UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN CLASS VII.A SMPN 1 BUA , LUWU REGENCY

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Abstract

English is one of the compulsory subjects at school. In studying English with the theme "Traveling", some students in Class VIL.A of SMP Negeri 1 Bua, Luwu Regency, found it difficult and really needed suitable media because in this theme one of them was learning how to describe places, in this case tourist attractions. Therefore, to increase students' motivation in studying the theme "Traveling" very interesting media is needed, namely image media. So that the learning and teaching process can run smoothly and achieve maximum results. The purpose of this research is to find out: (1) whether the application of image media can increase motivation to learn English with the theme Traveling in students of Class VII.A of SMP Negeri 1 Bua, Luwu Regency, (2) how image media can be applied to increase motivation to learn language English with the theme "Traveling" for Class VII.A students of SMP Negeri 1 Bua, Luwu Regency.

The subjects of this research were Class VII.A students in the odd semester of SMP Negeri 1 Bua, Luwu Regency, academic year 2018/2019. This research is limited to the theme 'Travelling. The research design used is Classroom Action Research (PTK). The learning tools used are the Learning Implementation Plan (RPP), and Student Activity Sheets. Meanwhile, the instrument used in this research was a test sheet on student learning outcomes.From the analysis of research data it can be concluded that: (1) The application of image media can increase motivation to learn English with the theme 'Traveling", readiness to learn, understanding and learning achievement of students in Class VIL.A SMP Negeri 1 Bua Luwu Regency, (2) Enthusiasm , enthusiasm, joy and creativity in the form of student activity during the teaching and learning process has increased, (3) Students' ability to express meaning and describe images has also increased, and (4) The results of assignments and daily tests have increased.

Keywords: Learning Motivation, Traveling, SMP Negeri 1 Bua

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

Introduction

In a teaching and learning process, there are two very important elements, namely teaching methods and teaching media. These two aspects are interrelated. The choice of a particular teaching method will influence the type of appropriate teaching media, although there are still several other aspects that need to be considered in choosing media, including: teaching objectives. the types of tasks and responses that students are expected to master after the teaching takes place. In the teaching and learning process, one of the functions of teaching media is as a teaching aid which also influences the climate, conditions and learning environment organized and created by the teacher.

English is one of the compulsory subjects at school. In studying English with the theme "Traveling", some of the students in Class VII.B of SMP Negeri 1 Bua, Luwu Regency, found it difficult and really needed suitable media because in this theme, one of them was learning how to describe places, in terms of tourist attractions. Therefore , to increase students' motivation in studying the theme "Traveling" very interesting media is needed, namely image media. So that the learning and teaching process can run smoothly and achieve maximum results.

Based on the explanation above that the teaching and learning process should apply image media to increase students' motivation in learning English with the theme "Traveling", the author was encouraged to research "Application of Image Media in Cooperative Learning to Increase Motivation for Learning English in Class VII.B Students SMP Negeri 1 Bua Luwu Regency Odd Semester 2021/2022 Academic Year

LITERATURE REVIEW

According to Mouly, learning is a process of changing a person's behavior due

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

to experience. Learning can be obtained previously, both in the form of knowledge and skills. Learning can be said to be the process of receiving all the information received through all the senses of hearing and observation, then it is entered into memory function by the individual who is learning until it is reappeared if necessary.

According to Paul, teaching is helping someone to form their own knowledge. Here it is explained that teaching is not transferring knowledge from people who already know (teachers) to those who don't know (students), but rather helping someone to be able to construct their own knowledge through their activities regarding phenomena and objects they want to know.

According to Santoso Shanijaya, media are all forms of intermediaries used by disseminators of ideas, so that the ideas or thoughts reach the recipient.

Meanwhile, according to Asnawir, (2002: 11) media is something that transmits messages and can stimulate students' thoughts, feelings and abilities, so that it can encourage the learning process in them. Meanwhile, according to the Association of Education and Communication Technology (AECT), it defines media as all forms and channels that people use to convey messages or information. Motivation can be defined as a driving force that is active at certain times, especially when it is necessary to achieve goals. strongly felt or urgent. (Sardinian, 2005:73)

Motivation is also defined as a driving force that causes behavior towards a certain goal. Whether there is motivation in students can be observed from observing their behavior. If students have motivation, then they will: (1) be serious, have strong attention and curiosity to participate in learning activities, (2) try hard and devote sufficient time to these activities, (3) continue work until the tasks are completed. (Muhaimin, 2001:138)

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

RESEARCH METHODS

This research was conducted in Class VII.B of SMP Negeri 1 Bua, Luwu Regency and focused on Class VII.B students when taking part in teaching and learning activities in English subjects with a total of 34 students using image media to increase motivation in learning English with a theme. "Traveling". Before conducting research, researchers first plan the activities to be carried out. From this class planning, it is hoped that we can find out the effectiveness of using image media in overcoming students' learning difficulties, especially in English subjects for Class VII.B. In an effort to achieve maximum results in accordance with shared desires, a scenario needs to be formulated.

Based on the data obtained from the actions that have been taken, the data is analyzed to ensure that applying image media can increase students' motivation in learning English with the theme "Traveling". Researchers used data reduction techniques, data exposure, and conclusions. Data reduction is a process of sorting relevant and important data. The steps used are to simplify by focusing, classifying, abstracting rough data into meaningful data for analysis. The reduced data is then presented in the form of a data presentation that allows conclusions to be drawn.

This research, which was carried out in Class VII.B of SMP Negeri 1 Bua, Luwu Regency, used several methods to collect data during the learning process. To obtain correct and accurate data in this research, the author used several methods: 1) Observation, 2) Measurement of learning outcomes tests, 3) Documentation, 4) Performance Indicators.

RESULTS AND DISCUSSION

In action planning I, the researcher applied image media with the aim of

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

increasing motivation to learn English with the theme "Traveling" because some students in Class VII.B of SMP Negeri 1 Bua, Luwu Regency felt they needed suitable media because of difficulties in describing places, in this case objects tour.

This cycle consists of two skills, namely speaking and writing with the descriptive text genre. Before learning is carried out, this research requires several preparations, namely:

1. Create a learning implementation plan.

2. Prepare image media (tourist attractions), such as images of Borobudur temple, Eiffel Tower, Cuban Rondo waterfall, Surabaya Zoo, Monas Monument, Kuta beach, etc.

3. Prepare descriptive text about traveling.

4. Make questions about images (Borubudur Temple) Do you know what picture is it?

Have you gone there? What do about this temple?

5. Make questions about descriptive text.

6. Create observation tools or guidelines to determine student performance, student enthusiasm and student creativity in the teaching and learning process as a form of increasing motivation to learn English with the theme "Traveling" in class X students.

Cycle I Observation

During the activity, the researcher acted as a teacher as well as an observer who recorded observation sheets in the observation guide. The results of observations in cycle I showed that teaching and learning activities went well. Students were very enthusiastic about taking part in the lesson because in the initial activity the teacher showed the students image media in English learning with the theme "Traveling", namely a

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

picture of Borubudur Temple. They were very interested because most of them knew this temple and they had visited it. In the core activity, students are even more enthusiastic in following the lesson, because the teacher gives each group different pictures so they compete with each other to make good descriptions. Because they work in a group, it makes it easier for them to make descriptions because they can work with each other. discuss. Apart from that, it is also supported by attractive (coloured), clear pictures, and the tourist attractions depicted are well known to them, such as pictures of Monas Tug, Surabaya Zoo, and others so that they are able to express the meaning or describe tourist attractions well and fluently.

a. Cycle I Reflection

The impact of applying image media in speaking as well as examples of descriptive text and explanations about the linguistic characteristics of descriptive text are able to improve students' writing results.

They are able to write descriptive text well and fluently.

1. Cycle II
a. Planning

In action planning II, the researcher applied the use of image media to increase motivation to learn English with the theme "Traveling". This cycle consists of two skills, namely Reading and Writing with the recount text genre. Before learning is carried out, this research requires several preparations, namely:

1. Create a Learning Implementation Plan.

2. Prepare image media (people diving and people camping).

3. Prepare recount text about traveling.

4. Make questions about related images (people diving and people camping):

Do you know what picture is it?

Have you ever done that?

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

5. Make questions about recount text.

6. Create observation tools or guidelines to determine student performance, student enthusiasm and student creativity in the teaching and learning process as a form of increasing motivation to learn English with the theme "Traveling" in class X students.

b. Implementation

The implementation of this cycle consists of two skills, namely reading and writing with the recount text genre. These two skills are implemented in two meetings.

Meeting I: Reading Skills

1. Preliminary activities

- Greetings

- Ask and answer various questions related to the student's condition.

- The teacher focuses students' minds by showing a picture of a person diving.

- The teacher asks questions about the picture:
  Do you know what picture is it?
  Have you ever done that?
  Do you know what we will discuss today?

- The teacher tells the material that will be taught.

- The teacher explains the learning objectives and competencies that must be achieved by students.

2. Core activities

- The teacher asks students to pair up with their classmates.

- The teacher distributes envelopes to students containing recount texts about traveling whose

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

paragraphs have been scrambled.

- The teacher asks students to sort the text.

- The teacher and students sort the text.

- The teacher asks students to read the text individually while marking difficult words and funny words used in sentences.

- The teacher asks the students to read the text.

- The teacher asks students what type of text the text is

- The teacher and students discuss difficult vocabulary in the text.

  For example:

  Tiny fish: small fish

  Diver : diver

  Impressive: impressive, dil.

- The teacher distributes questions about the text.

- The teacher asks students to do it.

- The teacher pulls the students' answer papers.

- The teacher and students discuss the question by appointing students to answer the question.

- The teacher and students discuss the linguistic characteristics of recount text.

- The teacher reviews the simple past tense material.

- The teacher asks students about the verbs used in the sentences.

- The teacher concludes the content of the text.

3. Closing Activities

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

- The teacher and students conclude the lesson.

- The teacher assigns students to look for recount texts in the library and identify them. This assignment is collected at the next meeting.

- Closing.

Meeting II: Writing Skills

1. Preliminary activities

- Greetings.

- Ask and answer various questions related to the student's condition.

- The teacher shows the students a picture (a picture of a camping person), then sticks it on the blackboard.

- The teacher asks students questions about the picture:

  Do you know what picture is it?

  Have you ever done that?

What do you need when you go camping?

2. Core activities

- The teacher asks students to pair up with their classmates.

- The teacher distributes students envelopes containing pictures about camping that have been scrambled.

- The teacher asks students to sort the pictures on the paper provided.

- The teacher and students sort the pictures.

- The teacher asks students to stick the picture on the paper provided.

- The teacher writes difficult vocabulary related to the picture on the blackboard. For example:

  Tent   : tent

  Campfire   : campfire _

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

Mat   : mat

Put up   : put up, etc.

- The teacher and students summarize the material.

- The teacher asks students to make a story based on the picture using very simple language.

- The teacher asked several students to read the story in front of the class.

- The teacher asks students to provide comments to the group that advances.

- The teacher asks students to submit their assignments.

- The teacher discusses the students' assignments.

3. Closing Activities

- The teacher and students conclude the material.

- The teacher gives rewards to the group whose story is the best.

- The teacher assigns students to write stories about their experiences while on holiday and collect them at the next meeting.

c. Cycle II Observation

In cycle II, students were more enthusiastic about following the lesson compared to cycle I. In the initial activity, the teacher showed a very interesting picture, namely a picture of a person diving and asked questions about the picture so that before the material was presented, the students were focused and ready to receive it. lesson.

In this second cycle, teachers can also easily assess students' abilities, activeness and creativity because students are grouped into small groups, namely working in pairs. In this second cycle,

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

obstacles in the teaching and learning process were also reduced because students were serious about discussing their assignments compared to the first cycle, students whose groups contained smart students, usually students who usually responded less to assignments and those who had the biggest contribution were the smart students .

d. Cycle II Reflection

Cycle II is about learning to improve writing skills. Groups are asked to sort random pictures into a story. In this activity, students compete with each other to sort the pictures quickly and correctly. If a group answers incorrectly they will be ridiculed. Situations like this make the class come alive. Through pictures, this unit can help develop students' reasoning power in expressing their ideas in writing a story.

Learning with small groups, work in pirs can achieve maximum results because every student must participate and respond to the tasks given by the teacher. This can reduce students chatting with their friends during learning.

DISCUSSION

In applying image media in cooperative learning, the teacher not only makes students passive, but the teacher guides students to always actively ask questions or gives students the opportunity to think actively, creatively. and innovative because teachers provide stimuli that students respond well to.

This reality is in accordance with the opinion of Thompson, et al. (1995). That cooperative learning also adds elements of social interaction. In cooperative learning, students learn together in small groups who help each other .

The application of image media can attract students' attention and also increase students' abilities and motivation in understanding English lessons on the Traveling theme, especially in Class VII.B of SMP Negeri 1 Bua, Luwu Regency, it

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

turns out to be quite effective and also efficient and can be seen from the pre-test results and post-tests and chapter test results that have achieved satisfactory results.

To strengthen the research results, below is a list of Class VII.B students' scores on the learning material.

NO	L/P	Task	Test
1	L	75	80
2	L	100	90
3	P	100	100
4	P	70	100
5	P	70	80
6	P	75	75
7	P	100	77
8	L	100	100
9	L	95	70
10	P	95	100
11	L	97	95
12	L	100	100
13	L	100	90
14	L	70	100
15	L	100	100
16	P	100	100
17	P	70	80
18	P	100	95
19	L	100	100
20	P	70	90
21	P	95	90
22	L	95	95
23	P	100	100
24	L	95	95
25	P	70	80
26	P	75	75
27	P	100	77
28	L	100	100
29	L	95	70
30	P	95	100
31	L	97	95
32	L	100	100
33	L	100	90
34	L	70	100

From the results of the assignment scores and daily tests above, it can be seen that learning achievement is quite good, this is due to increased motivation to learn English, especially on the theme "Travelling". It is said to be quite good because great achievement can reach the minimum standard of completeness, namely

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1] Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

great, thus by applying picture media and a cooperative approach in the English learning process, especially on the theme "Travelling" it can run effectively and can increase students' learning motivation so that their learning comprehension and achievement is also good. increase. Compared to other methods, this cooperative learning method has a plus point, namely there is mutual cooperation with other friends, so that students do not only prioritize each individual, but must have a high sense of responsibility.

CONCLUSION

Based on the research results above, it can be seen that the effectiveness of applying image media can increase motivation to learn English with the theme "Traveling", readiness to learn, understanding and learning achievement of students in Class VII.B of SMP Negeri 1 Bua, Luwu Regency. This is reflected in several things, namely:

a. Enthusiastic spirit, joy and creativity in the form of student activity during the teaching and learning process.

b. Students' ability to express meaning and describe images.

c. The results of assignments and daily tests have increased.

1. Applying image media in order to increase motivation to learn English with the theme 'Traveling', you must pay attention to several things, including:

a. The picture must be clear and attractive so that students can develop their reasoning or imagination in expressing what is in the picture.

b. Ease of obtaining media. The media needed is easy to obtain, at least it is easy for the teacher to make when searching and the teacher has the skills to apply it.

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

c. In accordance with the student's level of thinking ... Choose according to the student's level of thinking so that the meaning contained in it can be understood by the student.

d. The images provided must be able to expand knowledge and help students' thinking processes.

1. Cooperative learning trains students to socialize with their friends, understanding from all students can be evenly distributed and students can exchange opinions with each other.

2. The obstacles in this research are limited time, the condition of students who have different backgrounds, the students' poor physical condition, and the lack of seriousness in carrying it out.

3. The most significant obstacle in implementing this is that there are still some students who are not serious about doing group assignments, and there are also those who are not serious about doing it, in the sense that they do not do the assignments they have been given so far using their own work but copying those of their friends.

The author and observer in this case provides several constructive suggestions for the development of English knowledge, namely:

1. Teachers should prepare media and teaching methods that are creative, innovative, effective and efficient so that students do not find it difficult and bored in learning English.

2. Teachers should always provide opportunities for students to develop their reasoning power or imagination in understanding a problem.

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

3. The media applied by the teacher must be in accordance with the topic being taught so that students can participate more optimally in the teaching and learning process.

4. Education staff, especially teachers at related educational institutions, should convince students that English lessons are a very important lesson to face the world in the era of globalization.

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UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,[1]Srinanengsi Daming[2], Yuliana Tanan[3], Ummu Haerah Syam[4], Ufrawati[5]

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