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APPROVAL SHEET

INVESTIGATING STUDENTS' LEARNING MOTIVATION IN PROJECT-BASED LEARING

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Declaration

I hereby certify that the thesis entitled "Investigating Students' Learning Motivation in Project-Based Learning" is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are all properly acknowledged.

Bandung, 8 August 2014

Preface

Alhamdulillahirabbil'alamin, praise be upon Allah that the writer has finished her thesis entitled "Investigating Students' Learning Motivation in Project-based Learning". The research attempted to observe how the project-based learning integrated with the ARCS motivational model was conducted, including investigating how this program motivated the students in the learning implementation based on this Keller's motivational theory – attention (A), relevance (R), confidence (C) and satisfaction (S). Furthermore, it also investigated what challenged the students in accomplishing this project-based learning, particularly in writing activity.

This qualitative research in writing project approach is expected to contribute to motivation theories to the setting in which English is considered as the second/ foreign language. In addition, it also can be projected to propose a better curriculum to support the institution mission to be a world class university. Meanwhile, for English practitioners the findings in this research are

hopefully accepted to enrich their strategy in handling student learning motivation in their teaching and learning process.

This thesis is submitted in partial fulfillment of the requirements for master's degree in English Education of Indonesia University of Education. The writer realizes that this thesis is far from perfect, hence, she really appreciates any suggestion and criticism for the betterment of this thesis writing.

Bandung, August 2014

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In the name of Allah the Merciful, and the Compassionate, this thesis would not have been possible unless Allah the Almighty has given me strength and capability to accomplish this work. *Alhamdulillahirabbialamiin*.

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The author wishes to express her love and gratitude to her beloved father, mother, her husband and their lovely twins; for their understanding, endless patience, and encouragement through the duration of her studies and the hard moments in her life. *Jazakillah Khaira*.

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ABSTRACT

This thesis investigated how the project-based learning integrated with ARCS (Attention, Relevance, Confidence, and Satisfaction) motivational model was conducted in an art and design tertiary school, what categories of ARCS motivational model that affected the students most, including to find out what challenges they encountered. The aim of this study was to enhance English teaching material and strategies to develop and sustain student' learning motivation, particularly in writing activity. It is because motivation is considered one of crucial factors in learning process, especially in learning English as second language/foreign language. The participants involved are 38 students of visual communication design study program. A case study methodology was used in this research, and data were gained from several sources. The observation was conducted inside and outside classes to find out how the program was conducted for 14 meetings. They were recorded, described and interpreted; the questionnaire called Instructional Material Motivational Survey (IMMS) was delivered in the end of the program to investigate what motivational aspect that motivated the students most; the interview was given to the 12 students to confirm the observation result and notice the difficulties the students encountered in this project. Before the data were interpreted, they were recorder, transcribed and categorized into particular groups.

The findings revealed that the students were highly motivated in the aspects of Attention, Relevance, and Satisfaction, and neutrally motivated in the aspect of Confidence. From the interview and the observation results it was found that it was due to the EFL learners' limited English language skill and the personal problems within teams, not to mention the overlapping tasks (Ates and Eryilmaz: 2010). However through this learning method the students were also experienced some beneficial impacts such as collaboration, communication skill, critical thinking's and other good learning attitudes. The results of this study were consistent with previous work performed by Boscolo and Gelati (2007), and Alhasan (2014). Referring to the research findings, it was inferred that apart from the teaching strategies and students' internal problems, the role of faculties and institution also has a very significant factor. Concerning this fact, integrating English with the other courses which are considered the major subject can be endeavoured to provide a great chance to collaborate among interdisciplinary teachers. An experimental research is recommended to confirm and determine the effects.

Key words: learning motivation, ARCS model, project-based writing activity

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