very relevant to student motivation. Variety can be brought into the class by including activities wherein the students are physically active with a thinking

component. Other forms of variety can be added into the content via dramatizations, model making, and out-of-classroom activities. (Palmer, 2007).

10. Technology and information from the Internet

Students love the Internet, so give them examples, videos, or demonstrations of topics from Internet sites that are interesting to them. At the very least, this incorporation of technology, the Internet, and phone apps involves using more of the students' language and experience base. Also, the Internet is a great way to keep up-to-date and to show important current trends and ideas. However, students need to understand how to assess the validity and safety of Internet sites and information. Whiteboards also can be powerful, interactive technological tools for improving instruction, but instructors need to know how to use them effectively. (Manzo, 2010).

C. Overview of Watching Audio-Visual

Using audio-visual materials in the classroom is nothing new, educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Both the content and the technology have developed considerably since that time, increasing the availability and the value of A/V materials in classrooms.

Content has developed for instructional television (ITV) of the 1950s and 1960s, which allowed replay of taped lectures, through educational television (ETV), intended to complement classroom instruction rather than compete with it (Corporation for Public Broadcasting, 2004) to educational standards-based videos

designed specifically as supplemental classroom tools. Delivery technologies have also advanced, from filmstrips to cable television, to the versatility of VCRs, DVDs and laserdiscs. Finally, with the advent of digital technology, the field is evolving to newer and ever-greater potentials of adaptability in delivery.

The use of educational video and television in classrooms has risen steadily over the past 20 to 30 years, according to a series of studies conducted by the Corporation for Public Broadcasting. These surveys measured both patterns of use and teacher attitudes and expectations for outcomes. Not only is this technology widely used, according to the most recent study, but it is also highly valued as a means of teaching more effectively and creatively (CPB, 1997).

Perhaps the most significant survey finding that supports the value of these multimedia tools is the direct relationship between frequency of use and perceived student achievement and motivation. Among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds find that students learn more when TV or video is used, and close to 70% find that student motivation increases. More than half of frequent users also find that students use new vocabulary as a result of video use.

According to a summary of current research and educational surveys, watching video will give effect:

Reinforces reading and lecture material

- Aids in the development of a common base of knowledge among students
- Enhances student comprehension and discussion
- Provides greater accommodation of diverse learning styles

- Increases student motivation and enthusiasm
- Promotes teacher effectiveness (CPB, 2004)

D. Definition of Audio-Visual

Audio-visual, as it is clearly stated by the name, are kind of useful aids and materials which help both learners and teachers in acquiring and teaching a language, in our case English as a foreign language.

The following are some definitions taken from different scholars' views:

According to Kinder S. James: "Audio visual are any device which can be used to make the learning experience more concrete, more realistic and more dynamic". According to 'Good' Dictionary of Education "Anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight". According to Gandhiji: "True education of the intellect can only come through a proper exercise and training of bodily organs: hands, feet, eyes, ears, and nose". According to Burton: "Audio visual are those sensory objects or images which initiate or stimulate and reinforce learning". According to Carter. V. Good: "Audio visual are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation". According to Edgar Dale: "Audio visual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory materials". According to McKean and Roberts: "Audio visual are supplementary devices by which the teacher, through the utilization of

more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.” (qtd in Rather 52).

The conclusion, the audio-visual includes, but they are not limited to, those auditory and visual materials used by teachers in order to facilitate the task of teaching learning and create a more relaxed atmosphere in the classroom.

E. The Affective use Audio Visual

According to the affective filter hypothesis which has been proposed by Krashen, there are a number of affective variables that lead to success/failure in second or foreign language acquisition. These variables are classified under three main factors: 1) Motivation, 2) self-confidence, and 3) anxiety. The comprehensible input that an acquirer receives may not last for a good product as a native's and that is because of these variables (Krashen 32).

In the classroom context, this hypothesis focuses on the role of teacher not only in providing comprehensible input, but also in creating a comfortable and motivated classroom atmosphere. Psychologically, using audio-visual is considered among the helpful techniques which can lower anxiety, feelings of boredom, fear; and increase learner's motivation and self confidence. Learners who are not involved in classroom activities and who look distracted, it does not necessarily mean that they have not recognized the answers to the teacher's questions, but rather, it can be derived from their shyness and poor self-confidence. So, implementing such teaching aids may help them participate confidently with the teacher and classmates.

Moreover, Ossai-Ugbah, Samuel and Isaac have analyzed the role of audio-visual in learner's motivation.

They have submitted 200 questionnaires to Nigerian Technological University Library learners, and the results showed that 74 respondents (37%), which make the high percentage, confirmed that audio-visual made learning easier and more interesting for them (220). The table below sums up the results:

Table 2.1: Benefits of audio-visual materials to respondents (Adapted from Ossai-Ugbah, Samuel and Isaac 220).

Benefits	N°: of Respondents	Relative Frequency %
AVAs made learning easier and more interesting	74	37.0
AVAs promote a better understanding of course.	57	28.5
AVAs assist a learner to learn at his/her own pace.	31	15.5
AVA unit provides non-distractive environment for study	20	10.0
Use of AVA leads to better performance in studies.	18	9.0
TOTAL	200	100

In the study, the writer listed a number of benefits related to the implementation of audio-visual in learning a foreign language. These benefits can be linguistic or psychological. The one which receives high frequency of agreement is

‘AVAs made learning easier and more interesting’, and this is among the psychological advantages that associated with teaching materials. 74 respondents (37%) indicate that AVAs play a major role in relaxing the classroom climate.

To conclude, integrating audio-visual in a classroom has various beneficial implications concerning the psychological factors. Meeting pupils’ learning styles, increasing their motivation and self-confidence, and decreasing the tension of fear and anxiety are among these psychological phases. Other different benefits will be discussed after in this chapter.

F. Advantages Of Audio-Visual

- They create interest for learning in the students.
- They are time saving because they explain the idea easily and precisely.
- By their use, the burden of the teacher is reduced.
- The teacher can improve his own English by aural aids.
- They are the sources of a variety of experiences for students.
- English is a difficult language. Audio-Visual make learning English easy.

CHAPTER III

RESEARCH METHOD

A. Brief Description of Research Location

1. The school

This study took place at the SMP Negeri 1 Darul Kamal Kecamatan Darul Kamal Aceh Besar. SMP Negeri 1 Darul Kamal was established on April 12th in 1994. At this time, the school is led by Rohimah S.Pd.

Table 3.1 : The facilities in this school

No.	Facilities name	Total
1.	Class Room	9 unit
2.	Teachers Room	1 unit
3.	Head Master Office	1 unit
4.	Administration Office	1 unit
5.	Library	1 unit
6.	Counseling Room	1 unit
7.	Multimedia Room	1 unit
8.	Musholla	1 Unit
9.	Sport Field	1 unit
10.	Canteen	1 unit

Source : The Administration Office of SMP Negeri 1 Darul Kamal

2. Teacher

Teachers are the educators and facilitators for the students learning. Teachers have an important role in helping the students to achieve a good academic achievement. SMP Negeri 1 Darul Kamal has twenty three teachers, six of them are male and others are female. Among all teachers, there are 2 English teacher that only females. The table below shows the name of English Teachers of SMP Negeri 1 Darul Kamal.

Table 3.2 : The english teachers name in SMPN 1 Darul Kamal

No	Name of English Teacher	Graduated
1.	Dewi Kuryani, S.Pd.I	UIN Ar-Raniry
2.	Fauziah S.Pd	Serambi Mekkah University

Source : The Administration Office of SMP Negeri 1 Darul Kamal

3. The Students

Students are also very important in teaching learning process, because the role of students is as subject of education. Now, the total number of the students studying in SMP Negeri 1 Darul Kamal is 146 students, they are consisting of 74 males and 73 females. The table below shown the total numbers of the students at SMP Negeri 1 Darul Kamal in academic year 2017/2018.

Table 3.3 : the students number of SMPN 1 Darul Kamal

Grade	Class	Number of Students
Grade 1	VII A	22
	VII B	25
Grade 2	VIII A	25
	VIII B	23
Grade 3	IX	26
	IX	25

Source : The Administration Office of SMP Negeri 1 Darul Kamal

Table 3.4: The students' attendenlist

No	Initial's Name
1.	ARM
2.	DF
3.	DM
4.	IR
5.	KZA
6.	LM
7.	MRA
8.	MSM
9.	MY
10.	MS

11. MRD
 12. MH
 13. MA
 14. MR
 15. MM
 16. MW
 17. NA
 18. RM
 19. RA
 20. RD
 21. SH
 22. TS
 23. UI
 24. TRH
 25. MF
-

B. Research Design

In this study, the writer used quantitative research in analyzing and collecting data. The quantitative research is a research that used the data in the form of figures and for the analysis use the statistical method (Sugiyono, 2014). In collecting the data needed, the writer use experimental teaching. Creswell (2003) said: “in experiment, investigators may also identify the sample and generalize to a population: however, the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome”.

Furthermore, in this research the writer used audio-visual that applied in the experimental teaching. The aim of audio-visual is to increase the student’s motivation in learning English.

Schutt (2006) states that experimental research is the best way in answering the effects of a treatment. Consequently, the research used experimental teaching in answering in the research question, the kind of experimental research that was used

by the researchers was pre-experimental. Sudjana (2001) states that this design follows two stages. Firstly, giving treatment to the subjects. Lastly, giving a test to measure the dependent variable after giving a treatment.

C. Population and Sample

In this research, the writer chooses students from junior high school 1 Darul Kamal, and only one class was still chosen in the second grade as population. They were about 25 students, 14 males and 11 females.

They have two classes for the second grade students at SMPN 1 Darul Kamal. Each class consisted of 20-30 students. The writer chooses the classes because of two reasons: The capabilities of the class to almost similar to the second year student of junior high school are the young learner of English.

According to Roscoe (1975) cited Uma Sekaran (2006) provides a general reference for determining sample size:

“Sample size over 30 and less than 500 is appropriate for most studies. If samples are broken down into subsamples (male / female, junior / senior, etc.), the minimum sample size of 30 for each category is appropriate. In multivariate studies (including multiple regression analysis), the sample size should be 10x greater than the number of variables in the study. For simple experimental studies with strict experimental controls, successful research is possible with small sample sizes ranging from 10 to 20.”

D. Data Collection

In collecting the data, the writer conducted kinds of techniques in experimental teaching is using questionnaire.

1. Experimental Class

The research conducted experimental teaching with pre-experimental designs. It was because this research was used to test the effect of watching audio-visual to increase student motivation. The experimental teaching conducted in four meetings.

a. First Meeting

At the first meeting, the writer introduced and explained about English subject and then explain a little bit about how effect if we can speak and understand about English language, the aim is to motivate them to learn English. Then, the writer checked the students' attendance list by calling the students' names. While calling the name, the research asked to the students the difficulties in English subject. Then the writer explained about system teaching learning in the classroom. Every enter to the class the writer always ask student to watch audio-visual by using media. Students pay attention during watch the audio visual.

b. Second Meeting

At the second meeting, the writer started the class like usual. At this stage, the writer applied the watching audio-visual in teaching learning proses. The students and the research discussed about the topic that will be learned. At this meeting the writer asked to the students to choose a pair and give the conclusion about the audio-visual that will play at that time.

c. Third Meeting

At the third meeting, the writer started the class like usual, the writer presented a movie for the students. The writer tells a little bit about the movie to make the students easy to understand about the story. And the writer give them some explanation about the movie.

d. Fourth Meeting

It is the last meeting, in this stage, the questionnaires to the students. The writer give explanation about the questionnaire, how to fill it and explain the ambiguity word at that questionnaires.

2. Questionnaire

The questionnaire is one of the techniques used to obtain the data needed for the students. The purpose of giving questionnaire was to know their motivation in learning English by watching audio-visual. In this study, the writer gave the questionnaires to the students consisted of 12 closed-questionnaires. The questioner is in *bahasa* because her respondents are junior high school level. The writer was adopted questionnaire from other journal about motivation which has been validated by validator. The answer choice of questionnaire consist of “yes” or “ no”. The purpose is that type of questions is to make the students easier in answering the questions for them.

E. Technique in Analyzing the Data

1. Questionnaire

To analyze the result of questionnaires, the writer used a sample statistic formula as follows:

$$P = \frac{f}{N} \times 100\%$$

P = percentage

F = frequency

N = number of respondents

100% = constant value

CHAPTER IV

FIELD RESEARCH DATA

The purpose of the study is to find out students' interest in learning English by watching audio visual. This chapter discusses the research findings based on the data obtained from test and questionnaire.

A. Analysis of Questionnaire

The data were obtained from the distribution of the questionnaire to the students. The formula is uses a simple statistic with cumulative distribution techniques, it is used to count percentage from all alternative of the answers of every question. It consisted of 12 questions designed to get more information about students' motivation by watching audio visual. To analyze the results of questionnaire, the writer used the percentage system with the following formula on Sudjana's book :

$$P = \frac{f}{n} \times 100$$

P	= percentage
F	= frequency
N	= number of respondents
100	= constant value

Table 4.1 : Students' response to learning English by using audio visual more easier

No.	Options	Frequency	Percentage
1.	Yes	22	88 %
2.	No	3	12 %
		25	100%

From the table above, it could be understood that there were 22 students (88 %) are more easier to learn English by using audio visual, and 3 students (12%) are not easy to learn English by using audio visual. In conclusion, most of the students more easier in learning English by using audio visual.

Table 4.2 : Students' opinion on the interest of learning English by using audio visual

No.	Options	Frequency	Percentage
1.	Yes	25	100%
2.	No	0	0%
		25	100%

From the table above, it could be understood that there were all students interested in learning English by using audio visual, because all of them answer "yes" in the questionnaire.

Table 4.3 : Students' opinion about material difficulties

No.	Options	Frequency	Percentage
1.	Yes	8	32%
2.	No	17	68%
		25	100%

From the table above, it could be understood that there were 8 students (32 %) are giving opinions that the material is difficult, and 17 students (68%) are giving opinions that the material is not difficult. In conclusion, most of the students feel the material is not difficult.

Table 4.4 : Students' response in doing the task enthusiastically

No.	Options	Frequency	Percentage
1.	Yes	25	100%
2.	No	0	0%
		25	100%

From the table above, it could be understood that there were all students enthusiastically in doing the task.

Table 4.5 : Students' opinion on processing delivery material is very difficult

No.	Options	Frequency	Percentage
1.	Yes	7	28%
2.	No	18	72%
		25	100%

By analyzing the table above, it describes that 7 students (28 %) feel difficult on processing delivery material. Moreover, 18 students (72%) they feel no problem on processing delivery material. In conclusion, most of students thought that they have no problem with processing delivery material.

Table 4.6 : Students' opinion about audio visual learning are interesting

No.	Options	Frequency	Percentage
1.	Yes	25	100%
2.	No	0	0%
		25	100%

From the table above, it could be understood that there were all students interested in learning by using audio visual.

Table 4.7 : Completing of learning is very important for students

No.	Options	Frequency	Percentage
1.	Yes	25	100%
2.	No	0	0%
		25	100%

From the table above, it could be understood that there were all students feel Completing of learning is very important.

Table 4.8 : Students' opinion about audio visual learning are very foreign

No.	Options	Frequency	Percentage
1.	Yes	12	48%
2.	No	13	52%
		25	100%

By analyzing the table above, it describes that 12 students (48 %) are giving opinions that audio visual are very foreign. Moreover, 13 students (52%) they feel audio visual are not foreign. In conclusion half of them feel foreign and half of them feel not foreign.

Table 4.9 : Students' response that audio visual learning is fun

No.	Options	Frequency	Percentage
1.	Yes	22	88%
2.	No	3	12%
		25	100%

From the table above, it could be understood that there were 22 students (88 %) are response that using audio visual in learning is fun, and 3 students (12%) are response that audio visual is not fun. In conclusion, most of students feel fun in learning by using audio visual.

Table 4.10 : Students' response to want to know more about the material

No.	Options	Frequency	Percentage
1.	Yes	24	96%
2.	No	1	4%
		25	100%

From the table above, it could be understood that there were 24 students (96 %) are response that they are want to know more about the material, and only a student (4%) is did not want to know more about the material.

Table 4.11 : Students' opinion about very easy in doing task

No.	Options	Frequency	Percentage
1.	Yes	20	80%
2.	No	5	20%
		25	100%

By analyzing the table above, it describes that 20 students (80 %) are giving opinion that very easy in doing task. Moreover, 5 students (20%) they feel not easy in doing test. In conclusion most of them understood about the material before.

Table 4.12 : Students' opinion about teacher is very enthusiastic in teaching learning process

No.	Options	Frequency	Percentage
1.	Yes	25	100%
2.	No	0	0%
		25	100%

From the table above, it could be concluded that there were all students feel teacher is very enthusiastic in teaching learning process.

B. Examining Hypothesis

In examining the hypothesis the witer use questionnaire to offer significant examining of the students' motivation. First of all, alternative hypothesis (H_a) and null hypothesis (H_0) were determined as follows:

H_a : Watching audio visual could increasing students' motivation in learning English.

H_0 : Watching audio visual could not increasing students' motivation in learning English.

After calculating the data, the result shows that, H_a was accepted and H_0 was rejected. In clocusion based on the results show that the students' motivation is increasing by watching audio visual.

C. Discussion

Based on the analysis of two data collection above. The writer elaborated some brief and clear explanations concerning the research data which had been obtained through the test and questionnaires. The writer would like to answer the research questions of this study that Are watching audio-visual in learning English can increase students' motivation ?

. After distributing the questionnaire, the writer got some data about the students' interest in watching audio visual. According to the result of questionnaires, the writer concluded that all of students had higher motivation in learning English by watching audio visual. It is proved by the answer of questionnaire in table 4.9, because most of the students said that audio visual learning is fun, so the research questions one has been answered .

However, some students may be seen the audio visual before, so we can see in table 4.8 most of them said that the audio visual very foreign to them, but half of them said that the audio visual is not foreign for them, the writer concluded that half of student had been see audio visual in the process teaching learning before this.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion and Suggestions

Based on the result of the study and explanation in the previous chapter, it can be concluded that students of SMPN 1 Darul Kamal have higher motivation than before treatment of experimental, they got interested in watching audio visual, and they were feeling fun when watching an audio visual in the classroom.

Never theless, most of the students, had a problem in interpretation text in audio visual. During conducting the test, the student gets some difficulties in remembering word in the text. The student also had problem with speakers' accent in the audio visual because something the speaker talk quickly, that is making them unable to focus on what was speaker said.

Yet, day by day the student got interested by watching audio visual, so they always pay attention and more focus during conducting the test.

In addition to this, I would like to recommend that the student of SMPN 1 Darul Kamal be taught in teaching learning process by watching an audio visual in a classroom because it can increase students' motivation and students' abilities.

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**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B- 648 /Un.08/TU-FTK/ TL.00/01/2018

12 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Putri Maghfirah Fonna
N I M : 231 324 208
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Lambaro Angan No.13, Ds. Lambada Peukan Aceh Besar

Untuk mengumpulkan data pada:

SMP Negeri I Darul Kamal

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Increasing Student's Motivation in Learning English by Watching

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali



PEMERINTAH KABUPATEN ACEH BESAR DINAS PENDIDIKAN DAN KEBUDAYAAN

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No : 070/211/2018

Lamp : -

Hal : **Permohonan Izin Mengumpulkan
Data Skripsi**

Kota Jantho, 16 Januari 2018

Kepada Yth,

Kepala SMP Negeri 1 Darul Kamal

di -

Tempat

Dengan hormat,

Sehubungan dengan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas UIN Ar-Raniry Banda Aceh Nomor : B-684/Un.08/TU-FTK/TL.00/01/2018 tanggal 12 Januari 2018, Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada :

Nama : **Putri Maghfirah fonna**
NIM : **231 324 208**
Prodi/Jurusan : **Pendidikan Bahasa Inggris**
Jenjang : **S-1**

Untuk melakukan penelitian dan mengumpulkan data di **SMP Negeri 1 Darul Kamal**, Kabupaten Aceh Besar untuk keperluan penyusunan Skripsi yang berjudul ;

"INCREASING STUDENTS' MOTIVATION IN LEARNING ENGLISH BY WATCHING"

Setelah mengadakan penelitian 1 (satu) eks laporan dikirim ke **SMP Negeri 1 Darul Kamal**

a.n. Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Aceh Besar

Kasi Kelembagaan Sarana dan
Prasarana Bidang Pendidikan Dasar



Safrizal S.Sos

NIP : 19830429 200701 1 004



PEMERINTAH KABUPATEN ACEH BESAR
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SURAT KETERANGAN IZIN PENELITIAN

Nomor : 422//2 /SMPN.1/DK/2018

Berdasarkan surat Kepala Dinas Pendidikan Kabupaten Aceh Besar Nomor : 070/211/2018 tanggal 16 Januari 2018, dan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas UIN Ar-Raniry Banda Aceh Nomor : B-684/Un.08/TU-FKT/TL.00/01/2018 tanggal 12 Januari 2018, tentang Permohonan izin Pengumpulan Data, dengan ini Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Darul Kamal Kabupaten Aceh Besar Memberikan izin kepada :

Nama : Putri Magfirah fonna
NIM : 231 324 208
Prodi/ Jurusan : Pendidikan Bahasa Inggris
Jenjang : S-1

Telah Melakukan Pengumpulan data pada SMP Negeri 1 Darul Kamal Kabupaten Aceh Besar untuk keperluan penyusunan Skripsi yang berjudul :

“INCREASING STUDENTS’ MOTIVATION IN LEARNING ENGLISH BY WATCHING.”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.



Darul Kamal, 20 Januari 2018

Kepala SMP Negeri 1 Darul Kamal

S.Pd

19750412 200504 2 002

ANGKET MOTIVASI SISWA TERHADAP PELAJARAN

Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : II / 2
 Hari/tanggal :
 Nama :

Petunjuk

1. Pada kuesioner ini terdapat 12 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pelajaran Bahasa Inggris, dan tentukan kebenarannya. Berilah jawaban yang *benar-benar cocok dengan pilihanmu*.
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat respon anda pada lembar jawaban yang tersedia, dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.
4. Gunakan tanda centang (✓) pada pilihan *Ya* atau *Tidak* pada pernyataan di bawah ini.

Pernyataan	Ya	Tidak
1. Pertama kali saya melihat pelajaran Bahasa Inggris ini dengan menggunakan audio visual, saya percaya bahwa pelajaran ini mudah bagi saya.		
2. Pada awal pelajaran saat menggunakan audio visual, ada sesuatu yang menarik bagi saya.		
3. Materi pembelajaran audio visual ini lebih sulit dipahami daripada yang saya harapkan.		
4. Menyelesaikan tugas-tugas dalam pelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai.		
5. Teknik penyampaian materi oleh guru melalui audio visual sukar untuk saya pahami		
6. Pelajaran ini menggunakan audio visual ini sangat menarik perhatian.		
7. Menyelesaikan pelajaran dengan berhasil sangat penting bagi saya.		
8. Pembelajaran menggunakan audio visual ini sangat asing sehingga sulit bagi saya.		
9. Saya sangat senang pada pembelajaran menggunakan audio visual ini sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini.		
10. Melalui audio visual ini ada hal-hal yang merangsang rasa ingin tahu saya.		
11. Setelah mempelajari pelajaran ini beberapa saat, saya percaya bahwa saya akan berhasil dalam ujian.		
12. Guru benar-benar mengetahui bagaimana membuat kami menjadi antusias terhadap materi pelajaran.		

ANGKET MOTIVASI SISWA TERHADAP PELAJARAN

Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : II / 2
 Hari/tanggal : Jumat 19-1-2018
 Nama : Nurul Akmalina

Petunjuk

1. Pada kuesioner ini terdapat 12 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pelajaran Bahasa Inggris, dan tentukan kebenarannya. Berilah jawaban yang *benar-benar cocok dengan pilihanmu*.
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat respon anda pada lembar jawaban yang tersedia, dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.
4. Gunakan tanda centang (✓) pada pilihan *Ya* atau *Tidak* pada pernyataan di bawah ini.

Pernyataan	Ya	Tidak
1. Pertama kali saya melihat pelajaran Bahasa Inggris ini dengan menggunakan audio visual, saya percaya bahwa pelajaran ini mudah bagi saya.	✓	
2. Pada awal pelajaran saat menggunakan audio visual, ada sesuatu yang menarik bagi saya.		
3. Materi pembelajaran audio visual ini lebih sulit dipahami daripada yang saya harapkan.	✓	✓
4. Menyelesaikan tugas-tugas dalam pelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai.	✓	
5. Teknik penyampaian materi oleh guru melalui audio visual sukar untuk saya pahami	✓	
6. Pelajaran ini menggunakan audio visual ini sangat menarik perhatian.	✓	
7. Menyelesaikan pelajaran dengan berhasil sangat penting bagi saya.	✓	
8. Pembelajaran menggunakan audio visual ini sangat asing sehingga sulit bagi saya.		✓
9. Saya sangat senang pada pembelajaran menggunakan audio visual ini sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini.	✓	
10. Melalui audio visual ini ada hal-hal yang merangsang rasa ingin tahu saya.	✓	
11. Setelah mempelajari pelajaran ini beberapa saat, saya percaya bahwa saya akan berhasil dalam ujian.	✓	
12. Guru benar-benar mengetahui bagaimana membuat kami menjadi antusias terhadap materi pelajaran.	✓	

ANGKET MOTIVASI SISWA TERHADAP PELAJARAN

Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : II / 2
 Hari/tanggal : Jumat 19 - 1 - 2018
 Nama : M. Rizki

Petunjuk

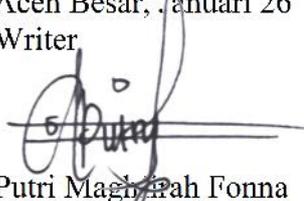
1. Pada kuesioner ini terdapat 12 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pelajaran Bahasa Inggris, dan tentukan kebenarannya. Berilah jawaban yang *benar-benar cocok dengan pilihanmu*.
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat respon anda pada lembar jawaban yang tersedia, dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.
4. Gunakan tanda centang (✓) pada pilihan *Ya* atau *Tidak* pada pernyataan di bawah ini.

Pernyataan	Ya	Tidak
1. Pertama kali saya melihat pelajaran Bahasa Inggris ini dengan menggunakan audio visual, saya percaya bahwa pelajaran ini mudah bagi saya.	✓	
2. Pada awal pelajaran saat menggunakan audio visual, ada sesuatu yang menarik bagi saya.	✓	
3. Materi pembelajaran audio visual ini lebih sulit dipahami daripada yang saya harapkan.		✓
4. Menyelesaikan tugas-tugas dalam pelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai.	✓	
5. Teknik penyampaian materi oleh guru melalui audio visual sukar untuk saya pahami		✓
6. Pelajaran ini menggunakan audio visual ini sangat menarik perhatian.	✓	
7. Menyelesaikan pelajaran dengan berhasil sangat penting bagi saya.	✓	
8. Pembelajaran menggunakan audio visual ini sangat asing sehingga sulit bagi saya.		✓
9. Saya sangat senang pada pembelajaran menggunakan audio visual ini sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini.	✓	
10. Melalui audio visual ini ada hal-hal yang merangsang rasa ingin tahu saya.	✓	
11. Setelah mempelajari pelajaran ini beberapa saat, saya percaya bahwa saya akan berhasil dalam ujian.	✓	
12. Guru benar-benar mengetahui bagaimana membuat kami menjadi antusias terhadap materi pelajaran.	✓	

AUTOBIOGRAPHY

Name : Putri Maghfirah Fonna
Place/date of Birth : Aceh Besar/ April 26th, 1995
Sex : Female
Religion : Islam
Nationally : Indonesia
Marital Status : Married
Address : Lambada Peukan, Darussalam, Aceh Besar
Phone Number : 0823-6415-3830
Educational Background
Elementary School : MIN Tungkob, Aceh Besar Graduated in 2007
Junior High School : MTsN Tungkob, Aceh Besar Graduated in 2010
Senior High School : MAN 1 Banda Aceh Graduated in 2013
Department : English Department of Tarbiyah Faculty of UIN
Ar – Raniry 2013-2018.
Student's Number : 231324208
Father's Name : Syahrul
Father's Occupation : Farmer
Mother's Name : Zuiraida
Mother's Occupation : House Wife
Address : Lambada Peukan, Darussalam, Aceh Besar

Aceh Besar, Januari 26th, 2018
Writer


Putri Maghfirah Fonna