

## AN ANALYSIS OF ARCS MODEL IN ENGLISH AS A FOREIGN LANGUAGE

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### Abstract

This research aimed to explore the implementation of ARCS Model in English as a Foreign Language that have done by the teacher and students at the eleventh grade of science students of SMA Muhammadiyah Sambas. The research implemented a descriptive research design in qualitative method. There were 1 English teacher and 15 eleventh grade of science students participated in collecting primary data. The proposed research applied direct and indirect communication technique where utilized such tool as interview and online questionnaire (opened) which each consist of 10 questions. The questionnaire items were modified from Mahmudah (2016). This study used technique of analyzing the qualitative data from Ary, et al. (2010: 481). The research finding indicated that from interview, it was found that in implementing the model, in attention teacher using a variety of learning media such song, video, games and others interesting media. Teacher also use humor if it was needed. In showing relevance, teacher tried to show the relevance of the material being studied with students' needs and the benefits of learning English. Next, in improving students' confidence with their ability, teacher gave hope of success, arrange the learning process and give constructive feedback. Last in creating students' satisfied, teacher gave appreciation with verbal or non-verbal praise, provided an opportunity to showing their ability, and an opportunity to the students to help their friends. Furthermore, the research finding from questionnaire indicated that the use of ARCS Model motivational learning like humor, give the real examples, give feedback, and use praise make the students are easier to understand the lesson. It also makes students feel more motivated, comfortable, and compatible in learning. Thus, it allows the students to have full concentration on the lesson which leads to their motivationally of the learning. So students perceived ARCS Model is very useful model in creating and maintaining good interest among students that proved by students' statement.

**Keywords:** *ARCS model, Writing skill; and EFL.*

## INTRODUCTION

In this era, English is used as global language which has an important position in every aspect of life. The aspects are in the field of science and technology, education, international job market, and business. The importance of English as a global language has been comprehensively discussed and some statistical data has also been given as evidence to prove that English is the language that internationally spoken and accepted language (Rao, 2019).

It is a known fact that English plays a predominant role in the field of education all over the world. English in education has been widely used by the students as well as the teachers and researchers around the world. It has become a compulsion to learn English as most of the books of higher education are written in English. English language teaching and learning in Indonesia presents particular challenges. First, English learning mostly occurs in the classroom context, with English learners having limited exposure to English for communicative purposes. Second, the only source of learning is from the teachers and learning materials provided in class. Third, students learn English because it is a compulsory

part of school curriculum, and subsequently may not be motivated to learn (Mbato, 2013). It can be seen that students' motivation is one of the factor that can affect the success in English as Foreign Language.

Motivation can be described as a certain push that pushes the students to do an action to achieve something. It is the cause and manner of the organization to force people to do certain behaviors. Teacher has important role in teaching and learning process but motivation has significant consideration for the students' success in learning also (Kosasih, 2007). Motivation is divided into two categories. There are intrinsic motivation and extrinsic motivation. First, Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. Second, Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

Understanding the motivation as one of the factor that can affect students' success in English as Foreign Language. In SMA Muhammadiyah Sambas, English teacher at the eleventh grade has applied a specific model in teaching English subject. The model is called ARCS Model. ARCS Model is stand for Attention, Relevance, Confidence and Satisfaction. ARCS Model is developed to response the desire in finding effective ways of understanding the major influences on the motivation to learn and ways of indentifying and solving the problem with learning motivation (Keller, 2006).

The researcher was interested to analyze the implementation of ARCS Model that applied by teacher and students' perception on the use of ARCS Model itself in SMA Muhammadiyah Sambas. The researcher also thought that other teachers can apply this model in teaching EFL in case this model can give good impact in teaching learning process.

There have been some researcher conducted research which related to ARCS Model. Kurt and Kecik (2017) conducted a study entitled "The Effects of ARCS Motivational Model on Student Motivation to Learn English.". The subject was 30 students English preparatory school at a State University in Turkey. Course Interest Survey (CIS) and Instructional Materials Motivation Survey (IMMS) was carried out as the tools of data collection. The result of the study showed that the ARCS model inserted language instruction had positive influence on students' course motivation.

From the previous research, the study conducted in higher education especially in college. However, in present study has been conducted with regard to ARCS Model in senior high school. This study focuses in how teacher implemented ARCS Model and students' perceptions on the use of ARCS Model in SMA Muhammadiyah Sambas.

## **METHODOLOGY**

### **Research Design**

In this research, the researcher used a descriptive study. The researcher used this kind of research design to describe the implementation of ARCS Model by English teacher and students' perception on the use of ARCS Model in English as a Foreign Language. In simply, through this kind of research design, the researcher described how the teacher implement ARCS Model and what the students think about this model based on the factors influencing perception. So then, to get all of the data correctly and systematically, the researcher used the qualitative descriptive. The kind of qualitative approach that the researcher used is descriptive research. Kothari (2004:3) states that through this method the researcher has no control over the variable; he can only report what has happened or what is happening. Descriptive research aims to make a systematic description, factual and accurate information on the facts, and properties of the population of certain areas.

The researcher took the data to describe and analyze the object by using statistics to make a description of the implementation of ARCS Model by English teacher and students' perceptions. In general, to implement this research, the researcher asked permission from related institutions or the individual, determined the sample, collected the data, and analyzed the data.

### **Research Subject**

The researcher selected English teacher and Eleventh Grade of Science Students in SMA Muhammadiyah Sambas for the subject of this research. The researcher selected SMA Muhammadiyah Sambas as subject of this research because this school is one of the schools that implement the specific strategies in teaching English as a foreign language especially in teaching learning English that is use ARCS Model. This study involved 16 participants from 1 English Teacher and 15 students from XI IPA in SMA Muhammadiyah Sambas.

## **Data Collection**

To answer the problems formulated in this research, needs to obtain the data supports the objective by the use of techniques and tool appropriate data collection tool. In collecting the data, the technique of collecting was used in this research is communication technique that consists of direct method and indirect method. University of Hawai (2015) explained that direct method is method to collect data that can be evaluated. The tool to collect the data is interview. The interview has been held through phone call in accordance with the prepared questions. Interview is the technique of data collection by asking question to the respondents and the answer will be noted or recorded. Dawson (2002) states that in interview the participant is free to talk about what he or she deems important, with directional influence from the researcher. This tool was to collect the data from the teacher and to answer first research question. The researcher used 10 questions of interview that was asked to English teacher with indicators based on the aspect of ARCS Model namely Attention (A), Relevance (R), Confidence (C) and Satisfaction (S).

While indirect method is possible method to gather the data of students' perception, opinion, attitude or others. Collecting the data in this research was taken by giving online questionnaires through a Google form. The researcher used questionnaire as the instrument to collect the data from the students and to answer second research question. Questionnaire is a number of written questions which are used to gain information from respondent about the respondent themselves or their knowledge, believe, etc (Ary, 2010). The format questionnaire of this research was open-ended. Open ended questionnaire allow the respondent to express an opinion without being influenced by the researcher (Reja et al, 2003: 161). The questionnaire was described in the form of written questions and the respondents also gave the answers in written form. The researcher used 10 questions of questionnaire that was asked to students with indicators such as learning (perceptual learning), concentration (mental set), motivation (motivation and need) and cognitive style.

## **Data Analysis**

Data analysis in qualitative research is a really challenge because the data appears in word-based. Thus, the researcher needs strategy to handle the data. In this research, the researcher used the technique of analyzing the qualitative data from Ary, et al. (2010: 481) as follow:

### 1. Organizing and familiarizing

The first stage in analyzing qualitative data involves familiarization and organization in order the data can be easily retrieved. In this part, after the researcher transformed the data into a transcription, the researcher arranged the data and continue to read the data. The researcher wrote a note or memo to capture thought as they occurred, after getting notes the researcher reviewed them and made a complete list of the different types of information that occur.

### 2. Coding and reducing

In this process the researcher read and reread all the data and sort them by looking for units of meaning, words, phrases, sentences, subjects' ways of thinking, behavior patterns, and something happened that seem appear regularly and that seem important. The researcher did reducing process by selecting the main points, focusing on important points, finding the pattern and separating the unnecessary data, until a final report is complete. Data would be sharpened, sorts, focus, discards and become organized.

### 3. Interpreting and representing.

Interpretation is about bringing out meaning, telling the story, providing an explanation, and developing plausible explanations. In this part the researcher brought up the theoretical review and making a connection with the present data. The researcher also developed hypotheses that have evolved during the analysis process. Finally, the researcher concluded summaries and made a conclusion.

## **Research Findings**

Data from current sample (n=16) that involved 1 English Teacher and 15 students from XI IPA in SMA Muhammadiyah Sambas have been collected, all the sample (100%) have involved in the instruments that consists of interview for the teacher and questionnaire for the students. Related to language used, responded from the teacher was in English. While all responded from the students was in Bahasa, it aimed to make them easy to explore their thought. While the researcher described thoroughly the result of data analysis below.

### 1. Interview

Related to this, English teacher at SMA Muhammadiyah Sambas has implemented ARCS model by trying to arouse attention, show the relevance, increase confidence, and create satisfaction of students in learning. The implementation of ARCS Model in

learning English at SMA Muhammadiyah Sambas was well carried out based on the interview that has done by the researcher. This can be seen from:

**a. Attention (A)**

In evoking the attention of students in learning, English teacher motivated them by using learning media and humor. From the interview that the researcher has done with English teacher, the media that usually used by the teacher to get the attention from the students were such as LCD, projectors, song, video, games and others interesting media. While in giving humor, teacher gave humor when the classroom in a state not conducive, strained and saturated. Teacher gave humor with showing the video that has relation with the material also or the teacher gave the students joke questions.

**b. Relevance (R)**

For the result from the interview, it can be known in showing the relationship of the learning material with the needs of the students, teacher showed the objective and the benefits of learning. In showing the objective, teacher delivered the purpose of teaching is closely related with the question "what purpose will be achieved". Thus learning objectives directs to students as the target will be achieved. Then, in showing the benefits of learning, teacher at SMA Muhammadiyah Sambas always connect the subject with the needs so that students will be more sure of the motivation that given by teacher in showing the relevance of the material that has given.

**c. Confidence (C)**

In increasing students' confidence, from the results obtained, English teacher at SMA Muhammadiyah Sambas improved students' confidence by giving expectation of success, arrange the learning process, and give good constructive feedback. In giving hope of success, teacher encouraged the students to believe in themselves in order it can make them aware that the actual failure is not the limit of ability but with the failure of learning they can achieve the expected success. In arranging the learning process, teacher gave the material awarded on the basis of the order and from the material that was easy to difficult as well as considering that the material before can support the material further. For example, the giving of material Introduce Myself is given first before learning Filling Out Forms material. Next, in giving good constructive feedback, in this case the teacher gave questions to students about the material that has been taught and students answered the questions. The questions itself can be from teacher or another students.

#### **d. Satisfaction (S)**

Based on the result of interview, it was obtained that English teacher at SMA Muhammadiyah Sambas tried to foster students' satisfaction in following learning by using a praise, giving an opportunity to show their capability, and giving an opportunity to help their friends. In giving a praise, teacher use praise such as giving compliment, giving something useful for students such as book, pencil etc. With praise, it would provide satisfaction for the students because they feel they generate correct and useful thoughts and actions. In giving an opportunity to show their capability, English teachers at SMA Muhammadiyah Sambas provided an opportunity to the students demonstrate the skills that owned. In giving an opportunity to help their friends, it is known that it is common for students felt embarrassed to ask the teacher even though they do not understand the material that was being taught. For this reason, the teacher recommend that students who already understand to help their friends who do not understand. because usually they felt not embarrassed when asked their friends. It can give a satisfaction to themselves.

#### **2. Questionnaire**

##### **b. Perceptual Learning**

Perceptual learning is a process of sensory system to respond the stimuli through experience. In this question, the researcher wanted to find out students' perception in the implementation of ARCS Model in learning English as Foreign Language especially in perceptual learning from the students. The result showed as below:

Question: *Apakah guru memberikan contoh yang relevan/berhubungan dengan kehidupan sehari-hari ketika menyampaikan materi Filling Out Forms? Jika ya, jelaskan! Jika tidak, jelaskan!*

*“Ya, guru menjelaskan manfaat atau alasan kenapa materi ini penting untuk dipelajari sehingga kami para siswa merasa materi itu memang penting untuk kami pelajari. Guru setiap ngajar pasti nya memberikan contoh agar bisa di fahami siswa seperti di keseharian siswa dalam melakukan sesuatu hal yang menyangkut dengan materi mengisi formulir dan guru memberikan contoh yang berhubungan dengan kehidupan sehari hari misalnya, seseorang yang hendak melamar pekerjaan menjadi karyawan di berbagai instansi baik dalam versi dokumen ataupun tulis tangan harus mengisi surat lamaran kerja yang strukturnya harus teratur.”*

Based on the explanation above, perceptual learning from the students were good. Teacher gave the explanation between the material and students' experience which make the students could understand it and they could give the example in their real life. The students also felt the material was important to them after the teacher explained the advantages or what they could get after learned the material.

### **c. Mental Set**

Mental set in this study refers to how the students get concentration when the teacher applied ARCS Model in teaching learning process. The question is to find out whether the students were difficult or not to concentrate in understanding the material in the implementation of ARCS Model in learning. The result showed as below:

Question : *Bagaimana pemahamanmu terhadap materi Filling Out Forms ? Apakah kamu sulit untuk memahami materi itu ? Jika ya mengapa ? Jika tidak mengapa ?*

*“Tidak sulit untuk berkonsentrasi dalam materi tersebut karena guru menjelaskan sangat jelas dengan menggunakan model ARCS dan materi tersebut mudah untuk difahami dikarenakan telah biasa dilakukan oleh siswa biasa nya dalam mengisi formulir”*

Based on the statement above, the implementation of ARCS Model in learning could help the students concentrate in understanding the material. The students told that the teacher explained the material about Filling Out Forms in detail so that they were easy to understand the material. The researcher also found another thing that could make the students more concentrate in learning. It stated as below:

### **d. Motivation**

Motivation can be described as a certain push that pushes students to do an action to achieve something. The finding of this study was about what the teacher did to make the students felt motivated and give the attention in learning. It showed as below:

Question : *Apakah guru menggunakan media seperti video, games atau media lainnya untuk menarik perhatian siswa sebelum memulai pembelajaran ? Jika ya, jelaskan media seperti apa yang digunakan guru ? Jika tidak, jelaskan apa yang dilakukan guru sebelum memulai pembelajaran ?*

*“Attention biasanya dilakukan oleh guru kami ketika akan memulai pembelajaran. Guru menggunakan media laptop dan perlengkapan lainnya ,sebelum memulai*

*pembelajaran dengan menayangkan video yang bermanfaat dan permainan yang berkaitan dengan pembelajaran karna itu bisa menarik perhatian kami sebagai siswa.”*

From the explanation above, it can be seen that the teacher use some media to catch the attention from the students and to make them fell motivated in learning process. Then, the students also explained that they felt motivated when the teacher used media in getting students' attention and explaining the material.

#### **e. Cognitive Style**

The last findings of this study was about cognitive style in the implementation of ARCS Model in learning English as Foreign Language. Cognitive style refers to how are students understanding the situation when the teacher implemented ARCS Model in teaching learning process. So, the researcher wants to know whether the teacher gave the chance to students to answer or ask the questions in learning process. The written responses revealed as below:

Question : *Apakah guru memberikan kesempatan kepada siswa untuk menjawab pertanyaan baik dari guru ataupun yang diajukan siswa lain ? Jelaskan!*

*“Ya, karena guru ingin tau apakah ada dari sebagian siswa yang sudah dia ajari masih belum paham dengan materi yg ia sampaikan, jadi guru banyak memberi kesempatan dan siswa juga sebaliknya sangat berantusias menanyakan apa yang mereka belum pahami dari materi tersebut.*

Based on the students' responses, the researcher found that many of them tell the teacher always gave the chance to the students to answer the question either from the teacher or another students. In other word, there is a feedback process in this session because the students not only could answer the question but they could ask about what they did not understand about the material. The students also told that they felt enthusiastic when the teacher give the chance to answer the questions.

The researcher also found out about what the teacher did when the students answer the questions, whether the teacher gave appreciation to the students because of giving a feedback in teaching learning process. The example statement showed as below:

Question : *Apakah guru memberikan apresiasi seperti pujian atau hadiah terhadap siswa yang bisa menjawab pertanyaan dengan benar ? Jika ya, berikan contoh apresiasi yang dilakukan guru terhadap siswa yang bisa menjawab pertanyaan dengan benar ?*

*Jika tidak, apa yang dilakukan guru terhadap siswa yang bisa menjawab pertanyaan dengan benar ?*

*“Ya. Guru sangat memberikan apresiasi kepada siswa dalam bentuk pujian yang menyemangatkan siswa agar tetap optimis dalam belajarnya dan siswa yang tadinya dapat menjawab pertanyaannya dengan benar biasanya diberikan nilai lebih atau sesuatu yang dapat dimanfaatkan bagi siswa tersebut seperti pensil, buku dll. Contoh lain misalnya guru memberikan nilai tambahan terhadap siswa yang cepat dalam menyelesaikan tugas yang diberikan misalnya terhadap 5 siswa dari 25 siswa yang tercepat akan mendapat nilai tambah.”*

From the explanation above, it can be seen that the teacher gave the appreciation to the students that can answer the questions or gave a feedback in teaching learning process. The students told the kind of appreciation that used by teacher were such as giving praise, giving plus score or giving the thing that can be useful for the students for instance pencil, book, etc.

The students also stated that there was improvement in themselves especially in the material about Filling Out Forms since the teacher applied ARCS Model. It stated as below:

*Question : Menurutmu apakah setelah diterapkannya Model ARCS terutama dalam materi Filling Out Forms, kamu merasa ada peningkatan dalam belajar Bahasa Inggris ? Jika ya, jelaskan peningkatan seperti apa yang kamu rasakan ? Jika tidak, jelaskan alasannya ?*

*“Ya. Model ini merupakan suatu bentuk pendekatan pemecahan masalah yang mendorong dan mempertahankan motivasi siswa untuk belajar, saya merasa motivasi belajar saya timbul karena harapan akan cita-cita saya. Ditambah lagi saya dapat mengetahui pembelajaran dari materi tersebut dan dapat dimanfaatkan dalam kehidupan sehari-hari terutama dalam mengisi formulir sesuatu hal, siswa menjadi tahu mana bagian-bagiannya, kegunaannya, dan lainnya.”*

Based on the statement above, the students stated that they felt the improvement in their motivation to learn English since the teacher applied ARCS Model. Then, the students stated that they could understand the material such as kind of Filling Out Forms, the function of Filling Out Forms etc. It can be seen also that the students could use the material for their daily lives

## DISCUSSION

In this research, the implementation of ARCS model and students' perception on the use of ARCS model in teaching learning process were identified and analyzed. First result was from interview indicated that the implementation of ARCS Model by English teacher at SMA Muhammadiyah Sambas was aligned with Keller who developed ARCS Model where teacher's statement "ARCS is stand for Attention, Relevance, Confidence and Satisfaction and ARCS Model is a model that has relation with motivation especially in learning." In line with Keller that developed it into four components, those are attention, relevance, confidence, and satisfaction with acronym ARCS. First category is attention, in the implementation, teacher was able to use some variation of learning in order to get the attention and curiosity from the students. Teacher used some variation of, media, even humor if it was needed. It was same as stated by Angkowo and Kosasih (2007). It was aligned also with the finding from students' perception. So, it can be seen that the use of variations of method, media, and humor that have done by teacher can attract the attention and curiosity from the students. So, it can be concluded that teacher used some variations of learning in getting the attention at the beginning of lesson.

Second category is relevance, a powerful The finding showed that in applying relevance, teacher used strategies such as convey learning objectives, convey the benefits of learning that the students can achieve after study for now and even tomorrow and give the explanation or the example related to students' experience or daily activity in order to make the students were easy to understand the material. It was also supported by students' perception about how teacher applied relevance component in teaching learning process. It means that the implementation of ARCS Model that have done by teacher was in accordance with Keller's description and students' perception.

Third category is confidence. From the interview result, in applying confidence component, the way teacher applied was same as stated by Keller (2006). It was proved by teacher's statement. Thus, it can be seen that in confidence, the strategies that used by teacher were conveying students' success, arranging the learning process, and give good constructive feedback to the students. Last finding from interview was in satisfaction component. The implementation of ARCS Model by English teacher at SMA Muhammadiyah Sambas was aligned with Scheineder that proved by teacher's statement. It was also supported by students' perception regarding how teacher give the satisfaction to the students. So as a result, it can be

known that in applying satisfaction component in teaching learning process, the strategies that used by teacher were giving praise, giving opportunities for students to show their ability, and providing opportunities for the students to help other friends.

Furthermore, this second discussion is to answer research question number two. It was about students' perception on the use of ARCS Model in English as a Foreign Language. The finding showed that perceptual learning from students were good on the use of ARCS Model. The students can understand the material and give the example between the material and their experience. It was proved by students' statement. Not only that, students also realize the important for learning the material. It can be seen from students' statement also. So as a result, students' perception in perceptual learning showed good result on the use of ARCS Model in English subject.

This study also discovered students' concentration in implementing ARCS Model in learning. The students explained that they were easy to understand the material. It was proved by students' statement in the result. The researcher also discovered the use of media can give the students more concentration in understanding the material. So, it can be seen that the students can have good concentration in understanding the material in the implementation of ARCS Model. Next finding, students' motivation in learning showed that students feel enthusiastic and motivated when teacher gave them appreciation in teaching learning process. So, it can be seen that in arousing students' motivation, teacher give appreciation to the students. Then, it makes the students felt enthusiastic and motivated to learn better for the next meeting because of the appreciation from the teacher.

In the last finding, the results indicated that there is improvement in students' motivation to learn English since the teacher applied ARCS Model. It was proved by students' statement. Then, the students also stated that they could understand the material such as kind and the function of Filling Out Forms and students could use the material in their daily lives. So, it can be concluded that there is improvement in students' motivation and cognitive style in learning English since ARCS Model was implemented.

## **CONCLUSION**

In this research, the implementation of ARCS model and the students' perception on the use of ARCS model in teaching learning process were identified and analyzed. From the result of interview about the implementation of ARCS Model that have done by teacher, it

was found that the implementation that have done by teacher was aligned with Keller who developed this model. As knowing that, ARCS Model is a model that stand for Attention, Relevance, Confidence, and Satisfaction that has relation with motivational in learning. In the implementation, teacher used variety of learning media such as LCD, projectors, song, video, games and others interesting media. Teacher also use humor if it was needed. In showing relevance, teacher tried to show the relevance of the material being studied with students' needs to express instructional objectives and the benefits of learning English. Next, in improving students' confidence with their ability, teacher gave hope of success, the preparation of learning systematically from easy material to difficult as well as considering that the material before can support the material further and give constructive feedback. Last in creating students' satisfied, teacher gave appreciation with verbal or non-verbal praise, provided an opportunity to showing their ability, and an opportunity to the students to help their friends.

Furthermore, in the analysis of overall from the questionnaire, it was found that from students' perception, ARCS Model gave a good impact to the students. Using ARCS model in teaching learning English created strong engagements between students' motivation and the lesson. The use of ARCS Model motivational learning like humor, give the real examples, give feedback, and use praise make the students are easier to understand the lesson. It also makes students feel more motivated, comfortable, and compatible in learning. It was proved by students' statement. Thus, it allows the students to have full concentration on the lesson which leads to their motivationally of the learning. Then, the students have a good understandable because they get a good strategy from teacher in teaching learning process. It proved that the use of ARCS model as a model motivational learning can be used to enhance the student's motivation in learning English. In other word, the students perceived ARCS Model is very useful model in creating and maintaining good interest among students.

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