STUDENTS' MOTIVATION IN WRITING ANALYTICAL EXPOSITION TEXT THROUGH SCRATCH PROGRAM FOR ELEVENTH GRADE OF SMK BINA BERSAUDARA MEDAN

*Maya Devi Purba

**Safrida Lubis

This research is to explore the students' motivation in learning English. Student who has high motivation would do the best in learning even though the materials were felt difficult. The aims of this research is to identify the factor that influence students' intrinsic and extrinsic motivation and students' motivation levels in writing analytical exposition text through Scratch Program. This research was conducted by using descriptive qualitative nature. The researcher presented eight items of interview and twenty items of questionnaire. The participants of the research were fifteen students at eleventh grade administration class in SMK Bina Bersaudara Medan. The data were obtained through interview and questionnaires to the students related to their motivation in learning writing text. The findings of this research were found that ten students have the intrinsic motivation and five students have the extrinsic motivation. To decide students in to intrinsic and extrinsic motivation, there are the factors that determine types of students' motivation in eleventh grade of SMK Bina Bersaudara. First factor of intrinsic motivation were 1) self-desire, 2) Satisfaction, 3) Challenge/Competition, and 4) Good Habit. Seconds the factors of extrinsic motivation were 1) teacher, Parent, and Environment, 2) Reward, and 3) Punishment. In summary, students in eleventh grade of SMK Bina Bersaudara mostly have the dominant motivation of intrinsic than extrinsic motivation. Then, the result discussed about the level of students' motivation, it was found that the students' level of motivation is high (4.4). Therefore, it can be concluded that the students' motivation in learning English in writing analytical exposition text through Scratch Program were in high category.

*Graduate Status

**Lecturer Status

1. INTRODUCTION

In English learning process, students demand to master some skills in English. As stated by Harmer (2017), writing is as one of four skills such as listening, reading, speaking and writing that always appears in syllabus in the teaching of English. Writing skills is one of the language skills which have difficulties to teach for students, because writing is about progressive activity, in other hand means when students want to write something, they need to think before about what they are going to say and how they are going to say it. Since writing is important, there are some types of text which are stated in syllabus for senior high school students. One of those text types is analytical exposition text. Mulya (2010) states that analytical exposition is a text which persuades the readers or a listener that something is the case, gives a point of view, and confirms what is claimed the researcher needs to give information to reader, with the case had been decided and give what the writer critical thinking in case. The purpose of analytical exposition text is to persuade the reader an important matter. Basically, this text build from the question is "do you agree with the topic?" or "what do you think?" who wants to build the argument from the reader. Commonly, this text has a topic that writer gives the idea or opinion related to the topic.

The goal of teaching writing is students are expected to understand the information when writing English texts. To easily understand the information contained in the analytical exposition texts, the teacher should be a supervisor in classroom. Teacher should look at how the student's motivation in learning the material of writing. It can be about the technique or strategies of delivering material that is doing effectively. So, after a teacher found the problem students encounter in writing, teacher can search for the solution about that. Using media in teaching learning process is one of the strategies to enhance students' motivation. Motivation is the reason or what cause someone to do of achieving something. Motivation as a critical factor in the process of learning and teaching, is defined as some internal drive which pushes someone to do things in order to achieve something

Based on the above mentioned facts, teacher should be giving more attention to student motivation in learning writing analytical exposition text. Teacher also must be creative in giving the material with using media that make students felt motivated in the learning writing analytical exposition text. It was supported form the data conducted by interviewing the English teacher at

SMK Bina Bersaudara Medan, it was found out that many students lacked motivation to learn English, especially in writing class. The lack of their writing ability makes them not really confidence in learning English. They rarely use interesting and effective media to attract students' motivation. Then, the teacher using Scratch Program, hope this media can help the students to motivate in learning process. Through this research, researchers want to know what types of motivation that found in Eleventh grade of SMK Bina Bersaudara and to know the level of students' motivation is in learning writing analytical exposition text through Scratch Program.

By conducting this research, the researcher will explore the types of students' motivation and the level of students' motivation in writing analytical exposition text through Scratch Program. So, at the end of this research it was hoped that this research can build students' motivation in learning writing text.

2. LITERATURE OF REVIEW

1) Students' Motivation

Motivation is an important factor in the development of children's resiliency, which is the ability to bounce back successfully despite growing up in adverse circumstances, (Alderman, 2004). Learning motivation is one of the students' needs, attention, and wants to learn more about the material. Students' learning motivation needs to improve students' behavior on learning is as a lifestyle, because that will be having an effect on students in their lives in the future. Students learning motivation is the direction and endurance of the student's attitude in learning process.

a. The types of students' motivation

According to Ryan and Deci (2000), motivation has 2 types are Intrinsic Motivation and Extrinsic Motivation. Gardner (1982) describe that intrinsic motivation is apprehend to be composed of three elements. These are attitude, effort, and desire. According to Harmer (2001), that Intrinsic motivation, by contrast comes from within the individual that be motivated by the enjoyment of the learning process or by desire to make themselves feel better. While, extrinsic motivation by contrast is seen as motivation through rewards or factors external to the task. According to Harmer (2001) states that extrinsic motivation is caused by outside factors such as

need to pass exam, get financial reward, or have a future travel. Extrinsic motivation is normally seen as a less desirable or weaker form of motivation.

Table 2.1 The Factor that influenced students' motivation

Types of Students' Motivation	Factors that Influenced Students' Motivation
Intrinsic Motivation (Sadirman, 2012)	1. **Self – Desire:** in this factor shows that students believe they do something of its own accord, not about get a gift or get a reward. 2. **Satisfaction:** refers to the feeling when someone gets the result or achievement of an effort made. Therefore a person will feel greater satisfaction with his achievement. 3. **Challenge/Competition:** related to students' emotion condition in learning something that supports them to learn more. 4. **Good habit:** Intrinsic motivation is more likely to help students develop and build good habits because it requires no justification to work on those habits. The students can build their good habit from finishing their assignment.
Extrinsic Motivation (Lefrancois, 2000)	1. **Reward:** According to Lefrancois (2000) stated that reward is an object, stimulus, event, or outcome that is perceived as being pleasant and that can therefore be reinforcing. 2. **Punishment:** Punishment is one of the factors to motivate students; it's just that motivation will turn into something negative if it's not right. Punishment involves either to presentation of unpleasant stimulus or the withdrawal of a pleasant stimulus, as a consequence of behavior. 3. **Teacher, Parents, and Environment:** Teacher a factor in continues of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. Parents a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial.

Environment outside any classroom there are attitudes to language learning and the English language in particular.

b. The Level of Students' Motivation

The level of students' motivation can be finding from indicators of questions that researcher given to student. The indicator used in this research by theories of Keller (2010) about the motivation in learning English. As Keller (2010) describes that motivation refers to what people desire, what people choose to do, and what people commit to doing. According to Keller, he have the model of learning motivation, they are: ARCS (A for Attention, R for Relevance, C for Confident, and S for Satisfaction). Attention refers to the extent to which the student's curiosity is aroused or gained and sustained over time; Relevance refers to the student's perceived likelihood of achieving success through personal efforts and control; Confident refers to the student's perception that the instruction is related to personal/career needs or goals; and Satisfaction refers to reinforcing accomplishment with rewards from the instruction, which can include internal and external factors.

As explained in table 2.1 regarding the indicators of the questions that the researcher will give to students in seeing the level of student motivation, the mean range becomes the standard to see the level of student motivation. Using the mean range makes it easier for researchers to classify levels in motivation. In the table 2.3, there is already a range score that will determine the high, moderate, and low motivation of students in writing text. For score of 3.68 – 5.00 it interpreted to high level motivation, for a score of 2.34 – 3.67it interpreted to moderate level motivation, and 1.00 – 2.33 interpreted to low level motivation. The calculation of the score that has been given from students' perceptions in the questionnaire calculated using a Likert scale.

Table 2.2 Motivation Level

Mean Range	Interpretation
3.68 – 5.00	High level of Motivation
2.34 – 3.67	Moderate level of Motivation
1.00 – 2.33	Low level of Motivation

(Wiwolmas 2012:909)

2) Analytical Exposition Text

In writing text, also have a genre of text they are narrative text, descriptive text, argumentative text, recount text, exposition text, etc. So, in this research researcher wants to focus of exposition text as one of the genre in a text. Exposition is a text that elaborates the writer's argument about the phenomenon surrounding. Exposition have 2 kinds are, analytical exposition text and hortatory exposition text. Hortatory text is a text use to give advice or such a suggestion to the readers to make choice by considering the presented arguments. Analytical exposition text is a text that contains the writer's detailed thinking of the phenomenon. In other words, analytical exposition text is text use to give emphasize on the writers opinion by restating point of view. According to Sudarwati (2017), analytical exposition text is the type of text that writes that is intended to persuade the readers to found some the important information.

3) Digital Media

Sikarwar (2015) states that digital media is electronic media that works by using digital codes to create digital audio, digital video, or other digital content. Digital media can be used to produce a variety end product, including: animated video, web pages, presentation, tutorials, and article. In this research the media that used is Scratch Program where, Scratch Program is one of the digital media that produce the product. According to Michael Badger (2014), scratch program is about programming provides to create digital projects. Creating a project in Scratch is as easy as snapping the color-coded blocks together. This environment allows people to see positive results quickly. In addition to this, Scratch helps turn passive users into creators in the field of technology. Using Scratch, students will learn how to design, think, collaborate, communicate, analyze, and program in a computer language. With Scratch program, the students can make some projects there an animation, tell a story, build a game, create art, and sense the real world.

3. RESEARCH METHODOLOGY

In conducting this research, the researcher used descriptive qualitative research. Researcher uses qualitative research as the approaches as type of the research. Ary (2010) stated that descriptive qualitative research or survey research purpose is summarizing the characteristics of different groups or to measure their attitudes and opinions toward some issue.

This research is more concerned with how rather than why or what something has happened. The phenomenon in this case was analyzing the types of students' motivation and the level of students' motivation in writing analytical exposition text through Scratch Program. A number of 15 students of XI grade administration class were taken as respondents in this research. The instruments applied in this research to collect data were interview guideline and questionnaire.

The researcher collected data in to two steps: interview and documentation in order to conduct a successful research. The researcher first conducted an interview. The researcher obtained information from students answered about their motivation in learning writing analytical exposition text. Then documentation was technique that used in the same time by the researcher in interview and questionnaire. Whereas from documentation was in the form of interview transcript and the answer of students' questionnaire. To analyze the data, the researcher used theory of Miles and Huberman (1994), there are 3 stages to analyze the data: data reduction, data display, and conclusion.

4. DATA ANALYSIS, RESEARCH FINDINGS, AND DISCUSSION
1. Data Analysis
a. Types of Students' Motivation

The researcher conducted interviews to validate the data of students' intrinsic and extrinsic motivation. The interview section was conducted to find out students' answers about motivation while studying in the writing class of eleventh grade in SMK Bina Bersaudara Medan. The total number of students interviewed was fifteen (15) students. Based on their answers, majority of them were more motivated by the outside and inside motivation in learning in the writing class. There are 2 types of students' motivation:

(1) Intrinsic Motivation

Intrinsic motivation is a type of motivation that comes from oneself or inside students. It means that intrinsic motivation is something related with learners' self-desire or interest for learning. In data below discussed about several factors that influence students' intrinsic motivation were as follows; **Self-desire:** twelve students answered that they learn writing analytical exposition text because they want not about they needs. **Satisfaction:** it was found that all of students satisfy to do the assignment that teacher given about analytical exposition text.

Challenge/Competition: it was found that all of students' feel to challenge their knowledge and make them more motivate to learn about analytical exposition text. **Good Habit:** it was found that nine students answered that they have responsibility in learning analytical exposition text.

(2) Extrinsic Motivation

Extrinsic motivation is a desire to do something that comes from outside oneself. This type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment. Several factors that influence extrinsic motivation for student were as follows; Reward: it was presented that nine students' can felt motivated to learn analytical exposition text if they get reward like good grades, thing, etc. Punishment: it was showed that most of students also answered that they to do assignment and learn more about the topic because they afraid to get the punishment from teacher. **Teacher, Parents, Environment:** it was indicated that students satisfy when they using media in learning writing analytical exposition text. They also answered that they enjoy and happy when having discussion with teacher and parents, because they can get the new information.

(3) The Level of Students' Motivation

The data analysis of this research deals with the scoring classification of students' questionnaires for each item and mean score of the students' questionnaires

Table 4.1 Classification of students' questionnaire

No.	Question	Mean Score	Motivation Rating Level
	Attention		
1.	I got something interesting when my teacher start the lesson with a media	4.7	High
2.	My curiosity in writing analytical exposition text had been stimulated when using scratch program.	4.26	High
3.	I focus on writing if my teacher's using scratch program.	4.06	High
4.	I love learning to write analytical exposition text	4.23	High

	with the scratch program, because it has to be active so it doesn't make bored.		
5.	I love to learn analytical exposition text with using scratch program, because I understood the material quickly.	4.53	High
	Relevance		
6.	I prefer the interactive teaching process (discussion, media use like scratch program) rather than explanation and books.	4.7	High
7.	I already understand to write the analytical exposition text using scratch program, so it's appropriate to my needs.	3.93	High
8.	I like to use the scratch program in writing analytical exposition text because of its interesting features and easy to learn	4.26	High
9.	I think the style and content of scratch program is worth to know	4.6	High
10.	I learn to write the analytical exposition text using scratch program because I want to do well in my examination	4.00	High
	Confident		
11.	I enjoy using the Scratch Program to improve my creativity in writing analytical exposition texts.	4.7	High
12.	I want to improve my writing skills using scratch program	4.7	High
13.	I felt the activity writing analytical exposition would be easy for me when teacher using scratch program.	4.33	High
14.	I believe I could learn writing analytical exposition text through scratch program	4.06	High
15.	I want to learn writing the analytical exposition	4.46	High

	text using scratch, because I believe it will be useful in the future.		
	Satisfaction		
16.	I prefer to write analytical exposition text using a scratch program rather than on a worksheet	4.26	High
17.	I like to use the scratch program because I can create writing with interesting animations.	4.6	High
18.	I enjoyed this lesson so much that I want to know more about scratch program.	4.4	High
19.	I feel happy when I have successfully completed this lesson.	4.73	High
20.	Finishing the exercises of writing analytical exposition text using scratch program gave me a sense of accomplishment.	4.7	High
	Total	**4.40**	**High**

This is shown clearly by the discussion in statement number one have mean score of 4.7 about the students felt motivated to learn writing analytical exposition text because they got interested when teacher used media for their learning process. The statement number two presented students' curiosity in writing analytical exposition text was stimulated when using scratch program, it was found mean score of 4.26 that their curiosity increases when using Scratch Program. The mean score of 4.06 is statement number three about they got a good concentration on writing analytical exposition text. The statement number four have the mean score of 4.23 that students learning writing analytical exposition text using Scratch program that help them to focus of the lesson. The last statement in attention number five that have the mean score of 4.53 that they enjoy learning English because they like English lesson and they feel that learning English using Scratch Program is interesting.

The table above showed that statement number six is the highest mean score of 4.7 statements that most of them prefer to interactive teaching and learning process. The statement number seven have the lowest mean score of 3.93 about students thought Scratch Program is one of the students' needs in writing analytical exposition text. The mean score of 4.26 is statement of number eight about the interesting features and easy to learn of Scratch Program gives

positive scores for students to learn more about English in writing analytical exposition text. The statement number nine is where they thought that the style and the content of Scratch Program is worth to know, that have mean score of 4.6. The last statement in relevance is number ten about learn writing analytical exposition text using scratch help them to do well in examination, that have mean score of 4.00.

From the table above, it was found that statement number eleven have mean score of 4.7, they feel enjoy in learning on writing analytical exposition text using Scratch Program. The statement number twelve also have the mean score of 4.7, students answered that they feel can enhance their writing skill using Scratch Program from analytical exposition text lesson in classroom. Statement number thirteen have mean score of 4.33, it means that when teacher using Scratch Program in learning process, students easier to know more about the lesson. The table presented that statement number fourteen have the lowest mean score of 4.06 about they believe they could learn writing analytical exposition text using Scratch Program. The last statement of confident is about they want to learn writing analytical exposition text using scratch, because they believe it will be useful in the future and with this statement it was found the mean score of 4.46. It means that students realize that Scratch Program is useful for their future in any subject of their daily life.

The table showed that in statement number sixteen, students enjoys to do exercise in Scratch Program because they have interest using a media in learning process, so that the mean score of 4.26 is for statement. The statement number seventeen, it investigated that students can enhance their creativity in using a media in learning English. So, it was found that the mean score of 4.6 where they like to use the Scratch Program because they can create writing with interesting animations. Statement number eighteen have the mean score of 4.4, it means that they enjoy learning writing analytical exposition text with using Scratch Program because they like if teacher using media of learning process. The investigate the statement number nineteen is the highest mean score of satisfaction of 4.73, it means that students feel satisfaction when using Scratch Program as media in teaching and learning process in writing class. The last statement of satisfaction is number twenty that have mean score 4.7 about finishing the exercises of writing analytical exposition text using Scratch Program gave me a sense of accomplishment. By

finishing exercise in Scratch Program they can learn more about coding and can create projects that improve their creativity.

2. Research Findings

In this finding discussed about the types of students' motivation using interview guidelines. The types that researcher discussed of motivation were intrinsic and extrinsic motivation. In addition, from the results of the interviews, ten students are having intrinsic motivation that found from the factor of intrinsic motivation. The dominant factor that found from students' intrinsic motivation of eleventh grade in learning writing analytical exposition text is self- desire. It means that most of students in eleventh grade have the intrinsic motivation when learning writing analytical exposition text. However, the rest of students or five students have the extrinsic motivation. Most of students answered that when students get reward can motivated them to learn writing analytical exposition text. In the end, it was obtained that students' intrinsic more dominant than students' extrinsic motivation.

The level of student motivation by Keller theories are Attention, Relevance, Confident, and Satisfaction or ARCS. The overall results reveal that students are very motivated to learn analytical exposition text using Scratch Program. This finding answers the research question about what the motivation level of the subject is. Based on the presentation of the data above, the level of attention have the mean score of 4.33, it means that students have high motivation when using Scratch program to student more get the attention when learning writing analytical exposition text. The level of relevance have the total score of 4.29, it concluded that students have the high motivation of the lesson through Scratch program given by teacher related to daily activity. The level of confident have the total score of 4.45, it investigated to high motivation that students confident using scratch program to enhance their writing ability. The last have the highest score of motivation is satisfaction, the total score of 4.53 that during teaching and learning process in writing analytical exposition text through Scratch program was felt satisfy and enjoy. It was provide the information that most of the students had motivation in learning English of writing analytical exposition text by using Scratch Program. It can be seen from the mean score of the data analysis is 4.40 categorized of high level of students' motivation.

3. Discussion

Based on the results of this research, it was found that intrinsic motivation indicators were owned by the entire students. It means that students have an interest and enthusiasm in learning further material to gain achievement in learning and there is a strong will from within students. While extrinsic motivation also were owned by the entire students, which means that student also motivated from the outside and can make them more learn the lesson well.

From fifteen (15) of students, total score of the questionnaires was 1320 and total number of item was 20 for the questionnaires using Likert Scale. Thus, the mean score was 4.40.

Table 4.5 Classification of Students' Questionnaires

Variable	Mean Score	Motivation Rating Level
Students' Motivation	4.40	High Level

From the above table the mean score of students' motivation in learn to write analytical exposition text through Scratch Program at SMK Bina Bersaudara Medan was showed that the mean score of the students' motivation were 4.40. It means that the student in SMK Bina Bersaudara Medan have very high motivation in learning analytical exposition text using Scratch Program.

5. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the research that has been done regarding student learning motivation at eleventh grade in SMK Bina Bersaudara Medan, from the data exposure and data analysis that has been presented, it can be concluded based on the research focus as follows: The types of students' motivation in writing analytical exposition text of eleventh grade in SMK Bina Bersaudara are intrinsic and extrinsic motivation. It was found that ten students have the intrinsic motivation and five students have the extrinsic motivation. It was found that the intrinsic motivation more dominant than extrinsic motivation. Then, the levels of students' motivation in writing analytical exposition text through Scratch Program is high level rating motivational level, it presented from the total of mean score for students' motivation is 4.40. It means using Scratch Program in learning analytical exposition text in writing class is motivated them to enhance their

writing skills and learn more about analytical exposition text. Scratch program is one of the media that effective to enhance students' motivation.

2. Suggestions

Based on the research results regarding the analysis of the eleventh grade in SMK Bina Bersaudara of students' motivation that has been described, the suggestions of this research can be conveyed, namely as follows: For Students, researcher hopes the students will keep their motivation in learning English. Students must adapt and be active in all the methods used by the teachers. For teacher, teacher should stimulate students' motivation in learning English for writing class. In here, teacher can choose an interesting media of learning English so that students are more felt motivated to be active in the writing class. If the students have good motivation in learning, they can easy to achieve their study well.

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