

THE LOUSING METHOD TO INCREASE STUDENTS LEARNING MOTIVATION IN LEARNING ENGLISH

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Abstract

This study aims to know the effectiveness of the lousing method in increasing the motivation to learn English in the seventh-grade students of MTs Nurul Jadid. This study used a pre-experimental design using one group pre-test and post-test. Based on the results of the pre-test with a value of 32.77 and a post-test value of 67, it was proven that the post-test value is greater than the pre-test value. Meaning, there is an increase in student learning motivation. While, the results of the t-test ($40.575 > t\text{-table } (2.060)$) indicates that H_0 is rejected and H_1 is accepted. Meaning, the lousing method is very effective in increasing students' motivation to learn English. This is also evidenced by the results of observations which show that students always enjoy, are active, have energy, feel happy, interactive in class and focus on the material. Therefore, the use of the lousing method really effective to be enthusiastic in learning English in a good and fun.

Keywords: Lousing Method, Students English Learning Motivation

INTRODUCTION

At this time, education is very important for human survival. The existence of education can have a positive impact on humans, one of which can facilitate humans in their careers, because humans who have a high level of education will create humans who have a high level of intelligence as well. As emphasized by Ma'arif (1991: 27) in (Triwijayanto, 2014), education is the most important part of life, as well as distinguishing between humans and animals. According to Abu Rayhan Beruni in (Aminov, Shukurov, & Mamurova, 2021), education should be consistent, demonstrative, goal-oriented and systematic. Meanwhile, according to the National Education System Law No. 20 of 2003 article 1 paragraph 1, states that education is a conscious and planned effort to create an active learning atmosphere. So, education is a place for humans to develop their potential through learning by creating an active learning atmosphere. Here, the percentage of the quality of education can be known by looking at the level of human resources. According to (Jamoliddinovich, 2022), the quality of education is one of the most pressing obstacles in knowing the quality of human resources, this problem does not only occur in Uzbekistan but also occurs in developed countries.

Therefore, increasing the quality of human resources is used as a benchmark for the quality of education.

Increasing the quality of human resources, it must be followed by effective learning and professional teachers in delivering material to students. In Indonesia, students often have difficulty understanding subjects, especially English lessons. For this reason, it is necessary to improve teaching during the English learning process. In achieving student learning targets, it depends on teachers and students must work together during teaching and learning activities. In the learning process, the teacher only provides exercises and directs students to understand the English subject matter, the rest lies in the student's response, and how students can understand the material that has been taught by the teacher. It should be noted that the purpose of teaching English language learning starting from basic education to higher education levels is to prepare a high-quality generation, so that they are able to compete in improving the quality of human resources, develop human abilities in conveying information and communicate bright ideas through words, pictures, diagrams and others.

In fact, learning English is the language that students are most interested in because they have difficulty understanding learning English, as happened at MTs Nurul Jadid School, especially for seventh graders (BPK). After the researchers made observations at the BPK, it was found that the seventh-grade students (BPK) had problems, namely the teaching method was less attractive so that the obstacle was a lack of student motivation in learning English. This happens because the teacher does not prepare teaching methods properly. Therefore, in the teaching and learning process, it is expected to change the teaching style that makes students interested in learning English. According to (Lubis, 2018), this can be seen from the results of the percentage of student achievement in English subjects that fail as much as 70%.

The difficulties experienced by students in learning English are in the form of their incomprehension in understanding English learning due to the lack of encouragement or motivation of students to learn English. Seeing from the lack of student participation in learning English can make them bored and monotonous so that the atmosphere in the class becomes passive. If a teacher only explain materials, it is certain that students will feel bored during the learning process. Student's boredom will take their eyes off the English subject matter to something that makes them interested. This will cause obstacles or problems for

teachers during learning, for example students are sleepy, joking alone, bored and others. For this reason, it is time for teachers to change the teaching style of English learning to be innovative, effective and efficient in forming an active classroom atmosphere. Here, the teacher's role needs to be emphasized not only in delivering English learning material but also in providing encouragement or motivation for students to learn English. And the teacher presents English subject matter in an attractive form and the teacher must be smart in choosing teaching methods that attract students so that they are enthusiastic in learning English. Therefore, teachers must prepare learning models or teaching methods that make students more interested in learning English, especially those related with increasing student motivation.

According to (Wardani, et al., 2020), motivation is a drive or impulse that is contained in humans that can cause, direct and organize their behavior. According to (Igawa, 2014), motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals. So, learning motivation is a psychological state that encourages students to study seriously and have fun. Students who have a willingness to learn are a product of various factors, characteristics and the level of ability of each student in completing certain tasks. Teachers who have a high level of motivation can help increase student motivation to learn comfortably so it can be collaboration in achieving predetermined goals. When the state of student learning motivation decreases, the quality of student learning also decreases. Therefore, it is important for teachers to anticipate this situation. Thus, a teacher must be able to restore student motivation to the spirit of learning English and it is also hoped that the teacher can create teaching methods that can attract students to learn English. There are two factors in increasing student motivation, including intrinsic factors (from the students themselves) and extrinsic factors (from outside students). These two factors often occur to anyone, be it the students themselves, teachers or others, even though there is only one factor of the two. Therefore, seeing the importance of student learning motivation in carrying out the learning process with the aim of achieving satisfactory learning indicators, it is necessary to have a method that is used as a complement in the world of education. Based on the explanation above, the

researcher used the lousing method. Where, the lousing method consists of applause and sing-song which is a variation of ice breaking activities (Tamamala, Setiawan, & Nursalim, 2020).

According to (Astuti, Solihat, & Satriani, 2020), ice breaking is an activity that can be used to solve the tension and saturation of students in learning, so that the class becomes fun and more conducive. According to (Pranata, Susanti, & Jannah, 2021), ice breaking was a game or activity that serves to change the freezing atmosphere in the group. So, ice breaking is a stimulus from the teacher to restore the spirit of the student's condition if in a state of ups and downs student learning motivation. Therefore, the use of the lousing method (applause and sing song) is very important to be applied and always carried out during the learning process. On the other hand, the use of this method has many benefits, one of which is that students are invited to practice their focus during the learning process and help them understand the lesson in an easy and fun way. In addition, the lousing method (applause and sing song) can grow and restore students' self-motivation to learn English, especially for class VII MTs Nurul Jadid.

In this research, the researchers are taken some previous study that is related with this research study. The first, according to (Dewi, 2015): "*Improving students' motivation in learning English through implementation of ice breaker in the second year of eight class of MTs Pembangunan*". This research was used CAR method, according this result the technique of ice breaker made the students felt enjoy, more active, interest and make the students felt motivated to learning English. Besides that, the class condition during teaching learning process created positive atmosphere in the class.

Second, according to (Rahmayanti, Saraswati, & Bhuana, 2019): "*The use of ice breaker to improve students' motivation in learning English at the tenth-grade students of SMK YPKKP*", this research method was used quantitative with one group pretest and posttest. The results of this study explain that the hypothesis test t-test t-count (18,716) is greater than the t-table (2,052). Means, there is the difference of students' learning motivation before and after giving the treatment. Here, the use of ice breaking is effective to improve students' learning motivation in English.

The third, according to (Pranata, Susanti, & Jannah, 2021): "*The effectiveness of ice breaking to increase students' motivation in learning English*", from this study explains that

to increase students' motivation in learning English, a method is needed that can make students interested in taking English lessons. The method used in this study using the ice breaking method. This research method is pre-experimental with the type of one-shot case study pretest and posttest. The results of this study stated that the use of the ice breaking method was very effective in increasing students' learning motivation, especially at Nurul Jadid Junior High School. Seen from the data, the t-test score (2.77) is higher than the t-table score (2.042), so that in the hypothesis test it can be said that H1 is accepted.

It can be concluded that the variables are the same from several studies. To distinguish this research from other research, this research was conducted on different subjects, different objects and different research designs. The research design used in this study was a pre-experiment with one group pre-test and post-test. This study aims to increase students' learning motivation. it can be proven that this method can be used to solve problems in learning English, especially the motivation of class VII students at Mts Nurul Jadid, because the use of ice breaker can affect students' learning motivation so that this method is effective in increasing students' motivation to learn English easily and fun.

METHOD

This type of research is pre-experimental research. Pre-experimental research is a research method used to find the effect of certain treatments on something under controlled conditions. However, this research is often seen as an unreal experiment (Creswell, 2013). It is only involving one class as an experimental class which is carried out without a comparison group (Emzir, 2014).

The design used in this research is *One Group Pretest – Posttest*. This design included one of the plans of pre-experiment (Creswell, 2013). The implementation of this design was carried out with several activities, namely pretest, treatment, and posttest activities. Pretest activities are carried out at the beginning of the meeting or before treatment activities by giving tests to students. Treatment activity is a teacher's treatment in delivering material using the lousing method (applause and sing song). And posttest activities have similarities with pretest activities, but this activity is carried out at the end of the meeting. The purpose of carrying out some of these activities is to measure the level of student motivation before or after receiving treatment. The design model is as follows:

Table. 1 Design of the One Group Pretest – Posttest

Pretest	Treatment	Posttest
O₁	X	O₂

(Source Gay, 2014)

Description:

X = Treatment, namely increasing students' motivation in learning English through the lousing (applause and sing song) method.

O₁ = Student learning outcomes before being given treatment

O₂ = Student learning outcomes after being given treatment

This research was used purposive sampling technique because this sample can represent the sample that has been assessed based on the purpose and researcher's assessments. According to (Arikunto, 2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Therefore, the researcher chose class VII BPK to be a sample of 26 students (girls).

Research instruments are tools used to measure and collect data in research so that data is easier to process (Butler, 1981). The function of this research instrument is to obtain data information regarding the implementation of the research. The instrument in this study used observation, documentation and a student response questionnaire with the aim of measuring the level of student learning motivation and to know the effectiveness of the lousing method (applause and sing song) in learning English at MTs Nurul Jadid, especially seventh grade. In this study, researchers used data collection techniques with the questionnaire method. The type of questionnaire used is a direct questionnaire with a closed form, namely a questionnaire whose questions or statements are sent directly to students regarding their activity during the English learning process.

The last, the researcher analyzing data by using the inferential statistical analysis, the results are applied to test the t-test hypothesis. Hypothesis testing is assisted by the SPSS 16.0 application. To test the research hypotheses, conclusions are used, namely:

- H_0 is rejected if $p \geq 0.05$ (there is no effect of the lousing method to increase students' motivation)
- H_1 is accepted if $p < 0.05$ (there is effect of the lousing method to increase students' motivation).

FINDING AND DISCUSSION

Finding

To find out the effectiveness of the lousing method in increasing students' learning motivation in learning English requires research procedures and data analysis of research results using descriptive analysis techniques and testing hypothesis. Both will be explained below:

1. Descriptive statistical analysis research results

The results of descriptive statistical analysis showed the distribution of students' learning motivation scores before (pretest) and after (posttest) treatment. Here, the researcher will describe the students' learning motivation scores before and after treatment.

a) The results of the data analysis of students' learning motivation before (pretest) and after treatment

To provide an initial description of students' learning motivation before and after applying the lousing method, data on student learning motivation was obtained from filling out a questionnaire with a likert scale type. Filling the likert scale consists of four answers, namely strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). To find out the results of the data analysis of students learning motivation before (pretest) and after (posttest) treatment.

Based on the result of pretest and posttest), it shows student's score before applying the treatment (pre-test), the total score in pre-test was 825, the highest score was 39 and the lowest score was 26. And after applying the treatment (post-test), the total score in post-test was 1742, the highest score was 68 and the lowest score was 62. The following table shows the percentage of the frequency in pre-test and post-test.

Table 2
The Frequency Distribution and Percentage of Students' Pre-test and Posttest score

No	Motivation category	Range	Pretest		Posttest	
			F	P (%)	F	P (%)
1	Less	1-16,	0	0	0	0
2	Low	17-32	13	50%	0	0
3	Enough	33-48	13	50%	0	0
4	Good	49-65	0	0	2	7,7%
5	Very good	66-82	0	0	24	92,3%
TOTAL			26	100%	26	100%

The data of the table above indicated that the rate percentage of pre-test, there are 13 got a low category (50%), and 13 students got enough category (50%), while the rate percentage in post-test, there are 2 students got a good category (7,7%) and 24 students got that student got a very good category (92,3%). This means that the score and percentage of the posttest score is better than the pretest. It showed that students were able to increase students' motivation after treatment by using lousing method.

b) Mean Score and Standard Deviation

The mean score and the standard deviation of the pre-test and the post-test can be shown in the following table:

Table 3
Total mean score standard deviation of the students in pre-test and post-test score

CLASS EXPERIMENTAL	PRETEST		POSTTEST	
	Mean	Std. deviation	Mean	Std. deviation
	32,77	4,06	67	1,30

The data in table above shows the mean score of pre-tests was 51.15 while the mean score of the post-test increased 89.42. The standard deviation of pre-test was 19.61 while the standard deviation of post-test was 6.21.

Hypothesis testing

The result of t-test can analysis the date with help SPSS 16.0 application. The purpose of hypothesis testing is to know the effectiveness of the lousing method to increase students' motivation. The results of t test (calculation of the results of the pretest and posttest) can be seen below:

Table 4 Value of T-test and T-table
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-34.231	4.302	.844	-35.968	-32.493	40.575	25	.000

(Source: SPSS 16 for windows)

Based on the table above shows the acquisition of a significant level of $p = 0.00$. So, researchers can conclude the results of hypothesis testing that the significance level is $p < 0.05$ ($0.00 < 0.05$), then the value of the T-table from Degree Freedom 26 ($df = N - 1$) ($df = 26 - 1 = 25$). In degree freedom of 26 was found T-table at 5% was 2,060. The T-test value of this research was 40,575 higher than T-table value was 2,060. So, the result of the t test calculation states that H_0 is rejected and H_1 is accepted, meaning that there is an increase in students' learning motivation in learning English after the application of the lousing method.

Discussion

The use of the lousing method is part of a variation of ice breaking which is often used by teachers as an interesting method during the learning process. According to (Astuti, Solihat, & Satriani, 2020), Ice breaking is an activity that can be used to solve the tension and

saturation of students in learning, so that the class becomes fun and more conducive before entering into core activities. The use of this method is done to increase students' motivation and restore their enthusiasm for learning in learning English. It should be noted that students' concentration has limitations. Therefore, during the learning process the teacher must be able to provide a variety of stimuli such as using the lousing method so that teaching and learning activities become fun activities. Here, the teacher's role is needed by students, besides directing students, teachers must also be able to increase student learning motivation. However, to increase student learning motivation, there needs to be encouragement from teachers to students towards something. Teachers play an active role as student assistants to encourage themselves to have a high will and enthusiasm for learning. When students have high morale, they will have confidence in their abilities to achieve the goals they want. However, the increase in student learning motivation depends on the student's response to the lesson. If students have a good response to the lesson then they have a great chance to achieve their goals. In addition to needing encouragement to learn, students must be able to manage themselves. According to Dembo (2004) in a book entitled "*Motivation and Learning Strategies for College Success A self-management approach*", there are four items related to motivation that must be considered and carried out by students including goals, beliefs, perceptions, and expectations. These four items help students to find their identity and achieve their goals. In this book stated the four items are influenced by three factors, namely the first: personal and socio-cultural factors (individual characteristics such as attitudes and values brought by students based on previous personal, family or cultural experiences), second: environmental factors (related to instructional experiences in different courses), third: internal factors (covering students' beliefs and perceptions regarding their abilities).

Based on the description above, it can be drawn into a sentence that students' learning motivation is influenced by several factors. It's just that several factors are summarized into two factors, namely intrinsic factors (factors that occur within a person) such as having a sense of responsibility to complete tasks as well as possible and extrinsic factors (factors that occur outside one's personality) such as praise, punishment or rewards from other people for example from teachers, parents, or others. After knowing some of the factors that

influence student motivation, the researchers conducted observations and documentation to determine student behavior (activity in class). And the results of these observations indicate that most students experience problems during the learning process. This can be seen from the problems that occur in the classroom such as students being sleepy, bored, daydreaming, playing with their classmates and others. Therefore, the researcher conducted a pretest as a tool to measure students' learning motivation. That is, the researcher wants to know the students' response to learning English before the treatment is held. The pretest given to students is in the form of a questionnaire. The questionnaire format is in the form of statements or questions related to student activity in class. The questionnaire consisted of four answers, namely strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). After receiving a student response questionnaire, the researcher calculated the value using SPSS 16.0 *for Windows*. And the results of the pretest show that from 26 students or respondents can be categorized into two levels of learning motivation, namely the first level of 13 students with low motivation category and the second level with 13 students classified as moderate motivation (*see in table 2*). The results of the pretest recapitulation showed the average value of 17 items with a total of 32.77 (*see in table 3*). This is evidence that most students need encouragement to increase their enthusiasm for learning. Therefore, teachers must be able to improve teaching methods.

Based on the results of the data analysis in table 4, it shows that the use of the lousing method is categorized as successful because this method can increase students' learning motivation in learning English. This can be seen from the results of the T-test value was $40,575 > T\text{-table value was } 2,060$, meaning that there is a significant increase in student learning motivation after receiving treatment (using the lousing method).

Here, the researcher can draw the conclusion that the lousing method very influences students' motivation to learn English. Therefore, this method is very important to be applied in increasing students' learning motivation. During the learning process, students can learn in a relaxed and fun way but still focus on the material presented by the teacher, so that they can understand English learning easily.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that before using the lousing method there were problems that occurred in the classroom during the learning process. This problem does not only occur in students but also occurs in the methods or strategies used by the teacher to deliver the material. This can be seen from the results of the pretest with a score of 32.77, where the score of the pretest results belongs to the category of low motivation. After observing, the researcher tried to use the lousing method during the learning process. Then, the researchers made observations after receiving treatment (posttest). And the posttest results show that there is a comparison between before and after treatment. The scores obtained from the posttest results (67) belong to the category of good motivation. Here states that the posttest value is greater than the pretest value. In addition, the T-test result is $40.575 >$ the T-table value is 2.060. It's means that the lousing method is very effective to increase students' learning motivation in learning English. Thus, the atmosphere in the classroom becomes active and students can learn comfortably and pleasantly.

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