

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

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Article Info	Abstract
Article History Received: October 2022 Revised: December 2022 Published: January 2023	<i>Students' motivation to learn English is low. Consequently, in the eyes of the students, English subjects become less meaningful, and the end of all that is low in students' achievement. This study aimed to investigate the use of Music Video ASL (American Sign Language) to improve students learning achievement and motivation at the Politeknik Negeri Tanah Laut. The study was classroom action research conducted in two cycles with the subjects of the second-semester Agroindustry study program, Politeknik Negeri Tanah Laut. The data sources were formative tests conducted at the end of every cycle, classroom observation, and student questionnaires. Data were analyzed descriptively to know the improvement of students' achievement and motivation in the learning process towards implementing Video ASL in the classroom. The research findings revealed 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 concluded that using Music Video ASL motivated students; they actively participated in the class and had very positive views.</i>
Keywords Music Videos; American Sign Language; Learning achievement; Motivation;	
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INTRODUCTION

Concurring to Heri and Helmi (2019) who state media have viable esteem to produce learning inspiration, to form unique concepts concrete, for example, in clarifying the stages of EFL through realistic movies, overcoming classroom boundaries by showing objects that are as well expansive such as sanctuaries, and can too overcome the contrasts in students' encounters with one another. The media can also display objects that are too little and uncommon to be watched specifically (Putri et al., 2021; Rokhayati & Alvionita, 2022). So, in this case, the educational media in campus learning is precious to attain the objective so that the teaching and learning handle can be put viably & efficiently.

Indonesian education, especially the instruction framework, does not encourage independent, inventive thought but centres more on tore learning method (Shaturaev, 2021b). The causes of the low quality of education in Indonesia include the problem of effectiveness, efficiency and standardization of teaching (Habibi et al., 2022). In the process of learning in class especially English subjects, there are several problems that occur. There are findings of English grade results that have low achievement (Karya et al., 2022). 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 (Kazemian et al., 2021). In fact, behind the English course is a 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 is one of the dialects that joins all countries in the current century. English may be an essential expertise exceedingly prescribed to ace (Goni et al., 2021; Firman et al., 2021).

English is one of the imperative subjects that each understudy must ace. Typically, English is straightforwardly related to the standard of living experienced by understudies. Subsequently, it is essential to extend students' inspiration for English (Gao & Sehn, 2021; Hall & Cook, 2012). The advancement of data and communication innovation within the 21st century has been created exceptionally quickly. This advancement can be seen from the numerous employments of innovation in various divisions, both communication and instruction (Heggerness, 2021; Mishan, 2021). The innovation utilized in instruction certainly makes a difference in improving instructors' quality and making learning within the classroom more successful.

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 becomes 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 innovative learning. One of the learning media that suits the learning characteristics is music videos ASL (American Sign Language) because students prefer entertainment to learn. One of the most well-known sign languages is American Sign Language (ASL), which is based on hand gestures and, occasionally, facial/body signs (Cheok et al., 2019). Very intricate grammatical structures are built with dynamic word movements in this language. Dynamic word motions are the essential building elements when developing a phrase in American Sign Language since they allow for greater expressiveness. A student's goals in learning typically include expanding their knowledge base, developing their skill sets, and shaping their worldview. Improvements in student conduct and test scores are indicators of successful instruction. Students' motivation to learn is a key factor in the success of any educational endeavor (Puspitarini & Hanif, 2019).

Motivation is one's level of energy shifts when one experiences a combination of positive affect and a desire to take action in pursuit of a goal (Hamalik, 2014). Two types of motivation can be applied to the study process: internal and extrinsic. Learners are intrinsically motivated when they are interested in learning, have clear objectives for their education, actively work to reach those objectives, and so on. On the other hand, extrinsic motivation originates from sources external to the student, like parental pressure, a pleasant classroom setting, engaging class discussions, and enjoyable classmates or teachers. According to Mc. Donald (in Sardiman, 2014), Uno (2015), Koeswara 1989 (in Dimiyati and Mudjiono, 2015), 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 (2010) 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 as follows.

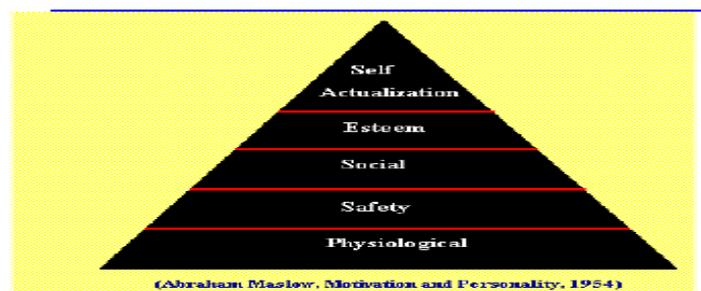


Figure 1. Aspects that include Motivation (Maslow (2010))

Maslow's theory of motivation, often called need motivation, is a principle in organizations, as we learn upon closer inspection. According to Maslow's theory, at least five factors motivate individuals to work, want to be ordered, be aware of the rules, Etc. (Hanafiah et al., 2020): what drives people psychologically, the Drive for Safety, incentives in society, the influence of Rewards on Behavior, the drive toward self-fulfilment. The improvement of innovation creates learning media that can assist understudies in getting the fabric. One of the things instructors can do to form learning fun and increment understudy inspiration is to utilize learning media fitting to understudy characteristics, time, fabric, and successful utilization of media. Instructing bits of help or learning media have a few sorts, sound (sound), pictures (visual), moving pictures (video), activity, visual bits of help (coaches), or mock-ups (mock-ups) are a few illustrations. 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 impairments, 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)

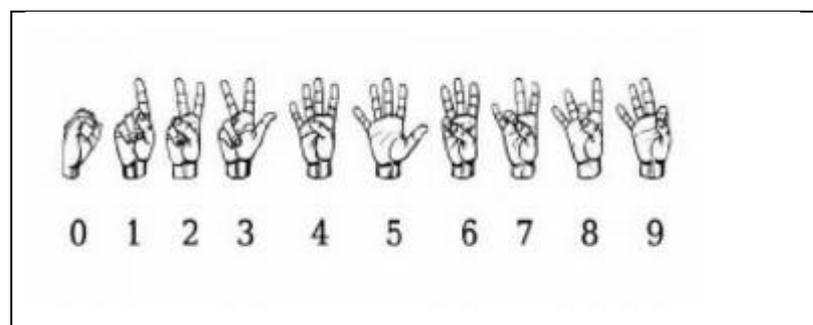


Figure 3. Numbers ASL (Vicars, W., 2013)

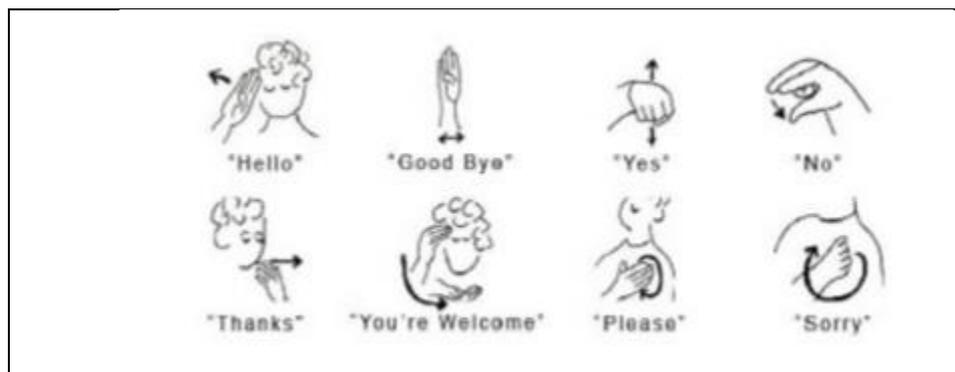


Figure 4. Example of Words in ASL (Vicars, W., 2013)

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 researched before. It is expected to help students to be motivated in learning activities. This paper will propose efforts to increase motivation through video music ASL. It is because students still like music and are attractive. This article discusses the development of Videos music ASL to increase student motivation in learning English.

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) 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 is a Classroom Action Research that is action implementation-oriented research, intending to improve the quality or problem solving on a group of subjects under the study and observing the success rate or consequence of the action. A further action is given: the improvement or adjustment of the action to the condition and the situation to obtain better results. This research also 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. The implementation of qualitative, interpretive techniques of inquiry and data gathering by educators (also supported by collaborators) with educators' judgments relating to enhancing teaching practice is at the core of what Kemmis et al. (2013) name "Classroom Action Research." Educators can use action research to find solutions when problems occur in the classroom. "Classroom action research" is a method that helps educators learn more about improving their lessons. Specifically, this can develop a teaching environment.

Population

This classroom action research is conducted in 2 cycles with the first and second cycles of two meetings. 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. This research's data collection method is the observation, test, and documentation methods. The observation method used to observe the respondents' behaviour in the learning implementation using the Student Observation Sheet. The test method is used to know student achievement before and after using Video music ASL in English subjects as a form of evaluation. The documentation method is used to obtain data about the learning process as well as the list of the students' names.

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 1 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. 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%.

The data collected are, at that point, analyzed expressively. As for the change rules on the scale of transformation rules, the five-level learning media achievability is defined as presented in Table 2.

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 data from questionnaire were analyzed using Likert Scale (Nana Syaodih Sukmadinata, 2005) 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

RESEARCH FINDINGS AND DISCUSSION

Students' response data were taken using a response questionnaire which consists of 10 items of statements to know the students' activeness (motivation) toward English Classroom. The questionnaire related to the student's interests (items 1 to 5) and motivation (items 6 to 10). During the lesson at the first meeting in progress, the researcher observed that the students' activeness in following the lesson of English II was very low; only 6.25% or two students 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 in 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 in students' activeness during the first cycle has not been maximal. Hence, it needs to be conducted in cycle II. This also reinforces the 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, the second cycle was conducted with the same action as 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 4
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

At the end of the first cycle, there was an increase in students' activeness in the category quite active (53.13%). However, from the results were still quite a lot of students who were categorized as less active. Then cycle II was conducted in order to make students more active. After the action was conducted in cycle II, there was an increase in students' activeness from being relatively active (59,38%) in cycle I to 81,25% in cycle II. Even in cycle II, two students were categorized as active, and two students were 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 competency in English. The test results indicated an increase in competence or learning achievement, as shown in the following table.

Table 5
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. These findings are the same tone with Lating (2022) who facilitate students with various videos to improve students' language skills. 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 6
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 the 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 which leads to the improvement of students' learning achievement. It is in line with Arndt and Woore (2018) who argue videos in ELT classes can facilitate students to learn all linguistic aspects. 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 the 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 (Lating, 2022; Tang & Fox, 2016), and it was also not tedious and besides it also gave the spirit on students' learning (van Rooij et al., 2011). In general, this research could be said to be successful because some items of the 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 was categorized as good or better, and students' response to music video ASL as learning media in the English II course was categorized as positive.

The findings of this study have implications for English lecturers in Politeknik Negeri Tanah Laut. The persistent failure of students in English could be arrested if lecturers were better equipped with inquiry skills and effective strategies such as the learning cycle. Lecturers should desist from being agents of knowledge transmission and learn to transfer ownership of learning to their students. Classroom lessons should be organized to include concrete explorations and inquiry to elicit learners' potential to think creatively to participate actively, creatively and reflectively (Wulfemeyer, 2019; Irawan et al., 2022; Hidayatullah & Haerazi, 2022). Students and teachers should also encourage social interaction in teaching and learning.

The Implementation of Video music ASL also can increase students' learning achievement in English subjects, as seen from the average of students in the first to the second cycle, which increased from 69.84% to 76.41. The learning achievement improved because students were more motivated in the teaching and learning process using video music ASL. Students are more serious about solving problems and tasks and are active during learning.

CONCLUSION

Classroom activity investigation will assist the analyst in finding what works best within the classroom. Based on the inquiry about what comes about, implementing ASL learning media within the course of English II can make strides in understudies learning media so that it is categorized as significant. Executing the video music ASL method also can increment understudies learning accomplishment and inspiration within the English Subject Agroindustry ponder program, which can be seen from the normal pre-test and post-test students within the, to begin with, cycle. It is demonstrated by the increment within the average score of the understudies, which was 52.19 at the pre-cycle, expanded to 69.84 after cycle I and 76.41 after cycle II. Students' reaction to the usage of ASL learning media in English II is categorized as a category. It is seen from 78.13% of understudies who gave exceptionally positive reactions to the learning handle that has been done related to the usage of ASL music media, and the learning media makes their inspiration increment.

The learning accomplishment progressed since understudies were more persuaded within the educating and learning handle. Understudies are more extreme in tackling issues and errands and are dynamic amid learning. The paper's fundamental finding is that, by an enormous understudy, victory can essentially increment by reliably executing concept inspiration and activity learning at all enlightening. Illustrations of youthful students' inspiration to memorize within the classroom are based on broad participation between school instructors and the college workforce. Due to the brief time accessible for inquiry, this cannot provide all think-about bunches with a chance to share the discoveries of their execution. In any case, future inquiries may permit all think-about bunches to do so. Whereas person understudy conditions are not passed on in this study's perceptions, it is expected that future investigations will be able to track each student's condition. Perceptions in this ponder centre on the by and large condition of the lesson without passing on the condition of each understudy, assist to investigate is anticipated to be able to screen each understudy.

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