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THE STUDY OF USING VIDEO LYRIC TO MOTIVATE STUDENTS IN LEARNING PASSIVE VOICE (A Cae Study at One of Senior High Schools in Majenang)

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Abstract

This study is aimed to investigate the effectiveness of using video lyric in learning passive voice toward students' motivation and students' perception on learning passive voice using video lyric. In collecting the data, the study used qualitative method especially case study. The findings revealed that there were several steps used by teacher to give motivation in learning passive voice using video lyric: 1) giving some simulation; 2) asking students to watch some video of song; 3) asking students to sing a song together; 4) asking the students to write the lyric when the teacher explained the the passive voice; and 5) giving a treatment when the students deliver questions. Meanwhile, students perceived learning passive voice using video lyric positively. They joined with peer and other students; they also enjoyed and gave good attitude. Almost all of the students were enthusiastic when the teacher showed the video lyric. They assumed that video lyric was easier to comprehend passive voice in term of structure and formula. In addition, it improved their imagination, increased their critical thinking, creativity, and comprehension of learning experiences using new teaching aids. Using video lyric as teaching aids can help students to keep their interest in learning. It is very important for the teacher to increase their variety tools in learning activities.

Keywords: *Motivation, Passive voice, Video lyric.*

INTRODUCTION

Motivation is important in the students' learning process. Its function is to activate and increase the learning activity to achieve the goals. There are two main motivations concerning students' learning process, intrinsic motivation and extrinsic motivation. As said by Syah (2010, p. 136), "there are two kinds of motivation: 1. Intrinsic motivation—feeling enjoy and interest in a particular topic or material, 2. Extrinsic motivation—the commencement and prize, school regulation, the parent's paragon, teacher, etc". In addition, there is another version of motivation that also strongly related to students' language learning process. They are integrative and instrumental motivation.

Interest is the intrinsic motivation. It has big impact in the students learning process. Having fun only occurs when the students like the program. If the students do not have fun of the class, it is difficult to teach. The students who like a particular topic or program, will focus more on it and it becomes more engaged in learning. As explained by Ormrod (2011, p. 375), "the learners who like a particular topic spend more attention in learning and it becomes more cognitively engaged".

The students' success in learning process relies on their own motivation. It leads them to gain their goals. As said by Ormrod (2011, p. 362), "it leads to increase the effort and energy in pursuit of those goals". Therefore, motivation is the key to open their future success. Motivation takes part in influencing the success of learning, but it is also affected by the goals. If the goal is higher, then the motivation is bigger to reach it.

Unfortunately, many students find some motivation problems in studying passive voice. A passive voice is a part of a clause or sentence. Through verb, or an object of a sentence, is underlined rather than its subject (Savoia, 2016, p. 111-150). The subject merely obtain the verb. The focus is lied on the action, while the subject is not known or is less important. Those who want to discuss about the passive voice must recognize some aspects needed in passive construction.

If the students do not like the class, it is difficult to give the material. The student who like particular topic or program, will focus more on it and become more engaged in the material. Meanwhile, the students who don't like particular topic or program will find hard to reach success in their studying process.

In the classroom, the students' motivation may provide an impact on learning success. As noted by Sasson, (2018, p. 1), "motivation and enthusiasm have the roles of desire,

mood and interest, as well as a reinforcement to push you to take action and get goals”. It means that, however, it often happens that someone have the desire and interest, but she/ he lacks the motivation. This is getting frustration because she/ he wants to do something, but she/ he does not have inner power and motivation. Sasson (2018, p. 1) states that “there are many reason for motivation lack. It is due to a weak interest, idleness or shyness, and it could be due lack of self-esteem and self-confidence. In some cases, the reason is a physical or mental problem that needs professional aid”.

Seeing that fact, the writer put forward a visual video lyric as teaching aids to help students to improve their motivation in learning passive voice. One way to meet this goal is to use video lyric in teaching passive voice. Video lyric is a useful media and it has different advantages in teaching English. As Johnny (2018, p. 1-2), he defines a video lyric as “basically a music video that focuses on the lyrics to the song on screen when it is played”. The intended video lyric in the present study is the one which contains English language.

English language has an important role in the world as a number of English language learners are growing up. Various teaching methods have been examined to see whether English language teaching and learning is effective or not. Theoretical and methodological aspects of audio-visual aids in language teaching is different from language teaching-learning theories and methods that support the design of additional the technology of audio-visual aids in language teaching.

Pun (2013, p. 133) discusses technology usage in learning English language among teachers and learners. He underlines that “fast development of science and technology such as multimedia referring to computer-based interactive applications, enables people to share their ideas and information. It is a mixture of text, graphics, animation, video and sound”.

This usage of multimedia has created preferable condition in improving the interest in English language learning. It means that multimedia audio-visual aids can stimulate thinking and improve learning environment in the classroom. Johnny (2018, p. 1-2) notes that “a video lyric is preliminarily a music video that focuses on showing the lyric to the song on screen as the song is played. He said that, “video lyric can stimulate people to memorize song lyric. Besides, video lyric can enable everyone to sing”.

Research on the related topic has been conducted by Saeedi and Aso (2016). Their finding indicates that the use of English animated situated comedy has an implication on

students' view of grammar and more communicative perspective. In contrary, Pun (2013) and Anil (2013) are merely reported the technology and multimedia that have an important role on teaching and learning process. None of them focuses on the use of specific technology, in particular, video lyrics in the specific material of passive voice which was viewed from the students' motivation. To fill this gap, the present research is intended to investigate the effectiveness of using video lyric in learning passive voice toward students' motivation and students' perception on learning passive voice using video lyric.

METHOD

This study used qualitative method especially case study. The writer conducted the present study at one of Senior High School in Majenang involving fifty three participants ; they were selected purposively. In collecting the data, the writer used observation, interview and questionnaire. In observation, the writer conducted three times using non-participant. The writer recorded the conversation with naturalistic setting. After doing observation, the writer conducted interview; there were six students as interviewee with three questions. The third method is questionnaire at which the writer used closed – ended questionnaire with twelve questions. To analyze the data, the writer presented each statement in cross break table to categorize the data. Then, the writer calculated the response from the students into the table. After that, the writer also calculated the frequencies and the percentage of each statement. Fraenkel, Wallen and Hyun (2012) states that the categorical data, and groups may be analyzed by elaborating either percentages (or proportions) or frequencies using the kformula:

$$percentage \frac{number\ of\ x}{total} \times 100$$

FINDINGS AND DISCUSSION

As previously mentioned, in conducting the research, the writer used observation, interview and questionnaire. The results of observation, interview and questionnaire will be delineated in the following organization:

The Result of Observation

Observation functions to answer the first research question related to “How does video lyric affect students' motivation in learning passive voice?” The writer's classroom

observation within 3 days showed three steps of activity, such as pre-activities, main-activities, and post-activities.

In pre-activity, the teacher greeted, took a lead in praying, checked the student's attendance, encouraged the students to find out the benefit of video lyric and present the material. In main-activity, the teacher encouraged the students to give the example of passive voice that has been studied earlier. After that, the teacher opened the discussion with the students about passive voice in terms of definition, purpose, formula and example of passive voice in thirty minutes.

At the first activity, the teacher motivated students through the video lyric that was showed by the teacher. It was related with Syah (2010, p. 136) who said that motivation has two aspects: 1. Intrinsic motivation— having fun and interest in a particular topic or material, and 2. Extrinsic motivation—the commencement and prize, school regulation, the parent's paragon, teacher, etc. The teacher provide intrinsic motivation to the students, in the first activity the students enjoy and focused on video. One student asked the teacher to reply the video lyric, also during the teacher showed the video, all students sung together. This song was famous in some later and several students knew this song; so, they were excited and curious to find out what the next material that the teacher would present.

Then, the teacher ordered the students to investigate the sentence containing the passive voice. Some students wrote and gave a question to other students. They were discussed. In this observation, the teacher used discovery learning. So, the students must search their problem to found out the solution.

The result of the observation in the classroom activities, the students are more active in questioning, they were curious with the lyric. It is related with Ormrod (2011, p. 375) who explains that learners put more attention on the particular topics the students like best and became more cognitively engaged. The students are more active in questioning, they were curious with the lyric.

In post-activity, the teacher provided learning process feedback and drawing the conclusion. It was aimed to make the students easy to understand more about the materials. The teacher asked the students to make more example of passive voice and the teacher explained the next material for the students to prepare it in the next session. Finally, the teacher closed the session by taking a lead in praying.

The second session of observation was conducted at 5th on March. Same with the first session, the teacher used three steps in classroom activities. In pre-activity, the teacher gave the students question about material. The teacher gave the instruction to start the lesson. In main-activity the teacher taught the structure of passive voice, the teacher showed the video lyric with the same song lyric from One Direction entitled Still the one.

The next thing that is emerged in the finding the result is strengthened by Anil (2015, p. 122) who argue that “visual aids function to develop students’ thinking skills such as; Pronunciation, accent, vocabulary, reading, writing, listening and speaking skills can be taught using multimedia”. From video lyric the students found out vocabulary, words of past tense, punctuation and etc.

The teacher discussed structure of passive voice through the power point. She gave the students questions one by one. After that, she asked students to make a group, one group consist of six students. The students found out the example of passive voice from the song’s lyric and make example by themselves. While the teacher described the definition and the purpose of the passive voice in the beginning. It is supported by Ozkan (2010, p. 37) he state that “video lyric can assist language teaching in different ways. It enables the classroom to be enjoyable and far from being monotonous. Furthermore, it helps the learners to produce ideas for discussion. The class will get more interactive and effective”. In post-activity, some feedback and reinforcement were provided to the students. She drawn the conclusion and informed the students for the upcoming material.

In the last observation, the teacher split teaching and learning process into several activities. There were pre-activity, main-activity, and post-activity. In pre-activity, the teacher greeted, led the students to pray, checked the student’s attendance, explained the learning objectives and finally reviewed the previous lesson.

Then, in main-activities, the teacher reviewed the previous task given in the last meeting. Also, the teacher gave example of passive voice which was based on Oshima and Hogue (1997) in that “Passive voice sets the subject to receive the action verb”. Then, in the post-activity the teacher provided the feedback to the students and concluded the materials. She gave reward to the students who answered the question, also she gave reinforcement to the students. Using video lyric enabled the students to increase their motivation in learning passive voice. The teacher ordered to the students to learn and read more the example of passive voice.

The writer concluded the result of classroom observation that the teacher always gave the students a reinforcement and feedback. First, the teacher introduced what is video lyric, and the aimed of video lyric. The second, the teacher described the material of passive voice using video lyric. In the meeting, the teacher always used video lyric and some time she gave the students game or other video to made students unsaturated.

The Result of Interview

In this section, the writer discussed the data from interview with the six students to answer the second research question regarding “What are students’ perceptions about video lyric in studying the passive voice?” In this research, the writer employed semi-structured interview. The writer conducted the interview in Indonesian language. It can be seen from students’ answer based on the results of the interview.

Table 1 figures out the students’ answer on the first question. The first question is about the students perspective toward the problem occurred in learning passive voice.

Table 1. Students’ answer on the first question

Student 1: Yes. From my self sometimes still lazy to learn. The teacher has explained, but myself has difficult to absorb the material. Even in the class, seeing friends understand and I’m not, I feel most stupid.
Student 2: Yes, sometimes myself and from my friend. Myself hard to understand the material, but after using the video lyric, I gradually understand the material being taught. Besides that, the enthusiasm for learning also increased.
Student 3: Nothing. My parents always teach me to be a diligent, because the lazy people are harmful. While being taught English at this school, there is nothing that makes me bored or lacks to understanding the material.
Student 4: Yes, from my peer, he always invited me to talk when the lesson took place. I also became unconcerned.
Student 5: Actually a lot, because myself unlike learning English. It is hard to understanding the material only to got good grade.
Student 6: None. I love passive voice, in here we can compose the sentences, add vocabulary and understand to distinguish active and passive sentences that are often used in every day.

Table 1 indicates that students mostly find the learning passive voice difficult. The students had various reason why the problem occurred in the learning passive voice.

Second question is about how students perceive toward the video lyric in studying passive voice. The answer of the students’ interview is given in Table 2.

Table 2. Students’ answer on the second question

Student 1: Good. Really supports me to learning passive voice. Especially to be clearer about the lyrics of a song that is aired.
Student 2: Good, with the video lyric being displayed, I feel enjoy and relax, so to start learning is

not too tense.

Student 3: Once recommended, the use of video really helps me to study harder. Video viewing during learning also makes me not tense.

Student 4: A powerful tool for me who doesn't understand the lyrics in English.

Student 5: Good, I became enthusiastic about learning and felt learning passive voice was fun.

Student 6: Good. I like songs.

Table 2 depicts students' perceptions toward the video lyric in studying passive voice. Mostly, they had a positive perceptions towards studying passive voice which was presented into video lyrics.

Third question is about students' perception toward the advantages and the disadvantages in studying passive voice by using video lyric. The answer was described in Table 3.

Table 3. Students' answer on the third question

Student 1: Yes. I don't think there is, because the teacher' reason uses the video lyric has already been considered.

Student 2: Already. Nothing. Video that are aired still contain positive learning.

Student 3: Already. There are several. I think this lyrics video will make students dependent and can't search by themselves, video lyric feel practical for me who is lazy.

Student 4: Already, nothing. For me, all of video lyric is helpful to understanding the passive voice.

Student 5: Already. Little, when we are required to search for ourselves and the video lyrics can be accessed anywhere there are many students who copy paste the lyrics.

Student 6: Already, nothing. Because for me the lyrics are very interesting and can even sing by looking at the lyrics of the song.

Based on the Table 3, the answered of the students are various. Some students felt enjoy and enthusiastic with video lyric, they always gave the teacher a questions. Sometimes the teacher felt that the video lyric could be increased their motivation. Other students felt bored and told that video lyric could not gave positive effect for their study exactly in learning passive voice. This result was supported by Syah (2010, p. 137) notes "having less of motivation, both intrinsic and extrinsic motivation, will make students lose their enthusiast in learning process at the school and at home". It means the students who are not in the mood would not get better achievement compared to students who enjoy their studying.

The Result of Questionnaires

A questionnaire was conducted by the writer in 5 on March. Questionnaire was used to answer the second research question, regarding "What are students' perceptions of video

lyric in learning passive voice?" The writer drew the result of questionnaire in the point of table that represented questionnaire items consisting of twelve questions with 53 respondents as can be seen in Figure 1.

Figure 1. The Responses of Questionnaires

No	Question	Answers (%)	
		Yes	No
1	Is the use of video in learning English can motivate students to study?	100	0
2	Is video one of the learning tools that can provide positive effects in learning English?	62	38
3	Is video that are often aired when learning activity can increase students' active?	64	36
4	Is the use of video make students be diligent in doing assignment?	66	34
5	Is the use of video able to increase communication between students?	73	26
6	Is the use of video lyric in passive voice make students unsaturated?	100	0
7	Is the use of video lyric make easy to understanding when learning passive voice?	100	0
8	Is video lyric can help students to understanding the structure of passive voice?	92	8
9	Is video lyric can help students to know the lyric of the song?	100	0
10	Is the use of video lyric in passive voice learning help students to develop learning creativity?	96	40
11	Is the use of video lyric help students to learn passive voice widely?	100	0
12	Is the use of video lyric make students happy?	100	0

Figure 1 elaborates the percentage of students' questions on the second research question. The result will be described in the following parts:

Question number 1: Fifty three students (100%) believed that the use of video lyric can increase their motivation to. In contrast, all students agreed that the use of video as a tool of learning able to stimulated and grew up their motivation.

Question number 2: Thirty three students (62%) agreed that video was only tool in learning activities that provide the positive effect. Twenty students (38%) disagreed with the statement because based on their reason, not only video could provide positive effect, but there were so much the tool of learning activity that can gave positive effect during the classroom activities.

Question number 3: Thirty four students (64%) agreed with questions that video can increased students' active in the class. Yet, ninety students (36%) disagreed with the statement because their perception about video was not supported to makes students active in the class.

Question number 4: Thirty five students (66%) agreed with the statement. Few students disagreed of the statement that video makes students diligent in do the homework. They said that the video made students addicted and dependence to watching rather that do the homework.

Question number 5 : Thirty nine students (73%) agreed with the statement that video able to increase the communication between students it can be seen during the writer

doing the observation in the class. Few of students shared their ideas, and asked opinion from others. Fourteen students (26%) answered “No” because during the classroom activities there were no active and preferred doing the activity by themselves.

Question number 6: Fifty three students (100) answered “Yes”. It means all students agreed that the use of video lyric in learning passive voice could not make them unsaturated.

Question number 7: Fifty three students (100%) answered “Yes”. It means all students felt helped with used the video lyric in studying passive voice. To understand it, the students found it easier to use the video lyric than other tools in learning activities.

Question number 8: Forty nine (92%) students agreed that video lyric can helps to understanding the structure of passive voice. They felt contented with the help of video lyric in learning passive voice. Structure of passive voice was faster to be understood with the showed lyric of the song and sang together. Four students (8%) disagreed with this statement.

Question number 9: Fifty three students (100%) agreed with the statement. It means all students felt helped with video lyric to find out the lyric of the song.

Question number 10: Fifty one students (96%) answered “Yes” and two students (4%) responded “No” with the questions because based on interview the students felt not diligent and unlike English.

Question number 11: Fifty three students answered “Yes” with the statement. All students could explore passive voice by using video lyric.

Question number 12: All respondents answered “Yes” with percentage 100% (students). All of the students were very happy and enjoyed in learning passive voice using video lyric.

From the research finding, the using of video lyric in learning passive voice can be used in learning process. It is strengthened by Ozkan (2010, p. 37), who argues that “video lyric can assist language teaching in different ways. It creates the classroom fascinating away from being monotonous for the learners. Besides, it assists the learners to create ideas in discussion. It makes more interactive and effective class”. The first previous study reported by Saeedi and Aso (2016, p. 18-23) also investigated the learners’ attitudes toward this approach to grammar instruction that increases students’ motivation.

CONCLUSIONS

In responding the research question, the writer found that the using video lyric in learning passive voice in Senior High School in Majenang provides the student a positive effect. With regards to students' behavior, they become active, often gave some question to the teacher, and answer the question from the teacher. In addition, they looked enthusiastic when the teacher shown the video lyric from the beginning until the end of classroom activity.

The writer asserts that the students generally happy and have a good excitement in video lyric. They assumed that video lyric could ease their understanding in passive voice in the aspect of structure and formula, improve their imagination, increased their critical thinking and creativity and also students' comprehension of learning experiences using new teaching aids.

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