

Improving The Motivation of Junior High School Students in Learning English Using Graphic Media

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ABSTRACT

This journal explores the possibility of using graphic media to motivate junior high school students to learn English. Traditional methods of teaching English often fail to arouse interest and enthusiasm in students. Therefore, it is important to seek innovative and engaging ways to facilitate language learning. The purpose of this study was to investigate how incorporating graphic media such as cartoons, illustrations, and visual aids positively impacts student motivation, learning experience, and language skills. Research demonstrates the effectiveness of graphic media in promoting active participation, creativity, and a deeper understanding of English concepts. The results encourage educators to integrate graphic media into classroom practice, paving the way for a more dynamic and enjoyable learning environment.

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INTRODUCTION

In the teaching and learning process we need to increase student motivation so that they are more interested in learning, especially learning English, moreover, many students do not really care about how important it is for life in the long term, as happened at MTS NWDI Pringgasela. There were 80% of students considered English as a boring subject because they said English was difficult to understand and the method was monotonous, and 15% of students felt fine with their motivation and 5% felt motivated. appreciation for the sake of growing the mindset of students who are more advanced in the future. According to Brophy (2004), Motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops. To be able to increase motivation in learning we must be able to find ways to increase student motivation in learning, According to Elliot et al (2000) State there two types of learning motivation. The first is intrinsic and extrinsic motivation, The second is instrumental and integrative motivation.

Based on the results of observations in the MTS NWDI Pringgasela class, it is known that students' learning motivation is still low. This problem is reflected in student activity which reflects the low motivation to learn during the English learning process. They feel bored in learning in class, they say the monotonous learning method makes them unmotivated in learning, they need something new to increase motivation and ability to understand learning.

In this research, the researcher focuses on examining the role of graphic media, such as comics, illustrations, and media images, in facilitating language acquisition. This highlights how visual aids can make abstract concepts more real and fun so they can be understood more quickly by students which leads to increased engagement and motivation. Moreover, graphic media refers more to practice and testing students' abilities. This section also discusses how graphic media can appeal to diverse student learning styles, accommodating both visual and auditory learners. Learning a second language, such as English, can be a daunting task challenging for junior high school students.

Students often perceive learning English as a boring and uninteresting subject and of course this causes a lack of motivation and interest in the subject. This journal aims to explore how graphic media can be used to increase junior high school students' motivation in their English lessons. According to Fitriadi (2017) The four skills in English Language; one is the receptive and another is the productive skills. The integration of graphic media into the curriculum has the potential to create a dynamic and interactive learning environment that fosters creativity and a deeper understanding of language.

In this case the researcher is trying to bring a new method of learning English to provide new experiences for junior high school students by applying learning methods using media graphics, by using media graphics students are more motivated and able to understand learning more easily compared to using ordinary methods such as writing what the teacher writes on the board. Increasing student motivation in learning English by using media graphics will be faster and easier. Because using media graphics students can see directly learning media such as comics or pictures. Language has been analysed as being composed of skills -listening, speaking, reading, writing and component-pronunciation, vocabulary, and structure (Harris, 169).

One of the methods used by researchers to increase students' motivation in learning English is to use media images. By using this learning method students feel more enthusiastic and more focused on participating in learning in the class, which consists of 30 grade 7 students to be used as a reference regarding the main problem of this research, namely interest or motivation in learning, especially learning English.

Before applying graphic media as a learning medium, the researcher first tried to do preliminary research regarding interest in learning English, there were 30 students that the researcher chose to be sampled. And based on the results of the 30 students 85% of students admitted they had no motivation to learn English, they said learning English was very difficult and also boring. 10% of students said they had little motivation to learn English even though they occasionally felt bored, and 5% of students said they were motivated to learn English because they really liked English.

After seeing the percentage results of 30 grade 7 students, the researcher tried to find solutions to the problems experienced by grade 7 MTS PRINGGASELA students in learning English, namely there was no motivation to learn. Here the researcher is trying to do new research, namely learning English using graphic media, where the intention of the researcher is to use graphic media as a medium for learning, so that students experience different experiences, get new ways of learning and of course to increase student motivation to learn English.

METHOD

This section describes the research design and methodology used in the research to further examine student problems, and for the method the researcher used, namely the qualitative method, and for data collection techniques the researcher used the interview method.

This observation was carried out to determine students' perceptions and attitudes towards the use of graphic media in learning English. The researcher interviewed 30 grade 7 students, 13 boys and 17 girls to be used as the research sample.

Interview :

The researcher asked several things to students who had been selected to be made as research objects:

- a. Do you have the motivation to learn English?
- b. If so, give reasons and if not, why?
- c. Is the usual method used by the teacher boring and difficult to understand the material?
- d. Do you need new teaching methods, which are more creative and innovative and more fun?
- e. What kind of learning do you need to form motivation to study?

RESULTS AND DISCUSSION

Based on the research findings, this section outlines the pedagogical implications for educators and curriculum designers. It emphasizes the importance of integrating graphic media into the English language curriculum, alongside traditional teaching methods. Teachers are encouraged to design interactive and creative activities that incorporate visual elements, to build student enthusiasm to move simultaneously when the teaching and learning process is in progress and also enable students to actively engage with the language.

Impact on Motivation and Engagement

Based on the results show that the motivation to learn English at MTS NWDI Pringgasela students was very high after the researchers introduced graphic media as a learning medium where 95% of students started to get excited after knowing how to learn to use graphic media and 5% still looked a little confused. How the inclusion of graphic

media positively impacts students' motivation and engagement in learning English. Students report feeling more excited and engaged in their language classes, resulting in higher attendance and participation. The use of graphic media promotes joy and satisfaction in the learning process and motivates students to explore the language further.

Enhancing Language Proficiency

This section analyzes how graphic media can enhance students' language proficiency. Through visual storytelling, students gain exposure to authentic language usage, idiomatic expressions, and cultural nuances. This exposure fosters language retention and improves students' oral and written communication skills. Furthermore, the research indicates that graphic media can help students overcome their fear of making mistakes, enabling them to express themselves more confidently in English.

CONCLUSION

In conclusion, this journal provides evidence of the effectiveness of using graphic media to improve the motivation of junior high school students in learning English. The integration of visual aids and interactive activities can create a more enjoyable and dynamic learning experience, leading to increased student interest and proficiency in the language. By embracing graphic media as an educational tool, educators can foster a positive and conducive learning environment for their students.

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