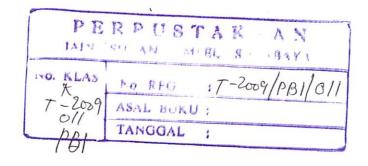
USING 'FUN WITH ENGLISH' TO IMPROVE THE LEARNERS' MOTIVATION: AN OBSERVATION OF MTS NYAI HJ. ASHFIYAH

THESIS

Submitted to State Institute For Islamic Studies Sunan Ampel Surabaya to Fullfill The One of The Rules in Finishing English Department



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ABSTRACT

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This research discusses about "Using "Fun with English' to improve the learners' motivation". This research is conducted at Mts. Nyai Hj. Ashfiyah that locates at Lontar Sambikerep Surabaya. The researcher uses observation method in this research. The instruments that are used consist of checklist observation, questionnaire, and field notes. The problems which are discussed are how does 'Fun with English' improve the students' motivation, and what is the obstacle of teaching by using 'Fun with English' to improve the students' motivation. From the first problem is found that there are three points that support 'Fun with English' to improve the students' motivation. It can be concluded that 'Fun with English' improve the students' motivation through three ways, the first the materials; involve the sentence of dialogue, grammar and the meaning delivered easily. Second, the technique used is simple, easy and fun. It is to help the students like to learn English better.. The last is the teacher's performance. It is very important to support 'Fun with English'. The teacher gives clear instruction, and explanation, it makes the students easy understand it.

Second problem is found that the obstacles of teaching by using 'Fun with English' to improve the students' motivation there are two factors as following: the first is the students' ability in English skill; they are still difficult to master English especially to speak English. They have to study English hard; they need the teacher's help to be able to speak English. Second, the class is big. The students have to listen and give attention to the teacher instruction, besides the teacher has to control and monitor their activity during teaching and learning process. It is to make the students are more active and focus on the material that is delivered.

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CHAPTER I

INTRODUCTION

A. Background of the Study

It is estimated that sixty percent of today's world population is multilingual. Both of a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair to say that throughout history foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language¹.

Language is used as a means of communication includes English. There are four components in English skills consist of listening, speaking, reading and writing. Michael Russell said that speaking is the most difficult part when learning a foreign language. Although everyone knows that the best way to speak a language fluently is to practice speaking as much as possible, not many people can do this.

We should make some effort to improve our skills on our own. Learners often hesitate to speak because they are afraid to pronounce the words wrongly. In fact it is very difficult to correct a mistake in pronunciation if we don't pay attention to it from the start. The advice is that we should try to pronounce the words correctly from the first lessons. Be patient when

¹ Jack C Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Melbourne Sydney: Cambridge University Press, 1963), h. 1.

pronouncing new words. If we make a constant mistake in pronunciation, we should record the right pronunciation of that word and listen over and over again so that we will be familiar with it.

Another useful solution is to ask someone who already knows that language to practice with someone else, and to have a native speaker as a teacher. With a native speaker, who either does not speak anything else or simply refuses to use another language during the class, we will be forced to speak. If we want to make our language perfect, so we must try to practice with someone to correct each other. We should not afraid to make a mistake, because it helps us to correct it.²

There are a lot of classroom practices to improve speaking skills; it includes motivation to speak and skill. Sometimes it is necessary to add creative elements depending on teaching, on the skills of the students and how open they are to creative thinking. According to Dorit Sasson, to improve their speaking skills may be difficult, but the benefit is building students' confidence for speaking skills and strategies. For the first way is helping the students by starting small. The teacher must concern to the students' activity and students' behavior to manage and control the classroom. ³

 ² Michael Russell, *How To Improve Speaking Skills In A New Language*, (May 3, 2006).
 http://ezinearticles.com/?How-To-Improve-Speaking-Skills-In-A-New-Language&id=190056
 ³Dorit Sasson, *Improve Speaking Skills*, (September 19, 2007).
 http://newteachersupport.suite101.com/article.cfm/improve speaking skills

The students need motivation to learn, actually they need both opportunities to learn and encouragement and the teacher must support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organize and manage the classroom as an effective learning environment. It is important that learning occur within a relaxed and supportive atmosphere. The teacher should be a patient, encouraging person who supports students' learning efforts. Students should feel comfortable taking intellectual risks because they know that they will not be embarrassed or criticized if they make a mistake⁴.

In this case the teacher can help the students to develop the power of motivation. The effort of the teacher consists of; the teacher should not be misled by observed effort, he/she still need to know whether the effort investment of the students is high or low. In order to the teacher is able to interpret the students' initiative, persistence, and disengagement meaningfully. The teacher needs to have a good idea to give such effort or plenty of opportunities to practice so that the students have activity to do.⁵

There are some factors that can influence the students' motivation in English learning. Those are the teacher behaviors, the students' relationship, the strategy of teaching, and atmosphere in the classroom (Dornyei, 1998).

⁴ Zoltan Dornyei, *Teaching and Researching Motivation*, (England: Pearson Education Limited, 2001), hal 121.

⁵ Monique Boekaerts, *Motivation to Learn*, (Switzerland: the International academy of education, 2002), hal 21.

The teacher's important role is to support the students' motivation to learn English. The teacher should give positive expectations to improve their motivation in English teaching and learning process. It can drive the students toward success.

This is seven lists of ways which is a negative expectancy of the teacher behavior that can reduce student's motivation, the teacher should careful with this action:

- a. Don't Give student up on low expectation (e.g. the teacher does not waiting long enough for their answers).
- b. The teacher should not give the students criticizing more often for successful.
- c. The teacher should not praise them less often following success.
- d. Neglecting to give them any feedback following their responses.
- e. Don't seating them in back of the room.
- f. Generally paying less attention to them or interacting with them.
- g. Expressing less warmth towards them or less interest in them as individuals.⁶

The teacher must have a method or strategy when she/he is teaching in the classroom. A method or strategy is very important to give the students some activities which can improve their motivation during the process of teaching. The teacher can uses various Medias of teaching such as television,

⁶ Zoltan Dornyei, *Teaching and Researching Motivation*, op.cit., h.176-177.

radio, video, picture, puzzle, news, etc. It makes this teaching more variety rather than use manual strategy. For example the teacher tends to use one book to teach the students in the class and he/she do not give improvement toward the students' activity.

One of method which can be used by the teacher to teach the students in the classroom is using 'Fun with English'. 'Fun with English' is the instructional media of teaching that gives some techniques of teaching to the students so that they can pursue the teacher's instructional. The function of 'Fun with English' helps the students to get a lesson about pronunciation, dialogue or conversation, guessing picture, and the last is game.

By using 'Fun with English' the students can focus on speaking ability, in the other hand they can enjoy playing the game and finding many new vocabularies from the conversation and pronunciation. The teacher can grow his/her instructional to improve the students' activity in the classroom. He or she has not to be silent in the class, and ignore the students. It is to make the students be active.

In this research, the researcher observe the students at eighth grade of Mts Nyai Hj. Ashfiyah who is taught by using 'Fun with English' to know what activity that they do in the classroom. In MTs. Nyai Hj. Ashfiyah sometimes the teacher uses 'Fun with English' when she teaches in the classroom. That's why the researcher does the observation in that school. The researcher observes B class of eight grade because it based on the teacher's choice.

B. Problem of the Study

Based on the background above the problem of this studying is how does 'Fun with English' improve the learners' motivation?. To make the problem clearly answered. There are some questions which will be answered in this research:

- 1. How does 'Fun with English' improve the learners' motivation?
- 2. What are the obstacles of teaching by using 'Fun with English'?

C. Objective of the Study

Relate to problem of study has been found out the answer:

- 1. To know how 'Fun with English' improve the learners' motivation.
- 2. To know some obstacles of the students to improve their motivation.

D. Significance of the Study

Teaching and learning by using 'Fun with English' is to give the students various media of teaching English such as pronunciation, picture, dialogue, and the game. The students can get many materials from those media that can improve their motivation to learn English well especially to improve their speaking skill.

E. Definition of Key Terms

In this key term we find out the terms that there is correlation with the title. The terms include:

1. The Students' Motivation

- A student's willingness, need, desire and compulsion to participate in, and be successful in the learning process.⁷
- Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.⁸

2. 'Fun with English'

- A TV program focuses on English language learning. It is displayed on television as the instructional media. It is one of learning Medias for the learners in secondary school. 'Fun with English' uses some techniques to help the learners be active in the classroom. The techniques of 'Fun with English consists of pronunciation, picture, dialogue or conversation, and game. This technique helps the students to improve their English skills especially speaking. The researcher observes the learners of Mts Nyai Hj.

⁷ Bomia, et al., Understanding and Increasing Students' motivation, (April, 28 1997).

http://www.uncwil.edu/cte/events/spring06/increasingstudentmotivation2/increasingstudentmotivation 2.pdf

⁸ Zoltan Dornyei, *Teaching and Researching Motivation*, (England: Pearson Education Limited, 2001),hal 8.

Ashfiyah by using 'Fun with English to know whether the learners can improve their motivation or not during teaching and learning process.

F. Research Systematic

The research systematic consists of:

Chapter I : Introduction

The first chapter is introduction. This discusses about background of the study, problem of the study, objective of the study, significance of the study, definition of key terms, and research systematic.

Chapter II : Review of Related Literature

This chapter discusses about the theoretical of the study that related to the last research that relevant. There are many theories entire to support the research about 'Fun with English' which focuses on speaking skills.

Chapter III : Research Method

In this chapter is the research of methodology. The research method consists of research design, research setting, research subject, data and source data, and instrument of data collection, data analysis.

Chapter IV : Result and discussion

In this chapter discusses about general description in the research. It describes the result of the study; it is about the result of every meeting of observation and second discuss about the result of problem of the study after doing observation. The researcher concludes all the result of data.

Chapter V : Conclusion

This is the last chapter, it is conclusion. It discusses about the result of study and discussion of study

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Motivation

Bomia Said that motivation is a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process.¹ Keller said that Motivation is an important factor in learning as argued earlier. Motivation is the 'neglected heart' of our understanding of how to design instruction. According to Dornyei the meaning of the term motivation is concerning the direction and magnitude of human behavior, that is: first the choice of a particular action, second the persistence with it, third the effort expended on it. 2

Motivation is one of the most important to help a person can have en route to self improvement. It is something we need on a daily basis. Without motivation, our thoughts of self improvement will dissipate and fade quite rapidly. We will be looking for reasons or excuses not to continue with any program of self improvement. The chances are, what if we have got this far, we have some motivation to improve our self in one way or another. That is the first motivation we need: the motivation to be motivated. It shows

¹ Bomia, et al., Understanding and Increasing Students' motivation, (April, 28 1997).

http://www.uncwil.edu/cte/events/spring06/increasingstudentmotivation2/increasingstudentmotivation 2.pdf
² Zoltan Dornyei, *Teaching and Researching Motivation*, loc.cit.

awareness that to continue on the route to self improvement, our motivation will play an important part. It will help to reinforce that if we remind our self on a daily basis.³

Someone who is motivated means he/she is moved to do something. Someone who feels no inspiration to act is characterized unmotivated, whereas someone who is energized or activated to act is considered motivated. Most everyone who plays and works with others need motivation Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon.⁴

The teachers usually wish to know how they can intervene, that is, what they can actually do to motivate their learners. The various technique or strategies can be employed to motivate students in classroom. The purpose of motivational strategies is to enhance students' motivation, as well as maintain ongoing motivated behavior and protect it from distracting and competing action.⁵

According to Douglas Brown there are two theories of motivation in terms. There are two traditional views of motivation that accounts for human behavior that through a behavioristic paradigm and the other is a cognitive paradigm. These are described below:

³ Jeff Earlywine, *Harnessing Daily Motivation to Achieve Success*, (May, 30 2008). http://www.routes-to-self-improvement.com/Motivation.htm

⁴ Richard M. Ryan and Edward L. Deci, *Intrinsic and extrinsic motivations: Classic definitions and new directions*, (New York: Academic Press, 2000). Hal 54.

⁵ Zoltan Dornyei, *Teaching and Researching Motivation*, op.cit., h. 121.

B. Theory of Motivation

1. A Behavioristic

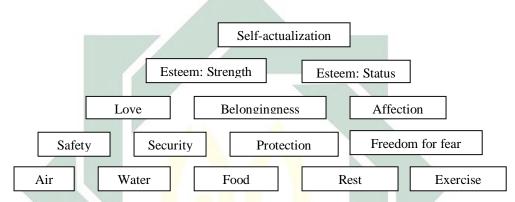
Skinner or Watson (a behavioristic psychologist) would stress the role of rewards or punishments in motivating behavior. For example, human beings who are living organism will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce their behavior; it is to persist. A behaviorist defines motivation as the anticipation of reinforcement, which we do well to heed the credibility of such definition. Reinforcement theory is a powerful concept for the classroom. The learners pursue goals in order to they receive externally of reward. For example, praise, gold star, grades, certificates, diploma, scholarship, careers, financial independence, and happiness.

2. A Cognitive

A mount of cognitive psychological's point of view offers quite a different perspective on motivation. There are three theories of cognitive:

a. A Drive Theory

It sees that human drives as fundamental to human behavior claim that stems of motivation come from basic innate drives. There are six different drives exploration, manipulation, activity, stimulation, knowledge, ego enhancement. These drives the act to probe the unknown, control our environment, be physically active, be receptive to mental, emotional, or physical stimulation, yearn for answer the questions, and build our own selfesteem.



b. Maslow's Hierarchy of Needs Theory

The importance key here is a person who is not adequately energized to pursue from the higher needs until the lower needs of pyramid have been satisfied. Maslows' theory advices us that the activity in the classroom must be considered motivating then it need not be innovative or inspirational. The example of those needs are a person who is hungry or cold, who has gotten little sleep, has little motivation to see those pressing physical discomforts to pursue anything higher. He needs for safety.

c. Self-control Theory

This theory focus on the important of people deciding for themselves what to think, feel or do. It is defined by making our own decisions than reacting to others. Motivation is highest when a person can make his own choices, whether he is in short term or long term context. For example, when the learners have opportunities to make their own choices about what to pursue and what not to pursue it, they are fulfilling this need for autonomy.⁶

C. Types of motivation

Deci and ryan said that in self-determination theory distinguish between different types of motivation based on the different reasons that give rise to action. The distinction is between *intrinsic motivation*, refers to do something because it is interesting or enjoyable inherently and, *extrinsic motivation* refers to do something because it leads to a separable outcome.⁷ There are three subtype of intrinsic motivation:

- *to learn* (the teacher is engaging the students in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world)
- toward achievement (the teacher is engaging the students in an activity for the satisfaction, coping with challenges and accomplishing or creating something)
- *to experience stimulation* (the teacher is engaging the students engaging in an activity to experience pleasant sensation)

⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco: Addison Wesley Longman, Inc., 2001) ed. 2nd, h.73-75.

⁷ Richard M. Ryan and Edward L. Deci, *Intrinsic and extrinsic motivations: Classic definitions and new directions*, op.cit., h.55.

There are four types of extrinsic motivation:

- *External regulation* refers to self-determined form of extrinsic motivation,
 it comes entirely from external sources such as rewards or threats (e.g. teachers' praise or parental confrontation)
- *Introjected regulation* that the students accept as norms to be followed in order to not to feel guilty (e.g. the rules against playing truant)
- Identified regulation occurs when someone engages in an activity because he or she highly values and identifies with the behavior, and its usefulness (e.g. learning a language or English which is necessary to hobbies or interests)
- *Integrated regulation* is the most developmentally advanced form of motivation, involving choiceful behavior which has values, needs, and identity. (e.g. learning English because its proficiency is part of an educated cosmopolitan culture one has adopted).

Deci and Ryan, 1985 report that people will be more self-determined in performing a particular behavior to the extent they have the opportunity to experience or to action. Deci and Ryan see these as fundamental human needs that individuals seek to satisfy.

There are three self-determined:

- *autonomy* (the students experience oneself as the origin of one's behavior)
- *competence* (the students feel efficacious and have a sense of accomplishment)

- relatedness (the students feel close to and connected to others)⁸

D. Some Ideas for Motivating Students

1. Explain

The teacher should spend more time explaining what is expected on activities or assignment. It is to make the students understand about the activities will be done.

2. Reward

Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers. The teacher can give some rewards for the students, such as the exemptions from final exams, verbal praise, and so on for good performance.

3. Care

Teacher can help the students by sharing parts of him/her with students, especially little stories of problems and mistakes they made. Such personalizing of the student/teacher relationship helps students see teacher as approachable human beings and not as aloof authority figures.

⁸ Zoltan Dornyei, *Teaching and Researching Motivation*, op.cit., h.28-29.

4. Have students participate

The active involvement of students in their own learning is the key of motivation. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson.

5. Teach Inductively

This is kind of teaching inductively. By beginning with the examples, evidence, stories, and so forth and arriving at conclusions later, we can maintain interest and increase motivation, and also teach the skills analysis and synthesis.

6. Satisfy students' needs

Many students have a need to enjoy in active ways. On the other hands, they need to be noisy and excited. Students' basic needs have been identified as survival, love, power, fun, and freedom. In this case the teacher should allow them to choose from among two or three things to do, and two or three paper topics, two or three activities.

7. Make learning visual

It was recognized that memory is often connected to visual images. Actually there are many students tend to learn by learning visual. The ways that you can use is remembering the image of a column or statue would provide the needed stimulus to remember the next hundred lines of text. Use drawings, diagrams, pictures, charts, graphs, bulleted lists, even threedimensional objects you can bring to class to help students anchor the idea to an image.

8. Use positive emotions to enhance learning and motivation

Emotions can be created by classroom attitudes, by doing something unexpected or outrageous, by praise, and by many other means. We can make something fun, exciting, happy, loving, or perhaps even a bit frightening, students will learn more readily and the learning will last much longer.

9. Remember that energy sells

Be energetic in our teaching is a motivating factor in itself; adding energy to the ideas we want to convey will enhance learning and commitment to the ideas. We can use many aids such as animation, movie, etc. for our teaching activities to make the students active and creative.⁹

⁹ Robert Harris, *Some Ideas For Motivating Students*, (March, 2 1991), http://www.virtualsalt.com/motivate.htm

E. Audio-visual aids for teaching technique

Audio-visual aids are methods for communicating with other people. There are many varieties of audio-visual aids which can be used for English teaching. However the teacher has to select aids which are appropriate to the method. Audio aids communicate through the ear to the mind. It takes the form of music or tape recording, television, record, sound film, etc. whereas visual aids communicate through the eyes to the mind. It includes film, slides, videos, overhead projection, books, photographs, models and charts.¹⁰

Learning aids are instructional materials and devices through which teaching and learning are done in school. The examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects.

There are also audio-visual aids. These are teaching machines like radio, television and all sorts of projectors with sound attributes. It is interesting to note that a large percentage of trained teachers and those undergoing professional training courses can teach with some of the learning aids. They do so consciously because they know that the use has positive

¹⁰ Scout, *Audio and visual aids*, (London: The Scout Association, information center, 1999), hal 1.

effect of learning outcomes as their cognate experience during teaching practice supervision reveals.

In a going action research by investigators in Winneba district, a survey sample of teachers with several years of teaching experience between three and twenty five years, claim that learning aids improve methodology. They also claim that learning aids reduce the teachers' talk and chalk method, it is exciting to use various audio-visual aids in teaching.¹¹

F. The Language Laboratory

Language laboratories are not new in the repertoire of language learning tools. The language lab seems to be a more unnatural context than a regular classroom. However, the laboratory can offer advantages for both students and teacher which can be superior to other language learning situations. For the students, able to speak and listen at their own pace, resulting in decreased anxiety and a greater willingness to take risks.

By recording and listening to the students' own voice, they are also able to monitor their own performance, recognize their own strengths and weaknesses, and evaluate their own progress over time. An additional advantage in gaining familiarity with the language lab is the greater comfort

¹¹ Dr. Lade Adeyanju, *Teachers Perception of the effects and use of learning aids in teaching: a case study of Winneba basic and secondary schools*, (November 15, 2003), http://ultibase.rmit.edu.au/Articles/nov03/adeyanju1.htm

with the growing field of language learning technology overall and the confidence in accessing materials independent of a classroom environment.

For the teachers, the advantages are in the ability to individualize instruction according to the different learning styles and needs of the students. The teachers are able to monitor and evaluate individual students' performance, correct errors on an individual basis, and ensure that both shy and outspoken student participate on an equal basis. The lab also provides opportunities to enhance the quality of instruction by providing variety to stimulate student interest.¹²

There are various Language labs which can be used to teach language subject include English. One of language lab is CALL, is now perceived as something that is inherently different and/or complementary to classroom teaching. There are several advantages that can improve learning by using CALL:

- ✓ Using combination of different sources and media (texts, images, audio, video, recording, Internet).
- ✓ Wider diversity of activities.
- \checkmark A greater variety of linguistic input in context with authentic language models.
- \checkmark Access to enormous linguistic corpora and databases.
- ✓ Inner interactivity with materials that make auto correction and negotiation of meaning possible and external interactivity with other channels of communication between class members and distant learners.
- ✓ Possibility of creating different itineraries of learning and tutorial feedback.
- ✓ Autonomous independent learning and individual control.

¹²Helen Huntley, *Revitalizing the Language Laboratory*, (4 April 1998). http://members.tripod.com/~WVESL/huntley/huntley.htm

- \checkmark Tools for the creation of individual and group projects.
- ✓ Learning comes out of the classroom and teaching acquires a ubiquitous dimension.
- ✓ A friendlier environment of learning is provided, where there are fewer risks of failing and learners can develop self-confidence with greater freedom to experiment and repeat as many times as needed.
- \checkmark The students can publish their writings with an authentic audience.
- ✓ They can share their learning and knowledge with students from other countries and become part of the global web community by improving their digital literacy¹³.

G. Speaking Proficiency

There are five points to improve speaking proficiency. These are the

level:

1. Eloquency

Eloquence is fluent, forcible, elegant or persuasive speaking in public. The term is also used for writing in a fluent style. Besides, eloquent is having the ability to project words fluidly out of the mouth and the ability to understand and command the language in such a way that one employs a graceful style coupled with the power of persuasion, or just extremely graceful in the interpretation of communication.¹⁴

¹³K. Beatty, English Teaching Lab, (November 13, 2006).

http://englishteachinglab.blogspot.com/2006/11/does-language-lab-improve-learning.html

¹⁴ Fracesco Petrarca, *Eloquence*, (2 June 2009 at 09:18). http://en.wikipedia.org/wiki/Eloquence.

2. Fluency

Basically speaking fluently does not mean speaking fast. It means the students have quick reaction and response when they talk to student else even in debate contest moment. Sometimes it takes the candidates a long stop before they can say any word or can not converse at all while in the test because they can not understand the questions asked by examiner. When students are communicating, they seldom exchange their ideas thoroughly. A way used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. Trying to communicate a learner may have to make up for a lack of knowledge of grammar and vocabulary, by using such means as avoidance, topic conversion, paraphrasing, and so on.¹⁵

3. Pronunciation

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better our pronunciation, the better people will understand our pronunciation and the easier we will find it to understand them.¹⁶ There are two points of pronunciation skills; stressing and intonation. Stressing is strength of signal that will be shown by the height of the waves. The height of the note depends on the speed of opening and closing of the vocal cords. More vibrations of the larynx (up to 800 per sec) show up more

 ¹⁵ Rutherford, W. E, *Second Language Grammar:Learning and Teaching*, (London: Longman, 1987).
 ¹⁶ Simon Ager, *How to learn grammar*, (June, 1 1998). http://esl.fis.edu/learners/advice/gram.htm.

compact waves. Intonation is the rise and fall of the voice (pitch contour). The frequency will be shown by the closeness of the waves (high frequency will be shown by waves which are closer together). O'Connor & Arnold believe that intonation goes with attitude. Attitude is not conveyed by pitch alone. There's more to context than just pitch.

As movement of pitch is heard on stressed syllables in the English language, practice of English intonation and stress patterns are closely linked. However, it focuses specifically on word and sentence stress. A Pronunciation of Dictionary is recommended as a reference source to check where syllable stress occurs within words. Practicing placement of stress within sentences is also essential if learners become good listeners and communicators, since the same sentence can take on different meanings depend on where the speaker chooses to place the primary stress.¹⁷

4. Grammar

Grammar is an aspect of language about which learners have different opinions. Some learners are very interested in finding out or learning grammar rules and doing lots of grammar exercises. Others hate grammar and think it is the most boring part of learning a new language. Whatever opinion we have, however, we cannot escape from grammar; it is in every sentence we read or

¹⁷Robert O'Neill, *Teaching English Intonation and Stress*, (March, 1 2008). http://www.btinternet.com/~ted.power/esl0108.html

write, speak or hear. Grammar is simply the word for the rules that people follow when they use a language. We need those rules in the same way as we need the rules in the game. If there are no rules, or if everybody follows their own rules, the game would soon break down. It's the same with language; without rules we would not be able to communicate with other people.

These are some advices that may help us to learn grammar more effectively:

- a. Be aware of grammar. Think about grammar. Notice the aspects of English grammar that are the same or very similar in our language. Notice also the way that English expresses an idea differently how it is done in our language.
- b. Read a lot of English books this may sound strange but in fact all the time we are reading English (and also listening to English), we are taking in models of correct grammar that will help us in our own writing and speaking. It will help us when we express our ideas and when we come to check our work.
- c. Concentrate on the aspects of grammar we personally find most difficult. (If we don't have any idea what aspects of English grammar cause us most problems, ask our teacher!) Particularly in our writing we can focus on these aspects for special care and attention when editing our work. It is more difficult in speaking, of course, but even here we can sometimes take a fraction more time to try and get that particular element right. For

example, if we are retelling a story in the present tense, we could keep reminding our self that we need an -s in the 3rd person singular.

- d. If we don't like to do grammar exercises or to be taught grammar, then it's more important that we follow the advice in the paragraphs above. We should try to work out the patterns and rules of the language for our self.
- e. If we like to do grammar exercises, then go ahead. But we are good at grammar an exercise does not mean we will not make mistakes in our own work. If we decide to do grammar exercises, try to go beyond just filling in gaps or doing multi-choice answers. Write out some sentences of our own that follow the same rule that we are practicing.
- f. Learn the common irregular verbs. If you can use these verbs automatically, it will give you more time to concentrate on other aspects of what you want to say. They are easy to learn if we say them to our self many times.¹⁸

5. Vocabulary

There are three advices for learning foreign language vocabulary. First, it is often helpful to memory to help us to retrieve the word or meaning that we want to remember. Second, we need practice in recalling the word. Third, we need to hear, see, and understand the word repeatedly in its various

¹⁸ Simon Ager, *How to learn grammar*, op.cit., http//esl.fis.edu/learners/advice/gram.htm.

forms and in its most typical contexts. The following points, or some combination of them, may help us find our own best way to learn vocabulary:

a. Use flash cards

It is the quickest way to get the repetition that we need on the words that we need to repeat. Using index cards or a pack of blank business cards, write the target words and phrases on the cards, putting one language on the front and the other on the back. As we review the words, proceeding through the stack, separate the words into two piles whether we understand immediately or not.

b. Think of cognates and usages

Think of words directly related to the word in question (cognates) or from common phrases that use the word. The cognate is rarely the exact equivalent of the meaning of the original word. For example, "fidelis"(an adjective) does not mean "fidelity" (a noun).

c. Visualize and vocalize

Meditate on an image that the word represents or suggests as we say it aloud. For example, we remember the word then practice it from someone who has ever heard.

d. Use the diglot weave

The way to use it, that we have to insert foreign words into English sentences until we get their meanings quickly. For example: *zindegi* means *life*, so repeat to yourself several sentences.

e. Practice the key-word or key-sound or key-letter technique

We must think of a word (called the key-word) based on the first syllable of the foreign word (or on the sound of the whole word) and then make up a story or an image involving both this key-word and the meaning of the original word.

f. Read, write, and recite phrases

The way is discovering, creating, and reviewing many comprehensible phrases using the word to be remembered. This helps us to deep-process the word by working it into a whole web of meanings.

g. Repeat, repeat, and repeat again

In this section we must often repeat over and over again the word, especially for memorizing important parts and forms of words, sometimes only repetition will secure our memory for certain hard-to-retain items.

a. Attend, Echo (repeat), and Associate

Sometimes we are thinking of something else when the name is spoken. (We need to *attend* to what is said and really hear it). At other times we hear the name, but we fail to refresh our memory immediately by repeating the new name to ourselves or others in conversation. (We need to *Echo* the name shortly after hearing it.) Finally even if we do these things, we might still quickly lose the name if we leave ourselves without some feedback to it. We have no feedback if we do not connect the name with something or someone else we know. (We need to *associate* the name with something that is already meaningful to us. This practice helps us note similarities and differences and deepens on our original attention.)

b. Read freely and abundantly

We can increase our vocabulary through *free voluntary reading*. However some linguists claim that we must have first acquired about 3000 to 5000 word-families, so that we will be able to know enough of the context to begin to construct accurate meanings for the words that we do not know.¹⁹

H. 'Fun with English' media

'Fun with English' is English language learning for the learners in secondary school. It is one of learning program on television by using various technique of teaching such as pronunciation, dialogue, picture, and game. 'Fun with English' program belongs to audio-visual aids for teaching method that become model of teaching technique in classroom. In teaching English process we use lab to make it run smoothly. Laboratory is a kind of micro teaching by using multimedia aids. For instance tape recorder, television, video, computer, even internet, etc.

¹⁹ Saint Louis University, Advice for Learning Vocabulary, (June, 1 2006).

http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/grammar/lvocab2.html

The teacher uses video record of 'Fun with English' to know students' performance individually based on the material. Besides, by using video record the teacher can repeat the material so that the students more understand about the dialogue of the drama. In 'Fun with English' there is the host who is expert in English language or native speaker and gives direct instructions to the students who watch video live. Besides, there is the host who repeat the instruction by using media else such as using picture.

'Fun with English' presents various techniques; involve pronunciation, dialogue, picture, game that makes the students interested in it. 'Fun with English' tells them a drama that is played by some actors and actresses, and the name of drama is "my new secret diary". In the drama they do conversation each other based on the theme of drama. It is very interesting because they can imitate their pronunciation. The host will explain from their conversation to make us understand it.

'Fun with English' takes from television in twice a week on TVRI. The students can watch 'Fun with English' twice and the time is about 35 minutes. They can watch on Monday at 07.30 Am. and Wednesday at 2.00 Pm. In 'Fun with English's activity the students can write and read dialogue. Besides, 'Fun with English' can help them to improve their speaking by practicing the dialogue of the drama and pronunciation.

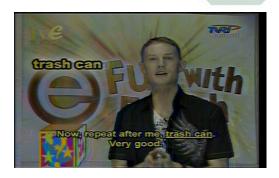
'Fun with English' can help the students to improve their grammar skills. 'Fun with English' gives the students many materials that can make them understand several kinds of sentence, for examples passive sentence and active sentence, they can know kind of modal, etc. besides, they can also make some expression to ask permission by using modal. From the materials that are given through 'Fun with English' the students can also enjoy with the games and pictures.

The technique of 'Fun with English' that is used is unique and fun for the students because it is available animation or cartoon as a decoration of background. The advantage of Learning by using 'Fun with English' is the students get many skills to master English skills involve speaking, pronunciation, grammar, vocabulary. Techniques of 'Fun with English' can be read clearly below.

I. Technique of 'Fun with English'

Generally there are four techniques of 'Fun with English' that is given:

1. Pronunciation



It is a kind of pronunciation instruction that is commanded by the host.

The instruction of this is He says one word then the students repeat after him.

It is easy for them to follow him. It is not only one vocabulary but also some vocabularies will be given. The vocabularies are taken from the conversation. We can look at the picture. We can follow the instruction and watch the word on it.

It is a good idea to try to imitate English words whenever we are listening to anything in English (watching TV, watching a movie, etc.). We should also try to pronounce English words. Once our mouth and tongue get used to the new sounds, we will not find them difficult at all. We will need at least some talent for imitating sounds (for instance, if we can imitate people in our own language, it should be easy for us to pronounce English). However, if we don't have these skills, we can achieve a lot with persistence and a little technology. One helpful technique is to record our voice and compare it with the correct pronunciation. This way, we can see where our pronunciation is different from the original and we can gradually make it more native like.²⁰

²⁰ Tomasz P. Szynalski, *How to learn English pronunciation*, (March, 29 2003), http://www.antimoon.com/how/pronunc-how.htm

2. Pictures

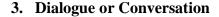


It is one picture of vocabulary. It is presented to explain the word by using picture above. The picture is explained by the host using the clues to guess the meaning of the words. We can look at the picture above. It is interesting because the students can guess the meaning of the words from the clues and the picture. Surely the students will understand the meaning of word.

Most learners are visual minded, so pictures are a great help in teaching. The picture reminds the learners of words' meaning and helps them to communicate. The picture help the teacher save his/her voice. There are the ways which can help the teacher using the picture:

- a. When selecting a picture, some points should be kept in mind: the picture should be large enough for the entire class to see clearly. Small pictures can be used for pair work, group work, and games.
- b. The picture should illustrate, at first glance, the point under the study.
- c. The colored pictures are more effective than black and white ones.
- d. The picture should fit into cultural pattern of the learner.
- e. The picture should tell the learner something familiar to connect it with real life.
- f. The pictures should be labeled to ease classroom practice.
- g. Pictures should not be confusing.²¹

²¹ Thomas Szasz, Audio-visual aids, (May, 3 2001) http://www.geocities.com/stuncel2001/audiovisual.html



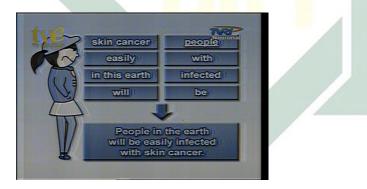


It is a conversation that is played by the actor and the actress. It is a kind of passive voice expression. They use passive sentence when they talk. As we know on that picture that they do not mention the pattern to show passive voice expression, so we can understand passive voice from their expression. It makes us think on our mind to know the formula of passive voice. It needs our concentration to understand the meaning.

The other expression of the conversation is using modal auxiliaries to ask permission to others. There are many expression of asking permission: May I leave the class early?, Can I make him some porridge, mom?, Can we cancel it?, and many others. From this conversation or dialogue the students can remember and write it then they must practice to ask and answer each other. It is to know the pronunciation of them and to know their understanding about conversation.

Most conversations or dialogue only require the basic communication skills that everyone has the ability to speak what is in our mind, listen to others and ask questions. Dialogue is about common participation in which we are not playing a game against each other but with each other. Dialogue involves sensitivity, being able to sense that something is happening, to sense the way you respond, the way other people respond, to sense the subtle differences and similarities²²

4. Games



In the last technique, it is time for games. Look at the picture above! It is the jumbled games. The rule of this game is arranging the word become a sentence, it is based on the conversation. The students just remember the conversation before to make them easier to guess this game. In this game there is the time duration for thinking the answer, then matching the correct

²² William Varey, *Dialogue*, (November, 15 2002), <u>http://www.fcg.com.au/reflections/sustex3.html</u>

answer based on the picture. There are kinds of game in 'Fun with English', not only jumbled game but also many others. For example match the word or sentence, fill the blank, make a sentence of dialogue, and so on.

The students learn better through experiential games as part of a coaching learning environment than through a presentation. Using games improves the learning process by creating an environment where people's creativity and intelligence are engaged and addressing the different ways in which different people best learn; through movement, hearing, and seeing. Games must also allow for reflection. That is, they must be debriefed. In many instances they need to be facilitated. Games have a strong place in an organization's learning environment. They are very effective learning tools for people. Encourage the students to play them.²³

From the various techniques of 'Fun with English' that is delivered to the students to help them to improve their motivation to participate or pursue the instruction. Usually the students can be motivated by using media such as 'Fun with English' does.

²³ Kevin Dwyer, *Using Games to Embed Learning*, (Saturday, May, 19 2007) http://searchwarp.com/swa214327.htm

J. The Seating Arrangements

Seating arrangements are a main part in a teacher plan for classroom management. Not only the teachers need to consider the physical arrangement of the room but also the nature of the students involved. The consideration in arranging the physical environment of the room is so that teaching and learning can occur as efficiently as possible. The teacher needs to be able to walk around the room without students having to move their desks.

The teacher needs to take into account that students seated in the center or in front of the classroom tend to interact more frequently with the teacher and a number of behavioral problems tend to increase as the students sit farther from the teacher. Also students in the back and corners of the room are more likely to be off task than those close to the front or to the teacher. Use the seating arrangements of students to benefit the students. There are many seating arrangements that the teacher can use. Six common arrangements are cluster, rows, table rows, semi-circle, pairs and centers or activity zones. ²⁴

Most classrooms contain students with a variety of skills levels. It is necessary to get and to know the students, in order to place them in mutually helpful locations place a strong reader. For example close to an improving reader. In addition, position students with well developed independent work

²⁴Alexandra Ramsden, *the Seating Arrangements*, (December, 16 1999). http://www.uwsp.edu/Education/pshaw/Seating%20Arrangements.htm

habits close by those with improving work habits. Often this leads to a win situation. The improving reader or worker improves even more and other student has an opportunity to view how their input can help a classmate.²⁵

K. Feedback

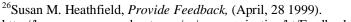
The students' feedback has the impact it deserves by the manner and approach that we use to deliver feedback. Our feedback can make a difference to people if we can avoid a defensive response. The time required depends on the situation. Susan M. Heathfield said that there are some effective of feedback, here is:

- a. Effective feedback is specific, it is not general. (Don't say "good report" but "the report should turn in yesterday was well written).
- b. Effective feedback always focuses on a specific behavior, not on a person or their intention (when we held competing conversations during the meeting).
- c. The best feedback is sincerely and honesty provided to help the students.
- d. Successful feedback describes actions or behavior that the individual can do something about.
- e. Whenever possible, feedback that is requested is more powerful. Ask permission to provide feedback.
- f. Effective feedback involves sharing of information and observations.
- g. Effective feedback is well timed.
- h. Effective feedback involves what or how something was done, not why. Asking why is asking people about their motivation and that provokes defensiveness.
- i. Check to make sure the other person understood what we communicate by using a feedback, such as asking a question or observing changed behavior.
- j. Effective feedback is as consistent as possible, discipline (if the actions are great today, they're great tomorrow).

²⁵ Karen, *Seating Arrangements Teaching Tips*, (December, 16 1999). http://www.technology.com/ideas/seating.

These are some tips from Susan M. Heathfield are:

- a. Feedback is communication to a person or a team of people regarding the effect their behavior is having on another person, the team.
- b. Positive Feedback involves telling someone about good performance. Make this feedback timely, specific, and frequent.
- c. Constructive feedback alerts an individual to an area in which the performance can improve. Constructive feedback is not criticism, it is descriptive.
- d. The main purpose of constructive feedback is to help people understand where they stand in relation to expected and/or productive job behavior.
- e. Recognition for effective performance is a powerful motivator. Most people want to obtain more recognition fosters more of appreciated actions. ²⁶



http://human resources.about.com/cs/communication/ht/Feedbackimpact.htm



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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There are two kinds of this study; the first is kind of the research, second is approach: In this research of design the researcher uses descriptive qualitative, means to explore and clarify the phenomena about teaching and learning English for students by using 'Fun with English' to improve their motivation by describing the whole activity of the learners in class that use media of 'Fun with English.' Then the result of this research will be analyzed as the final result of study. The researcher tries to describe clearly the process of learning English by using 'Fun with English.' The goal is to enhance the motivation of students. It means they are active to participate even they can get a good score in the task.

Approach of this study, the researcher uses observation of classroom. In this case the researcher observes whether the students improve their motivation or not by using 'Fun with English' in classroom. The researcher finds the result of observation by using collecting the data of the students at eighth grade of Mts-Nyai Hj. Ashfiyah, and then the data will be analyzed as conclusion of this research of study.

B. Research Setting

The study of research is conducted at Mts-Nyai Hj. Ashfiyah in Lontar Surabaya. It is located in Lontar sambikerep Surabaya. This school has facility for audio-visual aids such as television, video, etc in every classroom, and also air conditioner (AC), besides there is language laboratory especially for Arabic and English laboratory, and so on. The main important in this school is, sometimes the teacher using 'Fun with English' to teach the students in the class, so it makes the researcher easy to do the research in this school.

C. Research Subject

The subjects of this study are the learners of Mts-Nyai Hj. Ashfiyah. The subject is taken only a class of eighth grade of Mts-Nyai Hj. Ashfiyah. The researcher observes them by using 'Fun with English' to know whether they improve their motivation or not by using it. The teaching is performed by the real teacher of Mts-Nyai Hj. Ashfiyah. The researcher observes the whole of teaching and learning process in the classroom. The result of this research will be found from data collection.

D. Data and Source of data

The Data in this study is obtained from the activity of the students who follow the teacher instruction that uses 'Fun with English'; the teacher monitor the students' activity and check the students' exercises based on 'Fun with English material. The last is the result of the students' performance or participation.

E. Instruments and Technique of data collection

The instruments of this research are from observation, questionnaire and field notes. By using three instruments of data collection the researcher expects this research will be able to get the result correctly.

1. Observation

Observation is used to look for the information about the teaching method by using 'Fun with English' that is done by the teacher. The researcher uses checklist observation to identify some of items in the activity of the teacher directly. Besides, the researcher wants to know what stimulation that is given to them to improve their motivation. And also the researcher wants to know students' activity and assignment during teaching activity. The last, the researcher wants to know what exercises which is given to the students to make them active in the class.

2. Questionnaire

It is used to ask the students how 'Fun with English' is taught to the students. At every technique of 'Fun with English', students can do some activities so that they can improve their motivation during the process. And also it is to know how 'Fun with English' improves the students' motivation. Besides, it is used to know the information of the students about the teaching by using 'Fun with English,' whether they like are interested in it or not after watching video of 'Fun with English', and to know their reason about it.

1. Field Note

It is to know the step of some activities that are done during teaching and learning process. Besides, it is to know the teacher's performance and the exercises for the students in every lesson. It is used because the teacher does not use a lesson plan when she teaches the students in the class.

F. Data Analysis

This study analyzes gathering of data by using descriptive manner. There are two characters of data. First is concerning with how does 'Fun with English' improve the students' motivation? Second data is concerning with what is the obstacle of teaching by using 'Fun with English' to improve the students' motivation? From these three categorizes will be processed as the result of this study. The first data is taken from questionnaire. It is to know how 'Fun with English' is taught to the students; it consists of the teacher's activity and the students' activity, the techniques of 'Fun with English', and the material. And also it is to know whether the students like are interested in it or not after watching video of 'Fun with English'. It also to mention the reason why they like it and why do not like it. The lat is to know how the students improve their motivation. It will be described into the paragraphs to know how interesting 'Fun with English' for the students at eighth grade of B class.

The second data is to know what is the obstacle of teaching by using 'Fun with English' to improve the students' motivation. It is to know the factors of the students' obstacle to improve their motivation by using 'Fun with English'.

In the final of the study, the researcher describes and gives interpretation toward the data. From all data will be found the result whether the teaching and learning by using 'Fun with English' improve the students' motivation or not.

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CHAPTER IV

RESULT AND DISCUSSION

This chapter is the result of observation which is taken from the activity of English teaching and learning process by using video record of 'Fun with English.' In the classroom observation the researcher collects the data from the activity of the teacher and the students during the process of teaching and learning, and the students' exercises based on the teacher instruction that uses 'Fun with English' as a media of teaching.

In this research of the study the researcher discusses two problems of study:

- 1. How does 'Fun with English' improve the learners' motivation?
- 2. What is the obstacle of teaching by using 'Fun with English' to improve the students' motivation?

The researcher focuses on those problems of study to know whether the students are able improve their motivation or not by using 'Fun with English'. For several days of observation, the researcher found many interesting challenges and impressions when met the students in the classroom. To make the students more attentive to the teacher instruction, the teacher has to pay attention more on the students' attention, because normally they make noise when she explains the material. Fortunately the teacher is able to control them by using some questions to get their attention. From the observation is also found that when the teacher was teaching in the classroom she did not use a lesson plan. So the researcher had to take a note to know the steps that were used during teaching and learning process.

The result of observation in the last month of May 2009 for four days meeting:

A. The Result the Study

1. The first Meeting

For the first time of meeting the teacher introduced the researcher to the students that she would do observation for several days. And then the researcher introduced herself to them and expected to them to follow this teaching effectively until the last meeting of observation. Unfortunately, in this time there were many students did not come to the school because it was the first day they came to the school after holiday.

At the beginning of the lesson the teacher explained the material about modal auxiliary in the classroom before going to the lab. The teacher stimulated the students about modal auxiliary and gave some questions to them to memorize what is modal auxiliary? And also they asked the students one by one directly. Unfortunately, many students did not remember about it, so the teacher had to give one example to help them. After that the students could mention it correctly.

After the teacher explained about modal auxiliary to the students, we went to the language lab to display 'Fun with English'. The first topic talked

about "take care of our body and our health." this material uses modal auxiliary to ask permission to someone. The teacher turned on the video to start this teaching. Before it started the teacher gave command to them to write the dialogue and remember it, because it would be scored by the teacher. And then the students prepared paper and pencil to write the dialogue, and they focused to listen to the dialogue.

The teacher displayed three times for dialogue. Actually the students were difficult to remember the previous dialogue when they tried to listen it. So the teacher tried to give pause in the middle of dialogue, because it was very long for them. The teacher also gave them some explanations about phrasal verb, for example "dying of thirst," and she translated some difficult words to make them understand. After the students wrote all the dialogue the teacher checked the students' writing based on the video. The teacher asked them to read the dialogue one by one by using headset.

After the students read all the dialogue the time was over. So the next material would be continued next time. Before the teacher close this meeting and she gave takes home assignment to translate the dialogue that was written by the students. For next meeting it would be checked. Finally the teacher closed the class to end the lesson of first meeting.

2. Second Meeting

In this meeting the teaching was not in the class, because it continued the last meeting. We went to lab to start the next material. The teacher opened the class and asked the students to put their take home assignment on the table and opened than. Before the next material was continued the teacher checked their assignment. The teacher asked each student to translate each dialogue until the last dialogue. The teacher helped them if they did not know one of sentence of the dialogue. This activity was to examine their understanding to translate English correctly. After that the teacher turned on the video, and repeated the material to remember it.

The next was pronunciation. The teacher asked the students to repeat the word based on the video. The teacher paused for each word to know the correct pronunciation based on the host pronunciation. Besides, the teacher monitored them to focus on the pronunciation. All students repeated each word through headphone to make their voice clear. After the host pronounced every word, he explained the word by using the picture. The host used media of picture to help the students guess the word based on the picture. The teacher asked the students to guess the words to know their meaning.

After that it was to play the game. The students must pay attention to the game and remember the previous vocabularies, because this game was matching the word based on the picture. In this section, the teacher must pause in each picture so that the students could answer the word of each picture correctly.

After that the host repeated the explanation about how to ask permission to someone by using modal auxiliary. The host explained it based on previous dialogue. And he mentioned some expression about ask permission. The students had to pay attention to understand about modal auxiliary. The teacher monitored them by checking their attention.

The next was playing game. It was second game of the final material. It was about expression of asking permission.

This is the example of the game.

A: Can I help you?

B: Yes, mom. I need to see a doctor. May

B: May I leave the class early?

And then the students had to answer it correctly by continuing the dialogue. The answer had to suitable with the first dialogue. The students had to attention to the game because they had to mention how to ask permission by using modal auxiliary correctly. The teacher asked to the students to answer it correctly. And then the teacher checked their answer based on the video. It was to examine them to understand about modal auxiliary.

After the material was over, the teacher closed this meeting. In this meeting there was no take home assignment.

3. Third Meeting

In this meeting the teacher started the teaching after the students take a rest. The teacher opened the class for three minutes. And then she started teaching by explaining the students about passive voice. The teacher asked to them about the pattern of passive voice. In the first explanation they were still confused, however the teacher gave one example to make it clearer. The next, the teacher asked to them to make a sentence by using passive voice to exercise them. The teacher gave stimulation to them for ten minutes. After that we went to the lab to watch the video of 'Fun with English'

In the second of video, the topic talked about protects our environment. The discussion is about pollution and pollutant. The teacher taught the students to make the environment clean and health, free of pollution and pollutant. She advised them to always keep the environment through several ways; one of them was "don't throw the garbage freely in the river!"

The teacher asked the students to summary the dialogue. The students must be consent and remember it well. The teacher would play the video three times. The students took a note the dialogue to know the whole story and the sentences that were used. The students wrote the dialogue based on the video for twenty minutes. After that the teacher asked each student what the dialogue told about. The teacher also discussed each dialogue. The teacher asked them to mention passive voice sentence of the dialogue and translate it. For example, the garbage should be thrown into the trash can, mud like colored pollutant and waste were thrown frequently. All dialogues were discussed together.

And then the teacher continued the next material in the next time because the time was over. After watching 'Fun with English' the students understood well how to protect the environment to reduce pollution and pollutant. And also they are able make sentences using passive voice which people often use it. Finally the teacher closed the lesson.

4. Fourth meeting

In this meeting the teacher continued the last material about "protects our environment." Firstly the teacher opened the class and reviewed the material of remind them. This teaching was in the language lab. The teacher tried to ask the students about passive voice and asked them to mention some the sentences. In fact they still remembered, so the teacher continued the next material. The students listened to the pronunciation then repeated the words. The words consist of garbage, trash can, pollutant, waste, flood, and landfill. Besides, the host also explained the words using the picture.

The next was the game. It was guessing the word by using the picture, for example there is a picture about people who threw the garbage in a place, and then the teacher asked, what was that? The students answered it was trash can. The teacher tried to pause in each picture so that the students were able to answer the word correctly.

The next material the host was giving some dialogue using passive voice either used present tense or past tense. The teacher asked to the students listen and look for each dialogue that used passive voice. It is to make the students understood well to make passive voice sentence.

In the last session the teacher asked the students to answer the game. This game is to fill the blank line of a sentence. The sentence was taken from the previous dialogue, so the students had to pay attention in each dialogue to answer the game. The students had to fill the blank line using verb three (V3), because the sentence was passive voice. The teacher checked their answers directly until the last sentence. For example, it can be ..., that our environment will continue to be safe on a local level. The answer is "predicted".

After the lesson finished, the teacher asked the researcher to continue this meeting, because the researcher wanted the students to fill the questionnaire to know all about this research that was held for four days meeting. Before the students did it, the researcher gave a little explanation about how to answer the questionnaire. The researcher ended the class after this activity.

B. Discussion of the Study

1. How does 'Fun with English' improve the students' motivation?

In the first problem of the study is to know the students response after they watching 'Fun with English' whether they like or dislike it. And also it is to know how 'Fun with English improves the students' motivation. The result was obtained from the questionnaire. It involves how "Fun with English's technique" is taught to the students and what technique that the students like more. They have to answer them based on their own opinion about 'Fun with English' so that the researcher can know their respond either good or not.

To know the respond of the students the researcher will classify and conclude the result of questionnaire. This is the result of questionnaire:

- 1. How does 'Fun with English's techniques are taught to the students
 - a. Pronunciation

The students have to repeat the host pronunciation to know the correct pronunciation of word. For example the host said "trashcan" pronunciation "træʃkən" then the students repeat that word "træʃkən", there are many words in teaching pronunciation.

b. Guessing picture

For guessing picture of 'Fun with English' video, the students look at the picture that has available then they have to guess the picture what the words mean. It is to understand the meaning of a word. Besides it helps the students to improve their vocabularies.

c. Dialogue

In this teaching the students write all dialogues in the first session, the teacher pause the dialogue in every dialogue. After that they read it by using headphone. And then the teacher corrects their writing and their reading. Besides, the students have to translate it, but it is for take home assignment.

d. Games

This is the last section, the students have to guess all games that are different, for example fills the blank, arrange the word, matching the word, etc. they must pay attention to the games, because it needs concentrate to guess the picture directly. Besides, the students have to remember the dialogue to fill the sentence. The students guess the game one by one up to the end.

2. The students' activity through 'Fun with English' consist of:

a. Writing dialogue

The teacher commands the students to write all dialogue to be discussed together. There are twenty students answer "like" because the teacher ask them to write all the dialogue and discuss together, they know each sentence and the meaning, they like to write rather than speak in the class, and ten students answer "dislike" because they feel tired when they write all dialogues, the dialogue is too long, they miss some words because it is too fast for them.

b. Reading dialogue

The teacher gives instruction to the students to read the dialogue after writing dialogue. The students practice it one by one according to the dialogue that was written. There are fifteen students answer "like" because they prefer reading dialogue than writing dialogue, by reading dialogue they understand how to pronounce correctly, they can dialogue with their friend, and fifteen students answer "dislike" because they are not confidence to read dialogue loudly, they are afraid make mistake in their pronunciation, they do not want to read it because it is too long, they can not read fast, they can not read fluently.

c. Repetition of pronunciation

The host of 'Fun with English' pronounces one word then the students must repeat it after him. Sixteen students answer "like", because they can pronounce the word together, and make them spirit to speak up, the host pronounce clearly, the vocabularies is short not too much and not too long, it adds their vocabulary, they and fourteen students answer "dislike", because the students feel bored with it, they are not confidence to pronounce the word, they can not hear clearly, they can not look the word that written on the video.

d. Guessing pictures

The host distributes the picture then the students must guess the word relates to the picture correctly. Twenty two students answer "like" because, it is easy because it explains the word on pronunciation before, the pictures is cute and interested besides, from the pictures they can answer the meaning. Eight students answer "dislike" because they are difficult to guess it, they are lazy to answer it, they do not care with it, and they do not understand it.

e. Guessing the games

There are many kinds of game the host distributes the game and explain it then the students must answer it correctly based on the game. There are twenty five students answer "like" because they feel fun with the game, the game is short and easy, the game takes from the dialogue so they students can be easy to answer, by playing game can reduce the students' bored ness, and five students answer "dislike" because they feel bored by this game, they are lazy to answer the game, they underestimate it because it is like kids' toy,

There are many reasons that make students are interested and not interested with 'Fun with English'. From all reasons above we can know what technique and activity which is liked by the students. 'Fun with English' is only a media of teaching; in this case the teacher must be able to control and give direction to the students so that they can understand and know their duty and active in the classroom.

3. How 'Fun with English' improve the students' motivation

There are three points that support 'Fun with English' to improve the students' motivation. It consists of the first about the material is easy or not easy for them, second about the technique of 'Fun with English' that prefer, and the last is the teacher's performance.

a. Are the materials of 'Fun with English' easy for the students

The materials that are given to the students of Mts Nyai Hj. Ashfiyah through 'Fun with English' are not easy at all, because there are some vocabularies that they did not know, so the students must open dictionary to know that word. However, the host of 'Fun with English' and the teacher explain clearly enough because they explain by using some explanation and using picture as teaching aids to make them understand more. Not only that to make them understand the material, but 'Fun with English' also gives the students exercise and game to help them enjoy and understand more.

b. The technique that the students like most or prefer

There are two techniques; those are guessing picture and games. These techniques can make them fun, because they can play several games, and guess the words based on picture. It is not too difficult, because they can guess the words because it is replayed from the pronunciation. And the students can answer the game, because the game is taken from the previous dialogue. It can make them easy to answer it. In the other hand there are around twenty of students prefer to those techniques.

c. The teacher's performance

The teachers' performance is very important to support the students improve their motivation through 'Fun with English' media. The teacher stimulates the students about the topic before the lesson started. The teacher also checks the students' exercises when they do it. The teacher helps them to explain the phrasal verb, because it is still difficult for them to understand it. Besides, the teacher gives the students assignment to translate the dialogue. It is to make the students know all meanings. The teacher teaches through 'Fun with English' is to improve their ability to think and active in the class purely.

From the description above can be concluded that 'Fun with English' improve the students' motivation through three ways, the first the materials; involve the sentence of dialogue, grammar and the meaning that is delivered is not too difficult, because there is the host that helps to explain it easily. Second the technique that is used is simple, easy and fun. It is to help the students prefer to learn English. The last is the teacher's instruction. It is very important to support 'Fun with English' to improve the students' motivation. The teacher has to gives clear instruction, and explanation to make them easy to do the activity through 'Fun with English.'

2. What are the obstacles of teaching by using 'Fun with English'?

This is the last problem; the researcher wants to know some obstacles of the students to improve their motivation are. There are some obstacles to improve the students' motivation, it involves:

Actually there are many students of eight grades at MTs Nyai Hj. Ashfiyah are not able in speaking English, so the teacher has to drive them by some ways as following: she has to stimulate the students before giving the material, she has to explain the material and each technique of 'Fun with English', she has to speak English more with the students by using the vocabularies that is given, she has to give some questions to measure the students understanding of the material.

Besides the size of the students are very big. There are thirty students in B class of eight grades. The teacher needs a hard work to control the students in the classroom. However the teacher has to be able to control and monitor each student to make sure that the students can follow the instruction smoothly. She can control them by giving the activity of each student such as every student has to make dialogue each other, besides give every student a chance to answer the teacher's question. The teacher does not ignore the students to make noisy and talk each other when she explains the material. Try to make the students listen the explanation. And make the students more active in the classroom.



CHAPTER V

CONCLUSION

In this chapter there are two points that is discussed, it is about conclusion and suggestion

A. Conclusion

The researcher concludes the whole of this research by the title "Using 'Fun with English' to improve the learners' motivation: an observation of Mts. Nyai Hj. Ashfiyah." The researcher observes the students who are taught by the teacher using 'Fun with English'. From the results of problem of study that was written in the previous chapter can be concluded as following:

There are three points that support 'Fun with English' to improve the students' motivation. It can be concluded that 'Fun with English' improve the students' motivation through three ways, the first the materials; involve the sentence of dialogue, grammar and the meaning delivered easily. Second, the technique used is simple, easy and fun. It is to help the students like to learn English better.. The last is the teacher's performance. It is very important to support 'Fun with English'. The teacher gives clear instruction, and explanation, it makes the students easy understand it.

Meanwhile, there are the obstacles of teaching by using 'Fun with English' to improve the students' motivation. There are two factors as following: the first is the students' ability in English skill, they are still difficult to master English especially to speak English. They have to study English hard; they need the teacher's help to be able to speak English. Second, the class is big. The students have to listen and give attention to the teacher instruction, besides the teacher has to control and monitor their activity during teaching and learning process. It is to make the students are more active and focus on the material that is delivered.

From the result of data above can be concluded that learning English through 'Fun with English' can improve their motivation, because there are many factors to improve the students' motivation. Not only from the techniques of 'Fun with English' that is important, but also the teacher performance too.

B. Suggestion

1. For the teacher

The researcher concerns that when the teacher teaches the students have to always control and monitor them every time. If the teacher does not manage the class and ignores them and also does not give direction and instruction to do activities, they will make noise and make the students lose motivation to learn English. They need teacher's affection to improve the motivation.

The research can run well if the facility of the school involves the laboratory of language room. Besides, do not forget to prepare the video record of 'Fun with English' and choose the material that relates to syllabus. It is very important in this teaching by using 'Fun with English'. If it possible the teacher can prepare some quizzes or exercise that is made by the teacher to measure the students' understanding about the material of 'Fun with English'.

In this teaching the teacher has important role, because the students pursue the activity of 'Fun with English' by teacher's instruction. Besides, the teacher can maintain and control the student's behavior in the classroom. It is to make the students spirit to learn English. The students need the teacher's motivation to do some activities or assignment, because the students can not control themselves to create several activities. The researcher's expectation is to make this teaching usefulness for the students in the future.

2. For the students

The students have to listen and speak more in teaching and learning using 'Fun with English' because 'Fun with English' gives many teaching activities to make the students be active in the class. Therefore they do not be shy and silent in the class during teaching and learning process. They have to pay attention to the teacher's explanation to understand all materials. Don't make noisy in the class, and don't talking each other when the teacher give explanation or exercises.

The other advice for the students, they have to ask something that they think difficult to understand the material to the teacher. It is to make them easy to understand from all materials that are delivered. If the students need repetition to display the video they have to talk to the teacher. The purpose of this research is making the students be active in the class not only do all exercises but also speak up more to improve their motivation.

3. For the further research

Do the best to fulfill the data and to succeed the research. Don't put until tomorrow what we can do today, because the time is golden.

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BIOGRAPHY

I was born in Surabaya, east java on September, 17 1987, the sixth daughter of six families, the couple of H. Syafi'ul Huda and Hj. Chanifah. I have studied elementary school up to junior high school in my own district, and for senor high school I have studied in Singosari-Malang, begun 2002 up to 2005 years. When I was a student, I have ever followed Pramuka up to Jambore Nasional. This is my best experience, because I could meet and greet many people from many cities of Indonesia. Besides I met Bpk. Gus Dur as the president and Bu Megawati as the vice president.

The next education I study in university of IAIN Sunan Ampel Surabaya. I take English Department of Tarbiyah Faculty. From the first semester up to third semester I am active in one of UKM, it is PMII. From this organization I get many experiences to interact and make socialization with many people either direct or indirect. Besides by following organization I have many friends.

APPENDICS I

THE LIST OF STUDENTS

Kelas : VIII B Semester : Genap

No.	Nama	Jenis	1 st	2 nd	3 rd	4 th
110.	Tama	kelamin	meeting	meeting	meeting	meeting
1.	Amedya Rusita S.	Р	V	V	V	v
2.	Atrianah	Р	V	V	v	v
3.	Adelia Sukma	Р	V	v	v	v
4.	Arin Nur Yahya	L	V	v	v	v
5.	Bagus Anggoro	L	V	V	v	V
6.	Beta Purwaningsih	Р		v	V	V
7.	Fitria Ningsih	Р	V	v	V	V
8.	Fidiana	Р	V	V	v	V
9.	Fajar Agustina	Р		V	V	V
	Feny Susanti	Р	V	V	V	v
	Iwan Ghozali	L	V	V	v	v
12	Izzatul Auliya	Р	V	v	V	v
13	Muhammad Rizki	L	v	V	V	v
14	M. Nurul Khabib	L	V	V	V	v
	Meyta Rahmania	Р		V	V	v
16	Maya Deviana	Р	v	v	V	v
17	Nur Hidayatul M.	Р	v	V	V	v
18	Nur Khasanah	Р	v	V	V	v
19	Nenik Istianah	Р		v	v	v
20	Nurin Puspita	Р	V	V	V	v
21	Reni Rahayu	Р	V	v	v	v
22	Rizki Dwi P.	L	V	v	v	v
23	Richi Dwi Saputra	L	v	v	v	v
24	Retno Puji Rahayu	Р	V	V	v	v
	Wiwik Purdian Sari	Р	V	v	v	v
26	Wahyu Saputra	L	V	v	v	v
27	Wandi Susanto	L	V	v	v	v
28	Yusuf	L	V	v	v	v
29	Yayang	L		V	v	v
30	Yeni Agustina	Р	v	v	v	v

APPENDICS II

THE INSTRUMENT OF CHECKLIST OBSERVATION

THE OBJECT OF RESEARCH	Yes	No
The teachers' activity		
The teacher stimulates the students about the material	V	
She gives explanation	V	
She gives feedback to the students	V	
She controls and monitors the students' activity	V	
She commands the students to remember and write the	V	
dialogue		
She commands to them to read the dialogue	V	
She commands them to pronounce the vocabularies	V	
She divides them into the group		V
She commands to guess the picture and game	V	
She correct the students' exercise	V	
She gives question to the students	V	
She gives test in the final of teaching		V
She gives take home assignment	V	
The students' activity		
The students listen to the teachers' explanation	V	
They answers the teachers' question	V	
They do the teachers' instruction	V	
They listen to 'Fun with English' video	V	
They writes the dialogue	V	
They reads the dialogue	V	
They imitates to pronounce the vocabularies	V	
They make a group		V
They guess the words of the picture	V	
They ask some words to the teacher	V	
They do their home assignment	V	

APPENDICS III

Questionnaire

- 1. Apakah kalian suka 'Fun with English'? Mengapa?
- 2. Dalam 'Fun with English' terdapat empat tehnik yang diajarkan yaitu pronunciation, dialogue, gambar, dan game. Apakah kalian suka pronunciation? Mengapa?
- 3. Apakah kalian suka menulis dialognya? Mengapa?
- 4. Apakah kalian suka berdialog? Mengapa?
- 5. Apakah kalian suka menebak-nebak gambar yang diberikan? Mengapa?
- 6. Apakah kalian suka dengan permainan gamenya? Mengapa?
- 7. Apakah materi-materi yang disampaikan mudah dalam 'Fun with English? Mengapa?
- 8. Apakah Guru kalian memberikan instruksi yang bagus buat kalian? Seperti apa?
- 9. Apakah 'Fun with English' dapat memotivasi kalian? Mengapa?
- 10. Bagaimanakah tehnik-tehnik 'Fun with English' diajarkan kepada kalian? Sebutkan dengan jelas!
- 11. Apa saja peran pentingnya 'Fun with English' untuk meningkatkan motivasi kalian, sebutkan yang kalian ketahui?
- 12. Apakah kalian merespon pelajaran dengan baik? Sebutkan alasan kalian?

APPENDICS IV

Field Notes

First Meeting

The topic is about Modal auxiliary

The opening the teacher greets to the students then gives stimulate to them about modal auxiliary, involve; can, could, may, should, would, etc. The teacher asks the students about that, then the students answer it, but some students do not remember about that. There are twenty five students only who follow this lesson. After that the teacher explains that today the lesson uses 'Fun with English' by topic modal auxiliary. Then we go to the lab to display the video.

The main of teaching the teacher starts to play the video and asks the students to listen and write the dialogue up to the last dialogue. For second activity the teacher corrects their answer and also plays the video to correct it. The third activity the teacher asks the students about every character on the video, and asks about some meaning of words include phrasal verb. The teacher explains about phrasal verb to make them understand. The next the teacher asks the students to read the dialogue one by one, the students practice based on the dialogue of 'Fun with English'. And the teacher checks their pronunciation. The last activity is the teacher giving the students take home assignment, the students have to translate the dialogue.

For the closing the teacher closes the lesson and reminds the students to do their work to the next meeting. The video will be continued for the next meeting.

Second Meeting

The topic continues the last meeting about modal auxiliary

The opening the teacher greets to the students then asks the students about their assignment of the last meeting. Not all the students is ready with the assignment because there are some students do not come the last meeting, so they do not know about that.

The main of teaching, the first activity the teacher checks their assignment and asks one by one of every sentence to translate it. The teacher discusses together until the last dialogue. The teacher gives the correct answer to help the students when they really do not understand about the meaning. Second activity the teacher plays the video again to remember them about the material in the last meeting. Then the teacher asks the students to repeat pronunciation based on the video. The third activity the teacher also asks the students to guess the picture that is given by the host of 'Fun with English'. The teacher corrects their answer. The next activity the students listen to the host's explanation about "the expression of asking permission to someone." The last activity is the students guessing the game of asking permission. And the teacher checks their answer.

In the last meeting the video was over and the teacher closes the lesson. The teacher says to the students that the next meeting she still uses 'Fun with English' by different topic.

Third Meeting

The topic is about passive voice

The opening the teacher greets to the students and stimulates them about passive voice. The teacher asks the students about the pattern of passive voice, but some students do not know about that. The teacher asks the students to make a sentence about passive voice by using Indonesia language. The teacher also helps them to translate it.

The main of teaching the teacher asks the students to listen to the video that discuss about "protect the environment." The first activity the teacher asks the students to summary the dialogue, the students also write the dialogue to make them easy to remember it. After that they discuss the dialogue together. Second activity the teacher asks the students to mention some sentence about passive voice. The students also mention some expression to protect the environment. The last activity they correct it together and repeat the video.

The last meeting the time is over and the teacher closes the lesson.

Fourth Meeting

The topic continues the last meeting about passive voice

The opening the teacher greets to the students and then reviews the last meeting by playing the video again.

The main of teaching for the first activity the teacher asks the students about passive voice expression that was discussed the last meeting. The students answer it correctly because they still remember it. They answer one by one of each sentence of passive voice. Second activity the students listen to the video to pronounce some words, the teachers checks their pronunciation. The third activity the teacher asks the students to listen the host's explanation then they guess some pictures that are available. The students guess the word based on the picture about, then the teacher checks their answer. The next the students listen to the host's explanation about use verb three to make passive voice sentence. Then the teacher asks the students to guess the game about passive voice and they have to fill the blank of the sentence, the teacher corrects their answer according to the host's answer.

The close of the teaching the video was over and the teacher closes the lesson together.

APPENDICS V

This is for pronunciation's image





This is for guessing picture's image

This is for dialogue's image



This is for games' image



PERNYATAAN KEASLIAN TULISAN

Saya yang telah bertanda tangan dibawah ini:

- Nama : Solicha
- NIM : D05205026
- Jurusan : Pendidikan Bahasa Inggris
- Fakultas : Tarbiyah

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri

Surabaya, 21 Juli 2009

Yang Menyatakan,

<u>SOLICHA</u> NIM. D05205026