

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

A. Theoretical Description

This Class Action Research will reveal about the methods, application and implementation of class action research using Active Learning Model with Domino Card Learning Media. Class Action Research is the scrutiny to the learning process in the form of an act which intentionally raised and occurs in class together (Arikunto, 2010:3). Accordingly, there are three variables that are used they are the implementation of Active Learning using Domino Card Learning Media, motivation and learning activities. Here is the explanation about the theoretical description.

1. Motivation

a. Definition of Motivation

Arends (2009: 140-141) defines motivation as:

Motivation is usually defined as the process that stimulates our behaviour or arouses us to take action. It is what makes us do what we do. Psychologists make the distinction between two majors of motivation-intrinsic and extrinsic. When behaviour is sparked internally by one's own interest or curiosity or just for the pure enjoyment of an experience, it is called intrinsic motivation. Linger to watch the sun go behind the horizon on a beautiful evening is an example of intrinsic motivation. In contrast, extrinsic motivation kicks in when individuals are influenced to act from external or environmental factors, such as rewards, punishments, or social pressures. Intrinsic and extrinsic motivations are both important in classrooms.

According to Sardiman, A. M (2011: 75) motivation can be stated as the sequence of effort in order to emerge certain

conditions so that people are willing to do something, even if they do not like the things that should be done, they will circumvent the demotivation feeling. So, motivation can be stimulated by inside and outside factors.

In achieving the learning purpose, there is the need of an impetus inside each student's soul which will guarantee the continuance of the teaching and learning process. Motivation is the impetus itself. The variable of motivation in learning process is overall needed because it is the matter of psychological condition in which will generate the feeling of enthusiasm and happiness about the related subject, emerging passion and rising spirit to study. When those generated feeling are strong enough inside a students' soul, they will have the additional super power to master the subject that they are studying. Even the student with high Intelligence Quotient without motivation to study and learn often failed in learning process.

b. The Role and Function of Motivation

Hamzah B. Uno (2011: 27-29) states that motivation helps to explain individual behaviour including the behaviour while students are studying. There are some important roles of motivation in learning process in the following description:

1) Motivation Role to Define Learning Reinforcement

This role works when students faced in a problem that needs to be solved and they have to move and find something to fill full what they need. Students with mathematics task who need the algorithm table, and they hardly cannot finish their work without the table for example. That they will find the right algorithm table based on their knowledge and experiences in their environment and start the proper effort to finish their task are the motivation roles which reinforce the learning process.

Through that occurrence, it can be understood that a problem or a case can emerge the learning reinforcement when a person has big motivation to solve the problem. That is why motivation can also defines what the things around students' environment or experiences that can reinforce the learning behaviour. It is being teacher obligation to relate the content of what being learnt to the closest learning devices around students' environment.

2) Motivation Role in Clarifying the Purpose of Learning

Clarifying the purpose of learning is closely related to the way students value the meaning of learning. Students are motivated to study something because they want to master certain focus of study so that in the future they will become the

expert on it then they realize how beneficial the learning process was.

3) Motivation Role in Defining the Persistence in Learning

Students who have strong motivation to learn something, will undertake to study hard and keen with the expectation to reach the best result. Students with low motivation will easily get focus distractions and will not have long study duration. They will easily tempt to do something else outside the learning process. In this case studying motivation has high influence in defining the persistence in learning.

Paul R Pintrich (2003: 667-686) suggests the seven substantive questions as important directions for current and future motivational science research efforts. The six substantive questions that related to this research are what do students want; what motivates students in the classroom; how do students get what they want; do students know what they want or what motivates them; how does motivation lead to cognition and cognition to motivation and how does motivation change and develop. These are the description of each substantive question:

1) What do students want?

Pintrich and Schunk (2002) state that motivational theories are concerned with the energizer and direction of behaviour. The question about what gets individual moving

and toward what activities or task they are doing are attempted to be answered by theories of motivation. Basically, people understand that there are desires inside everyone and their basic needs define what people want that play a role in motivating people.

Most of the recent research on student motivation has focused on these social–cognitive constructs and their role in classrooms. Semple S.J. (2014) defines about social-cognitive this way:

Social cognitive is an interpersonal level theory that emphasizes the dynamic interaction between people (personal factors), their behaviour, and their environments.

This interaction is demonstrated by the construct called Reciprocal Determinism. As seen in the figure below, personal factors, environmental factors, and behaviour continuously interact through influencing and being influenced each other.

How to use Reciprocal Determinism: Consider multiple ways to change behaviour; for example, targeting both knowledge and attitudes, and also making a change in the environment.

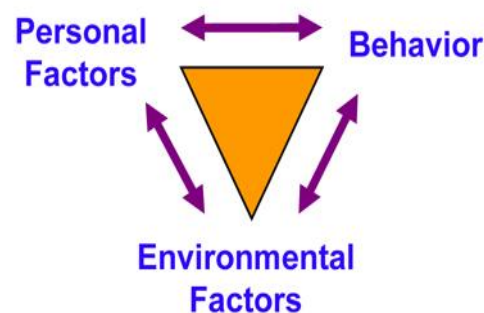


Figure 1 Social Cognitive Diagram

Students as social creature, they will, realized or not, have the need of giving best feedback for their environment.

This will drive into students want and willingness which can be enhancing students' motivation.

2) What motivates students in the classroom?

There isn't any simple and clear generalization about research on students' goal that can motivate students in the classroom but it is clear that the types of goals students adopt do influence their learning and achievement in classrooms. There is a design principle that reflects research on goals from both goal content and goal orientation approaches. The principle from goal content approach highlights the importance of social goals including fostering social responsibility through the use of appropriate organizational and management structures as well as allowing students to pursue their social friendship goals through the use of small groups. The other principles represent the research on goal orientation and focus on developing a classroom context that fosters a general mastery goal press in classroom that emphasize on learning, understanding, and self-improvement.

3) How do students get what they want?

This question for motivational science investigates how individual actually get what they want. The basic wants give rise to interests, values and goals, how do individual then translate these wants, goals and beliefs into action and also

about how do they attain their goals. There is a central approach to these questions and this involves the use of models of self regulation to describe the planning; monitoring; controlling and regulating the cognition, motivation and behaviour in the service of individual goals. The proliferation models of self-regulation to explain behaviour in many different domains, not just in education make this approach becoming popular besides its utility.

4) Do students know what they want or what motivates them?

There are many occasions when motivation and learning, in the classroom and in life in general, are not so conscious, intentional, and self-regulating. In research on cognition, there has been a great deal of research on implicit cognition where cognitive processing occurs outside conscious awareness and control.

5) How does motivation lead to cognition and cognition to motivation?

Most of the research on the role of motivation has been focused on how motivation influences subsequent cognition, and there has been very little research on how cognition influences motivation. It seems clear that there is a reciprocal and recursive relation between motivation and cognition but it is stated that there is a need for more research on this topic.

In the area of knowledge structures it is useful to examine how the activation of certain types of knowledge structures also result in the activation various motivational beliefs and affect. It is suggested a general connectionist metaphor that can help us build integrated models of the cognitive-motivational-affective self-system. These self system models will help to bridge the current gap between social-cognitive and situated models of motivation that differentially emphasize the individual or the context.

6) How does motivation change and develop?

According to Wigfield and Eccles (2002) there are four prominent points in the nature of change and development in motivation. First is about how do children and adolescents take the meaning of motivational constructs and how does this change with age and time. Second, it is about how these constructs become more differentiated and complex through ages. Thirdly, it is about how does the level and quality of motivation change over time and the last but not least is about how do the relations between motivation and various outcomes change as well as how do the relations between contextual factors and motivation change with development.

c. Indicators of Motivation

According to Sardiman (2011: 83) motivation that exists in people has some indicators or characteristics as follows:

- 1) Diligent in doing the task (student can work continuously for a long time, never stopped before completion).
- 2) Steadfast in facing the adversities (not quickly despair).
- 3) Show interest in a variety of problems.
- 4) Prefer to work independently.
- 5) Quickly bored on monotonous tasks (things that are mechanical, repetitive granted, making it less creative) or in positive statement can be described as students tend to be interested with new teaching model, method or technique.
- 6) Can maintain their opinion.
- 7) Glad to find and solve the problems.

Indicators or characteristics of motivation in early research can be used as a basis for developing devices which further research.

d. Factors and Elements Affecting Motivation

Dimiyati and Mudjiono (2006: 97-101) state that there are several elements that affect student motivation:

- 1) Students Ideas and Aspiration (Ambition and Future Goal)

Naturally, learning motivation exists since childhood period like the desire to learn eating, reading and singing.

Then, when they already successfully accomplish those basic learning desires, there will emerge the so called ambition or future goal. This future goal formation is parallel with the growth of student intelligence, moral, willingness and the understanding of life values.

Starting from the successful basic desire accomplishments, it can enhance the learning motivation. In terms of learning strategy, giving rewards can also improve students' willingness and desire to be future goal. This future goal increases student motivation and drives student's learning behaviour.

2) Students' Ability

Student's desire and willingness is supposed to be balanced with student's ability to achieve them. Student's capabilities will strengthen students' motivation to perform development tasks in learning.

3) Students'

Condition <http://translate.google.com/translate?hl=en&prev=t&sl=id&tl=en&u=http://sahabat-sejaties.blogspot.com/>

Student's conditions include physical and spiritual conditions. These physical and spiritual conditions such sick, hungry, tired or angry would interfere student's attention in

learning. It can be stated that student's physical and spiritual condition can strongly affect student's learning motivation.

4) Environmental Condition

The environment where the students are studying at can affect student's motivation. This environment can be nature condition, neighbourhood, peer relationships and social citizenship life. Natural disaster, dirty living place, fight between students can certainly disturb student's learning focus. In the other hand, the healthy school condition and life harmony are suppose to be upgraded in order to empower student's spirit and motivation in learning.

5) Dynamic Elements in Around Students' Environment

Students have feelings, concerns, desires, memories and thoughts that undergo changes due to life experience. Experiences with peers influence on motivation and learning behaviour. Natural environment, housing and cultural environment, citizen relationships are also changing. When media such as newspapers, magazines, radio, television becoming more reachable this can affect student's motivation as well. For example the reportage of development in the field of fishers and plantation from other continent of students region might encourage them to learn more about

fishers and plantation as well. This factor plays the role in inspiring students through transferring information from where the related knowledge is obtained.

The improving environment because it is intentionally developed is the dynamic condition in which can support learning motivation. That is why it is also being teacher's obligation to maximize and conduct the supporting dynamic elements for the sake of better learning process.

6) Teacher's Intention to Educate Students

Teacher as professional educator interacts with students almost every day. This intensive interaction affects student's mental growth. Thus, positive empowerment such as statement of compliment of student's achievements can strongly affect student's motivation. Furthermore, teachers are not alone in educating their students. They have to consider their social, cultural and professional growth as well. Through giving good example to their students, teachers become the role model to them and this is the part of teacher intention to educate students as well.

Teacher's intention to educate students happens not only at school but also outside the school. The point happen at school includes conducting the orderly learning at school; fostering learning discipline in every process such as time management

and maintaining the school facilities; monitoring student's social life without bothering them; and fostering the orderly learning environment. Teachers can educate students outside the school through good example of their daily life behaviour and attitude.

These teacher intentions cannot be separated with important outside school learning centres activities such family, religious institutions, scouts and other youth education centres. Generally, students are being the part of those outside school learning centres. Professional teachers are charged to conduct pedagogic cooperation with them. Finally, when the intention to educate students supported by good collaboration between those mentioned two learning sources, it can give the more comprehensive influence in enhancing students' motivation.

e. The Function of Motivation in Learning

According to Sardiman (2011:85) motivation closely related to activity. These are the three functions of motivation:

- 1) Encourage a person to do something, motivation serves as a driver or a motor that releases energy for any kind of activity that is going to be conducted.
- 2) Determine the direction of an action and it is also directing the goal.

3) Selecting actions to determine what execution needed to be done to achieve the goal then matching and set aside the deeds that are not useful for the determined purpose.

In the term of learning there is the other function of motivation in which formed to reach the academic achievements. The existence of good motivation in learning will also show good result in the amount of achievements students have.

2. Learning Activity

a. Definition of Learning Activity

The implementation of ideal learning activity can help students become lifelong learners; however it is not easy to implement. Learning activity surely about students learn by doing something (Wolfe: 2006).

Learning activity stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive. Learning activity can be defined in which students engage the material they study through reading, writing, talking, listening, and reflecting. (University of Minnesota: 2008).

Basically, learning is about action in which transforming behaviour into activities. When there is no activity then there is no learning process. This rationality also gets the recognition from many educational experts. In this dynamic life, acting and thinking or learning cannot be separated. The one who stop acting doesn't have the existence of humanity. (Sardiman, 2011:95-96).

There are activity principles that based on the old psychology point of view and the modern psychology point of view. The old one stated that teaching and learning process is dominated by the teacher, and the students as the white plain paper and can only affected by outside influence. This point of view is not relevant anymore since it is not parallel with basic concept of humanity. The modern psychology point of view revise the previous concept that human is a dynamic living creature that has its own potential and energy. Naturally, students can be active because they are encouraged by so many desires and needs. So teachers should conduct the conducive atmosphere in which can support students' need of improving their potential. Furthermore, it is also emphasized that both physical and mental activity must be running concurrently.

b. The Value of Active Learning

Oemar Hamalik (2005:175) describes the value of the learning activity since the usage of activity principle has significant value in teaching and learning process because:

- 1) The students are looking and having their own experience.
- 2) The move itself will develop all aspects of students' personal integrally.
- 3) Foster a harmonious cooperation among students.

- 4) The students work according to their own interests and abilities.
- 5) Cultivate fairly sharp discipline and make the learning atmosphere to be democratic.
- 6) Strengthen relationships with the school community and parent relationships with teachers.
- 7) Learning implemented concretely so it develops an understanding of critical thinking and avoids unnecessary verbalism.
- 8) Learning in school come alive as activity in people's lives.

c. Types of Activity in Learning

Learning activities take place in a context of planning to achieve a particular change. Learning activities using the full potential of the individual so that there will be certain changes in behaviour. There are several activities including learning to understand the meaning of words, cognitive learning, rote/recitation learning, learning theoretically, learning concepts, learning rules, learning to think, learning motor skills, and learning aesthetically (Rusman, et al., 2011: 19-22).

According to Paul D. Dierich in Oemar Hamalik (2005: 172-173) learning activity has various types that it is classified into the following points:

- 1) Visual Activities

Visual activities include reading, seeing pictures, noting experiments, demonstrating, doing exhibition and taking attention of learning or working man.

2) Oral Activities

Stating facts or principles, relating or connecting the happening events, promoting questions, giving suggestions and opinions, interviewing, discussing and interrupting are the examples of oral activities.

3) Listening Activities

Listening to the materials delivery, listening to conversation or group discussion, listening to a game that is being played could explain about listening activities.

4) Writing Activities

This includes the activities in writing notes, reports, checking essays, doing tests, and fulfilling the questionnaire.

5) Drawing Activities

Drawing activities can be making graphics or charts, drawing maps and also patterns.

6) Metric Activities

Metric activity includes the activity of conducting experiments, choosing tools, opening exhibitions, making models, creating games, dancing and gardening.

7) Mental Activities

Contemplating, remembering, solving problems, analyzing, watching relations, and making decision are the example of mental activities.

8) Emotional Activities

The activities in this indicator also exist in the others activity types and overlapping each other. The activities are such as taking interest in certain topics or subjects, being brave, keeping calm or nervous, and feeling happy.

Those mentioned learning activity types are relevant to be used as the basis of activity indicators to measure students' activity which is one of these research variables.

d. Factors that Influence Learning Activity

According to Orion and Hofstein (2006: 1097-1119) educational effectiveness can be controlled by factors that include the learning process quality which consists of learning structure and materials, teaching methods, and the ability to direct learning to be a concrete interaction with the environment.

3. Accounting

Accounting is defined as an information system that identifies, records, and communicates the economic events of an organization to interested users such as investors and stakeholders. It is being the accountant task to analyze and interpret the reported information and

it is also a vital element in communicating economics events (Weygandt, Keiso and Kimmel: 2002). Thus, there is need of conducting professional accounting educators as well as professional knowledge transfer process to create the future accountable accountants.

Definition of accounting according to the American Institute of Certified Public Accounting (AICPA) in Ahmed Riahi and Balkaoui (2005:37) defines accounting as follows:

Accounting is the art of recording, classifying and summarizing transactions and events which are financial in efficient manner and in the form of units of money and interpreting the results.

Paul Grady in the Inventory of Generally Accepted Accounting Principles for Business Enterprises (Accounting Research Study #7, AICPA: 1965) defines that:

Accounting is the body of knowledge and functions concerned with systematic originating, authenticating, recording, classifying, processing, summarizing, analyzing, interpreting, and supplying of dependable and significant transactions and events information covering the which are, in part at least, of a financial character, required for the management and operation of an entity and for reports that have to be submitted theory to meet the fiduciary and other responsibilities.

So it can be concluded that motivation and activity in learning accounting is the impulse that arises in students at conscious condition that make them conduct the action in which transforming behaviour into activities to learn about the art of recording, classifying and summarizing transactions and events which are financial in efficient manner and in the form of units of money that

interpreting the results. Motivation and activity in learning activity are very important factors in order to support the successfulness of accounting learning process.

4. Active Learning Model

a. Definition of Active Learning Model

The Center for Research on Learning and Teaching (2014)

defines active learning as:

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning.

Active learning involves students in thinking about what they are doing as they accomplish tasks or assignments in order to develop a deeper understanding of the topic issue (Fonda Carter and Patrick Hogan, 2013: 16).

Beichner (2013) explains Active Learning this way:

In large class, students might get lost and one fact that can make the most different in student success is that whether they feel like someone cares how they perform. So, the quality of the relationship students have with other students and their school make all the different in the world. The classroom supposes to be designed to facilitate those actions and the relationship between students and their school.

Active learning is a learning process to empower students to learn by using a variety of ways/strategies actively. This is intended to optimize the use of all student potentials, so that all students can achieve satisfactory learning outcomes according to

their personal characteristics. In addition, active learning is also intended to keep the attention of students to remain focused on the learning process. In line with what Robert states, while in big class it is sometimes hard to maintain students' focus, so the learning sequence should be designed so that students have the chance to actively participate in learning process and get noticed related to their performance by their learning environment such as their teacher and peers.

Silberman (2010: 23) states:

What I hear, I forget
 What I see, I remember
 I hear and see, I remember a little
 What I hear, see and questioning or discuss with others I began to understand
 From what I hear, I see, I discuss and I apply, I get knowledge and skills
 I teach it to others, I mastered.

The written so called proverb is about how do we process information that coming along into our life, whether through what we hear, what we see, what we discuss, what we apply, what we teach and the combination of two or more of those ways can affect our level of understanding and mastery in learning, is a great way to explain how active learning suppose to be conducted. Through each line of the poem we can expand it into certain strategy in active learning. So, there will be so many improvisations and innovation in teaching and learning process that is highly possible to emerge in active learning model.

The Academy of Dental Therapeutics and Stomatology (2014) explains that active learning model is a planned series of actions or events (including learning strategy, method and techniques) which is entirely work hand in hand to invite the participant to process, apply, interact and share experiences as part of the educational process. The interactive components support the goal and the educational objectives for learning activity.

Active learning model will lead students to learn more active and they are invited to see, explore and feel the learning materials that they receive in learning process. Because students are actively involved they must have higher consciousness regarding to learning materials and teachers should be able to play active role in becoming the facilitator who is heedful to students learning needs. This is in line with Daniel R Brickner and Edwin R Etter (2008: 87-93) explanation that strategies for creating an active learning environment suppose to promote independent and lifelong learning, include the use of interactive lecture materials and collaborative in-class exercises. The strategies presented should not only assist instructors in teaching a more active and effective courses, but also offer benefits of stimulating and increasing student interest in learning the related major of study.

According to Joyce and Weil (2012) learning model is proposed based on knowledge theory or certain focus of study principles. The experts set the learning model based on learning principles, psychology and sociology theories, system analysis and other supporting theories. Learning model is the general pattern of learning behaviour to achieve the expected learning goal. Active learning model in this research will include the whole plan or pattern that is used to create lesson plans, designing learning materials, and guiding students to be able to proceed and implement active learning.

b. Components in Active Learning Model

Collaborative learning is an important component of active learning and sits within a community of inquiry theoretical framework which includes social, teaching and cognitive presences. It provides opportunities for a group of individuals to collaborate in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding (Garrison & Cleveland-Innes: 2014). There is strong relation between social presence, cognitive presence and teaching presence that make up an educational community of inquiry.



Figure 2 Community of Inquiry

Sukandi (2003: 9-12) explains that active learning components are:

1) Experience

It is stated that direct involvement activate more senses compared to only listening activity. Experience is also explained by Silberman (2010:23) through the emphasize of what students only hear, they will forget; what students see they will remember; and finally what they involved, they will understand and master the lessons.

2) Interaction

Learning quality will increase if it happen in active atmosphere as every student actively asks and being asked; explain and being explained each others.

Discussion and dialogue will help students recognizing new relationships about the things they learn and surely help their understanding. Students need wide

chances in stating arguments without any fear whether they will deliver right argument or not. Arguments will help to correct opinions as long as supported by facts.

3) Communication

Communicating thoughts and expressing feelings both through oral and written activities are human needs in actualizing their self gaining satisfaction. Stating ideas and assessing opinion from others will stabilize students' thoughts and it is not necessarily can only done through oral activity but also through ideas they express in tasks, answer sheet, and so on.

4) Reflection

Reflection can be associated with the process of contemplating. When students state their opinions then get the feedback they will reflect and contemplate their previous thought then rethink and improve it. Feedback can be from teachers and peers who will stimulate students to think deeper and deeper.

c. Active Learning Strategy

Strategy is different from method because strategy shows an applicable plan to achieve something, while method is the way that can be used to execute the strategy (Rusman, 2012:132).

There are many strategies for active learning and these are the sequence of an effective and modern active learning strategy proposed by The Academy of Dental Therapeutics and Stomatology (2014):

1) Pre-Learning Strategies

a) Connecting

Teachers can develop the connections through learning media, pictured quotes, and also the presentation style.

Develop emotional connection with students either in a live presentation, a self study module or group discussion and games enhances the satisfaction of the participant with the learning activity.

b) KWL (Know-Want-Learn)

This is a kind of thinking tool which each of the part presupposes: K means what students already know about the subject; W means what they want to know and L means how they to use what they learn and what they already learned from the previous “want” process.

This is an effective pre-learning strategy that will help students focus on the application of the material. This is the way to have them informally and briefly list their personal KWL.

c) Using Pre-Test

Using pre-test can help students to focus their learning experience on the topics and problems covered the subject or course.

Testing for knowledge allows students to quickly assess their current skill level and identify areas where more information, skills or experience is needed.

2) Strategies for Active Learning

The activity in applying active learning model can be very much varies, whether the activity that is going to be conducted is for a live presentation combined with some workshops, journal continuing education or self study program, teachers can include active learning components. Many of these strategies can be adapted effectively when developing self study materials and courses. There are so many active learning strategies and these are the factors that should be noted regarding the active learning strategy according to Melvin L. Silberman (2010):

- a) Class layout setting;
- b) The technique in recognizing and remembering students' name;
- c) Questions to reveal students' desires;
- d) Methods to obtain students' participation;

- e) Techniques to conduct visual, audio or audiovisual learning;
 - f) Preparing the compatible tools that are needed in active learning model;
 - g) Techniques to build students' motivation and to keep them relax.
- 3) Procedures to Conduct Active Learning

Procedure in conducting active learning consists of the points in which a learning process uses this model should obtain. According to Wolfe (2006: 79) these are the steps to implement Active Learning in a classroom:

- a) Determine the learning objectives that needed to be accomplished.
- b) Develop an activity that will accomplish the objectives.
- c) Carefully consider the goal, expected outcomes, guidelines, and timeframes (Rozaitis: 2005).
- d) Outline clear instruction for the students.

Felder (1995: 32-33) suggests that active learning can be promoted through intentional information given to students that the learning process going to be conducted using this model so that teacher can set expectation for the course as students are encouraged to be active. Since Active Learning is important so at least some of it should be graded

so that students will not put forth an effort or disregard it. Let the students know the grading schemes and tell them the reason. Expect that students will have issues and challenges and listen to their frustration. Elicit feedback from students through test evaluations. Be creative in applying new ideas and make improvisations depend on the class condition. If new ideas do not work out as it was expected, make changes and try again in another chance.

There are some ideas in promoting Active Learning suggested by Wolfe (2006: 80-81) such as *Worksheets* in which students are given short lecture about the determined topics then have them complete worksheets. For example in yield statistics topic; on the worksheet provide information on the number of guest rooms in a hotel, the occupancy rate, the average daily rate (ADR), followed by a scenario, such as, "The sales manager has a lead on a group that would like to book 50 rooms at \$75 per room." Then, have the students calculate the achievement factors and yield statistics with and without the group. Another idea is a *Debates*. This game requires students divisions into teams and they will be asked to do kind of research or projects. The team should submit an outline or report prior to the debate. On the time debate begins draw the team names and state their position (pro or

cons). Along with this, have the students in the audience grade the teams debating which will help keep them focused on the presenters and gives them practice in evaluating people. This is such a valuable skill for supervision.

There are many more ways to implement active learning into a course. When choosing a technique, take into consideration based on the appropriate teaching style and personal comfort levels. Start by making small changes to a course and strive for continuous improvement (Wolfe, 2006:81).

d. The Purpose of Active Learning Model

The purpose of active learning is to make students actively involved in learning process, establishing a dynamic learning environment, and evading the saturating and boring atmosphere during the learning session. Further, when viewed from the exposure at Silberman's (2010) explanation, the purpose of the active learning is as follows:

- 1) Making students active from the beginning;
- 2) Helping students gain teaching skills and attitudes actively;
- 3) Maintaining the learning materials becoming not forgotten.
- 4) Increasing students' personal desire and motivation through active learning performance.

5. Domino Card Learning Media

a. Definition of Learning Media

The position of instructional media is as teaching aids in the learning methodology and becoming the part of learning environment that is regulated by teacher (Nana Sudjana and Ahmad Rivai: 2010:1). Learning media is an introductory instructional medium that can be used to convey information in accordance with the relevant learning to the beneficiary of learning process (Sadiman, et al., 2006:6).

The Communication Technology Education Association (Association of Education and Communication Technology/AECT) in Arief S. Sadiman, et al. (2006:6) explains that the media is all forms and channels that people use to distribute messages or information. Based on the National Education Association (2014) media described this way:

Media is the form of both visual and audiovisual communication and equipment. Media should meet these criteria: can be seen, heard and read. Whatever the given constraints, there are similarities between these limits is that the media is all the baby something that can be used to deliver a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns and interests and attention of students so that the learning process occurs.

b. The Purpose and Function of Media

There are the benefits of learning media according to Daryanto (2010: 5):

- 1) Clarify learning messages and materials if it is not easily understood by verbal language;
- 2) Overcome space limit;
- 3) Excite learning process: a more direct interaction between students with learning resources;
- 4) Allow students to learn independently according to their talents and abilities: visual, auditory and kinaesthetic;
- 5) Give the same stimuli, uniform the experience and perceptions in a strategy applied;
- 6) The learning process contains five components of communications in an action: teachers (communicator), instructional materials, instructional media, students (communicant), and learning objectives.

Meanwhile, according to Harjanto (2005:245), learning media in education has the utility as follows:

- 1) Clarify the message inside the presentation and make it clearer;
- 2) Overcoming the limitations of space, time and power strengthening of the senses, such as:
 - a) Objects that are too large can be replaced by images, movies, or learning props;

- b) The past learning events can be displayed again through the footage film, videos, photos and verbal feasible medias;
 - c) Objects that are too complex can be presented with miniature or models, diagrams and others.
- 3) By using the medium of education, passive learner problems can be overcome. Educational media in this case is useful for:
- a) Raises the excitement of learning;
 - b) Promote a more direct interaction between the students and the environment reality;
 - c) Allow students to learn by their self according to their ability and interest.
- 4) Teachers and students set off from different environments and experiences. The curriculum and materials are also very much in varieties, in this case the teacher will have difficulty in transferring knowledge in a way that is easily understood by students. Media serves to provide the same stimulation, provide the same experience as well as give rise to the same perception.
- c. Definition of Domino Card

Domino card is one form of media that can be used to convey the subject matter (Meriati: 2013). Domino card is a small rectangular card that is made of plastic, wood or thick paper that

on its cross-sectional surface divided into two equal parts containing colored dots or an empty side.

Based on European Patent (2014) Domino Card Game described as:

the cards that are marked with two sets of pips in the manner of domino tiles with numerical designations on the upper left-hand corner of each card. The container-playing field serves as the playing field for a domino-like card game, the sides of the container protecting the game from disturbances. The cards are played by two to four players, by placing their cards in turn, within the container by covering at least a set of pips of the previously played cards remaining visible within the container. The container with lid stores the playing cards and the sides of the container protect the cards from wind and other disturbances during the game.

While based on the above explanation the game is using a container, this research Domino Card Media Game is made customized based on what students necessarily need. There will be no container in order to make students easier to understand the rule of the game and to operate it more practical.

This card game is played by pairing each side from different card with the same amount of numbers. At Domino's Learning Media Card, the dots are replaced by the appropriate accounting materials in accounting subject in class X AK 3 SMKN 1 Bantul 2014. The way students play the game is by matching the right question and answer that exist on its cross-sectional surface.

B. Relevant Research

Previous studies that relevant to this study are:

1. “Teacher Leadership and Intellectual Simulation: Improving Students’ Approaches to Studying through Intrinsic Motivation” by San Bolkan, Alan K. Goodboy and Darrin J. Griffin. This research examined a specific component of transformational leadership to investigate how communicating intellectual simulation transforms the nature of the classroom by encouraging student motivation and, subsequently, students’ approaches to their studying. Results suggest that when teachers influence students’ intrinsic motivation through the use of intellectually stimulating behaviours, students approach their learning in deep and strategic ways, and are less likely to adopt a surface-level approach to their studies. Hereby the comparison between San’s research and this research:
 - a. San’s research is specific on intrinsic motivation while this research covers both intrinsic and extrinsic motivations.
 - b. San’s research examined a specific component of transformational leadership to investigate how communicating intellectual simulation transforms the nature of the classroom by encouraging students’ motivation while this research uses Active Learning Model to increase students’ motivation.
 - c. Both research influence and improve students’ learning motivation.
2. Erfan Priyambodo, Antuni Wiyarsi and Rr. Lis Permata Sari’s research entitled “*Pengaruh Media Pembelajaran Interaktif*

Berbasis Web Terhadap Motivasi Belajar Mahasiswa". This research was aimed to develop a web-based interactive learning media for Chemistry and History literature courses based on assessment by lecturer and student as user, and effect of media toward learning motivation of student. Learning using web-based interactive learning media can improve learning motivation of students by 3,5%. The difference and similarity compared to this research are:

- a. Erfan Priyambodo's research used procedural development model and aspects; and categorized as research and development research while this research is a classroom action research.
 - b. Both researches place students' learning motivation as the variable that in purpose to be improved.
3. Elza Firanda Riswani's thesis entitled "*Model Active Learning dengan Teknik Learning Starts With a Question dalam Peningkatan Keaktifan Peserta Didik pada Pembelajaran Akuntansi Kelas XI Ilmu Sosial 1 SMA Negeri 7 Yogyakarta Tahun Ajaran 2011/2012*" which concluded that the average activity of participants students in the first cycle showed 77.78% students has been active and the second cycle increased to 92.18% by acquiring an increase of 14.4%. So the indicators of success in student's activity of class XI IS 1 has achieved.

- a. The difference is on the subject and the object under study and the media that is used.
 - b. This study has similarities with the application of active learning model used in the learning process to increase students' activity.
4. *“Penerapan Model Active Learning Tipe Guided Teaching dengan Menggunakan Media Computer Game Untuk Meningkatkan Motivasi Belajar Akuntansi pada Kompetensi Dasar Menyiapkan Jurnal Perusahaan Dagang Siswa Kelas X Akuntansi 1 SMK Negeri 1 Godean Tahun Ajaran 2013”* by Linda Kusumastuti Wardana.
- This thesis is a classroom action research which brings the conclusion that the implementation of Active Learning type Guided Learning using Computer Game as the media can improve students' learning motivation in basic competence Preparing Journals in Trading Company. The improvement that made from 0% to 37,5% in the cycle I and reaches at 62,5% in cycle II. The overall achieved average indicators improvement in students' learning motivation reaches at 7,99% and the average of overall achieved percentage in students' learning accounting is 81,88%. Here is the difference and similarity analysis:
- a. The media that used as assisted learning media and the subject and object of the study are different.
 - b. Both researches use Active Learning Model to improve students' learning motivation.

C. Conceptual Framework

The use of appropriate learning methods and the right improvement of it will give a major impact on the successfulness of knowledge transfer in teaching and learning process. The method that has been used is still largely centred on teacher and if the two way learning process happen, it is just in the border of student doing mandatory exercises from teacher. The use of exercises method is intended to enable students to practice a lot but still, the use of this conventional learning method makes students get bored quickly, performing the low interactive activity and less motivated to do the exercises maximally.

The success of a learning process can be seen on the increase in student motivation and activity. The research measurement will be based on the existing problems such as the necessity in the innovation in teaching method that has been used; the treatment needed to build students' desire, and the point is on the improvement of students' motivation and activity.

The active learning model that is going to be conducted going to improve students' motivation and activity through strategies that are promoted to meet the motivation and activity indicators. Consequently, it is highly required a learning method and media that able to create fun atmosphere for the sake of student's activity and motivation improvement. Sardiman A.M (2011: 76) also states that motivation can be associated with the matter of interest. That is why this research uses

the media as a learning game to support this theorem. Basically, the students are class X AK 3 SMKN 1 Bantul needs the impressive and innovative media learning so that can improve their interest in Accounting subject.

Active Learning application with Domino Card Learning Media is meant to conduct effective and innovative learning methods to improve students' learning motivation and activities. Learning model incorporates the elements of student direct involvement. This learning model offers a pleasant atmosphere in which students are divided into groups and given a material designed by the researcher and then continued through a competition between teams that are packed in a game and the presence of reinforcement in the form of awards for best group. Through fun learning is expected to enhance learning activity in accounting (Wolfe, 2006:81).

Domino Learning Media Card is chosen because it is considered as fun learning approach as it is expected to be able to stimulate the activity and motivation with a group of students to compete in a competitive fair game and make them highly challenged to work on the problems of accounting with feelings of pleasure. This is also a way to make accounting students interested in studying the more accounting material in which this method is meant to excavate their curiosity about accounting subject (Sardiman, 2011:83).

The conceptual framework can be described by the following

scheme:

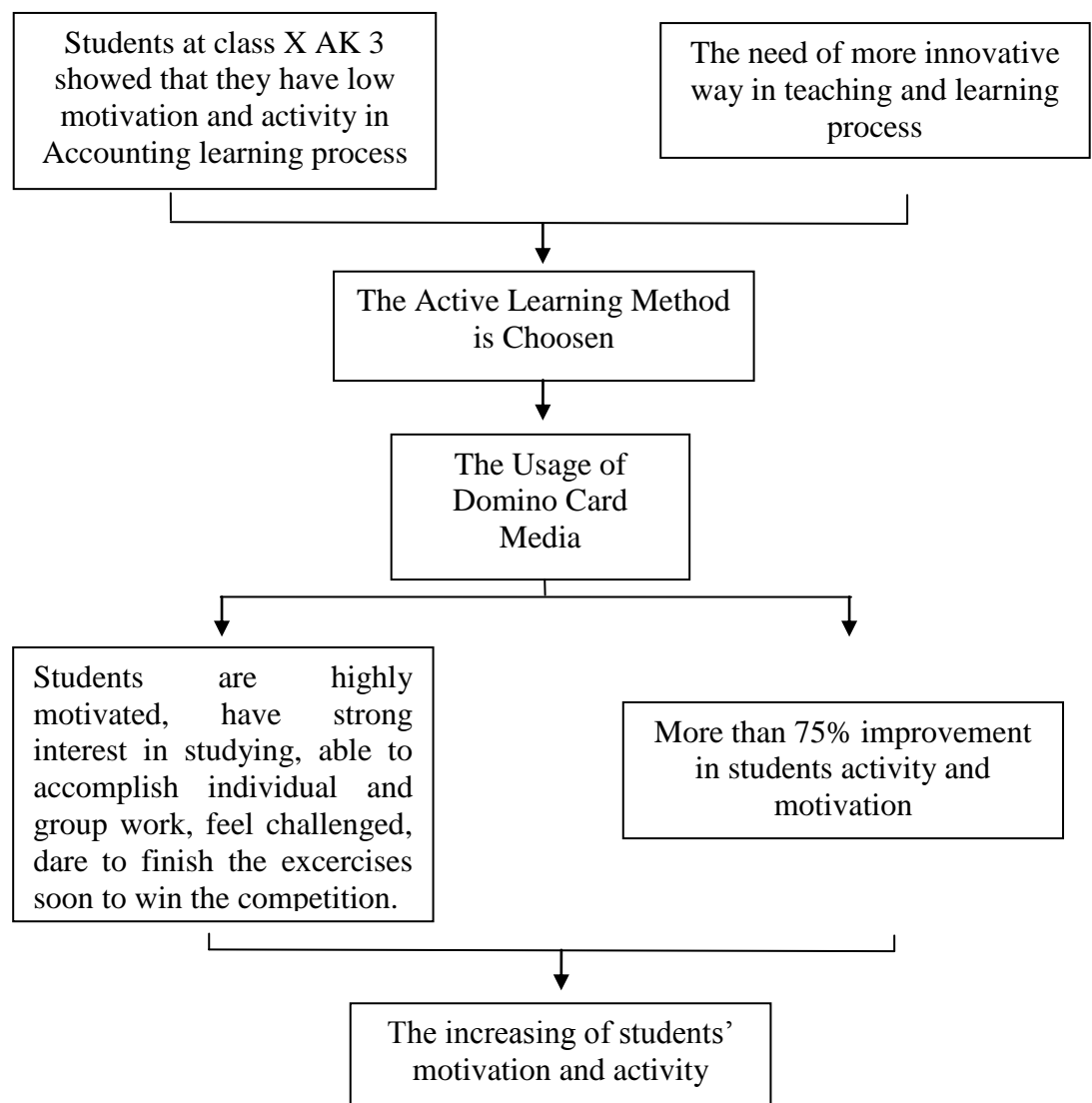


Figure 3 Conceptual Framework Scheme

D. Research Hypothesis

Based on the description and the detailed information above, it can be formulated hypothesis as follows:

1. Implementation of the Active Learning Model using Domino Card Learning Media which contains accounting exercises can increase students' motivation to learn accounting in class X AK 3 SMKN 1 Bantul academic year 2014 basic competences recording transaction into special journals and subsidiary ledgers in trading company.
2. Implementation of the Active Learning Model using Domino Card Learning Media which contains accounting exercises can increase students' learning activity in accounting at class X AK 3 SMKN 1 Bantul academic year of 2014 basic competencies recording transaction into special journals and subsidiary ledgers in trading company.