BUILDING UP STUDENTS' MOTIVATIONS IN LEARNING ENGLISH THROUGH FUN ENGLISH LEARNING STRATEGY

SKRIPSI

Submitted in Partial Fulfilment of the Requairements
for the Degree os Sarjana Pendidikan (S.Pd)
English Education Program

By :

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14/03/2018	Abstract : Revise	
	Chapter I - II : pay Attention to the detail	
19/03/2018	Chapter IV :	
	- Data : clearly define your data	
	- State your data depend on the	
	need of your research	
	- Data Analysis	
	- Do the analysis as suitable as	
	to your research problem	
21/03/2018	Chapter V :	
	- Review the data analysis for	
	qualitative data	
22/03/2018	Review of all items	
23/03/2018	ACC	

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ABSTRACT

Yuni Sri Rahayu, 1402050271 *Building Up Students' Motivations InLearningEnglishThrough Fun English Learning Strategy*.Skripsi. **English Education Program. Facultyof Teacher Training and Education,University of Muhammadiyah Sumatera Utara, Medan. 2018.**

This research was a quantitative and qualitative research. The objectives of this research were to find out the effect of using fun English learning strategy in learning English, and to figure out students' motivation in learning English through fun English learning strategy.This research was conducted at SMK Negeri 5 Medan, Jalan Timor Ujung. The population of this results was the students of tenth grade academic year 2017/2018. The sample consisted of 66 students were taken by using cluster random sampling technique. The sample was divided into that 2 classes, the experimental group which was consisting of 33 students and taught by using the fun English learning strategy, and the control group which consisted of 33 students by using the being jigsaw learning Strategy. Multiple-choice tests were used as instruments. Each group was given pre-test, treatment and post-test. The results show that t test (25.93) is higher than t table (2.00) and degrees of freedom (df) is 64.The last hypothesis shows that Ho is rejected and Ha accepted. In qualitative data used fun English learning strategy was one of many strategies that could make the students easier in learning English especially for building up students' motivation in learning English. The first students questionnaire for maximum score was 165 the students had 149, the second questionnaire was 165 the students had 145, the third questionnaire was 165 the students had 147, the fourth questionnaire was 165 the students had 144, and the fifth questionnaire was 165 the students had 149. In implied that the use of fun English learning strategy could increase the students' motivation in learning English through fun English learning strategy.

Keywords : Fun English Learning Strategy, English Learning,

Students' Motivations

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In the name of Allah SWT, the most beneficient, the most merciful, praise to Allah SWT the Lord of universe. Firsty, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Bless and peace is upon the prophet Muhammad SAW who has broke human being from the darkness into the brightness era.

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The Reseacher

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CHAPTER I

INTRODUCTION

A. Background of The Study

Learning motivation is one of the factors that helped determine effectiveness in learning. A learner was learn well if there is a motivating factor that is learning motivation. Learners was learn earnestly if they have high learning motivation. Motivation to learn is the entire driving force within the self that leads to learning activities that ensure continuity of learning activities that provide direction on learning activities so that the desired goal by the subject of learning can be achieved.

English learning ability for students in Indonesia is very diverse. Differences in English learning ability for students have a relationship with the ability of teachers in conveying learning, approaches and strategies used, facilities and infrastructure learning, environment and student learning motivation. In the same sense, Purpura (1994), he say that strategy is a way of improving the learning ability of English. Especially with regard to the strategy of learning English, there are many ways that teachers do to build student motivation.

Based on my observations, the fact that students tend to be lazy in learning English. Because they consider learning English very boring, not fun. Students prefer to tell stories with their friends and do not care when the teacher explains the material. The classroom became noisy because they did not notice when the teacher explained. They prefer to tell stories with their friends. This is what can reduce the students' learning motivation and can reduce student learning outcomes.

According to "Sutanto Leo (2013) motivation to learn is a key aspect in many teaching and learning situations so motivation is needed in learning, especially learning English With the motivation of the teacher, learning English will not be boring for them. through learning english fun, surely they will be more motivated in learning English.

According to Jutarat Vibulphol (2016) Given that learning a second language not only learns subject matter but learners must also engage in cultural learning, motivation then plays a key role in the learning process. But in fact, the lack of teachers in designing English learning well, interesting and fun is a factor in the decline in student motivation. This is due to the huge burden of teachers. They just want to achieve learning goals only, without thinking whether the students are learning fun and motivated in learning or not.

The solution is to use strategy that can motivate learning English students, students can also understand the lesson easily. So a fun English learning strategy can help to building up students' motivations in learning English through fun English learning. So that student learning outcomes can increase.

B. The Identification of The Problem

In the the research , the problem must be clearly state in order at the opbjective of the study and the method use can be meaningfully determine. As relate to the background of this follows :

1. Benefits of motivation in learning English.

2. The influence of strategies in improving students' motivations in learning English .

3. Students' low motivation in learning English.

C. The Scope and Limitation

The Scope of this research is English learning strategies. The limitation is focused on fun English learning in build up students' motivations in learning English, use strategy fun English learning by flash cards in teaching describing people at SMK Negeri 5 Medan X grade 2017/2018 academic year.

D. Formulation of The Problems

The problems of the study are formulate as the following :

1. Is there any significant effect of students' motivations in learning English through fun English learning strategy ?

2. How is the students' motivation in learning English through fun English learning ?

E. The Objectives of The Study

The Objectives of the are:

1. To investigates the effect of motivations through fun English learning on students.

2. To find out of the students' motivation in learning English through fun English learning.

F. Significance of The Study

The findings of this study are expected useful for :

a. Theoritically

The of this research is expected to enrich the learning of reference for those who concern with teaching English to help variety of technique in teaching process, especially motivaton in learning English through fun English learning.

b. Practically

1. The Students, to increase student interest in Learning English and build student motivationin learning English fun.

2. The Teachers, for various ways in teaching English a fun and hopefully the teachers are able to increase student interest in teaching English, especially in building student motivation in learningEnglish.

3. Other researchers, to assist other researchers interested in this study. It is expected that other researchers will do more depat study to build learning motivation to learn English through fun English learning.

CHAPTER II

REVIEW OF LITERATURE

A.Theoritical Framework

Building student motivation in learning English through fun learning is the most desired by the students and expected by the teacher. because learning English fun can make students more motivated in learning English. therefore using fun learning and motivating students in learning English can build their desire in learning English a fun. there are many parts in analyzing this research as follows:

1. Learning Motivation

According " Sutanto Leo(2013) Class room management is a term commonly used by educators to manage students, facilities, equipment, and situation in the class. Nowdays, it is more on how to ensure that classroom lessons run smoothly despite different kinds of students behaviour. Motivation is key aspect in many situations of teaching and learning activity. If a teacher is exicited to teach a lesson and be with his students, there must be response of feeling from the students to catch the exitement. The teacher usually strives to make the lesson personal to the students to keep their exitement or motivation.

"According to Pintrich, (2003) Motivation explains what makes people do things, keeps them up, and helps them accomplish tasks. This means that the concept of motivation is used to describe the desire to behave, the direction of behavior (choice), the intensity of behavior (effort, sustainability), and the real settlement or achievement. Student motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the

brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while unmotivated students will learn very little and generally make teaching painful and frustrating. Fortunately, research shows that there is a lot an instructor can do to motivate their students to learn.

According to Santrock (2007), Motivation is a process that gives spirit, direction, and persistence behavior. That is, motivated behavior is a behavior that is full of energy, directed, and last long.

According to Sardiman (2000), In the learning activities, the motivation can be said as the overall driving force within the students that leads to learning activities, which ensures the continuity of learning activities and gives direction to the learning activities, so that the desired goal by the subject of learning can be achieved.

According to Dorney (2001) Motivation 'kick starts' the process,'lubricates' the parts, and fuels the engine to keep it running. Without motivation, learners may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning once experiencing hardship in the process.

in accordance with Santrock's statement above, Brophy (2004) states that motivation to learn more priority cognitive response, that is tendency students to achieve meaningful and useful academic activity and try to benefit from the activity. Students who are have the motivation to learn will pay attention to the lesson delivered, read the material so that it can understand it, and use the

strategies certain learning support. In addition, students also have an intense involvement in such learning activities, high curiosity, searching for related materials to understand a topic, and completing a given task. Students who have motivation to learn will depend on whether the activity has content that me narik or a fun process. In essence, learning motivation involves a goal an-goal learning and that strategy related in achieving goals learn it.

2. Aspects of Learning Motivation

There are three aspects of learning motivation theory proposed by Santrock (2007), namely:

2.1. Instrinsic Motivation

Namely the inner motivation to do something for the sake of something itself (the goal itself). For example, students learn to face exams because they love the eyes the lesson being tested. Students are motivated to learn when they are given a choice, are happy to face challenges that are appropriate to their abilities, and are rewarded with informational value but not used for control, such as teachers giving praise to students.

According to Sutanto Leo (2013), This is an internal individual motivation which is normally derived from involvement with previous learning activities and people around them. Every student or teacher always feels good at appreciation and is interested in rewards they get. Their feeling and interest need to be remiinded and developed to keep them feel motivated. There are two types of intrinsic motivation:

1) intrinsic motivation based on self-determination and personal choice.

In this view, students want to believe that they are doing something out of their own accord, not because of external success or reward. Students' intrinsic interest will increase if they have the choice and opportunity to take personal responsibility for their learning.

2) intrinsic motivation based on optimal experience. Optimal experience mostly occurs when people feel capable and fully concentrated while doing an activity as well as engaging in challenges they find not too difficult but also not very easy.

2.2. Extrinsic Motivation

Motivation extrinsic is which is to do something to get something else (the way to achieve the goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, students study hard in facing exams to get good grades. There are two uses of the prize, namely as an incentive to want to do the task, where the goal is to control the behavior of students, and contains information about skills mastery. which is to do something to get something else (the way to achieve the goal).

This is external individual motivation coming from teachers, classmate, people around them, or environment. To motivate students when the terms or semester begins, some teacher use the first session of the class to introduce themselves, discuss the syllabus, to inform the books to read, evaluation mechanism, and rules. It is also the right moment for teachers ton arouse students instrinsic and extrinsic motivation. Each other trises to motivate them using their

own ways such us giving advice, telling experience, informing tips how to be succesful, and soon.

2.3. Building Students' Confidence

According to Sutanto Leo (2013: 2016), As motivator, a teacher is able to encourage students who are lazy, silent, unconfident, and hopeless to become more confident and hopeful gradually. Confidence is gained when students are able to do something which prides themselves on their abilities. This confidence develop when they get regular oppurtunities to demonstrate their abilities followed by feedback, appraisal, and praise from other students or the teachers. Praise build students' self-confidence, comopetence, and self-esteem.

On the other hand, they can lose their confidence and will never try again if they feel embarrassed, unappreciated, dissaponted, frustrated, or being looked down by others including the teachers. Negative comments and feedback can de-motivate students. It is such a disaster if students become de-motivated.

For example, after giving a teaching presentation or and explanation, a teacher asks a question to students referring to it. A shy ur confident student will never answer the question because he does not want to lose his face by making mistake in front of other students. If the student gets opportunity to discuss the answer with their friend in a relaxed atmosphere, he will have courage to join the discussion. This is right opportunity to build confidence.

3. **Factors Influencing Learning Motivation**

According to Brophy (2004), there are five factors that can affect motivation to students learning, namely:

a. Teacher Expectations

b. Direct instruction

c. The appropriate feedback

d. Power and gifts

e. Punishment

Based on Sardiman (2000) states that the forms and ways that can be used to foster motivation in learning activities are:

a.Giving a numbers, this is because many students learn with the main goal is to achieve a good value / value.

b. Competition / competition

c. Ego-involvement, which is to raise awareness to the students to feel the importance of the task and accept it as a challenge so that work hard with the risk of self-esteem.

d. Giving a repeat, this is because the students will be keen to learn if you know there will be repetitions.

e. To inform the results, this will encourage students to be more active in learning especially if progress is made.

f. Praise, if there are students who successfully complete the task well, this is a form of positive reinforcement.

4. **Skill of Teaching Teacher's**

4.1.Understanding Teaching Skills Teachers

Acordingto Uno (2006) Teacher teaching skills are one of the kinds of skills teachers have to master. By having teaching skills, teachers can manage the

learning process well that implies the motivation to learn and improve the quality of school graduates.

4.2. Aspects of Teacher's Teaching Skills

According to Pintrich&Schunk (2002) There are six aspects that describe the skills of teaching teachers:

a. Reviewed learning. This is done with a short repetition of previous learning, check the assignment given in the previous day, and re-teach the material if needed. This skill aims to help prepare students in learning new material and create an initial awareness of students' learning abilities. In addition, teachers can release information in the students long-term memory and provide a cognitive structure to incorporate new material. It is easier for students to process information if they combine new information with previous learning because it will build a more organized knowledge network.

b. Provide new material. Giving new material is done using simple steps and clear and detailed instructions and explanations. Simple steps aim to ensure that students' ability to process information is not overloaded and students can process information effectively and store it in memory before new material is given. Clear and detailed instructions and explanations aim to ensure students understand the content of the material and are not tied up in complex mental processes to understanding what the teacher is saying.

c. Can check students' understanding. Exercise is a form of repetition, which. Providing exercise. The training should be accompanied by teacher guidance so that teachers will help to organize and store information in memory. With repetitive exercise, materials and skills learned can be understood with little attention.

d. Provide feedback (feedback). Feedback is another source of effective learning. Teachers who tell students that their appearance is good, provide correct information when misunderstandings occur to students, and if needed to re-teach materials that students have not understood will help strengthen students' early awareness of their ability to learn.

e. Provide self-training. Self-help can improve skills. Students who can do the task because of their own ability will feel very capable in learning and motivated to improve it.

f. Revisiting material that has been taught with a distance interval (weekly or monthly). Periodic repetition where students have good appearances shows that students have learned and retained information, which will improve motivation for subsequent learning as it ensures students' confidence in their abilities.

5. **Fun English Learning Strategy**

Fun English learning is a learning system that seeks to arouse interest, full engagement, and the creation of meaning, understanding, and a happy value to students. in other words is learning in which there is no more pressure, both physical and psychological pressure. Because, whatever pressure his name

will only dwarf the minds of students, while any freedom of his form will be able to encourage the creation of a conducive learning climate (learning climate). Fun Learning is to make the class so fun, do not monoton. Fun Learning can make students have the motivation to continue to find out, to keep learning.

According to DfEE (1993), learning strategies adopted to develop student employability have been wide-ranging. Developing employability skill can be time-consuming. So fun learning is the approach used by teachers in this case is the teacher to make students more able to receive the material delivered which is due to the pleasant atmosphere and without the tension in creating a sense of pleasure. The creation of a sense of joy in relation to the condition of the soul is not a process of learning it creates a noisy atmosphere and rah-rah. And fun or exciting in classroom learning does not mean creating a melee atmosphere in classroom learning but the excitement here means arousing interest, full engagement and creation of meaning, understanding (mastery over learned material) and student's happy value.

According to Loima (2014), other motivational strategies that apply external control to student learning such as giving direct feedback and using external motivational sources, such as rewards and punishments, are also practiced in a number of classes. Examples of teacher-led classroom activities observed in this study include conceptual or regulatory explanations, new task demonstrations, language practices such as reading the text aloud in a choir, doing exercises on the board and giving feedback on student assignments. Externally motivated, some students are observed gradually losing their internal interest in

situational learning during the lesson and just doing what they are told to do without any natural interest or involvement in the learning task.

According to Dörnyei (2007), students' internal motivations are not only initialized but also protected and maintained as some 'essential' language learning tasks may be unattractive to students. Encouraged to study together with the whole class, regardless of individual differences, students are left with little room for self-study, self-satisfaction and self-interest, which will not support the development of student autonomy

According to Kelly's (1969), the conceptualization of language teaching has a long, fascinating, but rather turtous. For ever a century, language educators have attemped to solve the problems of language teaching by focusing attention almost exclusively on teaching method. Pleasant learning (Joyfull Learning) is not just learning that requires children to laugh out loud, but a learning in which there is a strong cohesion between teachers and students in an atmosphere of absolutely no pressure. There is only a braid of mutually supportive communication.

Fun learning is very needed in the learning process, especially on Indonesian language education. So the researchers apply a fun learning method that is how to learn fun and fun centered on the psychological condition of students and the atmosphere of the environment in doing teaching and learning process. This method is a way to create a sense of love and a desire to learn.

Through fun English learning method, the teacher can change the class into a mini community learning community which every detail has been

changed thoroughly to support optimal learning by how to arrange the bench, apply the class policy, to the way of designing the teaching. Thus, dynamic students can follow the learning so that the world of teachers with the world of students can be bridged to facilitate teachers to build links, quickly complete the lesson material, make learning results more attached, and ensure the transfer of knowledge. The key ingredients to building a good atmosphere are intentions, relationships, excitement and awe, risk taking, belonging, and exemplary.

6. **The Way or Technique Makes Fun Learning and Successful**

In the process of learning the teacher must have a goal which the teacher wants the goal of learning that can be achieved with the state of the student happy and fun. The way is:

a. Create an environment without stress (relax) - a safe environment to make mistakes, but hope for success is high.

b. Ensure that the subject matter is relevant - the teacher's explanation is in accordance with the reality that the student has seen or experienced it, so that it is not too far between the lesson with the student's shadow.

c. Ensure that learning is emotionally positive-because in general when learning is done with the teacher, when there is humor and encouragement, regular breaks, and enthusiastic support.

d. It involves consciously all the senses as well as the minds of the left brain and right brain. Because if the sense of movement does not coincide with the work of the brain (daydreaming) then the learning can not be effective.

e. Challenge a student's brain to think far ahead and explore what is being learned with as much of the relevant intelligence as possible to understand the subject of the english lesson.

f. Consolidate the already learned material by reviewing in relaxed alert periods.

B. Conceptual Framework

Basically, staying in the classroom to get some teaching materials is a kind of tedious activity for students. It is very difficult for them to formally study the situation every day. It also happened in SMK Negeri 5 Medan. They feel bored in the class even though the teacher has initiated them to actively follow the learning process of english.

For that, building students' motivation in learning English through learning english a fun is needed. By motivating students that learning English is not difficult. And with flash card while learning can improve students' learning motivation in learning English with fun.

C. Hypothesis

Based on the explanation of both theoretical and conceptual framework above, the hypothesis can be formulated as:

Ha: There is a significant effect of motivation in fun learning English on the students'.

Ho: There is no significant effect of motivation in fun learning English on the students'.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research wasconducted at SMK Negeri 5 MedanJln Timor. This research was focused on the students of class X Academic Year 2017/2018 in second semester. The reason for choosing this school because based on observations, researchers know the problems of students, especially in building up students motivations in learning English through fun English learning.

B. Population and Sample

1. population

The population of study was taken from the students of Tenth Gradeat academic year 2017/2018 SMK Negeri 5 Medan, consisting of fourteen classes andfour departments. The first is the class TITL(Tekhnik Instalasi Tenaga Listrik), TPM (Tekhnik Per Mesinan), DPIB (Desain Pemodelan dan Informasi Bangunan) and TOKR (Tekhnik Otomotif Kendaraan Ringan). They areX TITL 1, X TITL 2, X TITL 3, X TPM 1, X TPM 2, X TOKR 1, X TOKR 2, X TOKR 3, X TOKR 4, X DPIB 1, X DPIB 2, X DPIB 3, X DPIB 4, X DPIB 5 with number of students 460.

Table3.1

The Population of the Research

No	Class	Population
1	X TITL 1	33
2	X TITL 2	32
3	X TITL 3	34
4	X TOKR 1	33
5	X TOKR 2	33
6	X TOKR 3	32
7	X TOKR 4	34
8	X DPIB 1	32
9	X DPIB 2	32
10	X DPIB 3	34
11	X DPIB 4	32
12	X DPIB 5	32
13	X TPM 1	34
14	X TPM 2	33
Total		460

2. **Sample**

In taken the sample, the researcher was use Cluster Random Sampling to decide the sample because many of classes in this school. The researcher was use Cluster Random Sampling technique by cards,after the researcher mixed these

cards for a moment, two cards was taken randomly as the Sample of research. According Sugiyono (2010) Cluster sampling is a probability sampling procedure in which elements of the population are randomly selected in naturally occurring groupings (clusters). Cluster sampling involves the selection of population elements not individually, but in aggregates. The characteristic of the sample is expected really appropriate in this research. So, the research taken 2 classes, they are X TITL-1 class and X TPM-2. The first calss is X TITL-1 as Experimental Group while the second is X TPM-2 as Control Group. Continuously, the sample of the research was listed in the table below.

Table3.2

The Sample of this Research

No	Class	Class	Sample
1	X-TITL I	Experimental group	33
2	X-TPM 2	Control group	33
Total			**66**

C. Research Design

The descriptive quantitative and qualitative research was applied in this study. In conducted the design, the sample wasdefided into two groups, namely experimental group and control groups. Next, pre-test, treatment and post-test wasconducted in both group. The experimental group was treated by fun English learning, and control group was treated by lecturing method. The design

wasapplied to determine the effect of fun English learning in building up students' motivations in learning English through fun English learning. The explanation can bee see in table 3.3.

Table 3.3 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	ü	Fun Learning	ü
Control	ü	Lecturing Method	ü

a. Pre-Test

Both groups, the experimental and control group was given pre-test before the treatment. The function of the pre-test is to know scores of experimental and control group.

b. Treatment

Experimental and control group was taken by the same material but in different way in teaching . Treatment given to both experimental and control group. The experimental group was use fun learning, while the control group was taken by using the Lecturing Method.

3.4.Treatment in Experimental and Control Group

No	Experimental group	Control group
1	Teachergreets the students to open the class.	Teacher greets the students to open the class
2	Teacher gives pre-test	Teacher gives pre-test
3	Teacher collects the students answer sheet	Teacher collects the students answer sheet
4	The teacher give explanation about material describing people with example.	The teacher give explanation about material describing people, with example
5	Teacher ask students about material.	Teacher ask students about material.
6	Teacher use flash card	Teacher make group consist 5-6 students
7	After that the teacher introduction and explanation about using flash card in process teaching learning	Teacher told students to make some explanation about picture about describing people.
8	After the explanation teacher make the group of consist 5 -6 students, and invite students to answer characteristic about picture together. And ready to answer each group will asked to find the characteristic about picture of describing people. And the fast give skor.	Students practice in front of class and follow other group.
9	After that the teacher give excercise to every group about material describing people to see the understanding about material describing people.	And teacher give conclusion about material
10	before closing teacher	

	give the conclusion and explain again about the material.	

c. Post-test

Post test was given to the students after conducting the treatment. The test was given same with pre-test to both of experimental and control group, in order to find out the students' achievement in speaking by using motivation in learning English through fun English learning by lecturing method.

D. The Instrument of the Research

The instrument of this research is written test. The test is multiple choice. The test which consist of 25 items. Each correct answer was scored 4 points and for incorrect answer 0. The test was taken from English Textbook.So the highest of the test was 100 calculating by using formula :

$$Score = \frac{True\ items}{Members\ of\ items} \times 100\ \%$$

Besides the test item, another instruments that was used are interview and questionaire. The instruments was used to do the cross check between the source obtimed and the students' motivations in learning English. And the observation was used as the supporting data to see how in the students' motivations in learning English.

E. Technique for Collecting Data

Quantitative data was used in this study. The instruments for collecting data is by written test, some steps wasapllied as follow :

1. Giving pre-test to both of the groups.

2. Submitting the pre-test.

3. Scoring pre-test to both of the groups.

4. Giving treatment to both of the groups.

5. Giving post-test to both of the group.

6. Submitting the post-test.

7. Scoring post-test to both of the groups.

F. Technique of Data Analysis

After collecting the data, some steps is applied data, they are :

1. Listing their score into two tables. First for experimental group scores and second for the control group scores.

2. Proving by hpothesis of the research, the data is analyzed by applying formula as the follow (Sugiyono, 2015)

3. Calculating the total score of post-test in experimental group and control group.

4. Finding the mean score of pre-test and post-test in experimental group and control group (Sugiyono, 2015)

a. Calculating Mean Score:

b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}}$$ (Sugiyono, 2015)

c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum Xi^2 - (Xi)^2\}\{n \sum yi^2 - (yi)^2\}}}$$ (Sugiyono, 2015)

d. Hypothesis test (t-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$ (Sugiyono. 2015)

Where:

t = t-test

$\bar{x}_1$ = Mean of variable 1 (experimental group)

$\bar{x}_2$ = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

In qualitative data there are questionnaire

e. Technique and assessment forms :

No	Rated Aspects	Value
1	Very often	
2	Often	
3	Sometimes	
4	Seldom	
5	Very rarely	

Very often

5 = Excellent

4 = Very good

3 = Good

2 = Fair

Often

5 = Excellent

4 = Very good

3 = Good

2 = Fair

Sometimes

5 = Excellent

4 = Very good

3 = Good

2 = Fair

Seldom

5 = Excellent

4 = Very good

3 = Good

2 = Fair

Very rarely

5 = Excellent

4 = Very good

3 = good

2 = Fair

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by giving a multiple choice test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. The students score of experimental group showed that the highest score of pre-test was 80 and the lowest was 32. While the highest score of post test was 96 and the lowest was 84 (see appendix 7). Meanwhile the students   score of control group showed that the highest score of pre-test in control group was 68 and the lowest was 32. While the highest score of post test was 72 and the lowest was 48 (appendix8).

B. Data Analysis

1. The Effect of Fun English Learning Strategy in Teaching English

To determinethe effect of using fun English learning strategy to building up students' motivations in learning English, the data obtained from the result of the pre-test and post-test were analyzed of the first step was determine the differences score between experimental control class of the pre-test and post-test as stated in the table below :

Table 4.1
Differences between pre-test and post-test of experimental group

NO	Student's initial	Pre-Test (X1)	Post-Test(X2)	x^2	x^2
1	AH	52	92	2704	8464
2	AS	72	96	5184	9216
3	AR	60	88	3600	7744
4	AP	76	92	5776	8464
5	BS	48	96	2304	9216
6	DD	68	86	4624	7396
7	FR	68	96	4624	9216
8	GA	68	92	4624	8464
9	HS	76	92	5776	8464
10	KH	48	92	2304	8464
11	MHA	60	92	3600	8464
12	MS	68	92	4624	8464
13	MDF	48	88	2304	7744
14	MN	60	88	3600	7744
15	MR	72	96	5184	9216
16	MAK	60	88	3600	7744
17	MAG	72	84	5184	7086
18	MAR	64	92	4096	8464
19	MB	72	92	5184	8464
20	MF	68	96	4624	9216
21	MH	52	80	2704	6400
22	MR	64	92	4096	8464
23	MRD	32	92	1024	8464
24	RSD	72	96	5184	9216
25	RS	56	84	3186	7086
26	RF	56	84	3186	7086
27	RDR	72	96	5184	9216
28	SA	44	80	1936	6400
29	SR	60	84	3600	7086
30	TMA	68	84	4624	7086
31	TA	60	92	3600	8464
32	WA	80	88	6400	7744
33	WP	36	80	1296	6400
Total		$X_1 = 2032$	$X_2 = 2962$	$x^2_1 = 129.540$	$x^22 = 266.826$

Based on the table 4.1 above it could be seen that there was differences between pre-test and post-test score of the experimental class. The students' score of in the experimental group showed that the highest score of pre-test was 80 and lowest 32, and in the post-tes, the highest score was 96 and the lowest score was 84. After calculated the data total showed 2032 for the pre-test, and 2962 for the post-test. Next, to determine the mean score was following formula was used :

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x}$$

$$= \frac{2962}{33}$$

$$= 89{,}75$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{33(266.826) - (2962)^2}{33(33 - 1)}}$$

$$= \sqrt{\frac{8.805.258 - 8.773.444}{1056}}$$

$$= \sqrt{\frac{31.814}{1056}}$$

$$= \sqrt{30{,}12}$$

$$= 5{,}48$$

Table 4.2
Differences between pre-test and post-test of control group

No	Student's Initial	Pre-Test (Y1)	Post-Test (Y2)	Y1²	Y2²
1	AR	60	68	3600	4624
2	ADP	68	72	4624	5184
3	ALS	52	72	2704	5184
4	AHH	36	56	1296	3136
5	AS	32	56	1024	3136
6	APS	32	60	1024	3600
7	ADA	68	68	4624	4624
8	DW	48	48	2304	2304
9	FI	56	60	3136	3600
10	GS	60	68	3600	4624
11	GA	44	68	1936	4624
12	HY	60	60	3600	3600
13	HM	68	72	4624	5184
14	IF	44	60	1936	3600
15	JM	52	52	2704	2704
16	KRS	44	52	1936	2704
17	MR	32	56	1024	3136
18	MTG	60	60	3600	3600
19	MJ	64	68	4096	4624
20	MA	44	52	1936	2704
21	MI	44	48	1936	2304
22	MM	44	52	1936	2704
23	MN	48	52	2304	2704
24	MP	60	72	3600	5184
25	MR	60	64	3600	4096
26	MT	60	64	3600	4096
27	NL	52	52	2704	2704
28	NP	48	52	2304	2704
29	RK	36	48	1296	2304

30	RV	52	68	2704	4624
31	RL	60	72	3600	5184
32	RU	48	68	2304	4624
33	SH	60	72	3600	5184
Total		**Y1 = 1696**	**Y2 = 2012**	**Y1² = 90.816**	**Y2² = 124.912**

Based on the table 4.2 above it could be seen that there was differences between pre-test and post-test score of the control class. The students' score of in the control group showed that the highest score of pre-test was 68 and lowest 32, and in the post-tes, the highest score was 72 and the lowest score was 48. After calculated the data total score1696 for the pre-test, and 2012 for the post-test. Next, to determine the mean score was following formula was used :

The average (Mean)

$$\bar{y} = \frac{\sum y}{n_y}$$

$$= \frac{2012}{33}$$

$$= 60,96$$

Standard deviation of Y variable

$$SD_1 = \sqrt{\frac{n(\sum y_i^2)-(\sum y_i)^2}{n_1(n_1-1)}}$$

$$= \sqrt{\frac{33(124.912)-(2012)^2}{33(33-1)}}$$

$$= \sqrt{\frac{4.122.096-4.048.144}{1056}}$$

$$= \sqrt{\frac{73952}{1056}}$$

$$= \sqrt{70.03}$$

$$= 8.3$$

After determined the mean score in the experimental class and control class, it is seen that there is difference of score between pre-test and post-test in both. in the experimental class, its mean score is 89.75, while the control class is 60.96. So it could be seen that the mean score in the control class and the experimental class are higher than the control class. (Appendix 8)

After the mean score the obtained, then determined the correlation score with the formula:

$$R = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

before determining the correlation value of each variable x and y, it is determined the correlation value of each variable.

Based on the previous data it was concluded in the following table :

Table 4.3
Calculating correlation Product Moment between X1 and X2

NO	Student's initial	Pre-Test (X1)	Post-Test(X2)	x^2	x^2	X X
1	AH	52	92	2704	8464	4784
2	AS	72	96	5184	9216	6912
3	AR	60	88	3600	7744	5280
4	AP	76	92	5776	8464	6992
5	BS	48	96	2304	9216	4608
6	DD	68	86	4624	7396	5848
7	FR	68	96	4624	9216	6528
8	GA	68	92	4624	8464	6256
9	HS	76	92	5776	8464	6992
10	KH	48	92	2304	8464	4416
11	MHA	60	92	3600	8464	5520
12	MS	68	92	4624	8464	6256

13	MDF	48	88	2304	7744	4224
14	MN	60	88	3600	7744	5280
15	MR	72	96	5184	9216	6912
16	MAK	60	88	3600	7744	5280
17	MAG	72	84	5184	7086	6048
18	MAR	64	92	4096	8464	5888
19	MB	72	92	5184	8464	6624
20	MF	68	96	4624	9216	6528
21	MH	52	80	2704	6400	4160
22	MR	64	92	4096	8464	5888
23	MRD	32	92	1024	8464	2944
24	RSD	72	96	5184	9216	6912
25	RS	56	84	3186	7086	4704
26	RF	56	84	3186	7086	4704
27	RDR	72	96	5184	9216	6912
28	SA	44	80	1936	6400	3520
29	SR	60	84	3600	7086	5040
30	TMA	68	84	4624	7086	5712
31	TA	60	92	3600	8464	5520
32	WA	80	88	6400	7744	7040
33	WP	36	80	1296	6400	2880
Total		**2032**	**2962**	**129.540**	**266.826**	**183.112**

$$R = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}}$$

$$= \frac{33\,(183.112) - (2032)(2952)}{\sqrt{\{33(129.540) - (2032)^2\}\{33(266.826) - (2962)^2\}}}$$

$$= \frac{6.042.696 - 5.998.464}{\sqrt{\{4274820 - 4129024\}\{8805258 - 8773444\}}}$$

$$= \frac{44232}{\sqrt{\{145796\}\{31814\}}}$$

$$= \frac{44232}{\sqrt{\{4638\}}}$$

$$= \frac{44232}{6810}$$

$$= 649.5$$

After the correlation value is obtained, then t-test is done.

Determining the value of t-test with formula :

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}} + \frac{S_2}{\sqrt{N_2}}\right)}}$$

$$= \frac{89.75 - 60.96}{\sqrt{\left(\frac{30.0304}{33} + \frac{68.89}{33}\right) - 2(649,5)\left(\frac{5.48}{\sqrt{33}} + \frac{8.3}{\sqrt{33}}\right)}}$$

$$= \frac{28,79}{\sqrt{(0.91 + 2.08) - 1,299\left(\frac{5.48}{5.7} + \frac{8.3}{5.7}\right)}}$$

$$= \frac{28,79}{\sqrt{(2.99) - .299(0.96)(1.4)}}$$

$$= \frac{28,79}{\sqrt{2.99 - 1.299(1344)}}$$

$$= \frac{28,79}{\sqrt{2.99 - 1.74}}$$

$$= \frac{28.79}{\sqrt{1.25}}$$

$$= \frac{28.79}{1.11}$$

$$= 25.93$$

After measuring the data above by using t-test formula. It showed that t-test value was 25.93. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that:

Df = 2N-2

  = 2(33)-2

  = 66-2

  = 64

2. In qualitative data, The Students' Motivations in Learning English Through Fun English Learning Strategy use the questionnaire.

The question as to what couldbe regarded, as a reliable questionnaire was always arise when a reliability analysis is at stake. Berdie & Anderson (1974:13) are of the opinion that reliability is linked to stability over the causeof time. A reliable questionnaire item is an item that was constantly convey the same meaning.in other word reliability refers to consistency and describea reliable questionnaire as a questionnaire that consists of reliable items. He regards are liable item as an item that consistently conveys the same meaning to the persons 307 involved in the survey. The internal consistency of a questionnaire is especially applicable in questionnaire context. With this he means the correlation between responses on the same type of dimension that is asked by means of a question. As an example it can be said that in order to test the reliability, two or more questions can be asked in respect of the same aspect (dimension) and the similarity of answering (positive or negative correlation) can be determined.

This is questionnaire :

Table 4.4

The students questionnaire assessment instrument:

1. I learn English because on my wish

No	Students initial	Very often	Often	Sometimes	Seldom	Very rarely
1	AH	5				
2	AS	5				
3	AR		4			
4	AP	5				
5	BS		4			
6	DD			3		
7	FR	5				
8	GA	5				
9	HS	5				
10	KH	5				
11	MHA			3		
12	MS	5				
13	MDF	5				
14	MN	5				
15	MR		4			
16	MAK	5				
17	MAG	5				
18	MAR	5				
19	MB	5				
20	MF		4			
21	MH		4			

No	Students initial	Very often	Often	Sometimes	Seldom	Very rarely
22	MR	5				
23	MRD			3		
24	RSD					
25	RS	5				
26	RF		4			
27	RDR	5				
28	SA		4			
29	SR	5				
30	TMA	5	4			
31	TA		4			
32	WA		4			
33	WP	5				

Technique Assessment: 5 = Excellent

4 = Very Good

3 = Good

2 = Fair

1 = Poor

2. I learn English before teacher gives the materials in the class

No	Students initial	Very often	Often	Sometimes	Seldom	Very rarely
1	AH	5				
2	AS	5				
3	AR		4			
4	AP			3		

5	BS		4			
6	DD		4			
7	FR	5				
8	GA	5				
9	HS	5				
10	KH	5				
11	MHA		4			
12	MS	5				
13	MDF		4			
14	MN	5				
15	MR		4			
16	MAK	5				
17	MAG	5				
18	MAR	5				
19	MB	5				
20	MF		4			
21	MH		4			
22	MR	5				
23	MRD		4			
24	RSD		4			
25	RS	5				
26	RF			3		
27	RDR	5				
28	SA			3		
29	SR	5				
30	TMA	5				
31	TA			3		
32	WA			3		
33	WP	5				

Technique Assessment: 5 = Excellent

4 = Very Good

3 = Good

2 = Fair

1 = Poor

3. I always try to ask my teacher after the teacher explained the materials

No	Students initial	Very often	Often	Sometimes	Seldom	Very rarely
1	AH	5				
2	AS	5				
3	AR		4			
4	AP	5				
5	BS		4			
6	DD			3		
7	FR	5				
8	GA	5				
9	HS	5				
10	KH	5				
11	MHA		4			
12	MS	5				
13	MDF	5				
14	MN	5				
15	MR		4			

16	MAK	5				
17	MAG	5				
18	MAR	5				
19	MB	5				
20	MF		4			
21	MH		4			
22	MR	5				
23	MRD		4			
24	RSD		4			
25	RS	5				
26	RF		4			
27	RDR	5				
28	SA		4			
29	SR		4			
30	TMA		4			
31	TA		4			
32	WA		4			
33	WP	5				

Technique Assessment: 5 = Excellent   2 = Fair

4 = Very Good   1 = Poor

3 = Good

4. I always repeat to read the note or material book which has been explaining

No	Students initial	Very often	Often	Sometimes	Seldom	Very rarely
1	AH	5				
2	AS	5				

3	AR		4		
4	AP	5			
5	BS		4		
6	DD			3	
7	FR		4		
8	GA			3	
9	HS	5			
10	KH	5			
11	MHA		4		
12	MS			3	
13	MDF	5			
14	MN	5			
15	MR		4		
16	MAK	5			
17	MAG	5			
18	MAR	5			
19	MB	5			
20	MF		4		
21	MH		4		
22	MR	5			
23	MRD		4		
24	RSD		4		
25	RS	5			
26	RF		4		
27	RDR	5			
28	SA		4		
29	SR		4		
30	TMA		4		
31	TA		4		
32	WA		4		

33	WP	5				

Technique Assessment: 5 = Excellent   2 = Fair

4 = Very Good   1 = Poor

3 = Good

5. I always read a English lesson at home

No	Students initial	Very often	Often	Sometimes	Seldom	Very rarely
1	AH	5				
2	AS	5				
3	AR		4			
4	AP	5				
5	BS	5				
6	DD			3		
7	FR	5				
8	GA	5				
9	HS	5				
10	KH	5				
11	MHA	5				
12	MS	5				
13	MDF	5				
14	MN	5				
15	MR		4			
16	MAK	5				
17	MAG	5				
18	MAR	5				
19	MB	5				

20	MF		4			
21	MH		4			
22	MR	5				
23	MRD		4			
24	RSD		4			
25	RS	5				
26	RF		4			
27	RDR	5				
28	SA		4			
29	SR		4			
30	TMA	5				
31	TA		4			
32	WA		4			
33	WP		4			

Technique Assessment: 5 = Excellent 2 = Fair

4 = Very Good 1 = Poor

3 = Good

Table 4.5

The students questionnaire

Rated Aspects	Excellent (very often)	Very good (often)	Good (sometimes)	Fair (seldom)	Poor (very rarely)	Total
1. I learn english because on my	20 students	10	3 students	-	-	149

wish		students				
2. I learn english before teacher gives the materials in the class	18 students	10 students	5 students	-	-	145
3. I always try to ask my teacher after the teacher explained the materials	18 students	14 students	1 students	-	-	147
4.I always repeat to read the note or material book which has been explaining.	15 students	15 students	3 students	-	-	144
5. I always read a English lesson at home	20 students	12 students	1 students	-	-	149

C. Testing Hypothesis

1. In quantitativeafter accounting the data previously by using t-test formula that critical value 2.37 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is (2n-2=66-2=64) in line of 64 that t-table is 2.00 for 0.05. it could be concluded t-test > t-table or 25.93> 2.00. So, Ho is rejected and Ha is accepted or there was the effect of using Fun English Learning Strategy to Build up Students' Motivations in Learning English.

2. Students Motivation in Learning English Through Fun English Learning is needed used the fun English learning strategy. There is an effect that occurs. Student motivation awakened in learning english. They prefer to learning English. Of course if the students' motivation is build up, then their achievement and learning outcomes are good. This is seen from the results of their tests. Improved learning outcomes of their achievements also increased.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using Fun English Learning Strategy got higher score than those who were taught by using Lecturing Method. It was proved from the result of t-test which was 25.93 and t-table which was 2.00 (t-test > t-table, 25.93> 2.00). It means that the students' motivations in Learning english by applying Fun English Learning Strategy was significant that using Lecturing Method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

1. Based on the quanitative data, it can be concluded that using Fun English Learning Strategy significantly affects on the students motivations in Learning English . It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students total score was 288.826 and the mean score was 89.75, while in the control group were 124.912 and the mean score was 60.96. Thus, the studentsscore in experimental group was higher than the students score in control group. The calculation of the data in the testing hypothesis showed that t-test 25.93 was higher than t-table 2.00, it means that the alternative hypothesis Ha was acceptable.

2. Based on qualitative data Motivations in Learning English

   Qualitative data used fun English learning strategy was one of many strategies that could make the students easier in learning English especially for building up students' motivation in learning English. The first students questionnaire for maximum score was 165 the students had 149, the second questionnaire was 165 the students had 145, the third questionnaire was 165 the students had 147, the fourth

questionnaire was 165 the students had 144, and the fifth questionnaire was 165 the students had 149. In implied that the use of fun English learning strategy could increase the students' motivation in learning English through fun English learning strategy.

B. Suggestions

1. The English teachers, especially for English teachers of SMK Negeri 5 Medan. They can try the of Fun English Learning in teaching English to building up students' motivations in learning English through Fun English Learning Strategy . Students are easier and motivated to learn English. English should select technique that are not only interesting but also appropriate to the subject and the students need. so, teacher can use Fun English Learning strategy as an active teaching technique in the class.

2. The students, the students should be active in the classroom because in the Fun English Learning Strategy the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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