

# CHAPTER I

## Introduction

This chapter will present the research background that claims centrality of this research, indicates the gap from the previous research, and states the niche of the study. In this chapter, research questions are also revealed, including the purpose of the study, scope of study, significant of the study, operational definition, and thesis outline.

### 1.1 Background

Derived from the Latin word “*movere*”, motivation which is sometimes described as an internal state or condition plays a significant part in human behaviors. Ellis (2006: 75) claims that it involves the attitudes and affective states that influence the degree of effort. In other words, it explains why a person plans, acts, speaks, or writes something.

Without motivation, there will not be any civilization because it is the force that initiates, guides and maintains goal-oriented behaviors, and causes people to take action (Cherry, 2014). The history has shown how in thousand years ago the cave men communicated their thoughts by drawing with simple medium, compared to this present modern era, in which those instruments are replaced by high technology, for instance electronic mail. Such development is impossible to occur without the humans’ motivation in improving their lives.

Referring to its function, many research have been conducted in this domain and discussed motivation in various aspects and condition, particularly in learning process. They observed starting from factors that motivated the learners to the challenges that demotivated them, such as ‘intrinsic vs. extrinsic’. However these research do not completely provide the motivational design strategies/tactics that

can be implemented in teaching instruction. As the results the findings are not completely sufficient to enhance the students' learning motivation.

Thus, this study attempts to investigate how the four motivational strategies of Keller's ARCS model (Attention, Relevance, Confidence and Satisfaction) are integrated in project-based learning can motivate the learners. The research discussing ARCS motivation model and Project-Based Learning are many, but they are presented separately. The research that integrates them both is very limited. A quasi- experimental study to reveal the effect of PBL and the ARCS motivational model on students' achievement and motivation was lately conducted by Alhassan (2014). The research findings disclosed a higher post curriculum test grades and higher grades on the motivational scale that was achieved by the experiment class consisting only male students. However, still there are some holes to fill. Besides the purpose of the study mentioned above, there are other points that the researcher would like to observe, such as how the learning process runs if the participants are female and male students, not to mention the difficulties they encounter.

These research findings obviously will reveal a lot of important information to improve learners' engagement in learning implementation. Theoretically, it will give some contribution in English writing subject through project approach, from the specific phenomenon occurring in this art and design tertiary school. Thus, there will be better writing strategy findings to improve the students' skills and motivation that will be implemented in the next teaching and learning process. This study is also projected to propose a better curriculum toward World Class University as the university vision.

## **1.2 Research Questions**

This research will deliver the following research questions.

1. How was the project-based learning integrated with ARCS motivational model conducted?
2. What categories of ARCS motivational model affected the students most?
3. What challenges did the students encounter to accomplish the writing project?

### **1.3 Purpose of the Study**

The purposes of the study is to

1. observe how the teacher and the students conduct the project-based learning with the ARCS motivational model?
2. investigate the student's learning motivation phenomena occurring through the stages/plan of PBL and what factors that challenges them to learn.
3. enhance English teaching material and strategies for English writing project courses in this art and design tertiary school.

### **1.4 Scope of the Study**

The study investigated students' learning motivation in the writing activity from the aspects of Attention, Relevance, Confidence, and Satisfaction designed by John Keller, through project-based learning in developing a book about basic course materials in art and design field. This 14- meeting study was also aimed to observe how they conducted this project- based writing activity including finding the difficulties they found. In this EFL context, there were 38 students participants involved in this research. They were in the second semester of Visual Communication Design study program academic year 2013/2014, and had a prior knowledge about their writing contents gained in the first semester.

The students' motivation will be analyzed using a questionnaire adapted from Instructional Materials Motivation Survey (IMMS) designed by John Keller in his

ARCS model in the categories of Attention, Relevance, Confidence and Satisfaction. The interview was also given to the twelve students to investigate the students' difficulties in this English writing project. The observation was carried out to find out how the students conducted the writing project.

### **1.5 Significance of the study**

The research about students motivation and project-based learning have been conducted widely, however this particular study in Indonesian EFL setting is sparsely found. Furthermore we hardly find the research that integrated ARCS motivation model and Project-based Learning (PBL). Therefore, 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.

### **1.6 Operational Definition**

**Project-based Learning**, as a product of constructivism paradigm, is a pedagogical method that encourages students to take their active participation in learning process. Students will construct their understanding by experiencing directly the real-life problems which is considered needed by learners. As the result, it is believed that the relevance conducted by the learners' hands-on experience will improve their interest and motivation.

**Learning Motivation** is an important psychological factor that is indicated by students' self-confidence, satisfaction and engagement in learning.

**ARCS Model** that stands from Attention, Relevance, Confidence and Satisfaction are the components in the motivational design created by John Keller. Compared

to the other motivation strategies, this model provided strategies or teachers' intervention to improve students' motivation.

**Instructional Materials Motivation Survey (IMMS)** was designed to measure reaction to self-directed instructional materials and can be used to estimate learners' motivational attitude and it is considered as a valid instrument.

### **1. 7 Outline of the Thesis**

1. **Chapter I** is introduction. It includes the research background, research question, purpose of the study, scope of the study, significance of the study, operational definition, and thesis outline.

2. **Chapter II** is literature review that explains all related theoretical foundation to this current study.

3. **Chapter III** is research methodology that explains the research method used in this study, such as research design, research site and participants, data collection, and data analysis.

4. **Chapter IV** is explaining the teaching program.

5. **Chapter V** is analyzing research findings, and discussion. It contains the data presentation, its findings, and the discussion of the program conducted both by the teacher and the students.

6. **Chapter VI** is conclusion and suggestion.

7. This thesis ends with references, and appendixes.

### **1. 8 Concluding Remark**

This chapter has reviewed the background of the research that explained the reasons why this research topic was important to observe. This introduction part has revealed the three research questions, purpose of the study, scope of the study, significance of the study, operation definition, and thesis outline. Furthermore, in

the next chapter, the theoretical foundation related to this study is going to be discussed.