

Reinforce Students' Motivation in Learning Recount Text through Subtitled Animation Video

Imroati Istibsyaroh Ar Ruhimat⁴

***Abstract:** The use of interesting media seems promising in reinforcing the students' motivation in participating the learning activity in the classroom. Subtitled animation video as one of media which is often considered to be used in learning activity because it provides a realistic representation of the material in the classroom. Hence, a sequence of learning activity was conducted in learning recount text in which subtitled animation video was used as the teaching and learning media. This paper presents some sub topics deal with the introduction, related literatures review including students' motivation in learning process and the use of subtitled animation video in learning recount text, discussion which covers how the activity was done and resulted and the last is conclusion.*

***Key words:** recount text, subtitled animation video, students' motivation*

INTRODUCTION

Writing is one of the language skills in English which is pointed out as the hardest skill to be accomplished by Aydogan and Akbarov (204:674). The difficulties in English writing, is not only found by non-native writer but also native writer. Writing might seem easier because it can be edited and revised, but in fact it also has its own complexity. In writing activity, the writers are required not only to be able to write literally, but they also should have an ability in conducting grammatical sentences and organizing their ideas in a written form. Widdowson (1978: 62-63) adds that writing is an activity to develop a discussion and arrange different points to persuade the reader that the writer has something worthwhile to say. It means that in the act of writing, there is not only a role of writer but also a role of reader whom acts as the receiver of the text. It adds more to the complexity of writing because, by the existence of reader, the writer should be able to deliver their ideas through writing to the reader so that the reader can understand and receive what is told by the writer well.

Writing is an important activity which always happens in daily basis, whether it is for social purpose or academic purpose. In social purpose, writing is used to deliver any information or message from a person to one another as a human being needs. While in academic purpose, it is not only about delivering information or message through text writing, but also to accomplish academic assignment. For foreign language learners, writing is undoubtedly important, regardless what grade the learners are. EFL learners has an obligation to acquire some text genres in English through writing, one of them is Recount Text. Recount text is one of a required text genres which should be mastered by Senior High School Students. As belongs to narrative text, students are demanded to be able to write plots of story based on personal experience or someone's experience. Before writing a recount text, firstly the students should know how recount text looks like, how the generic structure is, what the purpose is and what the language features is used in the text. To be able to

⁴ An English Student, Fakultas of Teacher Training and Education, University of Jember

understand those points, it is an obligation for the English teacher to present the materials in order to make the learners understand.

One thing that the English teacher must consider in delivering materials to the students is how to motivate the students in learning a material because it has a big role in succeeding a learning process. Dornyei (1998: 117) convinces that motivation is responsible for determining human behavior by energizing it and giving it direction. Empowering students' motivation may not be the only one factor of the success learning process, but it indeed help both the teacher and the students to achieve the purpose of learning process. Wright (1976:1) cited in Naruzmawati, Apriliawati, Arifin (2013:2) say that many media and many styles of visual presentation are useful in English learning process. One of the media which is often used by the teachers to reinforce students' motivation in learning process is Animation Video. The animation video provides a story plot with colorful moving pictures and script which can attract students' interest. Therefore, this paper will present how the application of animation video can reinforce students' motivation in English learning process about one of text genres that should be accomplished by the high school students that is recount text.

STUDENTS' MOTIVATION IN LEARNING PROCESS

Dornyei and Ushioda (2011: 3) define motivation as moves done by person to make certain choices, to engage in action, to expend effort and persist in action. The term of motivation is often related to the success and failure of a learning process. Even with the existence of great remarkable ability of teacher and students, if there is no students' motivation in learning process, it will be impossible to achieve the learning goals in a learning process. The role of students' motivation in English learning process is essentials because it encourages the students to put their interest in the material presented by the teachers. Williams and Williams (2010) list five key ingredients to improve students' motivation, those are student, teacher, content, method, process and environment. The role of the students as the receiver of knowledge in learning process is crucial. Talking about students' motivation, there is nothing better that students themselves in order to enhance their motivation in the learning process. Surely, other than students such as teacher, learning method and process, material content and learning environment also give large contribution in students' motivation.

Teacher as the one who delivers the knowledge to the students plays a crucial role as well in empowering students' motivation in the class. Teacher's skill, qualification and knowledge in bringing the learning process may affect the students' interest in the classroom. As professional educators, the teacher is required to provide a creative and meaningful learning activity in order to reach the learning goals. Not only that, their role as the provider of learning method and process is demanded to conduct an interesting method in the learning process which may led to a conducive environment. The choice of materials in learning activity seems affecting the students' motivation as well, in fact there is no such choosing material in Indonesia because the teacher should follow the standard and basic competence provided by the government. Instead of choosing material, the teacher is required to be able to conduct a learning process of a certain material creatively, for example in choosing media.

Choosing media is essential as it can be one of reinforcement of students' motivation in the classroom.

Apart from the five key ingredients presented by Williams and Williams (2010), there are ten motivational macro strategies as a research results done by Dornyei and Csizer (1998). Those ten motivational macro strategies or called as 'Ten commandments for motivating language learners' includes:

1. Set personal example with your own behavior, means teacher as the most prominent model of the students in the classroom should have the motivation first before motivate the students into learning activity.
2. Create a pleasant, relaxed atmosphere in the classroom, in which teacher as the learning process provider should conduct a relaxed atmosphere in the classroom instead of a tense atmosphere.
3. Present the tasks properly. It can be done by setting realistic goals and offering effective strategies in reaching those.
4. Develop a good relationship with the learner. A good relationship between the learners and the teacher is a basic requirement in the classroom as both are the giver and receiver the learning material.
5. Increase the learner's linguistic self-confidence. Although students' self-confidence is not directly related to the students' capability in joining the learning process, by the existence of this condition, it can increase the students' motivation to participate more in the classroom.
6. Make the language classes interesting. As what argued before that a tense classroom's atmosphere should be avoided, the teacher is required not only to conduct a relaxed classroom environment but also an interesting one to attract the students.
7. Promote learner autonomy, in which it is essential in improving the students' motivation because learning successes and failures are to be attributed to the learners' own efforts and strategies rather than to factors outside their control.
8. Personalize the learning process, means that the learning process should be conducted where the material delivered is personally relevant to the students.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture, by introducing the cultural background of the target language, using authentic materials, and promoting contact with native speakers.

THE USE OF SUBTITLES ANIMATION IN LEARNING RECOUNT TEXT

The use of media in teaching and learning process give contributions in both learners' motivation and learners' achievement about material being studied. According to Wright (1976:1) in Animated Video as a learning media provides colorful moving pictures which seems advantageous in delivering a better presentation of a material, including recount text. Recount text is one of genre text belongs to narrative text. Formally, recount text is sequential texts that do little more than sequence series of events (Knapp and Watkins, 2005: 223). It tells a story of someone's experience in the past which structured by *orientation*, *events* and *re-orientation*. In *orientation*, the writer introduces the characters and the settings of the story. In *events*, the writer presents the events which is happened in the story as

someone's experience, while the last part, which is re-orientation is the comment or the conclusion of the writer about the story.

Recount is indeed a kind of text consists of story plots. Recounts are traditionally presented in the form of text, but as globalization era comes by, instead of in the form of text, recount also can be presented in the form of animation video. As presented before, that animation video offers a better presentation of a story plot because it is carried by colorful moving pictures which attracts the students' attention more than a text form in general. The animation used in this learning process was also provided by both English subtitle so that it made the learners easier to understand the contents of the recount. Another purpose of providing the subtitle is for the students could find what language features are used in the recount texts, those are using past tense, conjunction, time connectives, adverbs, adverbial phrase, action verbs, etc. Animation video as an audio-visual media, produces a moving image and adjusted sound which can present recount text in a concrete forms of pictures, settings and characters.

DISCUSSION

In this sub-chapter, the writer presented how the implementation of subtitled animation video can reinforce students' motivation in learning recount text. Lowe (2004) in Hwang, et al (2012: 368) suggested that animation has both affective and cognitive function in learning process. Affective function refers to portray things in a humorous, spectacular, or bizarre way so that learners will be attracted to pay additional attention to the learning materials and motivated to learn. While cognitive function refers to the clear presentation of dynamic matters (which might be abstract and difficult) that can allow learners to understand in an easier way. Hegarty (2005) adds that animations also bring more realistic representations. Based on those statements, it can be concluded that animation seems promising in empowering the students' motivation in the learning process. It can attract the students' need to know more about the material that is presented along with their motivation in participating more in classroom activity.

The statements above was also confirmed by a numbers of research that was done by Trevisan, Oki and Senger (2009) and Hays (1996) in which the use of animation in the learning process indeed helps the teacher to improve the students' motivation, participation and achievement in the learning process. Although the use of animation seems promising as the media of recount text learning activity, a well-conduct method of the study in using animation video should be prepared in order to achieve the learning goals. Regarding that requirement, the procedures in implicating subtitles animation video was conducted.

Firstly, the teacher prepared the subtitle animation video which contains a recount text as the material that would be delivered in the class. In this research the teacher used an animation video of recount text of Hiroshima Bomb victim. This animation video was chosen as the media because of the availability of subtitles, interesting and colorful animation, clear audio and well- provided generic structure and language features of recount text in the video.

Secondly, the teacher presented the subtitle animation video to the students in the learning process in which beforehand, the teacher had already told them about recount text being the main material. The subtitled animation video was played once first to give a preliminary about the story plot. After that, the teacher asked would explain some points that

should be focused by learners, such as the purpose of the text, language features used in the text, and the generic structures of the text. After the teacher gave a brief explanation about what to focus, the subtitled animation video was played for three times.

Thirdly, a discussion was conducted by asking some questions directly to the students. This step aimed to know how students' achieved the learning material knowledge as well as how it affected students' motivation in participating or answering the questions. In this part of learning activity, some questions about recount text were asked such as (1) From the text, can you guess what is the purpose of recount text?, (2) what language features are used in the texts?, (3) when does a certain generic structure (orientation, events or re-orientation) starts in the video?, etc. Besides some questions that was already prepared by the teacher, some probing and prompting questions was given in order to get students' participation fairly.

The third activity of this learning process was the main activity in which the teacher knew how students motivated after watching the subtitled animation video. As animation video gives a more realistic representation of the story, the students seems to understand more about recount text. Moreover, the animation video was also provided by subtitle. Karakas and Saricoban (2012:4) claim that many language teachers are against the use in audiovisual materials because it might distract the students' attention, especially the lower-level learners and create a sense of laziness on the students. In fact, in this research, the learners seems really motivated by the using of subtitles animation video, because by the existence of subtitle itself, it helped the students to understand more about the story. When the students understand more about the story through the video, they would feel motivated to answer the questions given by the teacher. A distraction or a sense of laziness might come from the use of subtitled animation video unless the teacher is able to conduct another creative activity as the continuation of the learning process. So, it is not typically about watching subtitled animation video only, but how it could affect the aftermath positively including increasing the students' achievement and motivation in learning process.

CONCLUSION

As conclusion, the use of subtitled animation video could reinforce the students' motivation in learning a certain material such as recount text. As an animation video provides a better and more realistic representation of recount, rather than in the form of text only, it could help the learners to develop their understanding of the material which might led into their motivation in participating the learning process. Besides, the use of subtitles animation video might distract the learners and develop a sense of laziness on them, if the learning activity process is all about watching the animation video only. A further activity as the continuation of the main step should be conduct in order not to waste what students got from watching the subtitle animation video. So that, the use of subtitled animation video as the learning media could reinforce the students' motivation in participating the classroom activity.

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