

**THE EFFECT OF USING SCRAPBOOK ON STUDENTS' MOTIVATION
AND ABILITY IN WRITING RECOUNT TEXT
MA AL-QASIMIYAH SOREK SATU**

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Abstract

This research is aimed to find out whether there are significant effects of using scrapbook on the students' motivation and ability in writing. This research designs a quasi-experimental research with non-equivalent control group design. The population of this research was 102 students of Ma Al-Qasimiyah Sorek Satu and the sample of this research is the X A for experiment class and X B for control Class. The data of this research were collected by giving the writing tests and questionnaire to the students. The results of data analysis showed: scrapbook is effective to motivated student on learning process and teaches writing, since motivation in learning English for student's has improvement. The result of student's writing test can be seen from the result of the t-test mean on experiment class is 2050. The probability of (Sig.) was 0.001 is smaller than 0.005 which shows a strong correlation of Scrapbook for the students' writing ability in recount text. Then, the result of the t-test mean on control class is 6.33 and the probability of (Sig.) was 0.0023. From the result of calculation of effect size for paired sample t-test, the value of eta square is 0.59 is included in „Moderate Effect" (0.51 – 1.00). It can be concluded that the implementation of scrapbook has beneficial effects. The research questions are answered that scrapbook is effective in teaching writing and giving a good effects for students' motivation.

Key words: Scrapbook, student' motivation, student' writing ability

Penelitian ini bertujuan untuk mengetahui apakah ada efek signifikan penggunaan scrapbook pada motivasi dan kemampuan siswa dalam menulis. Penelitian ini merupakan penelitian quasi-eksperimental dengan desain kelompok kontrol yang tidak setara. Populasi penelitian ini adalah 102 siswa Ma Al-Qasimiyah Sorek Satu dan sampel penelitian ini adalah X A untuk kelas eksperimen dan X B untuk kelas kontrol. Data penelitian ini dikumpulkan dengan memberikan tes menulis dan angket kepada siswa. Hasil analisis data menunjukkan: scrapbook efektif untuk memotivasi siswa dalam proses belajar dan mengajar, karena motivasi siswa mengalami peningkatan dalam belajar bahasa Inggris. Hasil tes menulis siswa dapat dilihat dari hasil uji-t rata-rata pada kelas eksperimen adalah 2050. Probabilitas (Sig.) Adalah 0,001 lebih kecil dari 0,005 yang menunjukkan bahwa Scrapbook mempunyai korelasi kuat dalam kemampuan menulis siswa pada teks recount. Kemudian, hasil uji-t rata-rata pada kelas kontrol adalah 6,33 dan probabilitas (Sig.) Adalah 0,0023. Dari hasil perhitungan efek size untuk uji-t sampel, nilai eta square adalah 0,59 ini termasuk dalam 'Efek Sedang' (0,51 - 1,00). Dapat disimpulkan bahwa penerapan scrapbook memiliki efek menguntungkan. Pertanyaan penelitian dapat dijawab bahwa scrapbook efektif dalam mengajar menulis dan memberikan efek yang baik untuk motivasi siswa.

INTRODUCTION

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that learners will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning. But they never offer a detailed understanding of what motivation is and what the sub components of motivation are.

English has been learned as a foreign language in Indonesia for years. It is considered as one of the most important subjects at school since it has become a compulsory subject which is learned by the students from the

elementary school level up to the University level.

In education system, language skills are taught to the students. Students should master four of skills; reading speaking, writing, and listening (Brown, 2000). These skills expanded by the curriculum, and it should be mastered by students to get the ability in the language.

Writing is as one of the skills that should be learns; it has the purpose to make students able to write sentences in correct meaning and form. In learning, writing skill also has the purpose to make a good communication. By using language students are able to express their ideas. Hugesy (1983) states that through writing the students can express their feelings, their hopes, dreams, and joys

as well as fear, anger, and frustrations. Students can improve their writing ability by practicing the language as much as possible.

One of the media which is used in teaching writing is picture. According to Munadi (2008), the students are able to catch the ideas or information easily and clearly through pictures, more than if the information is merely expressed verbally. In addition, the use of pictures is effective because they provide complete ideas to stimulate students' imagination (Hornby, 1973). Pictures can be used as media in various ways.

One of the media that can be used in writing is scrapbook. Scrapbook is one media in writing class which students post photos and embellishment in the post (Mulvey and Cullen, 2009). Meanwhile, Thelin (2003) states that scrapbook is a historical treasure. It is due to the fact

that in scrapbook, the readers can re-read the events or things that had been put in the previous time.

In line with this, Nedved (2012) point out that scrapbook is an interesting media for both students and teacher. He adds that scrapbook helps to create a motivational environment. Furthermore, Mohamed et.al. (2003) state that scrapbook has positive effects to improve students' inventory of words and phrases. Therefore, the implementation of scrapbook is considered as an appropriate way in teaching writing.

Based on the preliminary observation of the school, the data were collected by interviewing the teachers and students. Based on interview with a teacher, the teacher said about some phenomenon happened in the class that made the students' scores get low under MCC.

In this school, the curriculum that uses is 2013 curriculum; the passing grade of the English subject in Senior High School of Pekanbaru is 70. Students' motivation in learning English was weak. The teacher taught writing by using some strategies such project based learning, collaborative writing, roundtable strategy and etc. But, the result of the students' ability in writing and their motivation is not enough. Ideally, the students should have well in writing ability. Unfortunately, there was still no significant improvement.

The researcher found the students have some problem in writing ability and their motivation. It is proved when the writer observes a learning process in MA Al-Qasimiyah Sorek Satu, Pelalawan. The students still passive in the class. It can be seen when the teacher gave the students time to discuss about the topic, the

students did not give a good response. Then, the students always kept silent when the teacher gave them chance to ask about the topic. When the teacher gave a task, they were not serious to do the task or they just did cheating among one of the others. The teacher asks to the students to write the topic, the students still got difficulties in developing their ideas. Then, they did not know what they wanted to write. And also, when they write paragraphs many of them wrote sentences, but they made many mistakes. So, they could not produce the good sentences.

Based on interview with some students, they said that they could not write because they could not develop their ideas. Then, they were lack of vocabulary. On another side, the students have lack of motivation to study English. The students are

thought that English is difficult subject to be learned.

In relation to the problem, the teacher need to motivated the student through new atmosphere that make the students more interested in improving their writing ability and more enjoyable to practice their writing with certain strategy. Therefore, the researcher used scrapbook technique. The writer wants to investigate that project based learning is using scrapbook effective to be applied in teaching writing recount text. The used of scrapbook it is challenges and motivate students to write recount text by using the scrapbook.

Purpose and Objectives of the Study

The purpose of this study is to find out the effect of Scrapbook on students' motivation and ability in writing of the

Tenth Grade students' MA Al-Qasimiyah Sorek Satu, Pelalawan.

While, the objectives of this study are:

- a. To find out significant effect of using scrapbook on students' motivation of the Tenth Grade students' MA Al-Qasimiyah Sorek Satu, Pelalawan.
- b. To find out significant effect of using scrapbook on students' ability in writing recount text of the Tenth Grade students' MA Al-Qasimiyah Sorek Satu, Pelalawan.

The Theory of Motivation

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Woolfolk (1998)

defines “Motivation as an internal state that arouses directs and maintains behavior”. Salvin (2001) defines, “Motivation as an internal process that activates, guides and maintains behavior over time”.

In the light of these definitions motivation can be considered a process that influences the success of learning second language. Mower (1950) was the pioneer who focused on first language acquisition. He was of the view that a child learns his first language in order to fulfill his desire to interact with his family and society at large. Gardner (1982) was largely influenced by Mower’s idea. Gardner presented Mower’s idea as the basis for his research.

According to Gardner and Lambert (1972), learners are motivated to learn when they think of themselves as competent persons, deal with materials

arranged to their level, see goal in their activities, see their studies as significant, are given difficult work, live in a safe environment, have the chance to express psychological needs for success, recognition, and acceptance, think that the learning is for them and not for their teachers, work with interesting materials, have opportunity to make decisions and feel responsibility for participating, and experience more success than failure.

There are three key factors of motivation. They are positive attitude towards second language community, the enjoyment of learning, and external pressures. These factors are explained in the following section;

1. Positive Attitude towards Second Language Community

Attitude towards the second learning language community is very important in learning of the second

language. Gardner and Lambert (1980 as cited in Pae, 2008) expressed that to learn second language; one must have an attitude towards that community.

According to Gardner and Lambert (1959), motivation to learn second language depends on the attitude toward the second language community and the desire to become a member of that community. These opinions suggest that motivation to learn second language depends on the attitudes towards such community.

2. The enjoyment of learning

If learners wish to be motivated they should enjoy learning the second language. Intrinsically motivated learners

are more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for the pleasure of learning the second language. Correspondingly, integratively motivated students enjoy learning the second language and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the second language (Wu, 2003).

3. External pressures

There are external pressures that motivate learners to learn a second language. Whether it is to please parents, receive a reward, or fulfill some pragmatic aims, learners are motivated to satisfy some

external pressures. Noels et al. Connect extrinsic and instrumental motivation by stating that they both refer to the desire to learn a second/foreign language because of some pressures or rewards from the social environment, internalized reasons for learning an second language , and/or personal decisions to do so and their value for the selected goals. (2001, as cited in in liu, 2007).

THEORITICAL FRAMEWORK

The Theory of Writing

According to Nunan (1995) writing is a process of thinking to invent ideas, thinking about how to express something into a good writing, and arranging ideas into statement and paragraph clearly. In addition, Sholihah (2011) states that

writing ability is an ability to express ideas, opinions or feeling in written form beginning from the simplest one to the advanced level on a certain medium consistently over period of time.

Furthermore, Boardman (2008) points out that a text is supposed to have these following characteristics, as follows:

a. Coherence

Coherence means sticking together, which is basically a matter of having a piece of writing with a clear process. Coherence is defined as connection of ideas at the sentence level.

b. Cohesion

Cohesion is the connection of your ideas both at the sentence level and the paragraph level. When a paragraph has cohesion, all the supporting

sentences connect to each other in their supporting sentences.

c. Unity

The supporting sentences should relate to the topic sentence. Each sentence in paragraphs should be united to each other. In other words, the ideas within paragraphs are associated to each other.

The Theory of Scrapbook

Scrapbook is a learner-centered textbook that is interesting for both students and teacher (Nedved, 2012). Meanwhile, scrapbook is defined as a book of blank pages for sticking [cuttings](#), [drawings](#), or [pictures](#) in. (Hornby, 2000). In addition, Alexander (2013) emphasizes that scrapbooks demonstrate how materials give

impacts to designs, compositions, and rhetorical choices.

Scrapbook is one of media which can be used in writing. Scrapbook is known as a book that full of pictures, words, and articles. Scrapbook meant we could include examples of advertisement, magazines, newspaper articles, and so on (Brag and Buckingham, 2008). From the statements above, it can be inferred that the students can use many tools and sources to make and decorate the scrapbook project. It means scrapbook really give students an opportunity to think outside of the box and apply different method unusually. In short, the students learnt more effectively through their own interest and knowledge, rather than from instruction or textbooks.

RESEARCH METHODOLOGY

This study in this research is an experimental research. According to Johnson (1991) an experiment, the researcher's goal is to establish a cause-and-effect relationship between two phenomena. An experimental research is simply a way of learning something by varying some condition and observing the effect of something else. This research designs a quasi-experimental research on quantitative data. Quasi experimental design has many kinds of designs. The design that the writer choose is non-equivalent control group design. It is an appropriate one to this research in order to know the significant effect of using scrapbook on students' motivation and their ability in writing recount text of the Tenth Grade year student's MA Al-Qasimiyah Sorek Satu, Pelalawan.

The population of this research is the tenth grade students of MA Al-Qasimiyah Sorek Satu, Pelalawan in the academic year 2019/2020. There are 4 classes for the tenth grade students of the school. Each class contains more or less 30 students. So the total numbers of the whole students are 120 students. The sample of this research is the X A of MA Al-Qasimiyah Sorek Satu, Pelalawan for experiment class and X B for control Class in the academic year 2019/2020 consist of 30 students.

There are three instruments used in this research, they are test and questionnaire:

a. Test

The writer used the written test to know the result of students' writing ability, whether they have better achievement or not. In this test, the teacher asks the students to write the test based

on the instruction that give to the students. Pre-test gave to the students before the treatment applied. The pre-test was in the form of written test which each student had to write a recount text independently on a piece of paper. After getting the students' scores for the pretest, the treatment gave to the students.

b. Questionnaire

The writer used the questionnaire to know the result of students' motivation. Questionnaire is consisting of 24 items. Questionnaire conducted in two times, pretest and posttest.

c. Observation

Observation used to observe directly the implementation of scrapbook. In observation,

observational items used to observe the learning activities involved in using scrapbook in the classroom. The researcher made the table of each operational concept and then make checklist if the treatment that teacher does same with operational concept of each strategy. The list of observation for the teacher is presented in the following:

RESULTS AND DISCUSSIONS

The data of this research was collected by giving written test to the students and questionnaires. The students were required to write a recount text on a scrapbook individually for the students experiment class and without using scrapbook on the control class. The questionnaire was given to the students

to find out the students' level of motivation.

The Result of the Students' Motivation Questionnaire

Based on the result of experiment class, explains that the most students of MA Al-Qasimiyah Sorek Satu, Pelalawan got (56.82%) „Low“ level on the pretest. It shows that the students were 13 students (54.17%) on „medium“ level, 12 students (50.00%) on „low“ level and 5 students (20.83%) on „very low“ level. The highest score is 105 and the lowest score is 79.

Then, after given the treatments, they have improvement motivation on the posttest where they got (61.00%) on „Medium“ level. It shows that 17 students (70.83%) got „medium“ level and 13 students (54.17%) on „low“ level. The highest score is 120 and the lowest score is 88. It means that

motivation in learning English for student's MA Al-Qasimiyah Sorek Satu, Pelalawan has improvement.

The result of control class explains that the students of MA Al-Qasimiyah Sorek Satu, Pelalawan got (54.28%) „Low“ level on students' motivation. It shows that the students were 2 students (8.33%) on „medium“ level, 24 students (100.0%) on „low“ level and 4 students (16.67%) on „very low“ level. The highest score is 107 and the lowest score is 72. It means that students' motivation in learning English for student's MA Al-Qasimiyah Sorek Satu, Pelalawan was „low“ they need more improvement of motivation.

The Result of Students' Test

In performing this result of this data, MA Al-Qasimiyah Sorek Satu,

Pelalawan on experimental class was 58.08 by using treatment and no treatment on control class was 47.50. The total percentage of students' motivation in pretest on experimental class was 56.82 %, and 54.28 % for the control class. Furthermore, when the treatment had been given to the students, the enhancement of students' writing ability and their motivation occurred. The improvement could be seen in their mean score as shown in the posttest results which is 78.58 and the control class got 53.83. The percentage on students' motivation of the posttest was 61.00 %.

Table of the correlation used to know the influence of Scrapbook on students' writing ability in Recount text. Based on table, the correlation score of experiment class was 0.642 and the correlation score of control

class was 0.242. It means the correlation on experiment class between variable x and y is „strong“ and control class is „weak“.

The result of the t-test mean on experiment class is 2050. The probability of (Sig.) was 0.001 is smaller than 0.005 which shows a strong correlation of Scrapbook for the students' writing ability in recount text. Then, the result of the t-test mean on control class is 6.33 and the probability of (Sig.) was 0.0023. It can be concluded that there is a significant difference between the pre-test and the post-test on experiment class and no significant difference between pre-test and post-test on control class.

In other words, the alternative hypothesis (2) of this research, *“there is any significant difference on students' writing ability in*

recount text between using and without using scrapbook of the Tenth Grade students" MA Al-Qasimiyah Sorek Satu, Pelalawan" was accepted and null hypothesis was rejected.

From the result of calculation of effect size for paired sample t-test above, the value of eta square is 0.59. it is higher than 0,20 ($0,59 > 0,20$). The value 0,59 is included in „Moderate Effect" ($0,51 - 1,00$). In other words, there is significant effect of using scrapbook on students" writing ability.

The Result of Observation

Based on the table result, we could see that in the observation on the first meeting of experimental class, the teacher did not apply all the items of the indicators of observation list. There were 7

indicators that should be applied in treatment process by teacher. In this meeting, the only applied 5 (71.43%) items and missed 2 (28.57%) items from the indicators observation list. It was category "enough".

The second meeting of experimental class, the teacher did not apply all the items of the indicators of observation list. There were 7 indicators that should be applied in treatment process by teacher. In this meeting, the only applied 6 (85.71) items and missed 1 (14.28) item from the indicators observation list. It was category "good".

The third and fourth meeting of experimental class, the teacher applied all the items of the indicators of observation list. There were 7 indicators that should be applied in treatment process by teacher. In two

meeting, the teacher applied 7 (100%) items from the indicators observation list. It was category “very good”.

Discussion

The result of the t-test table and the students’ average score in each aspect of writing showed enhancement of students’ writing ability after applying Scrapbook as media in writing activity and also has improvement on students’ motivation. It can be seen that the correlation of using Scrapbook as media for the students’ writing ability is „strong” and students’ motivation level is „medium”.

Since scrapbook is a collection of their stories, the students were motivated to write their stories by using appropriate structure as correct as possible. It can be stated that students feel motivated to write their stories in applicable media. This result

was in line with the result of the previous study entitled “Developing Scrapbook to Teach Writing Recount Text for Eighth Grade Students” which

was conducted by Fitria Ningsih (2014). She stated that scrapbook was categorized as very applicable and suitable media in teaching writing. Therefore, it can be concluded that there is significant difference of using scrapbook on writing ability.

However, there are strengths and weaknesses that can be found during writing activities on scrapbook. The strengths are stated in the following:

1. Through “Scrapbook”, students are not afraid to express their ideas and use as many vocabularies as they can that are related to the topic given. The students share new vocabularies with their friends and develop their ideas through a

collection of vocabularies they have written.

2. Using “Scrapbook” encourages students to be more creative. Students try to decorate their scrapbooks as beautiful as possible.
3. “Scrapbook” is a media that enables students to enjoy the writing process. It is due to the fact that they deliver their stories in a scrapbook which is created by them independently.

On the other hand, the writer finds out the weaknesses of using “Scrapbook” in teaching writing, such as:

1. It was quite difficult to control the cleanliness of the class. Since the students share the additional materials and embellishments, such as ribbon, colored pencil, glue, and so on, with their friends, it made the

class quite messy if the students are not cooperative.

2. The time for applying scrapbook in teaching writing was quite short. The students were allowed to decorate their scrapbooks for fifteen minutes. Consequently, the students need to complete their decoration as soon as possible.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings, it can be shown that scrapbook is effective to motivated student on learning process and teach writing since there is an improvement that the students made on writing recount texts. It can be seen from the students’ questionnaire of experiment class result that explains the most students of MA Al-Qasimiyah Sorek Satu, Pelalawan got (56.82%) „Low” level

on the pretest. Then, after given the treatments, they have improvement motivation on the posttest where they got (61.00%) on „Medium“ level. It means that motivation in learning English for student's MA Al-Qasimiyah Sorek Satu, Pelalawan has improvement.

While, the students' questionnaire of control class result explains that the students of MA Al-Qasimiyah Sorek Satu, Pelalawan got (54.28%) „Low“ level on students' motivation. It means that students' motivation in learning English for student's MA Al-Qasimiyah Sorek Satu, Pelalawan was „low“ they need more improvement of motivation.

In addition, the result of student's writing test can be seen from the enhancement in the result post-test of experiment class with average total in writing aspect was 78.58. It

increased from average total score in pre-test which was only 58.08. While, on the control class where the average score of students' ability in writing aspect was 58.3. Even though it was increased from average total score in pre-test which were only 47.5 but, they still got „poor level“.

The result of the t-test mean on experiment class is 2050. The probability of (Sig.) was 0.001 is smaller than 0.005 which shows a strong correlation of Scrapbook for the students' writing ability in recount text. Then, the result of the t-test mean on control class is 6.33 and the probability of (Sig.) was 0.0023.

From the result of calculation of effect size for paired sample t-test, the value of eta square is 0.59. it is higher than 0,20 ($0,59 > 0,20$). The value 0,59 is included in „Moderate Effect“ (0,51 – 1,00). It means, there is

any significant difference on students' writing ability in recount text between using and without using scrapbook of the Tenth Grade students' MA Al-Qasimiyah Sorek Satu, Pelalawan. In other words, the result of the second **hypothesis (2)** of this research shows that H_a is accepted and H_o is rejected. In other words,

Furthermore, there are significant effects of using scrapbook on writing ability of the students at MA Al-Qasimiyah Sorek Satu, Pelalawan. For those reasons, it can be concluded that the implementation of scrapbook has beneficial effects. So, the research questions are answered that scrapbook is effective in teaching writing and giving a good effects for students' motivation.

Based on the results of this research, the writer would like to offer several suggestions. The

recommendations are expected to be beneficial for the teacher and students in teaching and learning English especially in teaching writing. They are as follows:

1. Suggestions for teacher:

- a. Teachers are motivators and facilitators. The teachers should know and be able to implement better methods and strategies in teaching writing.
- b. The teachers should also give a high motivation to students to learn English to increase their writing ability.
- c. Due to the lowest scores in grammar and organization aspects, it is recommended that the teacher must also concern on the students' understanding of punctuation,

spelling, coherence and cohesion.

- d. It would be a great idea for the teacher and following researcher to apply alternative media in teaching writing.

2. Suggestions for students:

- a. The students should try to decide the proper styles in learning
- b. The students should pay full attention to the lesson explained by the teacher.
- c. The students should be more active and confidence in the process of and learning in the classroom especially to the lesson
- d. Student should learn more and do more practice in writing English.

3. Suggestions for the next researcher:

- a. It is suggested that the next research would take longer time and wide range of sample in order to give better result of the research. It would be a great idea if scrapbook is applied for larger number of sample by the following researcher.
- b. This research is about student's motivation and writing ability. There are many information and material as reference. So, researchers are expected this study can be used as the reference for them to support their study.

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