**USING MUSIC VIDEO ASL (AMERICAN SIGN LANGUAGE) TO IMPROVE STUDENTS’LEARNING ACHIEVEMENT AND MOTIVATION**

**1Yuliana Ningsih, 2Wan Yuliyanti**

1,2Politeknik Negeri Tanah Laut, Indonesia

Co. Author Email: [yuliana](mailto:yuliana)ningsih@politala.ac.id

|  |  |
| --- | --- |
| ***Article Info*** | **Abstract** |
| ***Article History***  *Received:*  *Revised:*  *Published:* | *This study aimed at investigating the use of Music Video ASL (American Sign Language) to improve students’ learning achievement and motivation in the State Polytechnic of Tanah Laut. The study was a classroom action research conducted in two cycles with the subjects of the first semester of students at The State Polytechnic of Tanah Laut in the course of English II in the academic year 2016/2017 with the total number of 32 students. The data sources were formative tests conducted at the end of every cycles, classroom observation, and questionnaire for the students. Data were analyzed descriptively to know the improvement of students’ achievement and motivation in learning process towards the implementation of Video ASL in the classroom. The findings of the research revealed that there was an improvement in students’ achievement, from the average score of 52.19 in the pre-cycle, 69.84 at the end of Cycle 1, and 76.41 in Cycle 2. The study also found that this learning media gave motivation to students, they became very actively participated in the class and also had very positive views towards the implementation of Music Video ASL in the classroom.* |
| ***Keywords***  *Video;*  *ASL (American Sign Language);*  *Learning achievement; motivation;* |
| ***How to cite:*** | |

**INTRODUCTION**

State the objectives of your work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Explicitly state the gap in the literature, which signifies the significance of your research. The quality of education in Indonesia has decreased. Development index in 2010 Education for all in Indonesia is ranked 65th, in 2011 fell to rank 69 of 127 countries in the world (Kompas, 3rd March 2011). The causes of the low quality of education in Indonesia include the problem of effectiveness, efficiency and standardization of teaching.

In the process of learning in class especially English subject there are several problems that occur. There are findings of English grade results that have low achievement. The problem is because English is not their native language, so they have difficulties in absorbing the science delivered and convey it in the form of English. In fact, behind the English course is hidden value that is very useful for learners, as we know that the current economy of Indonesia facing the era of MEA (ASEAN Economic Community).

English in Higher Education, especially Politeknik Negeri Tanah Laut become less desirable so students' motivation in learning English becomes low, and consequently English subject in the eyes of the students become less meaningful and the end of all that is low of students' achievement. Based on the lack of motivation and students' learning achievement, it is necessary to apply an innovative learning. One of the learning media that suits the learning characteristics is music video ASL (American Sign Language) because students prefer entertainment to learning. ASL is an international sign language that has become the foundation for other sign language in the world. By signing, the brain processes linguistic information through the eye. Shape, placement, and hand movement, as well as facial expressions and body movements, all of these play an important part in conveying information (Tom Moran, 2005).

Learning is seen as a change in human nature or ability that lasts for a time that is not just caused by the growth process (Gagne, 3: 1990). Furthermore, Skagitwatershed (2009: 1) defines learning achievement by adhering to three Bloom's taxonomies, which are aspects of cognition that refer to mental skills or affective knowledge that lead to the growth of emotional and emotional areas or are called attitudes, and psychomotorics that refer to physical skills or known by skill.

One of the influencing factors is the psychological factor. Sardiman A.M (2007: 55) states that one of the psychological factors that influence learning is the motivation factor. Motivation is a very important psychological factor in learning. Sardiman A.M (2007: 40) also suggests that "the motivation of learning is the desire to learn. Motivation in this case includes two things: to know what will be learnt and to understand the reason to learn it ". According to Mc. Donald (in Sardiman, 2014: 73-74), Uno (2015: 3), Koeswara 1989 (in Dimyati and Mudjiono, 2015: 80), that motivation is the overall power to mobilize students that give effect to learning activities and give direction to the learning activities so that the purpose of the subject of learning can be achieved. In learning, student' achievement will be better if the student has the motivation to succeed in learning achievement.

Maslow (2007: 8) reveals that motivation can include aspects of physiology, security, social, appreciation, and actualization. The theory of Abraham Maslow is known as the theory Hierarchy of Need. Aspects of motivation can be seen in the figure below:

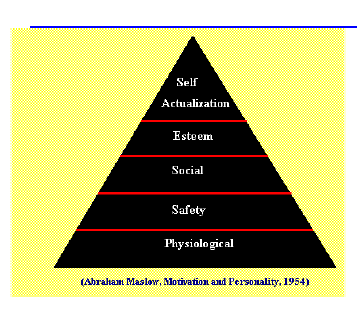


Figure 1

Aspects that include Motivation (Maslow (2007: 8)

Mahnun (2012: 33) revealed that Media is part of the learning component, the benefits and functions of the media in learning are felt by both educators and students.

ASL (American Sign Language) is a communication media for people with hearing impairements, and this communication media is included in learning for students with special needs such as Deaf whose method is known as komtal (total communication). The first person to use this term is Roy Holcomb. This term used to describe the flexibility in communicating as applied to a school in California, USA. Then in 1968, D. Denton described this method of komtal with the overall meaning of the full-fledged language spectrum, sign language, speech language, finger spelling, and reading and writing, and there is sound. (Sulastri in the Struggle S, 2014: 3)

Here are the alphabetical symbols, numbers and examples of words in ASL:



Figure 2

The ASL alphabet (Vicars, W., 2013)

|  |
| --- |
| Description: C:\Users\AR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\asl 2.png |

Figure 3

Numbers ASL (Vicars, W., 2013)

|  |
| --- |
| Description: C:\Users\AR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\asl3.png |

Figure 4

Example of Words in ASL (Vicars, W., 2013)

Based on the background description, utilizing Music Video ASL (American Sign Language) aim to improve the student's motivation and learning achievement of Politeknik Negeri Tanah Laut because it has never been researced before.

**RESEARCH METHOD**

**Research Design**

This study aims to improve students' motivation and learning achievement in English through music video ASL (American Sign Language). One of the ways to improve learning achievement is by applying various models of learning in the classroom; one of which can be applied is utilizing video music ASL (American Sign Language) that is a learning method developed by Frank Lyman. This research was conducted in the second-semester Agroindustry study program, Politeknik Negeri Tanah Laut, in the academic year 2021/2022. This research used classroom action research that is action implementation-oriented research intending to improve the quality or problem solving of a group of subjects under the study and observe the success rate or consequence of the action, then further action is given, that is, the improvement or adjustment of the action to the condition and the situation to obtain better results. Classroom action research is a study conducted by teachers in the classroom or a school of teaching, emphasizing improving practices and processes in learning (Susilo, 2007: 16). The researcher used the research procedure detailed in the outline to facilitate the action while doing classroom action research. The specifics of the research procedure created by Kemmis & McTaggart are used as the reference base for this research technique (1988)

**Population and Sample OR Subject\***

This classroom action research is conducted in 2 cycles with the first and second cycles of two meetings each.. Each cycle consists of four stages: action planning, action implementation, observation/evaluation, and reflection. Cycle I consists of three meetings; cycle II consists of 4 meetings and one test at each end of the cycle. Subjects in this research are students of the Agroindustry study program, Politeknik Negeri Tanah Laut, in the second semester of the academic year 2021/2022, 32 students.

**Instruments**

**Data for** this **study will be collected through the distribution of questionnaires,**shared **via** Google **Forms,** and distributed to participants **upon completion of** treatment.

**Data Analysis**

Data analysis obtained in this study was conducted with descriptive analysis to describe students' activeness, students' responses and competence (students' learning achievement). This instrument is for data collection in determining the level of creativity of social studies subject teachers in applying the Video music ASL (American Sign Language) approach to generate learning achievement and motivation for students. This study's data analysis includes data from implementation observations learning through video music ASL pretest and posttest cycle data. Student learning achievement is assessed through an evaluation test with an equation to calculate the average class value. Based on data collection techniques, the score of student activeness that became the basis of student motivation was collected by using an observation sheet of student activeness in class while following a lesson consisting of indicators and each indicator containing four descriptors. Range scores for each indicator are 1-5. Score I is obtained if there is a visible descriptor, while a score of 5 is obtained if all descriptors appear in an indicator. The ideal scoring span obtained is 4-21. Thus the results of calculation of MI (Mean Ideal) and SDI (Standard Deviation Ideal) are:

MI= ½ 920 + 4) = 12

SDI= 1/6 (20 – 4) = 2,67

The category of level activity is showed as the following table.

Table 1

Categorization of Activeness Levels (Students’ response)

|  |  |  |
| --- | --- | --- |
| No | Criteria | Categories |
| 1 | 18-20 | Very Active |
| 2 | 14-17 | Active |
| 3 | 10-13 | Simply Active |
| 4 | 6-9 | Less Active |
| 5 | 4-5 | Very Less Active |

Indicators that indicate the increase in students' learning activeness are the tendency to increase the average score of learning English activeness from cycle I to cycle II, and this is used as the basis to achieve the hypothesis of action. Criteria of success in this research in improving students' learning activeness refer to the student activeness score. The students' learning achievement data were analyzed qualitatively using score conversion techniques such as Table 2. The success indicators were the students could achieve the average score in moderately or more categories, the minimum absorption was 55%, and the minimum classical thoroughness of 85%.

Table 2

*Conversion of Learning Achievement Score*

|  |  |  |
| --- | --- | --- |
| No | Criteria | Categories |
| 1 | 85-100 | Very Good |
| 2 | 70-84 | Good |
| 3 | 55-69 | Fairly |
| 4 | 30-54 | Poor |
| 5 | 0-39 | Very Poor |

The formula used to measure the score of learning achievement is:

Where:

= mean score

ΣX = total score achieved by all students

N = total of students

Score average of learning achievement in the aspect of students' knowledge on the n-1 cycle

= Score average of learning achievement in the aspect of students' knowledge on the n cycle

The data from questionnaire were analyzed using Likert Scale (Nana Syaodih Sukmadinata, 2005: 240) as follows:

Table 3

*Likert Scale*

|  |  |  |
| --- | --- | --- |
| Positive  Statement Score | Categories | Negative  Statement Score |
| 5 | Strongly Agree | 1 |
| 4 | Agree | 2 |
| 3 | Undecided | 3 |
| 2 | Disagree | 4 |
| 1 | Strongly Disagree | 5 |

The guidelines of students’ response were seen as follows:

Table 4

Students’ Response

|  |  |  |
| --- | --- | --- |
| No | Interval Score | Categories |
| 1 | 54-60 | Very Good |
| 2 | 44-53 | Good |
| 3 | 28-43 | Fairly |
| 4 | 18-27 | Poor |
| 5 | 12-17 | Very Poor |

**RESEARCH FINDINGS AND DISCUSSION**

Students' response data were taken using a response questionnaire which consists of 10 items of statement to know the students activeness (motivation) toward English Classroom. The questionnaire related to the students interest (item 1 to 5), the students motivation (item 6 to 10). During the lesson at the first meeting in progress, researcher observed the students' activeness in following the lesson of English II are very low, only 6.25% or two students who were categorized as quite active and 93.75% or 30 students were categorized as less active. From the results of this preliminary study, the researcher reviewed the lack of students' activeness from the class. Then the researcher applied the music video ASL as learning media in the next lesson.

Based on the results obtained from the results of cycle I, then a reflection was conducted which obtained the conclusion that the increase of students' activeness during the first cycle has not been maximal, so it needs to be conducted in cycle II. This is also to reinforce prediction that the cause of increased students' activeness is the contribution of the implementation of ASL as learning media in English II. After the action plan, on the second cycle was conducted the same action with cycle I. In this cycle II, the implementation of ASL learning media was conducted on English competence such as; speaking, reading, writing and listening conducted in 4 meetings. Increasing students' activeness in cycle I and cycle II is shown in the following table.

Table 5

Achievement of Activeness during Cycle 1 and Cycle 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Scale Score | Categories | Total of Students | | |
| Pre Cycle | Cycle I | Cycle II |
| 1 | 18-20 | Very Active | 0 | 0 | 2 |
| 2 | 14-17 | Active | 0 | 3 | 2 |
| 3 | 10-13 | Quite Active | 2 | 19 | 26 |
| 4 | 6-9 | Less Active | 30 | 10 | 2 |
| 5 | 4-5 | Very Less Active | 0 | 0 | 0 |

Based on the table above, at the end of the first cycle there was an increase of students’ activeness in the category quite active (53.13%). But from the results were still quite a lot of students who were categorized as less active. Then cycle II was conducted, in order to students were more active. After the action was conducted in cycle II, there was an increase of students' activeness from categorized as quite active (59,38%) in cycle I to be 81,25% in cycle II. Even in cycle II there were 2 students categorized as active and 2 students categorized as very active (6.25%). In the process of cycle I, the researcher applied music video ASL as learning media when teaching English II in class about listening, reading, writing and speaking then conducted the test at the end of cycle I by applying music video ASL before the material was delivered and in the middle of the material. The test includes the competency of English. The test results indicated an increase in competence or learning achievement as shown in the following table.

Table 6

Learning Achievement Results at End of Cycle 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Scale Score | Categories | Total of Students | |
| Pre Cycle | Cycle I |
| 1 | 85-100 | Very Good | 0 | 2 |
| 2 | 75-84 | Good | 1 | 11 |
| 3 | 60-74 | Fairly | 10 | 19 |
| 4 | 40-59 | Poor | 21 | 0 |
| 5 | 0-39 | Very Poor | 0 | 0 |
| Total | | | 32 | 32 |

Based on the above table, the average students score was obtained before the implementation of music video ASL as learning media, the score was 52.19%. After the implementation of music video ASL as learning media of the test results in the first cycle, it showed that the average students' score increased to be 69.84%. After the action planning, in this second cycle was also conducted the same action but by seeking a more interesting music video ASL that encourages and motivates students in learning English II. It aimed to improve students' achievement. In this second cycle, the implementation of music video ASL as learning media was conducted on the competence of listening, reading, writing and speaking which were conducted on 4 meetings. The final test result in cycle II showed the data as the following table.

Table 7

Learning Achievement Results at End of Cycle 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Scale Score | Categories | Total of Students | | |
| Pre cycle | Cycle I | Cycle II |
| 1 | 85-100 | Very Good | 0 | 2 | 3 |
| 2 | 75-84 | Good | 1 | 11 | 24 |
| 3 | 60-74 | Fairly | 10 | 19 | 5 |
| 4 | 40-59 | Poor | 21 | 0 | 0 |
| 5 | 0-39 | Very Poor | 0 | 0 | 0 |

The table above showed that the results obtained the average students' score at the end of cycle II is 76.41. After conducting the action in cycle II, the average students' score was increased in categorized as good (24 students) while there were 5 students categorized as enough and 3 students categorized as very good.

From the data analysis on the students' response attachment, the average response of the students obtained were 44.03 with standard deviation 2, 87 which generally showed that the category of students' response was very positive toward the implementation of music video ASL as learning media in the course of English II.

Based on the observations during cycle I and cycle II there was increasing students' activeness. This finding means that the implementation of music video ASL as learning media was very helpful in improving students' activeness on the course given so that it leads to the improvement of students' learning achievement. Increased students' learning achievement can be seen from the average score on each academic test in each cycle. Other findings were the student's response to the implementation of music video ASL as learning media was categorized as positive. The positive response of students to the implementation of music video ASL as learning media in learning process of English II was indicated by several indicators, there were: the students were happy with the musical entertainment from music video ASL as learning media at the beginning and the middle of learning and it was also not tedious and besides it also gave the spirit on students’ learning. In general, this research could be said successful because some items of success criteria of action could be achieved as expected. Students’ activeness was increased categorized as quite active or more active. It showed that students’ learning achievement increased and categorized as good or better, and student's response to music video ASL as learning media in English II course was categorized as positive.

**CONCLUSION**

Classroom action research will help the researcher discover what works best in the classroom. Based on the research results, implementing ASL learning media in the course of English II can improve students learning media so that it is categorized as good. Implementing the video music ASLmethod also can increase students learning achievement and motivation in the English Subject Agroindustry study program, which can be seen from the average of pre-test and post-test students in the first cycle. This is indicated by the increase in the average score of the students, which is 52.19 at the pre-cycle, increased to 69.84 at the end of the cycle I and to 76.41 at the end of cycle II. Students' response to the implementation of ASL learning media in English II is categorized as a category. It is seen from 78.13% of students who gave very positive responses to the learning process that has been done related to the implementation of ASL music media, and the learning media makes their motivation increase. The learning achievement improved because students were more motivated in the teaching and learning process. Students are more severe in solving problems and tasks and are active during learning. The paper's main finding is that overall student success can significantly increase by consistently implementing concept motivation and action learning at all instructions. Examples of young students' motivation to learn in the classroom are based on comprehensive cooperation between school teachers and university faculty (Holmes: 1995). Due to the short time available for research, this study cannot give all study groups the chance to share the findings of their performance. However, future research may allow all study groups to do so. While individual student conditions are not conveyed in this study's observations, it is anticipated that future research will be able to track each student's condition.

**REFERENCES**

Aravindan. 2011. *What is Achievement Motivation?* [*https://www.classle.net/contentpage/what- achievement-motivation.*Retrieved](https://www.classle.net/contentpage/what-%20%20achievement-motivation.Retrieved) on January 13, 2017.

Arief S. Sadiman. 2008. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya.* Jakarta: Raja Grafindo Persada.

Arikunto. 2005. *Manajemen penelitian*. Jakarta: Rineka Cipta

Cortland, *Description ofmaslow’s Motivation Theory,* 2007

(http://facultyweb.cortland.edu/andersmd/MASLOW/HOMEPAGE.HTML)

Dimyati dan Mudjiono. 2015. *Belajar dan Pembelajaran*. Jakarta: RinekaCipta.

Gagne, Robert M. *Kondisi Belajar dan Teori Pembelajaran, versi terjemahan oleh Munandir,* Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Pusat Antara Universitas untuk Pengembangan dan Peningkatan Aktivitas Internasional, 1990.

Hamalik, Oemar. 1983. *Metode Belajar dan Kesulitan-kesulitan Belajar*. Bandung: Tarsito

Holmes Group, Tomorrow’s Schools of Education, Holmes Group, East Lansing, MI, USA, 1995.

John, W. Best. 1982. *Metodologi Penelitian Usaha Nasional*. Surabaya, Indonesia.

Mahnun, Nunu. 2012. *MEDIA PEMBELAJARAN (Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran).* Jurnal Pemikiran Islam; Vol. 37, No. 1 Januari-Juni 2012

Rozhkova, Maria. 2011. *Measurement of the Implicit and Explicit Achievement Motive: New Perspective*  (Desertation). [*http://edoc.ub.unimuenchen.de/13558/1/Rozhkova\_Maria.pdf*](http://edoc.ub.unimuenchen.de/13558/1/Rozhkova_Maria.pdf)*.*

Retrieved on January 6, 2017.

Sadirman. 2014. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PTRajagrafindo Prrsada.

Skagirwatershed. *Three Types of Learning Domain*. 2009

(file:///C:/Documents%20and%Settings/Toshiba/Desktop/Bloom%27%20Taxonomy.htm)

Sudjana, p.et.al. 1989*. Penelitian Pendidikan*. Sinar Baru : Bandung.

Sukmadinata, N.S. (2005). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.