

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses seven points related with the research. The topics include background of the study, research problem, purpose of the study, significance of the research scope and limitation, definition of key term, and hypothesis.

A. Background of the Research

English language is an international language which used by almost of people around the world when they communicate with other people. It can be first language or the second language. According to Lightbown and Spada (2006:54) that more people learn language more quickly than other. Sometimes the early children can speak English well on five, six or seven words sentence. Because of English was became their first language. Besides that, the people who have English as their second language get difficult way to learn and to speak English language as well. English language is also language that used to international communication, business, education, science, tourism, and technology. In this era, English is not just learning by university or college in Indonesia, but also Elementary, Junior High school and Senior High School. There are four kinds of English skills that learn, such as reading, speaking, listening and writing.

Almost of the students of Islamic senior high school have low motivate to write something or when the teacher gives an assessment. The students don't have any enthusiasm to do it. The students need a motivation to grow their enthusiasm, besides that, the teacher can't handle the situation in the class. Thus, when the teacher asks the students to write a text, the students still confuse how to start it. Actually, the students have an idea to write, but the students choose to make the assessment became a homework and the students browse a text from internet, because the students don't have a confidence with themselves. Besides that, not all of school has a full facilities or good facilities on teaching learning process. Sometimes, the schools don't have good internet connectivity. Just in the some areas that has good internet connectivity. Furthermore, there is no LCD projector or other technology media to improve and handle learning process. Thus, the teachers' media learning are only whiteboard or blackboard and chalk/board marker. It will be difficult if the teacher wants to apply other media such as mobile application, PC application and other new media.

The teacher must have a really good strategy to teach the students. Strategy can be efficient way to make the process of the study become easier and the students' achievement will be better than before. There are many strategies to make the students feel comfort in the class, one of them is giving motivation to the students. According to Harmer (2007:98), he said that motivation is some kind of internal drive which pushes someone to do something. Motivation and goals are two side of the same coin. Committing

oneself to achieve a goal creates motivation is aimed at achieving goals. Goals are desired future state of affairs or outcomes. So, motivation is needed to make the students enthusiasm study in the class especially in teaching English.

One of the problems in the learning process is the students achievement was low. The low of the students' achievement in school can be affected to the bad view of education quality. Sometimes, the students confuse to start what they will learn. Besides that, the teachers do not have certain way to handle the class effectively. So, the learning process will be bored and ineffectively. According to Cunningham (2012) that it's not easy to define, quantify and measure students' achievement, the common indicator of achievement generally refers to a student performance in academic areas which can be measured by achievement test.

One of way to make the students want to learn something is how the teacher makes an interesting learning process. When the teacher has a good technique or strategy on learning, the students will be enthusiasm to learn it, because they have motivation or something that make them enthusiasm to learn English.

According to Nan (2009:07) that learners' motivation is one of the key factors that determine success in learning a foreign language. The teacher can give a motivation the students to make them enthusiasm when they study in the class. One of the motivation strategies is ARCS (Attention, Relevance, Confidence, and Stratification), the students need attention in their learning process, they can not to learn something by themselves, and the teacher must

see across them and guide them during learning process or when they start to study. ARCS is an instructional model developed by John Keller and it focus on motivation. This strategy has many components that are Attention, relevance, confidence, and stratification. The teacher can apply this strategy in the class, because it is not easy to make the class be life and make the students enthusiasm to study in the class.

Writing is one of the kinds of English skills. Writing is the most difficult skill for second language learners to master. According to Nunan (2003:88) that writing is the mental work of inventing ideas, thinking about how to express them and organizing them in to statement and paragraphs that will be clear to the reader. Almost of students feel that writing is the most difficult materials than other, because they must have good idea, grammar mastery, vocabulary mastery and many knowledge about the topic to write a text. Not all of students like with writing material. They feel bored when the teacher asks them to write something. Actually, writing is a good way to develop English ability.

Teaching writing needs a different way than other skill. The students need motivation to boost their pretension to write something, because the students can not walk alone when they write something. They need carrying from other, for example their teacher. The teachers have many influences in the learning process, because they are as a leader in the class or director. Actually, the learning process will be bad or good is based on the way the teacher how to handle the class. Sometimes, the teacher feels difficult to get the students

enthusiasm in learning. Based on the problem, using ARCS strategy is needed, because the students just want to learn what make them interest to the topic of learning.

Actually, writing recount just writes what they known and what they done. In the first grade of senior high school on second semester, the material of recount text are about the self-experience, biographical, and historical event. It is easy than write other English text like narrative text or expository text. It same that the students' just retell their experience, sometimes almost all of the students' just write their experience on their diary book or just retell to their friends. So, by using ARCS motivation strategy, the teacher will find out it.

Motivation can improve the students' achievement. So the researcher hoped that the teacher can increase students writing recount achievement by using ARCS motivation strategy. Thus, the students' writing score will be increase than before the teacher conduct this motivation strategy to the students.

To conduct this research study, there are some previous studies about ARCS motivation strategy that found by the researcher. First, the journal by I G.N .W. Nugraha, Wayan Lasmawan, and Nyoman Tika (2014). They studied about the effect of using ARCS motivation strategy toward students' achievement. They applied this motivation strategy toward students' achievement at the fifth grade especially in science learning. They used nonrandomized control group pretest and post-test. Second, the European journal by Pinar Yuncu Kurt and Ilknur Kecik (2017). They also studied about

the effect of using ARCS motivational model on student motivation to learn English. Last, the ARCS studies done by Herman Astleitner and Peter Lintner (2001). That studied about the effect of ARCS strategies on self-regulated learning with instructional text.

The researcher wants to conduct the research about this model, based on the four journals as previous studies that were found by the researcher. The researcher also has some reasons why the researcher used this model, because motivation to learning is needed. The learners need something that can be increase their motivation to learn especially on writing.

Therefore, to conduct the research into ARCS motivation strategy, the researcher wants to investigate the effectiveness of this model motivation strategy in a more specific language skill, that is writing skill especially recount text in a study entitle The Effectiveness of Using ARCS Motivation Strategy Toward Students' Writing Recount Achievement at the First Grade of MA Darul Huda Wonodadi.

B. Formulation of Research Problem

The formulation problem of this research: is there any significant effect using ARCS motivation strategy toward students' writing recount achievement at the first grade of MA Darul Huda?

C. Objectives of the Research

Based on the formulation of research problem, the aim of this research is to know of the significant effect using ARCS motivation strategy toward students' writing recount achievement at the first grade of MA Darul Huda.

D. Significance of the Research

The result of the study is expected to give significant contributions to the teaching and learning process of writing in English as foreign language. The researcher hopes that teacher will have a good strategy to motivate the students especially in writing recount. The students will get a good achievement on writing recount after the teacher applies this strategy in the class.

1. For the teacher

The ARCS strategy can be used as a variation and motivation for teacher to develop their class mastery, so they can increase their students' achievement and the learning process will be good done. So the teacher can make a plan to lesson in the class clearly.

2. For the students

The use of certain learning strategy hoped to make the students more comfort in the class and they will become confidence with their self. And also to keep the students learning motivation by using ARCS strategy which can increase students' achievement. Actually when the students write a text, they will more confidence with their self, and don't just

browse a text from internet. They belief with their ability and that they can do it.

3. For the researcher

This research can be useful as the source for further research on the improving students' writing achievement by using ARCS motivation strategy for recount text or other text such as narrative, descriptive and procedure.

E. Scope of the Limitation

Scope in the area covered in a study. This research tells about motivation strategy and students writing achievement. In term of motivation strategy, the researcher use ARCS model of motivation strategy by John Keller to conduct this research. There are many kinds of writing text, such as narrative text, descriptive text, recount, procedure, persuasive, and many other. The students score before and after get the treatment. It will conduct on the first grade of MA Darul Huda only, especially on the X MIA class. Therefore, in order to be more focused in investigating the effectiveness of using ARCS motivation strategy toward students' writing recount achievement, this research is limited only on recount text and ARCS model of motivation strategy.

F. Definition of the Term

1. Motivation strategy

There are many kinds of motivation strategy that can be applied in the class to increase students' achievement. Motivation is the way to

make someone to be good and to make someone become better by change their habit, it can be from bad to better, until they reach the goal. According to Keller (2006), he said that motivational design refers to the process of arranging resources and produces to bring about changes in motivation. Motivational design can be applied to improving students' motivation to learn, improving students' skills in self-motivation, and to development of specific motivational characteristics in individuals.

2. ARCS strategy

ARCS motivation strategy was built by John M. Keller. The ARCS model is based on a synthesis of motivational concepts and characteristics into four categories of Attention, Relevance, Confidence, and Satisfaction (Keller, 2000:2).

3. Writing

There are many series of contract to defined writing, but in conclusion writing is the mental work to investing idea and also process and product. Process here are drafts, edits, reads, and rereads. Furthermore, product is written an essay, text, story, letter and other. (Nunan, 2003:87).

4. Recount Text

Recount text retells a series of events in chronological order. Recount text retells a series of events in chronological order. There are three structure of recount text that are orientation, events, and reorientation. Language features that used on the recount text are use of

simple past tense, focus on temporal sequence, focus on specific participant, and use of action verb.

G. Research Paper Organization

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter discusses seven points related with the research. The topics include background of the study, research problem, purpose of the study, significance of the research scope and limitation, definition of key term, and research paper organization.

Chapter II is review of related literature. This chapter included review of related literature, and review of related studies.

Chapter III is research method. This chapter discusses about the research method that the researcher used include research design, subject of the study, data collection method, validity and reliability testing, normality testing, research instrument, and data analysis.

Chapter IV is finding and discussion. This chapter explains the description of data, hypothesis testing, and discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestion.