STUDENTS' MOTIVATION IN LEARNING ENGLISH AS THE FIRST FOREIGN LANGUAGE IN INDONESIA TROUGH THE ARCS

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ABSTRACT

The goals of the research are to find out: 1) the factors that might influence students' motivation in class VIII-E of SMP Kristen 1 Surakarta in 2016/2017 academic years. 2) To motivate the students' in learning English in class VIII-E of SMP Kristen 1 Surakarta in 2016/2017 academic years. This researcher used case study research (*single case embedded design*). This case study research was conducted in SMP Kristen 1 Surakarta on September until October 2016. Data collecting techniques were observation, interview, and documentation. The analysis data, the researcher got the data from interviewing students and teacher; and observing the teacher's method while delivering the English material. The researcher used methodological triangulation to gain the validity of the data. The ARCS is one of using suitable ways can use by teacher and school to give a good motivation to students. In this research, the researcher found that students' in class VIII-E of SMP Kristen 1 Surakarta in 2016/2017 academic years, came from various family background; which were: 11 students who came from unsupported family and 10 students who came from supported family in learning English. Both of students' group needed motivation to learn English as the first foreign language in Indonesia. Base on the explanation, The ARCS can use as tools to increase the students' motivation in learning English. So, the students would interest in teaching and learning process and they could motivate themselves to be active in learning English.

Keywords: *Motivation, English Foreign Language, Case Study Research, ARCS method,*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui: 1) faktor-faktor yang dapat mempengaruhi motivasi siswa di kelas VIII-E SMP Kristen 1 Surakarta pada tahun akademik 2016/2017. 2) Untuk memotivasi siswa dalam belajar bahasa Inggris di kelas VIII-E SMP Kristen 1 Surakarta pada tahun akademik 2016/2017. Peneliti ini menggunakan penelitian studi kasus (desain kasus tunggal). Penelitian studi kasus ini dilakukan di SMP Kristen 1 Surakarta pada bulan September hingga Oktober 2016. Teknik pengumpulan data adalah observasi, wawancara, dan dokumentasi. Analisis data, peneliti mendapatkan data dari mewawancarai siswa dan guru; dan mengamati metode guru saat menyampaikan materi bahasa Inggris. Peneliti menggunakan triangulasi metodologis untuk mendapatkan validitas data. ARCS adalah salah satu dari penggunaan cara yang sesuai yang dapat digunakan oleh guru dan sekolah untuk memberikan motivasi yang baik kepada siswa. Dalam penelitian ini, peneliti menemukan bahwa siswa di kelas VIII-E SMP Kristen 1 Surakarta pada tahun akademik 2016/2017, berasal dari berbagai latar belakang keluarga; yaitu: 11 siswa yang berasal dari keluarga yang tidak didukung dan 10 siswa yang berasal dari keluarga yang didukung dalam belajar bahasa Inggris. Kedua kelompok siswa membutuhkan motivasi untuk belajar bahasa Inggris sebagai bahasa asing pertama di Indonesia. Berdasarkan penjelasannya, ARCS dapat digunakan sebagai alat untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris. Jadi, para siswa akan tertarik dalam proses belajar mengajar dan mereka dapat memotivasi diri mereka untuk aktif dalam belajar bahasa Inggris.

Kata kunci: Motivasi, Bahasa Asing Bahasa Inggris, Penelitian Studi Kasus, ARCS metode,

INTRODUCTION

Language is the system of communication in speech and writing that used by people of a particular country (Hornby, 2000: 725). All of the people from over the world can communicate each other by using English, because it was an international language use among them. In Indonesia English is a foreign language, so Indonesian parents want their children to understand English. Broughton, et al. (1980:6) reported English as a foreign language has been taught in schools, often widely, but it does not play an essential role in national or social life.

The word motivation was derives from the Latin verb '*movere'* meaning 'to move'. According to Keller (2009:3) motivation is explain why people do what they do.

Motivation can separate by two kinds there are intrinsic and extrinsic motivation. According to Keller (in Deborah's, video file:2014), Intrinsic motivation is motivation driven by internal factor such us beliefs, values, personal goals and so on. Extrinsic motivation is that which is created through external factors typically a promise of rewards or punishment.

On preliminary research, the researcher found the problems, especially in students' motivation in learning English. The students' problems were as followings: 1) The students were hesitant to active in English lesson; 2) The students were still low motivation; 3) The students' average score was 65, whereas the standards minimum score at SMP Kristen 1 Surakarta was 70 for English lesson.

The ARCS is a good technique to solve this problem because this technique teaches students to work cooperatively especially in learning English as the first foreign language for the students. The ARCS is used to help teacher to know about students' motivation in learning and would make the students interest in teaching and learning process and they could motivate themselves to be active in learning English.

LITERARURE RIVEW

Keller (2009:44), the ARCS model are categories enable to quickly gain an overview of the major dimensions of human motivation, especially in the context of learning motivation, and how to create strategies to stimulate and sustain motivation in each of the four areas. The ARCS model approach was acronym from *Attention, Relevance, Confidence, and Satisfaction*. The ARCS model approach was a learning model that adjusted students attention, learning materials with students learning experience, creates students self- confidences, and sense of students' satisfaction.

Keller (2009:92-95) state that the strategies for teacher to building their students' attention are as follows: 1) Capture Interest, 2) Stimulate Inquiry, 3) Maintain Attention. According to Keller (2009:125-133), the strategies for relevance are as follows: 1) Relate to goal by providing statements; 2) Match Interest by making instruction responsive to students motives and values by providing personal achievement opportunities; 3) Tie to Experiences by making the materials and concepts familiar.

According to Keller (2009:158-164), the strategies for teacher to building their students' confidence as follows: 1) Giving students expectation about success;
2) providing students success opportunities;
3) giving students responsibility. According to Keller (2009:188-192) there are three strategies to use to promote feelings of satisfaction, as follows: 1) provide intrinsic satisfaction by reinforces positive feelings; 2) Rewarding outcomes using verbal praises and give students personal attention; 3) giving equal treatment for each students.

METHODOLOGY

Participants

This case study research was conducted in SMP Kristen 1 Surakarta. The school has three grades were the seventh grade, eighth, and ninth. The classes chosen in the VIII E, the total number of the students are 21 students; 11 female and 10 female students.

Method

The method in this research used case study research. Yin (2003: 13-14) defines case study as an empirical inquiry that investigate contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis. According to Yin (2003:39-53) single case embedded designs can be selected through sampling or cluster technique.

DATA COLLECTION

In this research, the researcher got the data from data collecting and analyzing data. In collecting data, the researcher used non test, which were as followings: participant observation, focused interview technique, and documentation. In analyzing data, the researcher using Milles and Huberman (1994: 10-11) interactive model, were as followings: data analysis, data reduction, data display, and conclusion and drawing. In validate the data, the researcher using triangulation by Denzim (1978: 301) with type methodological triangulation.

DISSCUSSION

Base on the collecting of the data, the researcher found the problems in class VIII E are followings: 1) the low motivation in learning English, and 2) came from various family background; they were from supported and unsupported family in learning English; and Both of students group who came from supported and unsupported family needed motivation to learn English as the first foreign language in Indonesia. The researcher found that there were 11 students who came from unsupported family and 10 students who came from supported family. The teacher should select learning method which would be used in teaching and learning English, so both of students group could have high scores, critical-thinking, high motivation in learning English or other subject materials, and other ability about English would be increased.

CONCLUSION

The ARCS (*Attention, Relevance, Confidence, Satisfaction*) was explained by Keller's (2009:44) became one of way to know about students' motivation. The implementation by using the ARCS, were as followings: 1)can help a teacher to identify students' motivation in learning process; 2) can help teacher to understand internal conflicts of each students in the class; 3) can help the students to motivate themselves in learning English; 4) can be used by a teacher to solve the students' problems about low motivation in learning English.

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