THE USE OF ANIMATION MOVIE TO IMPROVE STUDENTS’ MOTIVATION IN LEARNING ENGLISH

Penggunaan Animasi Movie Untuk Meningkatkan Motivasi Belajar Bahasa Inggris Siswa

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Abstract: This research was conducted by using descriptive qualitative design to the eleventh grade students of SMK Harapan Mekar 2 Medan. The sample of this study was 27 students. The instruments used to collect the data are observation, interview, and questionnaires. The results of interview and observations are the lack of student motivation to learn English because they think English is difficult and boring. However, after the animation movie was applied, students' motivation to learn English was increased and they were enthusiastic in learning. Based on the results of the questionnaires, the researcher concluded that the motivation of eleventh grade students of SMK Harapan Mekar 2 Medan in learning English by using animation movie was at the 'reasonable' level who with an average student score of 73%. The data showed that only one student has an 'Extraordinary' motivation with a score of 88, eight students have a 'Good' score of 78-88, seventeen students have a 'fair' score of 64-75, and one student has a 'bad' score with a score of 61. Based on the results of the questionnaires, the students responses in learning English by using animation movie is very positive.

Keywords: Animation Movie, Improve, Motivation


Kata kunci: Film Animasi, Meningkatkan, Motivasi

1. INTRODUCTION

The Study Background

Language is an important part in our daily lives, because it is as a media of communication. Language is very important for peoples, because people use it to
communicate with each others, to express their feelings, give and receive information, solve their problems, and etc. In other words, language is one of the most important things in our activities to carry out our life.

In this globalization era, it is important to learn or speak English as a foreign language. Many people said that in this globalization era, English is very important to master, not only English but also other foreign languages. They say that without mastering English, a country will not progress. Therefore, without the power of English, connecting between countries around the world will be difficult.

Animation movies are included in audiovisual media. According to Bordwell (Akmala: 2011), animated movie are distinguished from live action by unusual types of work performed at the production stage. Animated movie do not continuously film outdoor action in real time, but they make a series of images by shooting one frame at a time. Line with Thompson (Akmala: 2011) states that animated movie are a kind of film that involves sound, recording, images manipulating animate objects, one frame is one time.

The internet as an audio visual tool that can be used as a tool for audiovisual media such as animated videos that can serve as a medium for conveying information and for learning. The use of animated videos is expected to increase students' motivation in learning English to understand concepts and then improve their learning outcomes.

Based on the reviews above, the researcher wants to conduct a research animation movie as an audiovisual media is a powerful tool to increase student motivation in learning English because it is fun, interesting, colorful, and almost everyone, especially learners, love animation movie. In this research the researcher conducted a research entitles: The Use of Animation Movie to Improve Students’ Motivation in Learning English.

The Problems of The Study

Based on the background of the study, the problems of this research can be accumulated follows:

1. How to Improve Students’ Motivation in Learning English by Using Animation Movie?
2. How to identify Students’ Motivation in Learning English by Using Animation Movie?

The Objectives of The Study

Based on the research problem above the objectives of this study is:
1. To Improve Students’ Motivation in Learning English by Using Animation Movie.
2. To Identify Students’ Motivation in Learning English by Using Animation Movie.

The Scope of The Study
In this research, the researcher only focuses to eleventh grade students of SMK Harapan Mekar 2 Medan on The Use of Animation Movie to Improve Students’ Motivation in Learning English.

The Significance of The Study
The researcher expects this study can give benefits in an attempt to learn English for:
1. English Teachers
   Animation Movies have effect on students’ motivation in learning English, it is expected that the teacher can use this media to make students’ interest in learning English.
2. Students
   The students who have problem in learning English, can try to use animation movie as media for learning English to improve their motivation in learning English.
3. Other Reseachers
   This study may contribute to other researchers who will conduct an experiment with the same media but with different language skills.

Motivation
Motivation is an affecting; a motive; an inciting. A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provokes a decision to act as a result of which there is “sustained intellectual and or physical effort’s othat the person can achieve some, previously set agoal’.Motivation is somekind ofinternal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement.

Types of Motivation
They divide motivation into 2 kinds based on source of intrinsic motivation and extrinsic motivation.

1. Intrinsic Motivation
   Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant.

2. Extrinsic Motivation
   Extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Ryan & Deci, 2000).

_Students’ Motivation in Learning English_

In this research, motivation relates to the students’ motivation in their language learning. Dorney states that motivation has a very important role in determining the success or failure in any learning situation. Therefore, having high motivation is able to make students better for their learning process. Stipek states that motivation is relevant to learning because learning is an active process requiring conscious and planned activity. This means that motivation becomes so important in learning English. It is because motivation will determine students’ effort to achieve the goal of learning English. Students who have higher motivation will have better achievement in learning English.

_Animation Movie_

Animation movie is included in audiovisual media. According to Bordwell (Akmala; 2011), animated or animation movie are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movie do not continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time. Line with Thompson (Akmala; 2011) state that animation movie is kind of film which involve sound, recording a series of draing of manipulating in animate object, one frame is one time.

2. RESEARCH METHODOLOGY
Location of The Research

This research was conducted at SMK Harapan Mekar 2 Medan. This school was located at Marelan Raya street No. 77. The Researcher did preliminary observation at the eleventh grade students of SMK Harapan Mekar 2 Medan when the researcher was doing Interprenership Program (PPL).

Research Design

In this study, the researcher explored students’ motivation in learning English by using animation movie. The research was conducted by using qualitative research method.

Subject of the Study

In this research, the researcher had chosen the subject of the study by applying certain criteria. The researcher did the preliminary observation at the eleventh grade students of SMK Harapan Mekar 2 Medan as the subject of this study which consisted of two classes, each class consists of 27 students. They have Indonesian language family background.

Technique of Data Collection

1. Observation

The researcher used observation technique to gather the data generally by taking notes of the condition that happened during the class activity in learning English for the eleventh grade students of SMK Harapan Mekar 2 Medan.

2. Interview

The researcher made an interview to the students of SMK Harapan Mekar 2 Medan. The topic of interview was about students’ motivation in learning English by using animation movie at the eleventh grade students of SMK Harapan Mekar 2 Medan 2019/2020 academic year.

3. Questionnaire

In this research, the researcher made eight item statements related to the beliefs in students’ motivation in learning English by using animation movie.

Technique of Data Analysis
The technique of data analysis consisted of data from interview, data from observation, data from distributing questionnaires, and data from the test. The analysis of qualitative data was used to measure data from observation and interview, while the analysis of quantitative data was used to measure data from questionnaires. To collect the data the researcher used the formula as follow:

\[ P = \frac{F}{N} \times 100\% \]

Where:
- \( P \) = Mean Score
- \( F \) = Sum of Total Score
- \( N \) = Number of causes

Trustworthiness

In this research, the researcher must obtain the valid data. To check trustworthiness of the data, the researcher used credibility, transferability, and dependability in this research.

3. FINDINGS AND DISCUSSION

Data

The techniques of collecting the data in this study, the researcher used observation, interview, and questionnaires. The goal of observation technique was used to determine the situation and condition of students in learning English, interview technique was used to find out about the enthusiasm of students' motivation in learning English, and questionnaire technique was used to measure how students motivation in learning English. The researcher applied animation movie method to improve students' motivation in learning English.

The data collection in this research was conducted in September to October 2019 while the researcher was conducting teaching practices (PPL) for the eleventh grade students of SMK Harapan Mekar 2 Medan, with the total of students was 27 students.

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>XI AP</td>
<td>0</td>
</tr>
</tbody>
</table>
Researcher conducted the stages of observation to determine student motivation in learning English as follows:

1. Researcher explained the motivation to learn English for daily life.
2. Students were given small questions about English.
3. Then students worked on a questionnaires about the motivation to learn English.
4. The researcher introduced animation movie media techniques for learning English.
5. The researcher showed an animation movie.
6. Then students were asked to understand the purpose or synopsis of the animation movie.
7. After the movie was end, the students were asked to explain the purpose of the movie that had been watched, then the students must find out the new vocabularies that they heard and understood, and write those vocabularies in a piece of paper.
8. Finally, the students must explain the result of watching movie in front of the class by mention the vocabularies that they had written in a piece of paper.

The next step what the researcher must do is conducting interview to obtain the data. The interview technique was done by determining the representative information in accordance with the questions of researcher about the students’ motivation to learn English. In this study, the respondents were 4 students of the eleventh grade students of SMK Harapan Mekar 2 Medan. Respondents who were successfully interviewed would be made initialized his/her names by S1(The 1st student), S2 (The 2nd student), S3 (The 3rd student), and S4 (The 4th student).

Finally to obtain valid data, the researcher gave questionnaires to the eleventh grade students of SMK Harapan Mekar 2 Medan. The following questionnaire sheet included the students’ responses about motivation of learning English by using animation movie:

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Motivation</th>
<th>Sangat Setuju</th>
<th>Setuju</th>
<th>Cukup</th>
<th>Tidak Setuju</th>
<th>Sangat Tidak</th>
</tr>
</thead>
</table>

Tabel 2. Questionnaires Sheet
Based on observations both through direct observation and the results of interview and questionnaires to the eleventh grade students of SMK Harapan Mekar 2 Medan, the researcher could conclude that the obstacles encountered during the process of learning English in the eleventh grade students included the lack of motivation in learning English because of the students' assumption that English subject was one of the subjects that tends to be difficult and boring.

**Interview**

Students' motivation in learning English could be formed by the teachers during teaching and learning process in the classroom, it greatly affected motivation in learning English. During observation time, the researcher used the animation moviemedia to improve the students motivation in learning English. After doing observation, the researchers conducted interview to find out the motivation of students in learning English before and after the animation movie was used to increase the students’ motivation in learning English. Among the 27 students, the researcher interviewed 4 students. Among 4 students, there were 2 students who had interested in learning English because the students wanted to improve their learning English language skills. This statement could be proven by the student interview below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Belajar bahasa Inggris memudahkan saya berbicara dengan native speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Animation movie dapat membuat saya semangat dalam belajar bahasa Inggris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya suka belajar bahasa Inggris karena gurunya kreatif</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Di era globalisasi sangat membutuhkan bahasa Inggris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya belajar bahasa Inggris untuk mendapatkan pekerjaan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Guru harus lebih kreatif dalam mengajar bahasa Inggris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya belajar bahasa Inggris karena suka</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3. The Result of Interview From S1 (The 1st Student)**

<table>
<thead>
<tr>
<th>The researcher</th>
<th>Apakah kamu menyukai pelajaran bahasa Inggris?</th>
<th>S1</th>
<th>Iya bu saya sangat suka</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Kenapa suka pelajaran bahasa Inggris?</td>
<td>S1</td>
<td>Karena saat guru menjelaskan materinya dengan sangat menarik dan mudah dipahami.</td>
</tr>
<tr>
<td>The researcher</td>
<td>Apakah pelajaran bahasa Inggris menyenangkan?</td>
<td>S1</td>
<td>Iya sangat menyenangkan</td>
</tr>
</tbody>
</table>
Based on interview to the S1 (The 1st Student), it could be concluded that the student was really like learning English because when the teacher explained the material, it was easy for them to understand and it was explained by interesting way too. The teacher explained the material that motivated students to do the assignment. English lessons became very enjoyable for students by applying animation movie media.

There was another reason from student about English learning. It could be seen on the interview below:

Table 4. The Result of Interview From S2 (The 2nd Student)

<table>
<thead>
<tr>
<th>The researcher</th>
<th>:Apakah kamu menyukai pelajaran bahasa</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2</td>
<td>:Saya tidak suka bu</td>
</tr>
<tr>
<td>The researcher</td>
<td>: Kenapa tidak suka pelajaran bahasa Inggris?</td>
</tr>
<tr>
<td>S2</td>
<td>:Karena menurut saya bahasa Inggris itu pelajaran yang sulit dan membosankan</td>
</tr>
<tr>
<td>The researcher</td>
<td>: Apa yang membuat kamu kesulitan dalam belajar bahasa Inggris?</td>
</tr>
<tr>
<td>S2</td>
<td>: Karena saya belum terbiasa berbahasa</td>
</tr>
<tr>
<td></td>
<td>Inggris dan sangat sulit untuk dipahami</td>
</tr>
</tbody>
</table>

Based on interview to the S2 (The 2nd students), it could be assumed that the student didn’t really like learning English because the student thought English was boring and difficult subject to be understood. So, the students' motivation in learning English was very low.

There was another reason from the student about their attitude toward their motivation in learning English. It could be seen on the interview below:

Table 5. The Result of Interview From S3 (The 3rd Student)

<table>
<thead>
<tr>
<th>The researcher</th>
<th>: Apakah anda mengalami kesulitan dalam belajar bahasa Inggris?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3</td>
<td>: Iya bu, saya sering sulit dalam menguasai kosa kata</td>
</tr>
<tr>
<td></td>
<td>dalam berbicarabahasa Inggris</td>
</tr>
<tr>
<td>The researcher</td>
<td>: Apakah kamu bercerita pada guru tentang kesulitan kamu</td>
</tr>
<tr>
<td></td>
<td>dalam belajar bahasa Inggris?</td>
</tr>
<tr>
<td>S3</td>
<td>: Iya bu, dan guru memberikan saran agar saya menonton film</td>
</tr>
<tr>
<td></td>
<td>bahasa Inggris yang ada terjemahannya untuk bisa membantu saya</td>
</tr>
<tr>
<td></td>
<td>menguasai kosa kata bahasa Inggris dan untuk berbicara dalam bahasa</td>
</tr>
<tr>
<td></td>
<td>Inggris</td>
</tr>
</tbody>
</table>
teacher to watch English movies that have subtitles, so that it could help the the students' to master English vocabularies and to improve their English speaking skill. Based on this explanation, it could be concluded that student was motivated to do assignments because the teacher gave them advice and praise.

There was another reason from student about English learning. It could be seen on the interview below:

Table 6. The Result of Interview From S4 (The 4th Student)

<table>
<thead>
<tr>
<th>Theresearcher</th>
<th>: Apakah kamu termotivasi dengan media animation movie dalam belajar bahasa Inggris?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4</td>
<td>: Saya cukup merasa termotivasi dengan media animasi movie, karena menurut saya animasi movie menampilkan gambar yang menarik sehingga saya dapat belajar bahasa Inggris lebih menyenangkan</td>
</tr>
</tbody>
</table>

Based on interview to the S4 (the 4th student), it could be assumed that the student was quite motivated to use animation movie media because it was more fun, and because by using that media, the student would try to learn English more excitedly.

Based on interviews of 4 students, the researcher concluded that among 4 students there were 2 students who were highly motivated in learning English. It turned out that factors that made them unmotivated in learning English were because English is a difficult subject to be understood, and the students still had difficulty in mastering vocabulary that affected their English skills.

Questionnaires

The researcher distributed the questionnaire to the 27 students in the third class. It consisted of 8 questions. The questionnaires were used to improve students motivation in learning English by using animation movie. Based on the questionnaires analysis, students’ responses in learning English by using animation movie was positive.

Based on the responses of the questionnaires obtained from the students to improve motivation in learning English, the researcher got valid results, as follow:

Table 7. Result of Questionnaires

<table>
<thead>
<tr>
<th>NO</th>
<th>List of Respondent</th>
<th>Score</th>
<th>Rating Quality</th>
</tr>
</thead>
</table>
To count the mean score, the researcher used formula:

\[ P = \frac{F}{N} \times 100\% \]

Where:

- \( P \) = Mean Score
- \( F \) = Sum of Total Score
- \( N \) = Number of causes

\[ P = \frac{1983}{27} \times 100\% = 73\% \]

The researcher used a descriptive approach to determine student motivation in learning English by using animation movie, based on the result of the questionnaires. According to Soedjianto, there were five student criteria based on the presentation of the results of the questionnaires, namely:
Every student was given a score according to the criteria above and the average score also used this criterion.

The data above showed that only one student had 'Extraordinary motivation’, eight students have 'Good motivation'. Seventeen students have 'fair motivation', and one student had 'bad motivation' and the average score was 73%. This showed that the motivation of the eleventh grade students of SMK Harapan Mekar 2 Medan in learning English through animation movie was at the 'Fair motivation' level. This situation could be increased by adding the frequency of using animation movie in the teaching and learning process of English.

4. CONCLUSION AND SUGGESTION

Conclusion

After conducting research, the researcher collected data through observation, questionnaires, and interview to the eleventh grade students of SMK Harapan Mekar 2 Medan. Researcher found that the eleventh grade students’ motivation of SMK Harapan Mekar 2 Medan was very low in learning English, but after the animation movie media was applied to the students in teaching learning process, the students’ motivation was increased. The data showed that an average students score was 73%, from all of the 27 students as the sample, one of them had an extraordinary motivation with a score 88.

The result of the observation and interview could be seen from their attitude and activities in the classroom. This would improve by adding the frequency of using animation movie in teaching and learning process of English. Based on the results of the questionnaires, the response of the students in learning English by using animation movie was very positive.

Suggestions
Based on the result of collecting and analyzing data that the researcher conducted to the eleventh grade students of SMK Harapan Mekar 2 Medan. The researcher can give some suggestion to the teachers, the schools, and also the students as follow:

- To improve students' motivation in learning English, the schools should prepare for maximum teaching methods by choosing more enjoyable learning media such as animation movie so the students will be more motivated in learning.
- Educators should add more methods and media to increase student motivation in learning English so the students can develop their mindset because it can positively influence student learning outcomes.
- It is recommended for further researchers to prepare material and media thoroughly and understand more about animation movie.

REFERENCES


