This chapter is the result of observation which is taken from the activity of English teaching and learning process by using video record of ‘Fun with English.’ In the classroom observation the researcher collects the data from the activity of the teacher and the students during the process of teaching and learning, and the students’ exercises based on the teacher instruction that uses ‘Fun with English’ as a media of teaching.

In this research of the study the researcher discusses two problems of study:
1. How does ‘Fun with English’ improve the learners’ motivation?
2. What is the obstacle of teaching by using ‘Fun with English’ to improve the students’ motivation?

The researcher focuses on those problems of study to know whether the students are able improve their motivation or not by using ‘Fun with English’. For several days of observation, the researcher found many interesting challenges and impressions when met the students in the classroom. To make the students more attentive to the teacher instruction, the teacher has to pay attention more on the students’ attention, because normally they make noise when she explains the material. Fortunately the teacher is able to control them by using some questions to get their attention. From the
observation is also found that when the teacher was teaching in the classroom she did not use a lesson plan. So the researcher had to take a note to know the steps that were used during teaching and learning process.

The result of observation in the last month of May 2009 for four days meeting:

A. The Result the Study

1. The first Meeting

For the first time of meeting the teacher introduced the researcher to the students that she would do observation for several days. And then the researcher introduced herself to them and expected to them to follow this teaching effectively until the last meeting of observation. Unfortunately, in this time there were many students did not come to the school because it was the first day they came to the school after holiday.

At the beginning of the lesson the teacher explained the material about modal auxiliary in the classroom before going to the lab. The teacher stimulated the students about modal auxiliary and gave some questions to them to memorize what is modal auxiliary? And also they asked the students one by one directly. Unfortunately, many students did not remember about it, so the teacher had to give one example to help them. After that the students could mention it correctly.

After the teacher explained about modal auxiliary to the students, we went to the language lab to display ‘Fun with English’. The first topic talked
about “take care of our body and our health.” this material uses modal auxiliary to ask permission to someone. The teacher turned on the video to start this teaching. Before it started the teacher gave command to them to write the dialogue and remember it, because it would be scored by the teacher. And then the students prepared paper and pencil to write the dialogue, and they focused to listen to the dialogue.

The teacher displayed three times for dialogue. Actually the students were difficult to remember the previous dialogue when they tried to listen it. So the teacher tried to give pause in the middle of dialogue, because it was very long for them. The teacher also gave them some explanations about phrasal verb, for example “dying of thirst,” and she translated some difficult words to make them understand. After the students wrote all the dialogue the teacher checked the students’ writing based on the video. The teacher asked them to read the dialogue one by one by using headset.

After the students read all the dialogue the time was over. So the next material would be continued next time. Before the teacher close this meeting and she gave takes home assignment to translate the dialogue that was written by the students. For next meeting it would be checked. Finally the teacher closed the class to end the lesson of first meeting.
2. *Second Meeting*

In this meeting the teaching was not in the class, because it continued the last meeting. We went to lab to start the next material. The teacher opened the class and asked the students to put their take home assignment on the table and opened than. Before the next material was continued the teacher checked their assignment. The teacher asked each student to translate each dialogue until the last dialogue. The teacher helped them if they did not know one of sentence of the dialogue. This activity was to examine their understanding to translate English correctly. After that the teacher turned on the video, and repeated the material to remember it.

The next was pronunciation. The teacher asked the students to repeat the word based on the video. The teacher paused for each word to know the correct pronunciation based on the host pronunciation. Besides, the teacher monitored them to focus on the pronunciation. All students repeated each word through headphone to make their voice clear. After the host pronounced every word, he explained the word by using the picture. The host used media of picture to help the students guess the word based on the picture. The teacher asked the students to guess the words to know their meaning.

After that it was to play the game. The students must pay attention to the game and remember the previous vocabularies, because this game was matching the word based on the picture. In this section, the teacher must
pause in each picture so that the students could answer the word of each picture correctly.

After that the host repeated the explanation about how to ask permission to someone by using modal auxiliary. The host explained it based on previous dialogue. And he mentioned some expression about ask permission. The students had to pay attention to understand about modal auxiliary. The teacher monitored them by checking their attention.

The next was playing game. It was second game of the final material. It was about expression of asking permission.

This is the example of the game.

A: Can I help you?
B: Yes, mom. I need to see a doctor. May ……..
B: May I leave the class early?

And then the students had to answer it correctly by continuing the dialogue. The answer had to suitable with the first dialogue. The students had to attention to the game because they had to mention how to ask permission by using modal auxiliary correctly. The teacher asked to the students to answer it correctly. And then the teacher checked their answer based on the video. It was to examine them to understand about modal auxiliary.

After the material was over, the teacher closed this meeting. In this meeting there was no take home assignment.
3. Third Meeting

In this meeting the teacher started the teaching after the students take a rest. The teacher opened the class for three minutes. And then she started teaching by explaining the students about passive voice. The teacher asked to them about the pattern of passive voice. In the first explanation they were still confused, however the teacher gave one example to make it clearer. The next, the teacher asked to them to make a sentence by using passive voice to exercise them. The teacher gave stimulation to them for ten minutes. After that we went to the lab to watch the video of ‘Fun with English’

In the second of video, the topic talked about protects our environment. The discussion is about pollution and pollutant. The teacher taught the students to make the environment clean and health, free of pollution and pollutant. She advised them to always keep the environment through several ways; one of them was “don’t throw the garbage freely in the river!”

The teacher asked the students to summary the dialogue. The students must be consent and remember it well. The teacher would play the video three times. The students took a note the dialogue to know the whole story and the sentences that were used. The students wrote the dialogue based on the video for twenty minutes. After that the teacher asked each student what the dialogue told about. The teacher also discussed each dialogue. The teacher
asked them to mention passive voice sentence of the dialogue and translate it. For example, the garbage should be thrown into the trash can, mud like colored pollutant and waste were thrown frequently. All dialogues were discussed together.

And then the teacher continued the next material in the next time because the time was over. After watching ‘Fun with English’ the students understood well how to protect the environment to reduce pollution and pollutant. And also they are able make sentences using passive voice which people often use it. Finally the teacher closed the lesson.

4. Fourth meeting

In this meeting the teacher continued the last material about “protects our environment.” Firstly the teacher opened the class and reviewed the material of remind them. This teaching was in the language lab. The teacher tried to ask the students about passive voice and asked them to mention some the sentences. In fact they still remembered, so the teacher continued the next material. The students listened to the pronunciation then repeated the words. The words consist of garbage, trash can, pollutant, waste, flood, and landfill. Besides, the host also explained the words using the picture.

The next was the game. It was guessing the word by using the picture, for example there is a picture about people who threw the garbage in a place, and then the teacher asked, what was that? The students answered it was trash
can. The teacher tried to pause in each picture so that the students were able to answer the word correctly.

The next material the host was giving some dialogue using passive voice either used present tense or past tense. The teacher asked to the students listen and look for each dialogue that used passive voice. It is to make the students understood well to make passive voice sentence.

In the last session the teacher asked the students to answer the game. This game is to fill the blank line of a sentence. The sentence was taken from the previous dialogue, so the students had to pay attention in each dialogue to answer the game. The students had to fill the blank line using verb three (V3), because the sentence was passive voice. The teacher checked their answers directly until the last sentence. For example, it can be ..., that our environment will continue to be safe on a local level. The answer is “predicted”.

After the lesson finished, the teacher asked the researcher to continue this meeting, because the researcher wanted the students to fill the questionnaire to know all about this research that was held for four days meeting. Before the students did it, the researcher gave a little explanation about how to answer the questionnaire. The researcher ended the class after this activity.
B. Discussion of the Study

1. How does ‘Fun with English’ improve the students’ motivation?

In the first problem of the study is to know the students response after they watching ‘Fun with English’ whether they like or dislike it. And also it is to know how ‘Fun with English’ improves the students’ motivation. The result was obtained from the questionnaire. It involves how “Fun with English’s technique” is taught to the students and what technique that the students like more. They have to answer them based on their own opinion about ‘Fun with English’ so that the researcher can know their respond either good or not.

To know the respond of the students the researcher will classify and conclude the result of questionnaire. This is the result of questionnaire:

1. How does ‘Fun with English’s techniques are taught to the students
   a. Pronunciation

   The students have to repeat the host pronunciation to know the correct pronunciation of word. For example the host said “trashcan” pronunciation “træʃkən” then the students repeat that word “træʃkən”, there are many words in teaching pronunciation.

   b. Guessing picture

   For guessing picture of ‘Fun with English’ video, the students look at the picture that has available then they have to guess the picture what the
words mean. It is to understand the meaning of a word. Besides it helps the students to improve their vocabularies.

c. Dialogue

In this teaching the students write all dialogues in the first session, the teacher pause the dialogue in every dialogue. After that they read it by using headphone. And then the teacher corrects their writing and their reading. Besides, the students have to translate it, but it is for take home assignment.

d. Games

This is the last section, the students have to guess all games that are different, for example fills the blank, arrange the word, matching the word, etc. they must pay attention to the games, because it needs concentrate to guess the picture directly. Besides, the students have to remember the dialogue to fill the sentence. The students guess the game one by one up to the end.

2. The students’ activity through ‘Fun with English’ consist of:

a. Writing dialogue

The teacher commands the students to write all dialogue to be discussed together. There are twenty students answer “like” because the teacher ask them to write all the dialogue and discuss together, they know
each sentence and the meaning, they like to write rather than speak in the class, and ten students answer “dislike” because they feel tired when they write all dialogues, the dialogue is too long, they miss some words because it is too fast for them.

b. Reading dialogue

The teacher gives instruction to the students to read the dialogue after writing dialogue. The students practice it one by one according to the dialogue that was written. There are fifteen students answer “like” because they prefer reading dialogue than writing dialogue, by reading dialogue they understand how to pronounce correctly, they can dialogue with their friend, and fifteen students answer “dislike” because they are not confidence to read dialogue loudly, they are afraid make mistake in their pronunciation, they do not want to read it because it is too long, they can not read fast, they can not read fluently.

c. Repetition of pronunciation

The host of ‘Fun with English’ pronounces one word then the students must repeat it after him. Sixteen students answer “like”, because they can pronounce the word together, and make them spirit to speak up, the host pronounce clearly, the vocabularies is short not too much and not too long, it adds their vocabulary, they and fourteen students answer “dislike”, because
the students feel bored with it, they are not confident to pronounce the word, they can not hear clearly, they can not look the word that written on the video.

d. Guessing pictures

The host distributes the picture then the students must guess the word relates to the picture correctly. Twenty two students answer “like” because, it is easy because it explains the word on pronunciation before, the pictures is cute and interested besides, from the pictures they can answer the meaning. Eight students answer “dislike” because they are difficult to guess it, they are lazy to answer it, they do not care with it, and they do not understand it.

e. Guessing the games

There are many kinds of game the host distributes the game and explain it then the students must answer it correctly based on the game. There are twenty five students answer “like” because they feel fun with the game, the game is short and easy, the game takes from the dialogue so they students can be easy to answer, by playing game can reduce the students’ bored ness, and five students answer “dislike” because they feel bored by this game, they are lazy to answer the game, they underestimate it because it is like kids’ toy,

There are many reasons that make students are interested and not interested with ‘Fun with English’. From all reasons above we can know what technique and activity which is liked by the students. ‘Fun with English’ is
only a media of teaching; in this case the teacher must be able to control and give direction to the students so that they can understand and know their duty and active in the classroom.

3. How ‘Fun with English’ improve the students’ motivation

There are three points that support ‘Fun with English’ to improve the students’ motivation. It consists of the first about the material is easy or not easy for them, second about the technique of ‘Fun with English’ that prefer, and the last is the teacher’s performance.

a. Are the materials of ‘Fun with English’ easy for the students

The materials that are given to the students of Mts Nyai Hj. Ashfiyah through ‘Fun with English’ are not easy at all, because there are some vocabularies that they did not know, so the students must open dictionary to know that word. However, the host of ‘Fun with English’ and the teacher explain clearly enough because they explain by using some explanation and using picture as teaching aids to make them understand more. Not only that to make them understand the material, but ‘Fun with English’ also gives the students exercise and game to help them enjoy and understand more.

b. The technique that the students like most or prefer

There are two techniques; those are guessing picture and games. These techniques can make them fun, because they can play several games,
and guess the words based on picture. It is not too difficult, because they can
guess the words because it is replayed from the pronunciation. And the
students can answer the game, because the game is taken from the previous
dialogue. It can make them easy to answer it. In the other hand there are
around twenty of students prefer to those techniques.

c. The teacher’s performance

The teachers’ performance is very important to support the students
improve their motivation through ‘Fun with English’ media. The teacher
stimulates the students about the topic before the lesson started. The teacher
also checks the students’ exercises when they do it. The teacher helps them to
explain the phrasal verb, because it is still difficult for them to understand it.
Besides, the teacher gives the students assignment to translate the dialogue. It
is to make the students know all meanings. The teacher teaches through ‘Fun
with English’ is to improve their ability to think and active in the class purely.

From the description above can be concluded that ‘Fun with English’
improve the students’ motivation through three ways, the first the materials;
involve the sentence of dialogue, grammar and the meaning that is delivered is
not too difficult, because there is the host that helps to explain it easily.
Second the technique that is used is simple, easy and fun. It is to help the
students prefer to learn English. The last is the teacher’s instruction. It is very
important to support ‘Fun with English’ to improve the students’ motivation.
The teacher has to gives clear instruction, and explanation to make them easy to do the activity through ‘Fun with English.’

2. What are the obstacles of teaching by using ‘Fun with English’?

   This is the last problem; the researcher wants to know some obstacles of the students to improve their motivation are. There are some obstacles to improve the students’ motivation, it involves:

   Actually there are many students of eight grades at MTs Nyai Hj. Ashfiyah are not able in speaking English, so the teacher has to drive them by some ways as following: she has to stimulate the students before giving the material, she has to explain the material and each technique of ‘Fun with English’, she has to speak English more with the students by using the vocabularies that is given, she has to give some questions to measure the students understanding of the material.

   Besides the size of the students are very big. There are thirty students in B class of eight grades. The teacher needs a hard work to control the students in the classroom. However the teacher has to be able to control and monitor each student to make sure that the students can follow the instruction smoothly. She can control them by giving the activity of each student such as every student has to make dialogue each other, besides give every student a chance to answer the teacher’s question. The teacher does not ignore the students to make noisy and talk each other when she explains the material.
Try to make the students listen the explanation. And make the students more active in the classroom.