CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings which have been collected during research, and discussion about the data of the research

A. The Description of Data

In this research the researcher wants to know the effectiveness of using ARCS Motivation Strategy toward students' writing achievement in recount text. The effectiveness can be seen from the significant different scores of the students' writing achievement before and after being taught by using r ARCS Motivation Strategy. The presentation of data is also to answer the research problem presented in chapter I.

To investigate the students' writing achievement in recount text before and after being taught by using r ARCS Motivation Strategy. The researcher conducted pretest and posttest in a group of sample consist 20 students in X MIA class. As previously mentioned, the researcher used writing test as the instrument in collecting the data. After getting the data, the researcher analyzed the data by using paired sample *t-test* though SPSS 22 to find out the significance different scores of students' writing achievement before and after being taught by using ARCS Motivation Strategy.

The form of writing test in pretest and posttest was a bit different in term of the topic, but the kind of recount text which the researcher selected in

both texts was same, that was personal recount. In pretest, the topic was the students experience when they met their idol, the idol can be everyone who was inspired them. While in posttest, the topic was the students embarrasses experience.

The final result of students' writing after doing all of the steps in process writing in pretest and posttest then were analyzed by using writing scoring rubric that was adapted from Jacob et all (1981). Table 4.1 shows the students' score resulted before being taught by using ARCS Motivation Strategy. The students' names were identified based on the initial name of students. See on appendix 8.

The pretest was followed by 20 students of X MIA class that was taken sample. The researcher allocated 45 minutes for administered. The pretest contained 1 question in form of essay. It was administered on Monday, March 11th 2019.

The students' scores resulted from the posttest. The researcher was conducted the posttest after a treatment process that was teaching writing by using ARCS Motivation Strategy was being conducted. The posttest was given to students to know their writing score after getting the treatment. See on appendix 9.

The posttest was followed by 20 students of X MIA class that was taken sample. The researcher allocated 45 minutes for administered. The pretest contained 1 question in form of essay. It was administered on Tuesday, March 12th 2019.

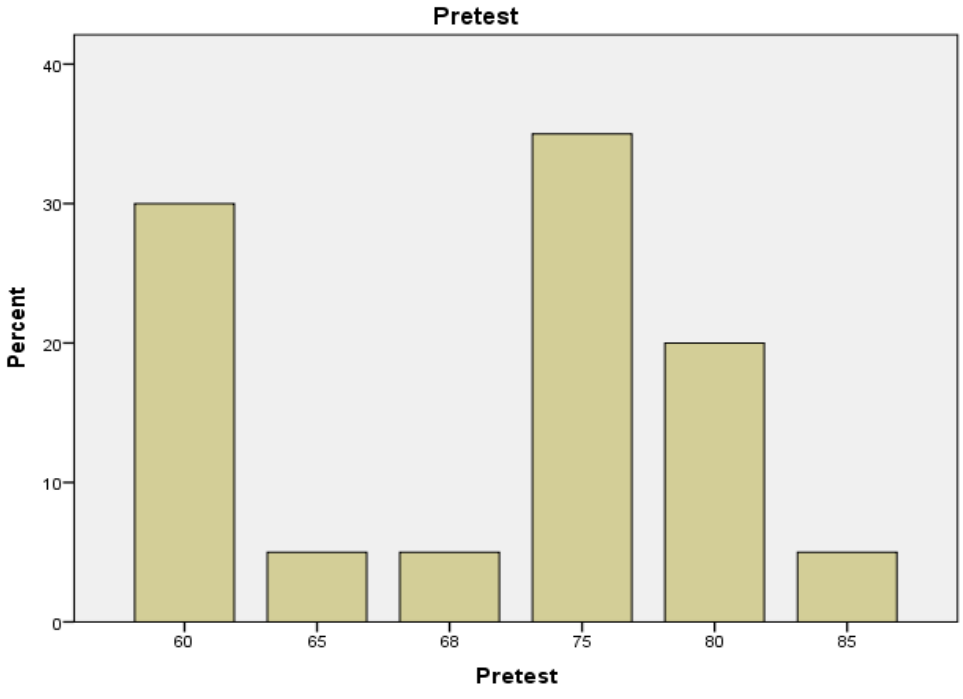
To make the data set meaningful, the researcher organized the frequency and the percentage of score in pretest and posttest by using SPSS 22 IBM. Table 4.1 and Figure 4.1 represent the statistical result:

Table 4.1 Frequency Score of Pretest

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	6	30.0	30.0	30.0
	65	1	5.0	5.0	35.0
	68	1	5.0	5.0	40.0
	75	7	35.0	35.0	75.0
	80	4	20.0	20.0	95.0
	85	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Figure 4.1 the Percentage of Score in Pretest



As can be seen from table 4.1 and further explained by figure 4.1, 6 students (30.0%) got 60, 1 student (5.0%) got 65, 1 student (5.0%) got 68, 7 students (35.0%) got 75, 4 students (20.0%) got 80, 1 student (5.0%) got 85.

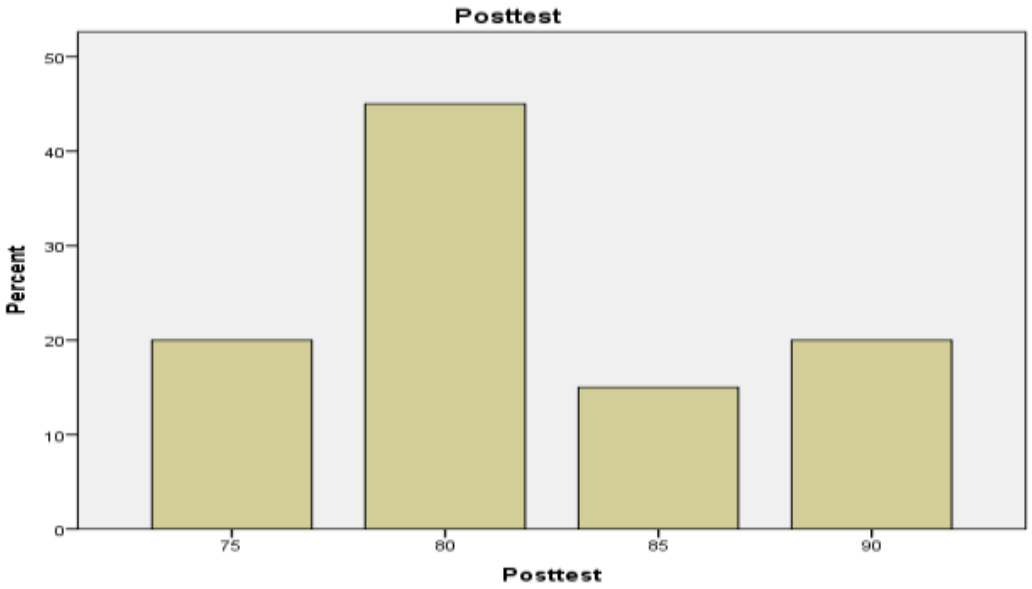
This is not a surprising considering that students only used paper-pencil way in composing a recount text. The students seemed a bit difficult to develop their ideas into a good and interesting text. Then, after accepting the treatment (ARCS Motivation Strategy), the students showed good improvement. As can be seen from table 4.2 and further explained by figure 4.2, 4 students (20.0%) got 75, 9 students (45.0%) got 80, 3 students (15.0%) got 85, 4 students (20.0%) got 90.

Table 4.2 Frequency Score of Posttest

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	4	20.0	20.0	20.0
	80	9	45.0	45.0	65.0
	85	3	15.0	15.0	80.0
	90	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Figure 4.2 the Percentage of Score in Posttest



This finding shows that after accepting the treatment, students' scores significantly increased. Comparing to the result of pretest, the result of posttest shows a significant progress. In pretest, there was no student who got >85 (0%), while in posttest, the percentage of sample who got >85 increased by 20.0% (0% - 20.0%). Moreover the lowest score in posttest (75) is larger than pretest (60), and the highest score in posttest (90) is also larger than pretest (85). This finding indicates that after using ARCS Motivation Strategy, the student achievement in writing significantly increased proven by the progress of score from pretest to posttest.

After organizing the frequency and the percentage of score from pre-test and post-test, the means, the medians, the standard deviations, the variances, the minimum and the maximum of the writing pre-test and post-

test scores of the sample were calculated respectively by using IBM SPSS Statistics 22. Table 4.3 represents the result.

Table 4.3 Descriptive Statistic for Pretest and Posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	60	85	71.15	8.592
Posttest	20	75	90	81.75	5.200
Valid N (listwise)	20				

As Table 4.3 shows, the mean of posttest score (81.75) is larger than the mean of pretest score (71.15). It indicates that on average, the use of ARCS Motivation Strategy caused the improvement students' scores, but it is important to know that such conclusion is only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to investigate whether ARCS Motivation Strategy is effective to increase students‟ skill in writing recount text, the researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS Statistics 22. As what previously mentioned that there are two hypotheses in this study; (1) Null hypothesis stating that there is no any significant difference on students‟ writing skill in recount text before and after using ARCS Motivation Strategy, and (2) Alternative hypothesis stating that there is any significant difference on students‟ writing skill in recount text before and after using ARCS Motivation Strategy, the testing was done to investigate whether the null hypothesis could be rejected or not.

B. Hypothesis Testing

The hypothesis testing at this research are as follow:

1. If the value of t-count is higher than t-table (t-count > t-table) in df = 39 with significant level 0.05 and significance value lower than 0.05 (significance value < 0.05). The null hypothesis (Ho) is rejected. It means that there is any significant difference on the student‟s writing achievement in recount text before and after being taught by using ARCS Motivation Strategy at the first grade of MA Darul Huda.
2. If the significanvalue is lower than t-table (t-count < t-table) in df = 39 with significant level 0.05 and significance value higher than 0.05 (significance value > 0.05). The null hypothesis (Ho) is accepted. It means that there is no any significant difference on the student‟s writing achievement in recount text before and after being taught by using ARCS Motivation Strategy at the first grade of MA Darul Huda.

To know whether the significant value is higher or lower than 0.05, the researcher analyzed the data by using SPSS 22. In addition, in interrupting significance value, if it is higher than 0.05 (Sig > 0.05), Ho is accepted. While if it is lower than 0.05 (Sig < 0.05) Ho is rejected. In other word, Ho is rejected if Sig < 0.05.

Table 4.4 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	71.15	20	8.592	1.921
	Posttest	81.75	20	5.200	1.163

Table 4.4 Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.601	.005

Table 4.5 Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Posttest	-10.600	6.870	1.536	-13.815	-7.385	-6.900	19	.000

Referring to Table 4.5 shows the result of output Paired Sample Test. The output confirms that the means of the students after and prior the treatment are respectively 71.15 and 81.75. The result of the t-test reveals that the t value is 6900, with the df 19. The *p*-value is 0.000, and it has to be divided into two since we have one-tailed test. The result of SPSS the significance value < 0.05 (0.000 < 0.05). In consequence, the null hypothesis

is rejected. In other words, the hypothesis saying that the mean after the treatment is smaller than or equal to the one before the treatment is rejected. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment. The conclusion is that ARCS Motivation Strategy is effective for improving or raising the students' writing recount achievement. It means that (H_a) which states there is significant different on students' writing skill in recount text of first grade of MA Darul Huda Wonodadi Blitar between after taught by using ARCS Motivation Strategy is accepted. Meanwhile, (H_o) which there is no significant different ability on students' writing skill in recount text of first grade at MA Darul Huda Wonodadi Blitar between before and after taught by using ARCS Motivation Strategy is rejected..

C. Discussion

The result of study indicated that the scores of posttest were significantly better than the scores of pretest at the end of study. When the researcher conducted pretest, and asked to the students to write their experience in the embarrassing moment, they still confused what they will write and how to start to write. So, almost of them just browsed a recount text which similar with the topic, and rewrite the text, because, they don't have a confidence to themselves.

Unlike the result of pretest, the result of posttest shows that students seemed more interested to share their story. They felt more confidence with

their work and their capability. So, they write it only from their mind. The students became freer to generate and share their ideas, something that could not be found, before their get confidence with themselves. Students' comment also proved the effectiveness of the materials. Students reported that materials helped them pay attention and get interested in the lesson; they were consistent and relevant with the objectives, materials aroused the feeling of success and made students feel confident; and students were pleased with the materials and satisfied. This finding shows that the use motivation strategy especially ARCS Motivation Strategy can be effected to increase the students writing recount text achievement.

When students are making recount text after the researcher applied the ARCS motivation strategy, teacher can give the students quite time to understand the material, and then giving response. Motivation is not something that only students themselves are responsible for (Yuncu P and Kecik I:2017). In giving response, students have a longer time to compose a good sentence so that their response will not lead to a misunderstanding. Teachers can provide written feedback to their students, ostensibly because they believe it helps their students; students feel that such responses are of value to them. The teacher can give the students a story how to be success or story that can make the students more motivate and believe that they can be like that. The ARCS Model of Motivation is an example of a well-documented design theory that is centered on the importance of motivation to account for performance differences among learners, and explains how

students will put forth more effort and thus learn more when they are motivated to do so (Mills and Sorensen:2004). Keller suggests that there is a need to "increase expectancy for success by using instructional-design strategies that indicate the requirements for success. Instructors need to use well-stated objectives" (Keller, 1983).

The previous researcher also had proved that ARCS Motivation Strategy can be effective to teach students. For the first research had been conducted by Nugraha, et al (2014). The second research had been conducted by Yuncu and Kecik (2017). And the third research had been conducted by Astleitner and Lintner (2001). From the result of the previous research and the researcher was conducted, those shown that ARCS Motivation Strategy is effective in teaching and learning aimed to improve students' achievement.

Finally, it was confirm that using ARCS Motivation Strategy gives positive effects towards students‟ writing achievement. It had been proven by the result of data analysis that show there is significant difference on the students‟ writing achievement in recount text before and after being taught by using ARCS Motivation Strategy.

Thus, it can conclude that the use of ARCS Motivation Strategy is effective towards students‟ writing achievement and it suggested to be used in teaching writing, especially at the first grade of MA Darul Huda Wonodadi Blitar.