

THE ARCS MOTIVATIONAL MODEL IMPLEMENTED BY ENGLISH TEACHERS IN TEACHING ENGLISH AS FOREIGN LANGUAGE AT SMAN 1 KOTA BENGKULU

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Abstract

The objective of this research was to investigate the implementation of the ARCS Motivational model in TEFL at SMAN 1 Kota Bengkulu. The design of this research was descriptive qualitative research. The subject of the study was all of the English teachers who teach English at SMAN 1 Kota Bengkulu. There were three English teachers who become the subject of this research. The researcher used observation checklist and interview to obtain the data. This research finding showed that there were 93% of attention indicator, 84% of relevance indicator, 53% of confidence indicator, and 67% of satisfaction indicator implemented by English teachers as ARCS Model in teaching English Foreign Language at SMAN 1 Kota Bengkulu. Attention indicator of ARCS models dominantly implemented by the teachers with percentage 93%. It was suggested for English teachers to implement more the confidence indicator since all of indicators of ARCS models is important to improve and encourage the students' motivation in learning English. For further research, it will be better if other researchers can continue this research by conducting other design of research, such as; quasi experimental research or action research related to the implementation of ARCS models in teaching English at SMAN 1 Kota Bengkulu.

Keywords: : ARCS Motivational Model, Teaching English as Foreign Language

INTRODUCTION

One of model which known as motivational tactic model in teaching English is ARCS model. The ARCS motivational model, which consists of four categories, Attention, Relevance, Confidence and Satisfaction covers most of the areas of research on human motivation, and is a motivational design process that is compatible with typical instructional design models. The ARCS model is considered to be successful because it doesn't allow traditional teaching system, but it covers different aspects of teaching and accounts for students' perspectives and allows students participate actively based on a need analysis. Based on such a problem analysis it provides motivational strategies to make instruction responsive to the interests and needs of students. The model helps an instructor to get out of the standard routine by still following the syllabus, identify the component of instruction that is problematic and decreases

students' motivation to learn, and provide opportunities to motivate their students (Keller, 2010).

The ARCS model has four categories represent sets of conditions that are necessary for students to be fully motivated, and each of these four categories has subcategories and strategies, that represent specific aspects of motivation. To motivate students first we need to gain their Attention. Tactics for this category can range from simple unexpected events (e.g. a loud whistle, an upside-down word in a visual) to mentally stimulating problems that engage a deeper level of curiosity, especially when presented at the beginning of a lesson. Another important element is variation because people like a certain amount of variety and they will lose interest if your teaching strategies, even the good ones, never change. The second category is to build Relevance. Relevance means connecting the content of instruction to important goals of the students, their past interests, and their learning styles. Relating instructional content to the students' future job or academic requirements is an effective way to enhance relevance. Using simulations, analogies, case studies, and examples related to the students' immediate and current interests and experiences are other alternatives (Keller, 2010).

The third category of the ARCS motivational model is Confidence. Instructors should help students to establish a positive expectancy for success. By making the objectives clear and providing examples of achievements, it is easier to build confidence. Another aspect of confidence is that instructors encourage students to believe that they can achieve any complex task by taking time and by sparing no effort and students should be encouraged to attribute their success or failures to personal effort. If the students are curious, interested in the content, and moderately challenged, then they will be motivated to learn. To be able to sustain students' motivation is also important and this purpose is fulfilled by the fourth condition of motivation that is Satisfaction. Satisfaction means that students should have positive feelings about their accomplishments and learning experiences. They need to receive recognition and evidence of success that supports their intrinsic feelings of satisfaction and they believe they have been treated fairly. Tangible extrinsic rewards and opportunities to apply newly learned skills support intrinsic feelings of satisfaction. Finally, a sense of equity, or fairness, is another necessity to maintain student motivation (Keller, 2010).

Based on the previous observation done by the researcher at SMAN 1 Kota Bengkulu, the researcher found that there were some English teachers who have implemented the ARCS model in teaching English indirectly. However, there were still some teachers who haven't implemented this model yet even some of them do not know what the ARCS model is. Due to the important of the ARCS model in enhancing students' motivation in learning English, the researcher conducted a research entitled "THE ARCS MOTIVATIONAL MODEL IMPLEMENTED BY ENGLISH TEACHERS IN TEACHING ENGLISH AS FOREIGN LANGUAGE AT SMAN 1 KOTA BENGKULU".

RESEARCH METHODOLOGY

Design

The design of this research were descriptive qualitative and quantitative research. Descriptive research is a study conducted to

determine variables, either the variable is one or even more without making comparison or connect with other variables. This research aims to investigate the implementation of ARCS Model in teaching English as Foreign Language in SMAN 1 Kota Bengkulu.

Subject of the study

The subject of the study was all of the English teachers who teach English at SMAN 1 Kota Bengkulu. There were three English teachers who become the subject of this research.

Instrumentation

The researcher used observation checklist and interview to obtain the data.. In the observation, the researcher as a passive participant because the researcher just comes to the class and observes the activity the class using observation checklist. To confirm the observation result, the researcher used peer to peer interview by asking the respondents some questions related to the observation result.

Technique of Collecting Data

In doing the research, the researcher collected the data as follows; (1) The researcher asked permission to the English teachers to become the subject of this research; (2) The researcher came to the class and record the activity in the class; (3) The researcher observed the students using observation checklist related to the implementation of ARCS Model; (4) The researcher collected the observation checklist result; (5) The researcher did interview to confirm the observation result.

Table 1. Observation Checklist of ARCS Model

No	ARCS Model	Yes	No
	Attention (A)		
1	Use content related examples		
2	Vary the format of instruction		
3	Shift between teacher-student instruction and student- student interface		
4	Use activities that require learner participation		
5	Show visual representation of an important object, vary the format of instruction, introduce a fact that seems to contradict the learner’s past experience		
	Relevance (R)		
6	State explicitly how the instruction builds on the learner’s existing skills.		
7	Use personal language and get some personal information from students		
	Confidence (C)		
8	Incorporate clearly stated, appealing learning goals into instruction		
9	Provide clear instruction		
10	Include statements about the likelihood of success with effort		
11	Have students learn new skill under low risk conditions, but practice performance of well-learned tasks under realistic conditions		
12	Organize materials on an increasing level of difficulty		
	Satisfaction (S)		

13	Provide meaningful alternative methods for accomplishing a goal		
14	Verbally reinforce a students' intrinsic pride in accomplishing a task		

Technique of Analysis Data

In analyzing the data the researcher used some steps as follows; (1) The researcher observed and watched the video recording of students' teaching skills in microteaching class; (2) The researcher analyzed the data; (3) The researcher interpreted and described the data; (4) The researcher made a conclusion.

FINDINGS AND DISCUSSION

Findings

The Implementation of ARCS Motivational Model in TEFL at SMAN 1 Kota Bengkulu

1) Attention

Attention means arouse students' learning interest to stimulate their curiosity in order to maintain learning attention. It aims to confirm that students are immersed in learning English and observe student enthusiasm about the subject matter, and concentration increase in learning English. The first factor of the ARCS model is attention, and Keller referred to it as the most significant element of the ARCS model of motivation.

In implementation of Attention of the ARCS model, the teachers used Real-world Examples by using related and specific examples about content. The teachers also used humor by giving a small amount humor to maintain interest. The teachers doing Incongruity and Conflict which is going against students' past experiences or provide opposite point of view. The teachers also provided students with hands on or role-playing activities, asking students questions to allow them to do brainstorming or critical thinking. The teachers also usde variety of methods and approach (e.g. videos, discussion groups, lectures, collaborate learning) to sustain interest.

The results of data analysis illustrate that the ARCS model can increase the motivation of students on indicators of attention properly. Attention attracts students by stimulating their interest and curiosity, whereas the attention of students refers to curiosity in understanding the concepts in the teaching and learning process. Achieving attention is the most important part of the ARCS model because at this stage it starts to motivate students. Once students are interested in a learning material, they are willing to invest their time to pay attention and find out more. It can be concluded that attention is an activity carried out by someone who is focused on an object. The attention of students in the teaching and learning process is the activities carried out in the classroom that is focused on ongoing learning (there are no other activities undertaken by students).

Table 1. The Implementation of Attention of ARCS Model

No	Items	Teacher 1	Teacher 2	Teacher 3	Percentage
1	Use content related examples	√	√	√	100%
2	Vary the format of instruction	√	√	√	100%
3	Shift between teacher-student instruction and student- student interface	√	√	√	100%
4	Use activities that require learner participation	√	√	√	100%
5	Show visual representation of an important object, vary the format of instruction, introduce a fact that seems to contradict the learner’s past experience	√	-	√	67%
Mean					93%

Table 1 showed there were five items for Attention indicator of ARCS model. All of the teachers implemented four items of attention; Use content related examples, Vary the format of instruction, Shift between teacher-student instruction and student- student interface, Use activities that require learner participation, while there was 1 teacher who did not apply Show visual representation of an important object, vary the format of instruction, introduce a fact that seems to contradict the learner’s past experience. To conclude, there were 93% of teachers applied indicator Attention of ARCS Model.

2) Relevance

Relevance is developed by using the appropriate examples and language with which the students are acquainted. If there is a lack of relevance in the learning process, there will be no attention from the students’ side, and it will become difficult to grab their attention towards learning. Relevance is defined as the contributory elements which play a role to satisfy the needs of the learner in order to meet their personal goals.

In implementation of relevance of the ARCS model, the teachers explained why and how this content help the students today and explained why and how this content help the students in the future (e.g. finding a job, getting into a college, etc.). the teachers sometimes assessed students to get better understanding whether they learn because of achievement, power, or affiliation and allowed students to choose their own instructional method and strategies. The teachers also gave students a sense of continuity by allowing them to establish connections between new information and what they already know and showed students role models using the content that you present to improve their lives.

The results of data analysis prove that the relevance indicator can increase students' learning motivation. The results of previous studies state that relevance must be determined by using language and examples so that students are used to it. Relevance to the material presented is in accordance with the abilities and conditions of students, so that students are able to solve problems that exist in the materials learned.

Table 2 The Implementation of Relevance of ARCS Model

No	Items	Teacher 1	Teacher 2	Teacher 3	Percentage
1	State explicitly how the instruction builds on the learner's existing skills.	√	√	√	100%
2	Use personal language and get some personal information from students	-	√	√	67%
				Mean	84%

Table 2 showed there were two items for Relevance indicator of ARCS model. All of the teachers implemented first item of Relevance; State explicitly how the instruction builds on the learner's existing skills. While there was 1 teacher who did not apply Use personal language and get some personal information from students. To conclude, there were 84% of teachers applied indicator Relevance of ARCS Model.

3) Confidence

Confidence is defined as the belief in one's self that one is able to accomplish their goals. In this context, the instructor helps the students to feel confident. There are three subgroups of confidence, namely learning requirements, opportunities for success and personal control. Keller (1987) emphasized the instructor's design of the course in such a way that it improves the level of confidence of the students and lets them know what is expected from them at the end of the course.

For confidence indicator of ARCS model, the teachers provided students with learning standards and evaluation criteria so that they can establish positive expectations, and achieve success. The teachers gave students opportunity to be successful by providing multiple and varied experiences and gave students feedback about their improvements and deficiencies during the process so that they can adjust their performance. The teachers also gave Students Control: Students need to get control over their learning process so that they can feel that their success does not totally depend on external factors. Instead, they have internal factors affecting their success.

On the indicator of confidence students feel more courageous and able to express knowledge with confidence in learning. The results of previous studies state that the ARCS model can increase student motivation through confidence. The confident aspect of the ARCS model focuses on building positive expectations for achieving success among students. The level of confidence of students often correlates with motivation and the amount of effort made in achieving learning goals.

Table 3 The Implementation of Confidence of ARCS Model

No	Items	Teacher 1	Teacher 2	Teacher 3	Percentage
1	Incorporate clearly stated, appealing learning goals into instruction	√	√	√	100%
2	Provide clear instruction	√	√	√	100%
3	Include statements about the likelihood of success with effort	√	-	√	67%
4	Have students learn new skill under low risk conditions, but practice performance of well-learned tasks under realistic conditions	-	-	-	0%
5	Organize materials on an increasing level of difficulty	-	-	-	0%
Mean					53%

Table 3 showed there were five items for Confidence indicator of ARCS model. All of the teachers implemented three items of attention; Incorporate clearly stated, appealing learning goals into instruction, Provide clear instruction, Include statements about the likelihood of success with effort. While there was 1 teacher who did not apply Include statements about the likelihood of success with effort. To conclude, there were 53% of teachers applied indicator Confidence of ARCS Model.

4) Satisfaction

The last element of the ARCS model is the satisfaction which aids the students to increase their motivation level. The instructors produce such type of learning experiences which create positive and assertive behaviour of the students towards the instructions. Satisfaction is defined as the confirmation about the learning experience regarded as relevant with the material of the course and content of instructions helping to enhance the abilities of the students.

In the implementation of satisfaction, the teachers encouraged intrinsic enjoyment of learning experience so that students have fun, continue the learning process without expecting reward or other kind of external motivational elements. The teachers provided students with positive feedback, rewards, and reinforcements. Be careful about the scheduling of reinforcement. It is more effective when you provide reinforcement at non-predictable intervals. The teachers also maintained consistent standards and consequences for success. Use consistent assessment rubrics, and share them with students.

Satisfaction provides opportunities for students to use the skills and knowledge they have just acquired in real-life situations or simulation settings. The results of previous studies stated that the ARCS model could increase student motivation through satisfaction. Students must get some

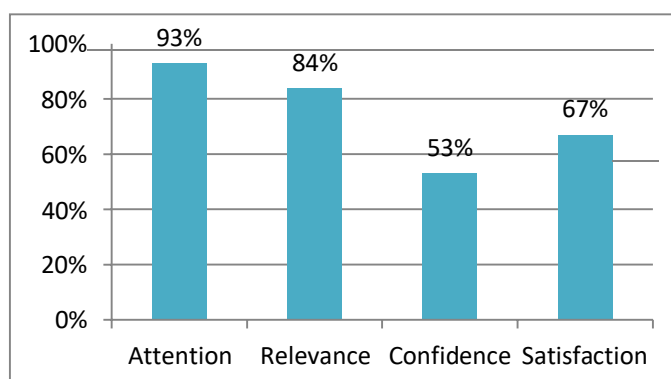
type of satisfaction or appreciation from the learning experience. This satisfaction can be from a sense of achievement (good value), or just praise from the teacher. Feedback and reinforcement are important elements and when students value the results, they will be motivated to learn.

Based on the results of the observation of this research, ARCS models can stimulate students to pay more attention to the lessons and attract interest and improve learning outcomes. The models of ARCS are more effectively used to increase motivation and have a positive effect on students. The motivation design of ARCS helps to improve students' overall learning outcomes at the learning level. The increasing student learning outcomes can be seen from the learning outcomes gained after applying the ARCS model. The ARCS model is a valuable tool for increasing student engagement for specific topics taught or delivered instructions. Researchers also suggested that best practices to teach and perform assessments is using the ARCS model for the motivation design.

Table 4 The Implementation of Satisfaction of ARCS Model

No	Items	Teacher 1	Teacher 2	Teacher 3	Percentage
1	Provide meaningful alternative methods for accomplishing a goal	√	√	√	100%
2	Verbally reinforce a students' intrinsic pride in accomplishing a task	-	√	-	33%
				Mean	67%

Table 4 showed there were two items for Satisfaction indicator of ARCS model. All of the teachers implemented first item of Relevance; Provide meaningful alternative methods for accomplishing a goal. While there was only 1 teacher who implemented Verbally reinforce a students' intrinsic pride in accomplishing a task item. To conclude, there were 67% of teachers applied indicator satisfaction of ARCS Model.



Graphic 1. Summary of Analysis

Regarding graphic 1, there were four indicators of ARCS Models implemented by the teachers in teaching English at SMAN 1 Kota

Bengkulu. Attention indicator was 93% implemented by the teachers, 84% of relevance indicator, 53% of confidence indicator, and 67% of satisfaction indicator. It can be concluded that mostly the teachers implemented ARCS models indicators in teaching English Foreign Language at SMAN 1 Kota Bengkulu.

Discussion

This research finding showed that there were 93% of attention indicator, 84% of relevance indicator, 53% of confidence indicator, and 67% of satisfaction indicator implemented by English teachers as ARCS Model in teaching English Foreign Language at SMAN 1 Kota Bengkulu. Attention indicator of ARCS models dominantly implemented by the teachers with percentage 93%. There were five items for Attention indicator of ARCS model. All of the teachers implemented four items of attention; Use content related examples, Vary the format of instruction, Shift between teacher-student instruction and student- student interface, Use activities that require learner participation , while there was 1 teacher who did not apply Show visual representation of an important object, vary the format of instruction, introduce a fact that seems to contradict the learner's past experience.

This research findings confirmed theories from experts. As Muller at al (2009) stated motivation plays an important role in this training activity, because of its function of encouraging, moving, and directing training activities. Therefore, the principles of motivation drive are closely related to the learning process that occurs, so it also affects the results of this training. Teacher participants will usually be motivated to know something when what is learned in relation to what is in the daily life. So that what is learned contains meanings that are beneficial to the person and cause complacency after studying it. Motivation will affect the results of the training because motivation can give rise to confidence to achieve a desire for success.

This research finding found that attention dominantly implemented by the English teachers. It was in line with Owens at al (2020) who assumed that the Attention aspect of motivation and interest shows curiosity in participants making participants will be concerned about what is being learned. This can arise with the encouragement of the self and the help through motivational activities and perceptions so that the participant's attention can be focused on the training activities. The Relevance aspect of motivation and interest shows the connection between the material studied and what is in life can give rise to motivation and interest to learn, because feeling what he learns has benefits for him. The Confidence aspect of motivation and interest shows that awarding can increase confidence during the training process, thus increasing the motivation and interest of participants. The Satisfaction aspect of motivation and interest shows feelings of joy and feelings of satisfaction towards learning (Fetriani et al., 2020).

This finding was also confirmed by some previous studies. First a study by (Kurt, 2017) entitled "The Effects Of Arcs Motivational Model On Student Motivation To Learn English". The results showed that the ARCS model inserted language instruction had positive influence on students' course motivation in all categorie for IMMS results a significant difference in students' instructional motivation scores was found. For a deeper understanding, two subscales of IMMS were assessed separately and the

results revealed significant differences in both subscales. Students' instructional materials motivation increased. Second, a study by (Monar, 2022) entitled "The Arcs Motivational Model To Enhance Speaking Skills For First Semester Students Of National And Foreign At Universidad Estatal Peninsula De Santa Elena". According to the data obtained through questionnaires applied to the students, it was observed that many emotions and feelings came up at the time of speaking in English, resulting in demotivated students. For this reason, the activity guide based on the ARCS motivational model is proposed.

CONCLUSION AND SUGGESTION

Conclusion

Regarding to the result, it can be concluded that the teachers applied four indicators of ARCS models in teaching EFL at SMAN 1 Kota Bengkulu. There were 93% of attention indicator, 84% of relevance indicator, 53% of confidence indicator, and 67% of satisfaction indicator implemented by English teachers as ARCS Model in teaching English Foreign Language at SMAN 1 Kota Bengkulu. Attention indicator of ARCS models dominantly implemented by the teachers with percentage 93%.

Suggestion

The conclusion above showed that confidence indicator of ARCS models became the less indicator implemented by English teachers, therefore it was suggested for English teachers to implement more the confidence indicator since all of indicators of ARCS models is important to improve and encourage the students' motivation in learning English. For further research, it will be better if other researchers can continue this research by conducting other design of research, such as; quasi experimnetal research or action research related to the implementation of ARCS models in teaching English at SMAN 1 Kota Bengkulu.

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