

A Comparison on Motivation in Learning English between Who Taught by Using Picture Stories and Who Taught by Using Conventional Technique of the Second Year Students' of Madrasah Tsanawiyah Darul Hikmah Pekanbaru

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Abstract

The research has three formulations of the problem that how students' motivation in learning English taught by using conventional technique is, how students' motivation in learning English taught by using picture stories is, and whether or not there is a significant difference of students' motivation in learning English with those techniques. This research is causal-comperative research. There are two variables namely x variable (using picture stories) as independent variable and y variable (students' motivation in learning English) as dependent variable. Based on the writer' preliminary study, it was showed that students' motivation in learning English was low. The writer had tried to solve this problem by implementing the picture stories as media. The objective of this research was to find out whether there was a significance difference of using picture stories toward students' motivation in learning English. The sample of this research was the second year students of Madrasah Tsanawiyah Darul Hikmah Pekanbaru. The writer used observation and questionnaire to collect the data of this research. The data were analyzed by using T-test. Having analyzed the data with independent sample T-test, it can be seen that there is a significance difference between using picture stories and conventional technique toward motivation in learning English of the second year students' of Madrasah Tsanawiyah Pekanbaru. It was provided by finding t_0 (3.510), which is greater than t-table at 5% grade of significance (2.04) and at 1% grade significance (2.76). And $t_0 = 3.510$ is higher than t_{tabel} from sig. 5% and 1% ($2.04 < 3.510 > 2.76$). It means there is significance difference between students' motivation by using picture stories and conventional technique.

Keywords: Motivation; Learning English; Picture Stories; conventional technique.

1. Introduction

1.1 Background of the Study

Motivation is a key factor in the context of teaching English as foreign language, so teachers need more attention to motivate their students. Penny Ur states that motivation is very strongly related to achievement in language learning (Penny, 2003:274). Dimiyati and Mudjiono state that there are three components in motivation, namely; necessity, motivation and goal. Motivation is the motivational drive to read, an area of interest in the field of education (Dimiyati and Mudjiono, 2009:80). Studying and implementing the conditions under which students are motivated to read are important in the process of teaching and fostering learning.

Abu states that motivation is the condition of psychology to motivate students to do something for learning (Abu Ahmadi, 2005:109). It is necessary to keep motivation in learning English, because to keep students' motivation in activities can make the students more active in learning. The students learning with high motivation can make the students never tired and bored, So the teacher should keep students' motivation and all have relationship with motivation.

In order to accomplish students' needs toward students' motivation, School-based curriculum (KTSP) provides learning English as one of the subjects that must be taught and learned in junior high school. MTs Darul Hikmah Pekanbaru is one of the schools that also uses school-based curriculum (KTSP) as the guidance in teaching and learning process. In second year of MTs Darul Hikmah Pekanbaru in semester one, teaching English has been taught since the first year of English teaching period. Teaching English is taught twice in a week with time duration 45 minutes for one hour. According to syllabus 2010-2011 at the second grade, the based competence of teaching English refers to capability of students read a lot the functional written and essay such as descriptive and recount (Syllabus of MTs Darul Hikmah 2010:9). Based on standard competition, the students can understand the meaning in short transactional and simple short essay with descriptive text for interaction in daily life.

Based on the preliminary research at MTs Darul Hikmah Pekanbaru, The teacher had taught English subject in the classroom. The teacher had taught English the types of genre available in students' textbook. Through the types of genre in their textbook, the students would recognize and understand about English subject. Besides, the teacher taught well by following the procedures. The teacher used other books to support teaching English. Ideally, students in MTs Darul Hikmah Pekanbaru should be motivated in English class, but in fact, the teacher still found that many students felt bored in learning English. Some of the students always came late to join in the English class that indicated that some of the students had low motivation. Some of the students did not make the task what teacher gave. The students were lazy to make the exercise. Some of the students were noisy during English class, they were always kidding with friends, and some of the students were not active during English class. It can be itemized into the following symptoms:

1. Some of the students felt bored in learning English
2. Some of the students were lazy to attend the activity during learning English

3. Some of the students made noisy during learning English
4. Some of the students were not active in learning English
5. Some of students came late to the class when English class began

The teacher should be creative, and this is important to find a strategy or media. To improve the students' motivation needs media helping them as solution for their problem. There are actually media that can help students' motivation, using picture stories media. According to Breitzkreuz, the use of picture stories has become a stimulation of the motivating force in the process of teaching English (Hartmut, 1972:145). According to Ligon, Picture stories provide the stimulus for oral language. They create a motivation for reading because of students' interest and involve in the stories (Ligon, 1994:4). Based on the explanation and the problem above, the writer is interested in conducting a research entitled "The Effect of Using Picture Stories toward Motivation in Learning English of the Second Year Students' of MTS Darul Hikmah Pekanbaru."

1.2 Literary Review

Schunk stated motivation is the process whereby goal-directed activity is intigated and sustained (Schunk, 2008:4). Frith states motivation can be defined as the internal drive directing behavior towards some end (Frith, 1997:1). It means that motivation is the students' activity and behavior in learning English. According to Brennen, Motivation has been defined as the level of effort an individual is willing to expend toward the achievement of a certain goal (Brennen,2011:1). Motivation comes from within a person; therefore, schools' responsibility is to create the conditions that will enhance students' motivation to pursue academic goals actively over a long period of time.

According to Brown, motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task (Brown, 2000:160). Abu stated that motivation is the condition of psychology to motivate students to do something for learning (Abu, 2005:109). The psychology of students has affect to improve the students' motivation in learning English . Based on some definitions above, motivation seems to be the condition of psychology students for learning English. So from motivation we can learn not only by someone but also by experience. Motivation naturally has to do with students' desire to participate in the learning process. And motivation is important in learning and teaching process.

According to Naiman in Penny; "The most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristic, most of them are clearly associated with motivation" (Penny, 2003:274). The characteristics of students' motivation, some of them are:

- a. **Positive task orientation.** The learners do the task for the success in his or her study
- b. **Ego-involvement.** The learners are active in learning that it is important to be succesful in learning English

- c. **Need for achievement.** The learner has a need to achieve and succeed in learning English
- d. **High aspiration.** The learners have high aspiration and ambition in learning English
- e. **Goal orientation.** The learners know the goals of learning activities
- f. **Perseverance.** The learners consistently make a high level of effort in learning
- g. **Tolerance of ambiguity.** The learner is not disturbed or frustrated by situation when learning English, in the confidence, understanding will come later

There are five aspects of learner's motivation

- a. The learner wants to be successful in language learning
- b. The learner wants to be successful in present and past
- c. The learner has behavior to be motivated learner
- d. The learner needs the language for their career
- e. The learner has self motivated (intrinsic) and wants to reward (extrinsic)

According to Harris, Make learning visual can improve students motivation, Even before young people were reared in a video environment, it was recognized that memory is often connected to visual image. We can provide better learning by attaching image to the idea we want to convey. Using drawings, diagrams, pictures, chart, graphs, bulleted lists, and even three-dimensional objects can bring to class to help students anchor the idea to an image (Harris, 2010:1). It can conclude, making learning visual can improve the students' motivation because the students will interesting to participant in learning English.

Breitkreuz states picture stories are neither simple drawings in the margin of readers nor more illustrations of a text. Normarlly they can image logical or continous actions, situation, thoughts, or scenes in the form of sketches or drawings. The use of media in learning process can improve motivation and stimulus in learning activity, and give influences the students' psychology (Hartmut, 1972:145). A picture story is the reality that happens, or a situation that happens of the way that someone or something looks in the picture. On the other hand, the use of picture story in teaching and learning activities will make the students easy to comprehend the lesson. In addition, the use of media will improve students' motivation in learning English.

Media are the instruments that can be used by the teacher during teaching and learning process. Sri Anita states teaching media is every people, material, instrument or event that can make possible condition of the students to get knowledge, competence and attitude (Sri,2010:2). Media are important in teaching and learning process. Furthermore it is primarily needed very much in teaching and learning activities. It is as an integral part in getting success of teaching and learning process. Based on statement stated above, teacher or lecturer text book, surroundings is teaching media.

There are many Media that can be used by the teacher to increase students' activity in teaching and learning process. The graphic media are including types of media, such as picture, photo, poster sound, motion picture, etc. the teacher can choose one of them or all of them based on the students' need. That is right, among them (media) is very useful and affective in teaching such as picture or picture story.

According to Hamalik, the use of media in learning process can improve motivation and stimulation in learning activity, and give influences to the students' psychology (Hamalik, 2011:1). Fred Ligon states Picture stories provide the stimulus for oral language. They create a motivation for reading because of students' interest and involve in the stories(Ligon, 1994:4). According to Hartmut Breitzkreuz, the use of picture stories has become a stimulation of the motivating force in the process of teaching English(Hartmut, 1972:145). Based on the statement above, the using of picture stories enhance the students motivation in learning English.

1.3 Research Objective

This study was expected to find out students' motivation in learning English taught by using conventional technique. To find out students' motivation in learning English taught by using picture stories. And to find out whether there is significant difference of using by using picture stories and conventional technique at the second year students' of Madrasah Tsanawiyah Darul Hikmah Pekanbaru.

2. Method

The type of this research is Causal-Comperative research. According to Gay, Causal-Comperative research is to determine the cause, or reason, for preexisting defferencess in groups of individuals (Gay, 1997:349). In other words, it is observed that groups are different on some variables and the researcher attempts to identify the main factor that has led to this difference. In this research, researcher uses the basic causal-comparative design, it means that selecting two groups differing on some independent variables and comparing them on some dependent variables. Comparison of two groups, one group composed of using picture stories and one group composed of using conventional technique.

2.1. Respondents

The respondents of this study were the second year students of MTS Darul Hikmah Pekanbaru in academic 2010/2011.

2.2. Instruments

To obtain the data needed in this research, the writer used technique as follows, Observation; Observation was used to get data about the implementation of picture stories to increase students' motivation in learning English. And questionnaire; the data were gotten from writer's question. The questionnaire is statement list which gives to respondent based on the reseacher wants.

2.3. Procedures

In this research the writer used scale to get the score. The writer used Likert's scale, According to Sukardi; Likert's scale is used to match someone's attitude like motivation (Sukardi, 2008:146). According to Riduwan Likert's scale is used for surveying attitude, opinion, and perception of someone or group about social symptoms (Riduwan, 2010:12). In

this research, social symptoms were appointed specifically by the reseacher. And we call as a research variable.

According to Creswell to collect data on an instrument or a checklist needs some systems for scoring the data. Scoring data means that the researcher assigns a numeric score (or value) to each response category for each questions on the instruments used to collect data (Creswell, 2008:183). Every answer related to statement is expressed with the word is as follows:

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

The analysis this instrument is, as follow: if the answer is strongly agree, it has 5 points, 'agree has 4 points, undecided has 3 points, disagree has 2 points, strongly disagree has 1 point.

After getting the ordinal data from questionnaire, the writer changed ordinal into interval data by using formula (Hartono, 2010:126), as follows:

$$T_i = 50 + 10 \frac{X_i - \bar{x}}{SD}$$

X_i = ordinal data

\bar{x} = mean

SD =Standard deviation

2.4. Data Analysis

The data were analyzed by using causal-comperative research, the writer used T test. Hartono says that T test is one of the statistic tests used to know the different significance of two samples of mean in two variables (Hartono, 2010:178).

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

- t_o : The value of t-obtained
- M_x : Mean score of experiment class
- M_y : Mean score of control class
- SD_x : Standard deviation of experiment class
- SD_y : Standard deviation of control class
- N : Number of Student

3. Finding and Discussion

The research has three formulations of the problem that how students' motivation in learning English taught by using conventional technique is, how students' motivation in learning English taught by using picture series is, and whether or not there is a significant difference of students' motivation in learning English between students who are taught by using conventional technique and those taught by using picture stories.

This research was to find out the use of picture stories toward students' motivation in learning English at MTS Darul Hikmah Pekanbaru, observation and questionnaire were used to obtain the required data. The observation was used to gather information about the effect of using picture stories in classroom activities and questionnaire was used to gather the information about students' motivation in learning English. Based on the data between using picture stories and using conventional technique toward students' motivation can analysis with using SPSS 16.00.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	picture stories	9.1283	30	7.05472	1.28801
	conventional technique	6.4230	30	7.07035	1.29086

The table above is descriptive statistic table, which shows mean, standard deviation and N for each table. Mean of picture stories is 9.1283. Mean of conventional technique is 6.4230. Standard deviation of picture stories is 7.05472 and conventional technique is 7.07035. standard error mean for picture stories is 1.22801 and for conventional technique is 1.29086. It means that the variance of picture stories is higher than conventional technique score. While, N=30 shows the total of sample which is analyzed in every variable.

Table 2. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	picture stories & conventional technique	30	.035	.854

Table above shows the variable of correlation between two samples is 0.035 and the significance is 0.854. the interpretation is the significanse 0.854 is higher than significance 0.05. It means that there is no corrrrelation between picture stories and conventional technique.

Table 3. Paired Differences

		Paired Differences					f	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
pair 1	picture stories - conventional technique	.70533	9.81146	1.79132	-.95833	6.36899	.510	.142

Table above shows the comparison by using T-test. From the table we can see that mean of picture stories and conventional technique is 2.7, standard deviation is 9.811, and standard error mean is 1.791. the lower Interval of the Difference is -0.95, the upper Interval of the Difference is 6.36. $T_{test} = 3.510$, $df = 29$, and $sig. = 0.142$. the interpretation is according to the comparison between $t_{observed}$ and t_{tabel} . By using t_{tabel} for $df = 29$, we can get score 2.04 from sig. 5% and 2.76 from sig. 1%. And $t_o = 3.510$ is higher than t_{tabel} from sig. 5% and 1% ($2.04 < 3.510 > 2.76$). It means there is a significance difference between students' motivation by using picture stories and conventional technique.

4. Conclusion

Based on the preliminary research at MTs Darul Hikmah Pekanbaru, The teacher has taught English subject in the classroom. The teacher has taught the types of genre available in students' textbook. The students recognize and understand about English subject. Besides, the teacher teaches well by following the procedures. The teacher uses other books to support teaching English. Ideally, students in MTs Darul Hikmah Pekanbaru should be motivated in English class, but in fact, the teacher still found that many students feel bored in learning English.

The research has three formulations of the problem that how students' motivation in learning English taught by using conventional technique is, how students' motivation in learning English taught by using picture stories is, and whether or not there is a significant difference of students' motivation in learning English between students who are taught by using conventional technique and those taught by using picture stories.

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The students' motivation in learning English taught by conventional strategy at the second year of Madrasah Tsanawiyah Darul Hikmah Pekanbaru with mean score is 59.
2. The students' motivation in learning English taught by using picture stories at the second year of Madrasah Tsanawiyah Darul Hikmah Pekanbaru is categorized into 'Good' with mean score is 69.1.
3. The writer used observation and questionnaire to collect the data of this research. The data were analyzed by using T-test. Having analyzed the data with independent sample T-test, it can be seen that there is a significance different between using picture stories

and using conventional technique toward motivation in learning English of the second year students' of Madrasah Tsanawiyah Pekanbaru. It was proved by finding t_0 (3.510), which is greater than t -table at 5% grade of significance (2.04) and at 1% grade significance (2.76). And $t_0 = 3.510$ is higher than t_{tabel} from sig. 5% and 1% ($2.04 < 3.510 > 2.76$). It means there is a significance difference between students' motivation by using picture stories and conventional technique.

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Appendices

Summary of Item Observation in Teaching Learning English

No	Items	Yes		No	
		F	P	F	P
1	The researcher asks some questions about the picture story (what is happening in the picture story)	8	16.6%	0	0%
2	The students answer the questions	6	12.5%	2	4.1%
3	The teacher asks again about the information and vocabulary of picture stories	6	12.5%	2	4.1%
4	The researcher gives a comment to the students answer	6	12.5%	2	4.1%
5	The researcher explains the lesson by using picture story	8	16.6%	0	0%
6	The researcher asks the students to retell the story.	5	10.4%	3	6.2%
Total		39	81.25%	9	18.75%

