Increasing the motivation of madrasah Aliyah students to learn cross-interest English subject by applying the game "relay race"

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ABSTRACT

Cross-interest subjects are programs and policies from the government that aim to provide opportunities for students to choose and study subjects that are not in the specialization program so that they will add insight, experience, and knowledge that they have later. In theory, students should have a high motivation or enthusiasm for learning to study the cross-interest subjects they have chosen. However, the facts in the classroom show the opposite. This study aims to increase student learning motivation in English Cross Interest subjects in class XI MIPA Madrasah Aliyah Negeri Kota Batu through the application of a "relay race" or relay game. This research is a class action research with the research subject of XI MIPA 2 class with 36 students. The research was conducted with two cycles on simple past-tense material. Data collection techniques were carried out by observation through daily notes filled by both the teacher and students, and questionnaires filled by students to determine the level of student learning motivation. The results showed increased student learning motivation in cross-interest English subjects, with an average percentage in the first cycle of 81% and increased by 1% to 82% in the second cycle. Thus, it can be concluded that applying the "relay race" game can increase students' learning motivation while still paying attention to the teacher's pedagogical skills during the learning process.

Keywords: Cross-Interest English Subject; Relay Race; Learning Motivation

INTRODUCTION

Today, education in Indonesia is increasingly dynamic and continues to be developed to adapt to the demands of changing times. Along with these changes, the basic abilities humans need also change so that a more efficient education system must continue to be developed (Jihan et al., 2023; Rohimajaya et al., 2022). The education curriculum has undergone several changes in Indonesia, accounting for eleven changes from 1947 to 2022 (Khaidir et al., 2023; Ritonga, 2018). The latest education curriculum released in 2022 is known as the Merdeka Curriculum (Barlian et al., 2022; Zidan & Qamariah, 2023). Therefore, starting in 2022, the government provided three curriculum options that can be implemented in schools to restore learning after the COVID-19 pandemic. The three curricula are the 2013 Curriculum, the simplified Curriculum (emergency curriculum), and the Merdeka Curriculum (Munir & Karim, 2022; Syarifah et al., 2022).

From this decision, some schools have chosen to implement an emergency curriculum. The emergency curriculum is a curriculum developed independently by schools by referring to the principle of diversification (Nugroho & Narawaty, 2022), following school conditions, regional potential, and students based on the 2013 Curriculum, so the
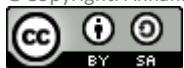
provisions that apply to the emergency curriculum also refer to the statutory provisions in the 2013 Curriculum (Ramadhan et al., 2022; Sumarbini & Hasanah, 2021). The emergency curriculum simplifies core and basic competencies, but learning activities are still optimized to achieve literacy and numeracy competencies in all subjects (Faradita & Afiani, 2021; Haryadi & Mahmudah, 2021).

Concerning the laws, there is a Regulation of the Minister of Education and Culture Number 64 of 2014, article 4, paragraph 1 concerning Specialization in Secondary Education, which reads: "The selection of specialization groups is carried out since students register for SMA / MA according to the interests, talents and/or academic abilities of students." (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 64 Tahun 2014, 2014). Another thing reviewed from the changes in the 2013 curriculum is the existence of compulsory or specialization subjects and elective or cross-interest subjects (Arman et al., 2022; Ruwaidah, 2021). From this statement, it can be understood from the regulation that when students choose the specialization group of Mathematics and Natural Sciences (MIPA), then students can take several subjects from the Specialization of Social Sciences (IPS) and subjects from the Specialization of Language and Cultural Sciences and vice versa according to the wishes, interests, and talents of students (Murwindra et al., 2020; Riafadilah & Dewi, 2019).

Cross-interest subjects are programs and policies from the government that aim to provide opportunities for students to choose and study subjects that are not in the specialization program so that they will add insight, experience, and knowledge that they have later (Darmayanti et al., 2021; Malla & Asrang, 2021). Similar to the selection of specialization groups or compulsory subjects carried out since students register to Madrasah Aliyah or Senior High School, elective or cross-interest subjects are also chosen directly by students with a voting system carried out in each class (Prabawati & Muhadi, 2022; Suherman et al., 2021). The elective or cross-interest subjects that get the most votes will be studied along with other compulsory subjects.

In theory, students should have a high motivation or enthusiasm for learning to study the cross-interest subjects they have chosen. However, the facts in the classroom show the opposite. Motivation is an important aspect needed to do everything, especially learning (Borah, 2021; Fajri et al., 2021). The problem researchers found is that students need more motivation to learn, which can be seen from students' lack of enthusiasm during learning activities. They often did not complete the assigned tasks, did not listen to the teacher's explanation, and did not cooperate well with their groups.

It also happened at the beginning of the implementation of English cross-interest subjects in class XI, specializing in mathematics and natural sciences. Although various learning methods and activities have been applied, ranging from lecture methods, group discussions, and simple problem-solving to learning using interesting media such as short films and digital quizzes, students tend to reject the material and are reluctant to participate in learning. This problem provided a new challenge for teachers to find solutions to overcome these problems immediately.

Several previous studies have been conducted related to the problem of students' learning motivation levels. The first study by Mardiana (2019) aimed to determine the increase in student learning motivation in English class XI by applying the cooperative learning model Student Team Achievement Division (STAD). The researcher implemented classroom action research with two research cycles, which increased learning motivation, which in the first cycle amounted to 65% to 80% in the second cycle (Mardiana, 2019). Another study was conducted by Indriani (2022), which aimed to determine the increase in student activeness and learning outcomes in English lessons at class XI by applying problem-based learning models (PBL). This research was conducted with a class action research scheme in two cycles. The results showed an increase in both aspects of learning outcomes and student activeness characterized by a positive response to the lessons they participated in (Indriani, 2022). Research with similar problems has also been carried out by Mandasari et al. (2022). Unlike the two previous studies, this research was conducted through community service activities by assisting Madrasah Aliyah students at class XI, especially in English lessons. Based on the

questionnaire results at the beginning of the meeting, it was known that 73% of students considered English a difficult subject to learn, so it impacted their low interest and motivation to learn. After assisting in the form of applying active learning and giving easy tips for learning English, 82% of students felt motivated to learn English (Mandasari et al., 2022).

Based on some of these previous studies, all three have a similar problem base: low motivation and interest of students in learning English. They focused on adopting learning with various methods, namely Student Team Achievement Division (STAD), problem-based learning (PBL), and active learning. Based on these findings, the researcher was inspired to conduct classroom action research by applying the educational game method to ignite students' learning motivation, considering that this method has never been applied in previous lesson meetings and previous studies with the same problem base. In addition, previous studies were carried out in major English subjects, while this study was carried out in cross-interest English subjects.

One of the games considered suitable and under the problems that occur in students is a relay game or "Relay Race". The "relay race" game is a game that is carried out in groups, but each student is still required to instill a sense of responsibility in himself to carry out his role in the group. Relay games have simple game procedures and are easily modified and adapted to any material as needed (Agustriani et al., 2022; Nisak et al., 2023). Therefore, relay games or "Relay Race" can be a game option for various learning methods and activities. Departing from the description, the researcher tried to apply the relay game or "Relay Race" by using cooperative learning methods to increase students' learning motivation in cross-interest English subjects in class XI of Madrasah Aliyah Negeri Kota Batu. This research aims to contribute on the pedagogical practices regarding the use of games in improving the learners' motivation and learning outcomes. Further, this research might shed some light on the innovative teaching media for English language learning.

METHOD

Research Design
This type of research is classroom action research with an action research method. According to McNiff, the main basis of action research is to improve and enhance the professional services of educators in handling the teaching and learning process by taking various alternative actions in solving learning problems (Moybeka et al., 2023). According to Muhadi (2011), classroom action research is carried out in cycles, each consisting of four stages. The first stage is planning, including preparing lesson plans, creating scenarios of learning activities using relay games, including schemes and rules in the game, and making supporting media activities. The second stage is implementation, which includes dividing students into groups, explaining game instructions, and implementing the game. The next stage is observation, which is carried out by filling in the monitoring instrument prepared by the teacher (Susilo et al., 2011). Data regarding the increase in student learning motivation is obtained through questionnaires distributed after the learning activities at the end of each cycle (Arikunto et al., 2015). The last stage is reflection, which is carried out by the teacher based on the results of observations and questionnaires that students have filled out. The reflection results are then used to determine the steps to carry out the next cycle (Susilo et al., 2011).

Participants and Setting
The participants of this study were students of class XI MIPA 2 Madrasah Aliyah Negeri Kota Batu. They were 25 students out of 36 students. This class is a Mathematics and Natural Sciences class that chooses English as a cross-interest subject. The classroom action research was conducted for two months, from August to September 2022.

Data Collection

In classroom action research, data collection can be done through various ways such as observation, interviews, questionnaires, diaries, recordings, and others (Arikunto et al., 2015). In this study, the data collection process was carried out by observation and questionnaire. Observations were made by recording learning activities, which the participants had approved in the process. Teacher's and students' daily notes were also prepared during observation. Daily notes for teacher record essential events during the learning process, while daily notes for students convey opinions and suggestions from students related to perceived learning. In this study, the teacher filled in daily notes in the teacher's notebook. At the same time, students write in the teacher and student chat group on the WhatsApp application so that the teacher can consider these notes when planning the next lesson. Besides, a questionnaire was prepared using a Likert scale to determine the level of student learning motivation in the form of a scale—students filled in the questionnaire in Google Forms with ten questions.

Data Analysis

After the data collection stage, the observation and questionnaire data were analyzed by selecting and categorizing them. At this stage, the data were selected and reduced if necessary. The questionnaire results were calculated using simple statistics in the form of formulas to calculate the mean and percentage (%). The data were then organized according to the research questions. In addition, the data were described in the form of tables and graphs. The final step is interpreting the data by describing it in a narrative and drawing conclusions. This analysis process is commonly known as Miles and Huberman's analysis theory (Miles & Huberman, 1994). The success criteria set in this study is the increase in student learning motivation during the implementation of the study.

Research Instrument

This study used two instruments: questionnaires and observational instruments. Questionnaires were administered using a Likert scale. This scale is commonly used to measure perceptions and attitudes (Pranatawijaya et al., 2019). This study uses two types of questions on a Likert scale: positive questions with points 5, 4, 3, 2, and 1 and negative questions with points 1, 2, 3, 4, 5. The answers to these questions are "strongly agree" with a weight of 5 points, "agree" with a weight of 4 points, "less agree" with a weight of 3 points, "disagree" with a weight of 2 points, and "strongly disagree" with a weight of 1 point. Besides, the observation instrument used daily notes and recordings to record important events related to the research objectives. The teacher's daily notes contain columns for the day and date, subject matter, and description of events.

RESULTS AND DISCUSSION

Results

Classroom action research was conducted to increase students' learning motivation in class XI MIPA at MAN Kota Batu in cross-interest English subjects or English Language and Literature by applying the "Relay Race" game with a cooperative learning method. The research was conducted in 2 cycles. Each cycle includes four stages: planning, acting, observing, and reflecting. The material used in the two cycles was simple past tense.

Researchers implemented a relay game as an error correction sentence in the first cycle. In the first stage, namely planning, researchers prepare the necessary learning tools, such as lesson plans, including the game scheme that will be applied along with the rules, learning materials, and supporting learning media. Then, in the action stage, after the material was presented, students were divided into groups of 4-5 students. Students were then given a piece of paper containing English sentences with one error in each sentence. Within their groups, students are asked to look for mistakes in turn, with a note

that other group members may not help their friends who get their turn. At this stage, the researcher also carried out the next stage, namely observation. The researcher observed students' responses while implementing the relay game. The researcher found that most students still needed help with it, and it had an impact on reducing student learning motivation. In some groups, researchers found that they did not follow the game's rules and worked carelessly. After all groups finished their work, the teacher continued the research to the last stage, reflection or evaluation. The teacher distributed questionnaires to students to determine the increase in learning motivation from the students' point of view. Then, the researcher also reflected in the form of analyzing and assessing the results of observations of the actions taken using the observation instrument. The reflection results showed no increase in student learning motivation after implementing the first cycle.

At the re-planning stage in the second cycle, the researcher decided to change the type of relay game so that the problems in the first cycle would not be repeated. The researcher applied a whisper relay race or sentence relay. After determining the game, the researcher then prepared the necessary learning tools. In the re-action stage, the researcher invited students to carry out learning outside the classroom, namely in the hall, so that the game could run according to plan. In implementing the game, students are divided into groups of 5-6 students. Each group then lined up neatly according to their respective groups. Students at the back of the line are tasked with taking a paper containing an English sentence, reading it silently, and conveying it to a group of friends who are in front of them by whispering. The sentence then continues to be delivered to each member until the front member. Students in the front row were tasked with writing the sentences delivered by their group on a piece of paper prepared by the researcher. After writing the sentence, the student in the front position runs to the back row to take the paper containing the next sentence and convey it to the group of friends in front of him. Thus, on until the time runs out. The group that managed to correctly write the most English sentences would be the winner. At this stage, the researcher also carried out the re-observation stage.

From the observation, the researcher found that students' learning motivation increased. After the game session, some students who previously tended to resist learning and were reluctant to do the exercises became more excited and enthusiastic. Again, the teacher continued the research to the last stage, namely reflection or evaluation. The teacher distributed questionnaires to students to determine the increase in learning motivation from the students' point of view. Then, the researcher also reflected in the form of analyzing and assessing the results of observations of the actions taken using the observation instrument. The results of the reflection showed an increase in student learning motivation after implementing the second cycle. Here are the students' learning motivation questionnaire cycle 1 and 2 results.

Table 1. Result of students' learning motivation questionnaire cycle 1

No.	% Intervals	Categories	Frequencies	Percentages
1	≥ 90%	Very High	5	20%
2	72% - 89%	High	16	64%
3	55% - 71%	Medium	3	12%
4	38% - 54%	Low	1	4%
5	≤ 37%	Very Low	0	0
	Total		25	100%
	Learning motivation average			81%

From the results of the students' learning motivation questionnaire in the first cycle with a total of 25 respondents out of 36 students, there were five students in the very high category, 16 students in the high category, three students in the medium category, and one student in the low category. The average percentage of students' English learning motivation in the first cycle was 81%.

Table 2. Result of students' learning motivation questionnaire cycle 2

No.	% Intervals	Categories	Frequencies	Percentages
1	≥ 90%	Very High	9	36%
2	72% - 89%	High	11	44%
3	55% - 71%	Medium	3	12%
4	38% - 54%	Low	2	8%
5	≤ 37%	Very Low	0	0
	Total		25	100%
	Learning motivation average			**82%**

From the results of the student learning motivation questionnaire in the first cycle with a total of 25 respondents out of 36 students, there were nine students in the very high category, 11 students in the high category, three students in the medium category, and two students in the low category. The average percentage of students' English learning motivation in the first cycle was 82%.

Based on the questionnaire data of students' learning motivation in the first cycle, it is known that there are five students feel highly motivated to learn English by applying games in the learning activities, 16 students with high learning motivation, three students with moderate motivation, and one student feels low motivation. The questionnaire results showed that the teacher felt that students' motivation to learn English could be further improved. The researcher then changed the type of game to be more fun, and after the re-implementation stage, the researcher again asked students to fill out a questionnaire to find out the development of students' learning motivation. The second questionnaire showed an increase in the number of students who felt they had very high learning motivation to nine students. However, the number of students who felt they had high learning motivation decreased from 16 students to 11 students. In addition, the number of students with moderate learning motivation remained at three students. Unfortunately, the researcher found an increase in the number of students with low learning motivation by two students in this second cycle.

Based on the data exposure, the teacher applied the "error correction relay race" game in the first cycle and the "whispering relay race" game in the second cycle. Although in practice, the two games have a considerable difference, they can increase student motivation by only 1%. The following is the data on the research results of cycles 1 and 2:

Figure 1. Diagram of percentage increase in student learning motivation
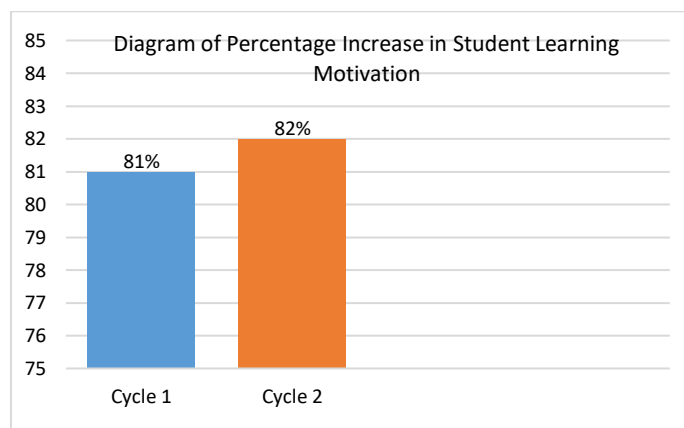
Discussions

Learning is a deliberate action process that causes changes whose circumstances differ from those caused by others (Setiawati., 2018). In addition, according to Cronbach (1954), learning is a change that arises from experience (Herawati, 2018). Meanwhile, according to Winkel, learning is a mental or psychological activity that occurs in active interaction with the environment, resulting in changes in knowledge, understanding, skills, values, and attitudes (Laka et al., 2020). Thus, learning is an activity that involves mental and psychological elements and is carried out intentionally through active interaction with the environment, which results in changes in knowledge, understanding, skills, and attitudes as a result of an experience. In order to carry out learning activities, learning motivation is generally needed to achieve the desired goals optimally.

Further, learning motivation is the driving force/impetus to do a job, which usually comes from within and outside (Dalyono, 2009). This is supported by the opinion of Winkel, who defines learning motivation as all efforts within oneself that give rise to learning activities, ensure the continuity of learning activities, and give direction to learning activities to achieve the desired goals (Islam et al., 2018; Laka et al., 2020). Learning motivation is closely related to student learning outcomes, so it is a driving factor in carrying out activities to bring out enthusiasm for learning (Nisa & Susanto, 2022). Furthermore, Darsono mentions several factors that can influence the increase in learning motivation. He mentions at least five factors, including ideals or aspirations, abilities, conditions and environment, dynamic elements in learning, and teacher efforts in teaching (Emda, 2018; Toisuta, 2020).

As mentioned regarding the factors that can affect the level of learning motivation, it is known that to increase learning motivation, internal and external factors are needed. Internal factors include student abilities, student conditions, and student ideals or aspirations, all of which can only be controlled by students themselves. At the same time, external factors include environmental conditions, dynamic elements in learning, and teacher efforts in teaching students. Therefore, teachers must be able to choose the right approach and method and deliver it well so that the learning materials presented can be well received by students (Moybeka et al., 2023).

In implementing the research, a researcher, who also acts as a teacher, has made efforts to bring up dynamic elements in learning by changing learning methods periodically to increase student learning motivation. This is also a form of teacher effort in teaching students.

As mentioned earlier, learning collaboratively with educational games has been proven several times to increase student learning motivation (Indriani, 2022; Mandasari et al., 2022; Mardiana, 2019). Educational games are one of the learning media that can support classroom learning activities, aiming to increase student interest in learning (Anastasiadis et al., 2018; Hartanti, 2019). Educational games in learning activities offer fun play activities while still containing educational content and holding learning principles (Hidayat et al., 2019; Manzano-León et al., 2021). Therefore, educational games are considered to be one of the solutions to increase student learning motivation. However, based on the research data previously presented, after doing the learning activity using educational games, the increase in learning motivation experienced by students has been insignificant and needs to be increased again. This happens because not all students can accept learning with the game method, and vice versa. Some students may be more interested in learning by visualizing information in the form of symbols or tend to understand the material easily with lecture or group discussion methods, or tend to be interested in learning if learning activities include demonstrations, simulations, and other activities that involve physical activities (Hafizha et al., 2022; Nurtika & Hasbullah, 2021; Putri, 2018). For this reason, in the learning process, teachers must always pay attention to their students' interests, talents, and learning tendencies so that the learning objectives can be achieved optimally.

In addition, from the results of the researcher's observations during the implementation of the study, the researcher realized that no matter how fun the game or method

presented, the teacher's personality and teacher's pedagogical competencies must still be considered and will greatly affect the atmosphere of the class which also depends on the personal atmosphere of each student. This is because the teacher's pedagogic competence consists of the teacher's ability to manage learning, which includes getting students to understand learning materials, planning and implementing learning activities, evaluating student learning outcomes, and evaluating student development (Bardach & Klassen, 2020; H.M. Syarafudin dan Hastuti Diah Ikawati, 2020; Wahyuningsih, 2021).

CONCLUSION

Based on the results of classroom action research that has been carried out at MAN Kota Batu in Class XI MIPA 2 with 36 students related to the application of the "relay race" game to increase motivation to learn English Cross Interests, several conclusions can be drawn, namely an increase in student learning motivation from the first cycle with an average of 81% to 82% in the second cycle. Although there was an increase of 1%, the researcher found an increase in the number of students with low motivation by two students in the second cycle. Therefore, the researcher also concluded that not all students can accept learning by applying games well, and the teacher's presentation in animating the classroom atmosphere and teaching students will also greatly affect the condition of students, which is certainly related to the high-low motivation of their learning.
The suggestion for future researchers is first to train pedagogical competencies and innate teaching skills so that students can automatically be motivated to learn the material. In addition, researchers also need to recognize student characters in advance so that the methods used can be right on target and learning objectives and research objectives can be achieved optimally.

CONFLICS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Annafiah, A.U.N.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (lead), editing (lead), securing funding.

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