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

THESIS

Intended to Fulfill One of the Requirements for the Award of Education Magister at Islamic Education Concentration on English Education Department

By:

RAHMA DARINI
21790125653

POSTGRADUATE PROGRAM

STATE ISLAMIC UNIVERSITY OF

SULTAN SYARIF KASIM

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Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama	: Rahma Darini
Nomor Induk Mahasiswa	: 21790125653
Gelar Akademik	: M.Pd (Magister Pendidikan)
Judul	: The Effect of Using Scrapbook and Students' Learning Motivation On Ability in Writing Recount Text Ma Al-Qasimiyah Sorek satu

Tim Penguji

Dr. Andi Murniati, M. Pd
Penguji I/Ketua

Dr. Abu Bakar. M. Pd
Penguji II/Sekretaris

Dr. Bukhori, S.Pd.I., M.Pd.
Penguji III

Dr. Faurina, S.S, M. Hum
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Tanggal Ujian/Pengesahan 03 Juli 2020

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Name	: Rahma Darini
Student Number	: 21790125653
Program of Study	: Islamic Education
Field of Study	: English Education

Has been corrected and revised based on the feedbacks provided by the thesis examiners' team in the final exam held on Tuesday, July 03rd, 2020.

Approved by:

Examiner I
Dr. Bukhori, S. Pd. I., M. Pd
NIP. 197905122007101001
……
Date: July 10th, 2020

Examiner II
Dr. Faurina Anastasia, M. Hum
NIP. 198106112008012017
……
Date: July 10th, 2020

Acknowledged by:
Head of Islamic Education Study Program

Dr. Hj. Andi Murniati, M.Pd
NIP. 19650817 199402 2 001

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Students Number : 21790125653
Program of Study : Islamic Education
Field of Study : English Education

Has been approved to be defended in the final exam to be held by the postgraduate Program State Islamic University of Sultan Syarif Kasim Riau.

Approved by:

Supervisor I
Drs. H. Promadi,MA.,Ph.D,
NIP. 19640827 199103 1 009

Digitally signed by Promadi
2020.10.02 01:47:25 +7

Date: July 10th, 2020

Supervisor II
Dr. Hj. Helmiati, M. Ag
NIP. 19700221997032001

Date: July 10th, 2020

Acknowledged by:

Head of Islamic Education Study Program

Dr. Hj. Andi Murniati, M.Pd

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Date: June 09th, 2020
Consultant I

Drs. H. Promadi,MA.,Ph.D.
NIP. 19640827 199103 1 009

Date: June 09th, 2020
Consultant II

Digitally signed by Dr. Hj. Helmiati, M.Ag
Date: 2020.05.04 18:52:05 +08'00'

Dr. Hj. Helmiati, M. Ag
NIP. 19700221997032001

Acknowledged by:
Head of Islamic Education Study Program

Digitally signed by Dr. Andi Murniati, M.Pd.

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The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

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Pekanbaru

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Pekanbaru, July 10th, 2020
Supervisor I,

Digitally signed by Promadi
2020.10.02 01:49:13 +'7

Drs. H. Promadi,MA.,Ph.D,
NIP. 19640827 199103 1 009

iau

Dr. Hj. Helmiati, M. Ag
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

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Students Number	: 21790125653
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LIST OF CONTENTS

EXAMINER APPROVAL SHEET
CONSULTANT APPROVAL SHEET
STATEMENT OF INTEGRITY
ACKNOWLEDGE i
LIST OF CONTENT iv
LIST OF TABLES xi
LIST OF FIGURES ix
LIST OF APPENDIXES x

CHAPTER I: INTRODUCTION
1.1 Background of The Study 1
1.2 The Statement of The Problem 8
1.3 The Limitation of The Problem..... 9
1.4 The Purpose and Objectives of The Study 10
1.5 The Research Question of Problem 11
1.6 The Significant of the Research 12
1.7 The Rationale of the Research 13
1.8 The Definition of the Terms 15

CHAPTER II: THEORETICAL FRAMEWORK
2.1 The Theories of Writing..... 17
A. The Nature of writing 17
B. The Kind of Writing 19
C. The Component of Writing 22
D. The Procedure of Teaching Writing 23
E. The Way How to Measure Writing 27
2.2 The Theory of Motivation 31
A. The Nature of Motivation 31

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B. The Indicator of Motivation 35
C. The Factor Influencing Students' Writing Motivation 37
2.3 The Theory of Scrapbook 39
A. The Nature of Scrapbook 39
B. The Procedure of Scrapbook 41
2.4 How Scrapbook Motivates Students in EFL 43
2.5 Students 'Motivation toward Students' Study Achievement 48
2.6 Scrapbook as a Media in Teaching Writing Recount Text 54
2.7 Related Study 59
2.8 Operational concept and indicators 67
2.9 Hypothesis 70

CHAPTER III: RESEARCH METHODOLOGY

3.1 Research Design 73
3.2 The Location and Time 74
3.3 Population and Sample 75
3.4 The Data and Instrument 78
3.5 The Data Collection Technique 87
3.6 The Data Analysis Technique 88

CHAPTER IV: RESULTS AND DISCUSSIONS

4.1 Results 93
4.2 Discussion 111

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions 115
5.2 Implication 116
5.3 Suggestions 117

REFERENCES 119
APPENDIXES .....

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LIST OF TABLES

Table 2.1 Score of Writing Aspects 30
Table 3.1 Research Design.....74
Table 3.2 The Population of the Research 76
Table 3.3 The Sample of the Research.....77
Table 3.4 Category Scores of Likers' Scale.....79
Table 3.5 Blue Print of Students Motivation 80
Table 3.6 The Classification of Students' Motivation 80
Table 3.7 Validity Test of Motivation 81
Table 3.8 the Level of Internal Consistency 83
Table 3.9 Reliability Statistic of Questionnaire 83
Table 3.10 The Observation List for Teacher 85
Table 3.11 The Observation List for Student.....85
Table 4.1 Independent Sample T-Test of Experiment and Control 94
Table 4.2 Students' Ability in Aspect of Writing 95
Table 4.3 Independent Sample T-Test of Students' Writing 97
Table 4.4 Students' Writing Ability Based on Level Motivation 98
Table 4.5 Independent Sample T-Test of Students' Writing 100
Table 4.6 Students' Writing Ability Based on Level Motivation 101
Table 4.7 Independent Sample T-Test of Students' Writing Motivation 103
Table 4.8 Writing Ability of High Motivated Students 104
Table 4.9 Independent Sample T-Test of Students' Writing Motivation 106
Table 4.10 Writing Ability of Low Motivated Students 107

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Table 4.11 Anova Test 109

Table 4.12 Multiple Comparisons.....110

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LIST OF FIGURES

Figure 4.1	Post-Test of Students Writing Test.....	96
Figure 4.2	Writing Ability Based on Level Motivation.....	99
Figure 4.3	Writing Ability Based on Level Motivation.....	102
Figure 4.4	Students Ability Level of Writing Test	105
Figure 4.5	Students Ability Level of Writing Test	108

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LIST OF APPENDICES

Appendix 1	:	The Result Test of Experiment class
Appendix 2	:	The Result Test of Control class
Appendix 3	:	The Result Questionnaire of Experiment class
Appendix 4	:	The Result Questionnaire of Control class
Appendix 5	:	Research Instrument of Experiment class
Appendix 6	:	Research Instrument of Control class
Appendix 7	:	Questionnaire of Students' Motivation
Appendix 8	:	Observation Checklist

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ABSTRACT

Rahma Darini (2020): **The Effect of Using Scrapbook on Students' Motivation and Ability in Writing Recount Text MA Al-Qasimiyah Sorek Satu**

This research is aimed to find out whether there are significant effects of using scrapbook on the students' mc vii n 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

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ABSTRAK

Rahma Darini (2020): Pengaruh Penggunaan Scrapbook Pada Motivasi siswa dan Kemampuan Siswa Dalam Menulis Teks Recount MA Al-Qasimiyah Sorek Satu

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.

Kata kunci: Scrapbook, motivasi siswa, kemampuan menulis siswa

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ملخص

رحمة داريني (2020): أثر استخدام سجل القصاصات على تحفيز الطلاب وقدرتهم في كتابة نصوص القصة في المدرسة الثانوية الإسلامية القاسمية سوريك ساتو.

هذا البحث يهدف إلى معرفة هل هناك أثر هام من استخدام سجل القصاصات على تحفيز الطلاب وقدرتهم في الكتابة. هذا البحث بحث الشبه التجريبي بتصميم مجموعة تحكم غير متكافئة. ومجتمع هذا البحث 102 طالبا في المدرسة الثانوية الإسلامية القاسمية سوريك ساتو وكانت عينة هذا البحث x أ للفصل التجريبي و x ب للفصل الضابط. وتم جمع البيانات عن طريق إعطاء اختبارات الكتابة والاستبيانات للطلاب. دلت نتائج تحليل البيانات على: أن سجل القصاصات فعال لتحفيز الطلاب في عملية التعلم والتعليم، لأن دافع الطلاب زاد في تعلم اللغة الإنجليزية. يمكن رؤية نتائج اختبار كتابة الطالب من متوسط نتائج اختبار t في الفصل التجريبي هو 2050. الاحتمال (الهام) 0،001 أصغر من 0،005 مما يدل على أن سجل القصاصات لديه ارتباط قوي في قدرة الكتابة لدى الطلاب على إعادة كتابة نصوص القصة. وبعد ذلك ، يبلغ متوسط نتيجة اختبار t في الفصل التجريبي إلى 6،33 والاحتمال (الهام.) هو 0،0023. من نتائج حساب حجم التأثير لعينة اختبار t، يتم تضمين قيمة مربع إيتا 0،59 في "الأثر المتوسط" (0،51-1،00). يمكن الاستنتاج أن تطبيق سجل القصاصات له أثر مفيد. يمكن الإجابة على الأسئلة البحثية بأن سجلات القصاصات فعالة في تدريس الكتابة ولها تأثيرات جيدة على تحفيز الطلاب.

الكلمات المفتاحية: سجل القصاصات، تحفيز الطلاب، قدرة الكتابة لدى الطلاب

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

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 learning English, there are four language skills that should be learned, they are: listening, reading, speaking, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language user requires the ability to produce language both spoken and written (Harmer, 1991).

In education system, language skills are taught to the students in teaching learning process. Students should mater four of these skills; speaking, listening, reading and writing (Brown, 2000). These skills expanded by the curriculum, and it should be mastered by students to get the ability in the language. In national curriculum, English is as a subject that must be learned by students from elementary school to university.

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Writing skill is as one of the language skills, 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. Hugey (1983) states that through writing the students can express their feelings, their hopes, dreams, and joys as well as fear, angers, and frustrations. The ways to achieve competencies and skills in learning process are through students' training and experience in teaching process. Students can improve their writing ability by practicing the language as much as possible. It means that writing skill is one of language skills that productive-active.

The elements of writing that should be learned are combination of a number of diverse elements, namely: content, form, grammar, style and mechanics (Harris, 1974). In other words, students are required to be able to develop ideas, organize text content, using appropriate grammatical forms, the structures and lexical items, and show spelling and proper punctuation in the texts.

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.

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What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.

Dornyei (2001) believes that the complexity of the idea of motivation lies in its attempts to elaborate person's actions on behavior which cannot be explained by just one approach. The difficulty as Dornyie (1996) states is not the lack of theories to explain motivation but the plenty of theories and models. Fortunately, there is now a lot of research literature available on the role of motivation in language learning.

Motivation is an important factor in specifying the readiness of learners to communicate. Motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language. That is, motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated (Gardner, 1985).

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to

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learn, it is very difficult for learners to gain effective learning. As Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation.

Motivational factors play an important role in learning. There is a consensus among the researchers and teachers that motivation is one of the key factors that influence the rate and success of second/foreign language learning. It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

The use of the media is important for students to develop ideas in writing and use of instructional media can pose a particular advantage in the teaching-learning process: engaging and increase attention, helping students to overcome differences due to differences in students 'experiences of their social background and helping develop students' abilities to do self-learning based on their experience and facts they learn (Latuheru, 1988).

There are various kinds of media which are used by the teacher in teaching writing. 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. Moreover, Harmer (2004) points out that pictures are often used to present situations to help students to work with grammar and vocabulary. In addition, the use of pictures is effective

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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 wonderful media in writing class in which students post photos and embellishment in it (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, whereas some effort had been done by the teacher. The teacher taught writing by using some strategies such project based learning, collaborative riting, roundtable strategy and etc. But, the

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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 could 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. When the teacher asks them to write about 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. When students were asked to write, it took quite a long time to think about what they were going to write. This factor aroused because students had low motivation and passion in writing. The low motivation in writing made students have a limited source of ideas and confusedness in

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delivered their thoughts in writing form. In addition, lack some aspects of writing also made students difficult to develop the idea because they did not know what words which appropriate for the context, what grammatical rules and structure had to use. As a result, it could be difficult for students to express their idea when they write a recount text to convey their story, experiences, and events in the past.

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. The teacher needs an appropriate strategy to help the students better in students' writing motivation. Therefore, the researcher used scrapbook technique. It is important that the teachers have to apply effective technique in Teaching English as foreign language. 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.

Dealing with the explanation above, the researcher conducted an experimental research to examine the effectiveness of project based learning in writing recount text. Therefore, the researcher takes the title **"The Effect of Using Scrapbook and Students' Learning Motivation on Ability in Writing Recount Text MA Al-Qasimiyah Sorek Satu, Pelalawan"**.

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1.2 Statement of the Problem

Nedved (2012) states that scrapbook is help the students to create a motivational environment for both students and teacher. The researcher applied scrapbook to improve students' motivation and their ability in writing. Scrapbook strategy requires students to write response to question the pose at the end of the class. Scrapbook is wonderful media in writing class in which students post photos and embellishment in it (Cullen and Mulvey, 2009). Furthermore, Mohamed et.al (2003) state that scrapbook has positive effects to improve students' inventory of words and phrases. Solomon (2008) states "Scrapbook is a special photo albums whose page are filled not just with writing, memorabilia and decorations such as stickers, die-cuts, rubber-stamping and drawing."

According to the research that was conducted by Mulvey and Cullen (2009), the result showed that students have been enthusiastic and positive about learning English through scrapbooks. In teaching and learning activity, media are the tool for language teaching and learning. One recurring comment was that the students felt that they had achieved more genuine in communication. Scrapbooks have proved to be a wonderful way for students to talk about a context and topic that they know very well-themselves. Therefore, the implementation of scrapbook is considered as an appropriate way to build their motivation and teaching writing.

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However, the research on the effectiveness of scrapbook towards students writing ability and students' motivation is limited. In this regard, there has been a lot of research on students' writing ability and motivation (e.g. Fitria Ningsih in 2014; Yusnita, Sada and Novita 2013; Josephine A. Nedved 2012; Mitra Alizadeh 2016; Abdur Rehman 2014; Daniella K. Garran 2008; Litasari 2010; Firdos Fida and Ravindra K 2016; Wahyu Widiyanto 2016; Lesna Henny 2013) from these studies, only Wahyu Widiyanto (2016) more similar to this research. Therefore, the main goal of this study is to find out the effect of Scrapbook and students' motivation on ability in writing of the Tenth Grade students' MA Al-Qasimiyah Sorek Satu. These issues become the first gap between the current study and the previous studies.

1.3 Limitation of the Problem

Dealing with some the problems that have been found in students' motivation and teaching writing at MA Al-Qasimiyah Sorek Satu, Pelalawan, the writer needs to limit and focus on students' motivation and ability in writing of this research. The research consists of three variables; scrapbook (X1) and students' motivation (X2) as independent variable, and students writing ability (Y) as dependent variables. The writer attempts to find the effect of Scrapbook on students' motivation and ability in writing of the Tenth Grade students' MA Al-Qasimiyah Sorek Satu, Pelalawan.

In this case, two classes have different names and treatment specifically, one class is an experimental group and another class is a control group. The

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experimental class gets the scrapbook strategy treatment, while the control class has discussion method.

1.4 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. While, the objectives of this study are:

1. To examine significant difference of ability in writing recount text between students who were taught by using scrapbook and without using scrapbook?
2. To examine significant difference of ability in writing recount text between students who had high and low motivation taught by using scrapbook?
3. To examine significant difference of ability in writing recount text between students who had high and low motivation taught without by using scrapbook?
4. Is To examine there any significant difference of ability in writing of high motivated students taught by using scrapbook and those who were taught without by using scrapbook?
5. To examine significant difference of ability in writing of low motivated students taught by using scrapbook and those who were taught without by using scrapbook?

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6. To examine interaction effect of using scrapbook and students' motivation on students' ability in writing?

1.5 Research Questions

The identifications of the problem of this research are:

1. Is there any significant difference of ability in writing recount text between students who were taught by using scrapbook and without using scrapbook?
2. Is there any significant difference of ability in writing recount text between students who had high and low motivation taught by using scrapbook?
3. Is there any significant difference of ability in writing recount text between students who had high and low motivation taught without by using scrapbook?
4. Is there any significant difference of ability in writing of high motivated students taught by using scrapbook and those who were taught without by using scrapbook?
5. Is there any significant difference of ability in writing of low motivated students taught by using scrapbook and those who were taught without by using scrapbook?
6. Is there any interaction effect of using scrapbook and students' motivation on students' ability in writing?

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1.6 Significance of the Study

The findings of this research are expected to give a remarkable contribution. This research is expected to be an additional reference that can be applied in teaching writing for the teacher. The teachers know the level of students' ability in writing and the result can become an input to determine the step and strategy for teaching learning. So, we can reach the maximal teaching as a feed-back to improve in the process of English teaching learning especially in writing, and it can be as important information in using media to improve the quality of teaching writing.

This research is expected to help the students to build their motivation and can write independently through interesting way. Besides, this research is expected to overcome their difficulties in writing a text. The use of scrapbook which is can improve the students 'writing subject, especially in recount text by using scrapbook and the student able to write better, especially in arranging the English story by using scrapbook.

This research is expected to enrich the writer's knowledge about students' motivation and teaching writing. In addition, it develops the writer's capability in conducting an experimental research.

1.7 Rationale of the Research

Elliot and Frayer (2008) stated that motivation, the powerful force behind our behavior, especially academic achievement, is critical in various

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areas such as education, business, human resources and etc. Moreover, Yu-mei (2009) argues that motivation is one of several important factors that may influence the students' English achievement.

Besides lack of motivation of the students in teaching learning process is a persistent problem that most teachers teaching English to students enrolled in professional problem courses face. So, the best challenge is how to motivate the students in teaching learning process, especially in in English for writing. Considering the condition above, the writer believes that students' motivation also an interested problem to be discussed as one of the variable in this research.

In addition, there is a general dissatisfaction among school teacher regarding the low level of writing ability achievement of the students. Writing is one of the most important language skill in developing second language fluency because in writing people not only active in their language competence but also their competence in the meaning of the sentence in context.

Nowadays, writing is an essential skill for the students at levels started from elementary school up to university. As a stated by (Graham and Perin, 2007) writing skill is a predictor of academic success and a basic requirement for participant in civic life and in the global economy. That is the way the writer takes the students' writing ability as one of variables in this study.

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To master writing ability, the speaker needs vocabulary in writing. It is truly related to know the meaning of the vocabulary but also how to arrange the vocabularies to be sentenced. It means the writing ability involves the language process. Many teachers complain that they must spend time on writing. Hence, it is important to carry out this study as a step on improving students' writing ability and increasing their motivation by using Scrapbook.

Acquiring writing skill needs a lot of practice and to produce a piece of essay needs long process and used appropriate method of teaching and learning is very important to help students to be skillful in writing. It is caused the process of writing requires a set of competencies (Brown, 2007). According to Nunan (1995) states that 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.

The success in teaching and learning process depends on the teachers' effort and motivation which is given by using scrapbook strategies, so the learners can easily to appreciate their capability in product of teaching activities. However it is a hard work and hopes that the strategies useful not only for teachers but also for students in the teaching and learning process.

Then, using scrapbook strategy can make a significant effect increasing students' motivation and writing ability in teaching learning activity. The teacher can motivate effort and concentration of student intellectual and encoring him or her to formulate questions and hypothesis to process

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information and to evaluate tentative solutions, (Westwood, 2008). In this research, MA Al-Qasimiyah Sorek Satu, Pelalawan choose as the research location because it has enough students in the population of the research.

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1.8 Definitions of the Term

In this part, there are some explanations from the title mentioned in the previous items. The title is The Use of Scrapbook toward students' ability in writing recount text and students' motivation of the Tenth Grade Year Students at MA Al-Qasimiyah Sorek Satu, Pelalawan. The definitions of key terms are as follows:

a. Scrapbook: A learner-centered textbook that is interesting for both students and teacher (Nedved, 2012). In this research, scrapbook is a collection of paper which tells about an essay text (recount text) and decorated by using pictures and embellishments which is written by the Tenth Grade Year Students at MA Al-Qasimiyah Sorek Satu, Pelalawan.
b. Students' motivation: Motivation to learn is overall power psychic movers in students who are cause learning activities, guarantee continuity of learning activities and giving direction to learning activities in order to achieve a goal, Winkel & Hastuti (2004). So, students motivation is psychic movers that exist in students who are can lead to learning activities, guarantees continuity of learning activities, and directing learning activities to their learning goals.

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c. Students' writing ability is the ability of students to write something not only one or two paragraphs; but also to express many ideas and write more than they had done before the study carried out. Writing skill is an ability of students to express the ideas, opinions or feelings in the written form using English appropriately based on some general components of skills such as language use, mechanical skills, content, style, etc.

d. Recount Text: is a text which retells events or experiences in the past. According to Writing Resource Book (2013:117), "texts that recount involve the writer retelling or recounting past experiences or events. Recount text is almost similar with recount text, but in recount, there is a complication or problem which must be resolved, and that differentiates from recount text.

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CHAPTER II

THEORETICAL FRAMEWORK

2.1 THEORITICAL CONCEPTS

2.1.1 THE THEORY OF WRITING

2.1.1.1 The Nature 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.

Brown (1994) explained that writing is the representation of spoken language, written language is almost the same as spoken language, and the difference is the performance of written language is conveyed in graphical. Besides Brown also mentioned that written products are the result of thinking, drafting, and revising procedures, specialized skills is required in written language, and that not every speaker develops naturally.

Heaton (1990) stated that the writing composition is a task which involves the students in manipulating words in grammatically correct

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sentence from a piece of continuous writing which successfully communicate the contents through any ideas on a certain topic. Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure

The conclusion based on statements above that writing is a process of expressing the idea into a written form, and it needs specialized skills that not every student can develop it naturally, it needs the teacher who is able to motivate and encourage the students to develop their writing skills, and they are expected to be able to develop their writing skills and make a good composition.

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

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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.

2.1.1.2 The Kinds of Writing

Fachrurrazy (1994) states there are 4 kinds of writing, namely: narration, description, exposition, and persuasion. Describe and defined each of these as follows:

a) Narration

Narration tells" What happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order. Narrative text is a text focusing specific participants, and social function to tell stories or past events and entertain the readers.

b) Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, colour, sound, or taste.

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Description is use to create a vivid picture of an idea, place or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe that upon which your child is focused.

c) Exposition

Exposition is writing that explains something. It often answers the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraph are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another and letter writing. Expository writing is to-the-point and factual.

d) Persuasion

Persuasive writing is a more sophisticated type of writing to which your child introduced around fourth grade. It can be thought of as a debate in writing. The idea is to express an opinion or to take a stance about something and then to support that opinion in a way that convinces the reader to see it the same way.

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must

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select interesting writing text to teach writing. The writer chooses "Recount Texts", as the writing material.

Recount text is a text which is intended to tell something that happened in the past (Grace and Sudarwati, 2005 in Merliana, 2014). According to Writing Resource Book (2013:117), "texts that recount involve the writer retelling or recounting past experiences or events. Recount text is almost similar with recount text, but in recount, there is a complication or problem which must be resolved, and that differentiates from recount text.

In addition, Hoyle (2000) in Merliana (2014) points out that the generic structures of recount text are as follows:

a. Orientation: It sets the scene and introduces the participants. E.g.: place and time.
b. Events: The events are described in an interesting way and arranged in chronological order.
c. Re-orientation: A concluding statement which involves stating personal comment of the writer to the story.

2.1.1.3 The Component of Writing

The writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgments elements (Heaton, 1990). Below are some varied skills in making good writing:

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a. Language use: It can be defined as the ability to write correct and appropriate sentences. In composition paragraph the knowledge of grammar is very important.

b. Mechanical skills: It can be defined as the ability to use correctly those conventions peculiar to the write language, such as punctuation, and spelling.

c. Treatment of content: It can be defined as the ability to think creatively and develop thoughts, excluding all irrelevant information.

d. Stylistic skills: It is an ability to manipulate sentences and paragraphs and use language effectively.

e. Judgment skills: It is an ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order to relevant information.

In the same line, the writing process has been analyzed in many different ways, most teachers would probably agree in recognizing at least the following five general components (Harris, 1974):

a. Content: the substance of the writing, ideas expressed.
b. Form: the organization of the content.
c. Grammar: the employment of grammatical forms and syntactic patterns

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d. Vocabulary: the choice of word and lexical items to give a particular pattern or flavor to the writing.
e. Mechanics: the use of the graphic conventions of the language.

2.1.1.4 The Procedure of Teaching Writing

According to Langan (2001), writing is a process that involves the following steps:

a. Discovering a point-often through prewriting.
b. Developing solid support for the point-often through more prewriting.
c. Organizing the supporting material and writing it out in a first draft.
d. Revising and then editing carefully to ensure an effective, error-free paper.

Furthermore, writing process is the stage that a writer goes through to produce something in its final written form (Harmer, 2004). In line with this, he points out that there are four steps of writing processes:

a) Planning

In planning, the writer has to think about three main issues. In the first place, the writer has to think about purpose of their writing since it influenced not only the type of the text they wish to product, but also the language they use and the information they choose. For instance,

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the writer's purpose of writing is to express the ideas directly on piece of paper. Secondly, they have to think about the audience they are writing for and the choice of language.

Thirdly, writer has to consider the content of structure that is how best to sequence the facts, ideas or argument which they have decided to include. This stage is called by pre-writing process. Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft.

b) Drafting

The first version of writing is called draft. The writer must use the idea that generate in the planning as a guide. This stage needs an editing for checking the text. Oshima and Hogue (1991) call this stage as writing and revising drafts. It comes third after prewriting and planning. They see that no piece of writing is perfect than the first draft, the writer has to write once and twice until he /she gets to the final draft. Oshima and Hogue divide the drafting stage into four steps:

a) Writing the first draft, revising content and organizing.

b) Proofreading the second draft.

c) Writing the final draft. In the first step, the writer should follow many steps in order to get to the final draft.

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d) As a last step in the drafting stage, the student checks the grammar, spelling and punctuation mistakes.

c) Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication.

d) Final draft

Once writers have edited their drafts, making the changes they consider to be necessary, they produce their final versions. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is ready to send the written text to his intended audience.

In line with this, there are multiple teaching methods in teaching writing. Here are some methods which are commonly used in teaching writing:

1) Project Based Learning: An instructional method that contextualizes learning by presenting learners with problems to solve or products to develop (Moss & Duzer, 1998).

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2) Problem Based Learning: a method in which students are confronted with an open-ended, ill-structured, authentic (real world) problem and work in teams to identify learning needs and solution. (Tan, 2008)
3) Discovery Learning: an inquiry based approach in which students are given a question to answer, a problem to solve or a set of observation to explain and work in a large self-directed manner to complete and discover a conceptual knowledge in the process. (Bruner, 2008).

In this thesis, the writer uses project based learning as the method to teach writing. The reason of choosing Project Based Learning (PBL) as the method in this research is due to the fact that it is considered as the appropriate method to stimulate the students in exploring their interest through the project given.

Project Based Learning is an authentic learning model in which students plan, implement, and evaluate the project that has real-world application beyond the classroom (Westwood, 2008). Likewise, Bottoms and Webb (1998) point out that project based learning is an instructional method centered on the learner. They state that project-based learning enhances the quality of learning and leads to higher-level cognitive development through the students.

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Moreover, learning becomes fruitful for learners because the students exhibit their abilities to plan, manage, and accomplish projects through their content knowledge and language skills (Koloppenborg & Baucus, 2004).

In this thesis, the teacher begins the lesson by showing the example of scrapbook and explaining the procedures of making scrapbook to the students. The teacher explains about recount text at the first ten minutes. Then, the students are required to write a recount text on a piece of paper. Afterward, the students are required to decorate their paper by using pictures, colored pencil, and other embellishments. After completing the decoration, the students are required to submit the paper in order.

2.1.1.5 The Way How to Measure Writing

Brown (2007) says that there are two basic purposes of writing; as a support skill and as communicative skill. Supportive skill emphasized on the practice of grammatical form and structure, vocabulary and spelling; while communicative skill enables the students to communicate using language they learned in written mode.

To support the ideas, Langan (2001) states that students should have desire to learn how to write, since writing is a skill. He also says that writing is the matter of how students can organize their ideas in the form of written information for special mean.

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According to Hughes (1989), there are five general components of writing, they are:

a. Grammar

Grammar requires students to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to choose the words which ought to be placed. It can be said that grammar is rule or certain principle that the people must be acquainted in learning language. It makes the readers understand more of what the text is about.

b. Vocabulary

Another thing in writing that can be assessed is vocabulary. Vocabulary is important in produce the sentences. People will be fluent in communication and produce the sentence if they many vocabulary that they have many vocabularies that they know. Mastering vocabulary is needed to make the writer can convey something when writing. There are so many ways to practice vocabulary.

c. Mechanic

The last component is mechanics. Spelling, punctuation, and capitalization are included in this part. Punctuation and spelling are also essential elements, together with clear writing, margins, and consistent indentation. Then, Gathering information about the

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student's spelling achievements and gathering information about how the student spells an unknown word, learns a new word and proofreads Monitoring the student's spelling progress in a range of contexts.

d. Organization

Organization is one of components in writing that tells about the systematic of ideas or flow of ideas. It tells about the logical progression and completeness of ideas in a paragraph**.**

Brown (2007) states there are five aspects of writing in order to assess students' writing. The following scheme of rating scale will use to measure the students' achievement in their written products in the following:

Table 2.1 Score of Writing Aspects

Aspect	Score	Performance Description
Content (c) 30 %	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20%	4	Maintains focus on topic, has a logical organization pattern and convey a sense of completeness and wholeness, paragraph
	3	Demonstrates an inconsistent focus on the topic, shows an attempt at pattern, not inappropriately paragraph
	2	Demonstrates little or no focus, has little evidence of an organizational pattern, not in inappropriately paragraph

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Grammar (G) 20 %	1	Unrelated list of details or events, no recognizable organization pattern, not paragraphed or inappropriately paragraph
	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement in inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of word and word forms
	3	Few misuse of vocabularies, word form, but not change the meaning
	2	Limited range confusing words and word forms, and not understandable
	1	Very poor knowledge of words, word forms, and not understandable.
Mechanic (M) 15%	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional spelling, punctuation and capitalization
	2	It uses a frequent error of spelling, punctuation and capitalization
	1	It is dominated by errors of spelling, punctuation and capitalization

2.1.2 THE THEORY OF MOTIVATION

2.1.2.1 The Nature 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”.

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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. Gardner's model tends to reflect four basic features of learning second language. These features are:

a. Social and cultural environment
b. Learner's individual differences.
c. The setting in which learning takes place.
d. Linguistics out comes.

In the light of this model, it can be seen that motivation works on three levels.

a. Efforts: refers to the drive of learner.
b. Desire: refers to the want of learner.
c. Affect: refers to learner's emotional reaction.

On the basis of these elements, the learner can be categorized into two levels of motivations that are;

a. Integrative Motivation.

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Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture.

Integrative motivation refers to Gardner and Lambert (1982) "an openness to identify at least in part with another language community". Ellis (1997) explains that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

b. Instrumental Motivation.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/ bonus or getting into college. Gardner and Lambert (1982) considered instrumental motivation as a means to get social and economic reward through learning second language.

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

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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

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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 an 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).

2.1.2.2 The Indicator of Motivation

According to Judith (2001) stated that there are four indicators of motivation in learning. In this research learning motivation related to students' writing motivation:

a. Perceived Competence

Students can be asked to report on their perception of their academic competence. Perceived competence or confidence may be

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particularly important in subject where there is often anxiety. In this research their subject is writing ability.

b. Attitude towards School or Class

Attitude assesses is how well a student like or dislike something. In this case, school, school subject, or a particular subject.

c. Cognitive Engagement/Learning Strategies

Another measure related to motivation is how student learn. Items can assess the degree to which students report regulating their own learning.

d. Comfort in Participating

It can be measured to know about student comfortable in learning writing in classroom.

In other side, Melgis (2015) stated that there were some indicators of writing motivation. They are:

a. Students do not avoid writing task.

b. Students keep writing even the writing is not to be grated.

c. Students turn in works on days when writing is going to be required.

d. Students choose profession where writing is a day to day activity.

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e. Students have high self confidence in their capability to write or less to write.

f. Students' belief show grater intrinsic in writing task.

g. Students set higher achievement goals in writing.

h. Students put more effort when they encounter difficulties and approach difficult tasks as challenge.

i. Students experience less anxiety and stress when taking on difficult task.

j. Students use proper grammar in their composition.

k. Students perform mechanical writing skills in their composition.

l. Students show good self confidence in writing.

m. Students perceive value of writing.

n. Students control and evaluate their own learning and behavior in writing.

2.1.2.3 The Factors Influencing Students' Writing Motivation

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people.

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Commonly, students' motivation in learning can be affected by the following factors:

a. *The society we live in*

   Students' attitude is affected by their view about how important English is learned in society or at school.

b. *Significant others*

   The students' learning motivation is also affected by the people who are close to them.

c. *The teacher*

   It is obvious that the teacher has the most important role in language teaching and learning. So, students' attitude in learning is so much affected by the teacher.

d. *The method*

   It is vital that both students and teacher have some confidence in the way of teaching and learning. If they lose the confidence, it can disastrously affect motivation (Harmer, 2002).

Specifically, there are some factors influencing the students writing motivation. They can be seen as follows:

a. *Teacher*

   The teacher' role in classroom are motivating the students to write, creating the right condition for the generation of the ideas,

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persuading them of usefulness of the activity and encouraging them to make as much effort as possible for maximum benefit.

b. *Topic attractiveness*

The interestingness of the learning themes or topics can influence students' comprehension and students' production in writing text. It is because of the level of students' knowledge which fits the content of what they should write.

c. *Interesting activity*

These activities can be various, such as the possibility of using writing in an unusual and enjoyable way, a writing task of which students can perceive the usefulness, collaborative planning and writing of an important document.

d. *Students' interest*

Interest is an intrinsic factor of writing motivation. It is important part of writing motivation because interest affects so much in students' willingness to write.

e. *Students' self-efficacy*

Self-efficacy for writing represents individuals' belefs of their ability to write certain types of texts.

f. *Students' self-regulation*

The students have to coordinate cognitive, metacognitive and linguistic processes when producing extended texts. They have to select sources to gain information, make choices about ideas to be

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included, adopt strategies about the use of time (Hidi & Boscolo 2007).

In other word, students' motivation or influenced by wither intrinsic factors or extrinsic factors. Intrinsic factors are students' interest to study and students' self-efficacy. Extrinsic factors are teacher, topic and situation interestingness and students' social condition. These factors can be indicated by the students' performance and by students' self-regulation.

2.1.3 THE THEORY OF SCRAPBOOK

2.1.3.1 The Nature 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.

Williams and Burden (1997), state that scrapbooks are realization of a social constructivist model of the teaching-learning process where teacher, learner, learning materials, and task mutually interact within a supportive context in order to lead to a dynamic learning process.

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Moreover, multiple advantages can be gained from writing a text by using scrapbook. One of them is to encourage students to see the science all around them and realize that it is truly relevant with their lives outside of school (Phillips, 2007). Meanwhile, Cullen & Mulvey (2009) point out that the students will achieve more genuine oral communication while using scrapbook as media. They add that scrapbooks act as powerful tool in the generation of genuine interaction at many levels.

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). Furthermore, according to Bader (2005) scrapbooking is meaningful manner relating to pasting newspaper clippings, magazine articles, photos (usually personal), and other memorabilia into custom-decorated albums, or scrapbooks.

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.

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2.1.3.2 The Procedure of Teaching Scrapbook

In this research, the treatment was applying "Scrapbook" as a media in teaching writing. The treatment used Project Based Learning (PBL) as a learning method. Project based learning is process of learning where students are responsible in their own learning (Solomon, 2003). Project based learning ask students to be active participant in making project because the student as center of knowledge and the teacher as facilitator. It can be inferred that project based learning give student opportunities to construct their knowledge and practice their skill through work individually or collaboratively.

Project based learning has a procedure to follow in order to help the teacher to develop the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement project based learning process in the classroom. There are different steps in developing the project based learning which are proposed by the researchers, education practitioners and higher institutions, such as Stoller (2012), Fragoulis (2009), and others.

In this research, the writer choose scrapbook as media on project because scrapbook related with the characteristics of project based learning. As Achim et al. (1998) says about main characteristics of project work, they are:

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1. Learner-centeredness; By taking decisions and working together on the project, the students take responsibility for their own learning.
2. Personality; The end product is joint result of both individual and collaborative effort and therefore bears the mark of one person as an individual and as a member of a group.
3. Creativity; Students put a lot of imagination and original thinking into carrying out the task.
4. Adaptability; Project work fits all ages and levels of knowledge

In addition, scrapbook applied in writing recount text. It has relationship both of them since recount text retell past events or experiences. As Phillips (2007) says scrapbook will increase students' understanding of concepts in a more creative visual way by relating them to their own interests and experiences, resulting in a greater desire and excitement to learn. Furthermore, the applications of scrapbook in writing recount text as follow:

1. Students deal with the topic of recount text.
2. Then, they asked to write a recount text based on their experience or event in the past.
3. After that, the students put their story on scrapbook. They also can add some pictures, stickers, drawing etc.
4. The students freely design and decorate the scrapbook based on their interest. They can apply their ideas creatively.

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So, by using scrapbook as the project, students can develop their writing skill and organize something creatively. The student does not do something monotone but it is much more fun and interesting than conventional pencil and paper tests. Scrapbook creates students' creativity in making the product and it can trigger students to make their writing more interesting. It also enhances students' motivation because they do not face boredom during teaching and learning process.

2.2 How Scrapbook Motivates Students in EFL

Scrapbook is a learner-centered textbook that is fun and interesting for both the student and the teacher. The book helps to create a motivational environment for both the instructor and the students. One way that it motivates students is by increasing the learner's goal-oriented. Each unit has a goal, the scrapbook page, and at the end, the students will have a complete scrapbook.

According to Dörnyei (2001), having these goals generates initial motivation for the learners. In order to maintain and protect motivation, the learning process should be enjoyable, and it should continue to set specific goals (Dörnyei, 2001). I believe that the Scrapbook textbook does all of the above. The process of learning about different cultures, asking questions, answering questions, and taking notes through pair and group work creates a

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community that is motivating, supportive, and fun. It also motivates learners by making the teaching materials relevant.

The best point to make about Scrapbook is that it is not the kind of book that asks students to memorize a conversation and repeat it. With Scraps, students are thinking on the spot about what they need to say and preparing themselves to have a naturally flowing and more interesting. In addition, the Scrapbook also creates a motivational and interesting class for the instructor. With Scrapbook, students seem excited to show and talk about the books they love, the music groups they are listening to, the clubs they are in, and the places they would like to go.

Ryan et al. (2000) defined intrinsic motivation as the personal boosts for doing something. According to these authors, a person who is intrinsically motivated will be moved to act just for the pleasure that produces to achieve something. Even if there is a reward, a person who is intrinsically motivated is moved for fun and self-realization. We increase our knowledge and skills by exploring what is interesting for us. Since intrinsic motivation exists within people, there is a direct relationship between the activities and people; individuals are intrinsically motivated for some activities and not for all of them; intrinsic motivation increases because of the personal satisfactions during the task engagement. In this kind of motivation, the reward is the activity itself; the activities provide satisfaction when they are being carried out and generate feelings of competitiveness, autonomy and relatedness within people.

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In the same line, Brown (2000) asserts that in the field of education, intrinsic motivation has been losing its value because of the quantitative measures to evaluate the students' progress. The content that is taught in many schools does not consider the students' interests; that is why it is common to find students with low-performance at school. The educational system is continuously promoting extrinsic motivation; as a result, the students' interests and knowledge are not increasing significantly, they are just becoming dependent on rewards in exchange for their effort.

In second language education, teachers should implement activities that increase the students' self-determination and autonomy, and the value of intrinsic motivation within them. According to Brown (2000), it is important to transform the activities into opportunities for students to be motivated to actively participate. For instance, writing activities could allow students to freely express their own feelings, and speaking activities could be guided to talk about topics they are interested in. This author states that second language learners could be intrinsically motivated to produce language if they have personal reasons to achieve their competitiveness and autonomy in the learning process.

Additionally, he suggests some aspects to be considered to check whether the language activities are based on intrinsically motivating techniques: we should take into consideration whether the activity is interesting and relevant for the students' lives; it is also important to think about the way the activity is presented to the students, to ensure that they

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understand the purpose of the activity, to let them make decisions about the activities, and to encourage them to discover some principles or rules in the lesson.

To sum up, according to this author, in order to intrinsically motivate the students, it is important to understand the role of the teacher as a facilitator, not as a rewarder. Finally, the teachers should focus their activities on the students' interests, and use assessment for giving positive feedback that motivates them to be better every day.

Scrapbooks are the result of a creative process that involves crafting and documenting. Scrapbooking develops people's creativity because of the process that is required during the building process. For this process, we can use photographs, clippings, drawings, and personal notes to decorate blank pages. Scrapbooks were born with the objective of conserving memories and they still thrive with the same purpose; it is a process that involves people's personal life and creativity.

Due to the fact that scrapbooks let the students write about themselves, it can become a useful tool to involve learners in the process of creating but more importantly, in the process of learning, because they are talking about real life situations. Based on their beliefs, scrapbooks motivate students intrinsically because it is based on their own thoughts, which can become meaningful for being relevant for them.

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Poe (2013), scrapbooks can be a useful tool to improve the writing skill of the students. This tool can immerse them in a creative process, but at the same time, it can involve the improvement of their writing skills while implementing the content studied during the English class. Scrapbooks' composers use this resource to define themselves and make them understood because they can express their emotions. It is also used to develop a creative process and to offer personal memories which make this strategy an interesting exercise to work on during the course.

As a conclusion, the results about using scrapbooks to enhance students' learning experience at school were positive because the scrapbooking process involves students into decisions such as creative design and messages, which engages them even more in the process. When the students have the opportunity to play or make decisions about how they want to design and which message they want to write, they are directly involved in their learning process. To sum up, when the students see themselves involved in the construction of their own learning process, they are actively contributing to their knowledge.

2.3 Students 'Motivation toward Students' Study Achievement

Learning outcomes are the result of an interaction of learning and teaching actions (Dimyati and Mudjiono, 2005). Learning outcomes cannot be separated from the learning process undertaken by students in teaching and

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learning activities. From the teacher's side the teaching action ends with the process of evaluating learning outcomes while from the student's side the learning outcomes are the results achieved by students. Learning outcomes are influenced by several factors, namely internal factors and external factors. Internal factors are factors that originate from within students such as physiological conditions, intelligence, talents, interests, motivation and cognitive abilities. External factors are factors that originate from outside the student's self, such as; environmental factors and instrumental factors.

Motivation is a factor that has a significant influence on learning outcomes (Slameto, 2010). According to Nashar (2004) learning motivation is the tendency of students to carry out learning activities that are driven by a desire to achieve the best possible learning outcomes. Learning motivation will encourage students' enthusiasm for learning and conversely the lack of learning motivation will weaken the spirit of learning which will also affect student learning outcomes. A student who learns without motivation will not get maximum results, seen from the learning activities of students in the class while attending a lesson. Hawley (Joseph 1993: 14) states that students who have high motivation learn better than students who have low motivation to learn. Student learning activities are very important in determining success in learning.

In learning activities students are required to actively participate in the learning process can be seen from the seriousness of paying attention to the teacher's explanation, asking questions about things that are less understood or

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perseverance in doing the tasks given by the teacher. Active learning activities will have a positive influence on students. According to Ainurrahman (2012) student learning activities that are driven by learning motivation is a sign that students already have an inner awareness to study hard. One of the real things that can be seen is that children who have high motivation to learn and learning activities will get good results.

According to Ngalim Purwanto (2004) the activity of learning is influenced by many factors, one of which is learning motivation. Student learning motivation will have an influence on student activities in following the learning process. If learning motivation is high then learning activities will be high, and jointly affect learning outcomes. Motivation and learning are two things that are interconnected and influencing. High motivation will affect high learning desires as well and vice versa.

Hamalik (2001) motivation is a change in energy in a person who is marked by the emergence of feelings or reactions to achieve goals. In motivation there are wants, hopes, needs, goals, objectives, and incentives. Learning motivation comes from within students and from outside students who function as movers that encourage students to carry out activities to achieve desired goals. Students learn because they are driven by the mental strength possessed by the students concerned, namely the student's condition, abilities, attention and ideals. A person's mental strength is different, some are low and some are high.

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Student learning activities result in the formation of knowledge and skills that lead to increased student learning achievement. According to Rotten (2010) there are several indicators that can be used in observing student learning activities, namely as follows:

1. Student enthusiasm in participating in learning activities,.
2. Student interaction with the teacher
3. Student interaction with other students
4. Group work.
5. Student activities in group discussions
6. Student activities in carrying out learning
7. Students' skills in using teaching aids
8. Student participation in concluding learning material.

According to Sardiman (2001) learning activities can be classified into the following classifications:

a. Visual Activities, namely reading, showing pictures, demonstrations, experiments, and other people's work.
b. Oral Activities, namely stating, formulating, asking, giving advice, interviewing, discussing and issuing opinions, interruptions.
c. Listening Activities, namely listening to descriptions, conversations and speeches, music.
d. Writing Activities, namely writing stories, essays, reports, questionnaires, copying.

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e. Drawing Activities, i.e. drawing, and making graphs, maps and diagrams.
f. Motor Activities, such as conducting experiments, making construction, repairing models, playing, gardening, and raising livestock.
g. Mental Activities, namely responding, remembering, solving problems, analyzing, seeing relationships, and make decisions.
h. Emotional activities, such as paying attention, feeling bored, excited, struggling, calm, nervous, excited, passionate.

Learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide a change in behavior knowledge, understanding, attitudes and skills of students so that it becomes better than before. According to Jihad (2010), "learning outcomes are abilities obtained by students after going through learning activities". Learning outcomes that are approved by students through the teaching and learning process show the following:

1) Satisfaction and pride that can foster motivation in yourself.
2) Adding confidence in something that comes from the ability possessed.
3) Learning outcomes that are agreed to be used to understand and be used to obtain information and other knowledge.
4) The ability of students to assess and control themselves in their business and learning processes.

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Factors that influence student learning outcomes (Slameto, 2012) are internal and external factors. Internal factors are physiological and psychological conditions namely intelligence, talent, interest, motivation, and cognitive abilities. External factors are environmental factors; instrument factors namely curriculum, programs, facilities and infrastructure, teachers and teaching staff.

1. Internal factors

a. Physiological conditions Physiological conditions are generally associated with learning a person, if someone learns in a fresh physical state will be different from someone who learns in a state of illness.

b. Some psychological factors as follows:

1) Intelligence (intelligence)

Large intelligence is influence on improving student learning seen from students who have low intelligence on learning. The level of intelligence of each individual will determine the success or failure of students in taking learning activities.

2) Talent

In addition to intelligence, talent also has a great influence on student learning processes and outcomes. Talent is an innate potential that needs to be developed or drilled. Talent usually does not determine whether someone is in one field, more determines height, but someone in a field.

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3) Interests

Big interest influence on learning and learning outcomes, because if needed the material learned is not in accordance with the interests of students, student learning outcomes will not be obtained optimally.

4) Motivation

Motivation encourages a child or someone to do something, and then encourages motivation to encourage someone to learn.

5) Ability Cognitive

Cognitive ability is the ability used to enter, store, and bring back a thought with three basic abilities namely perception, remembering, and thinking.

6) Concentration

Weak concentration can be the cause of low quality and student learning outcomes, while strong concentration will be able to improve the quality and learning outcomes. Concentrations are made and completed as a study habit.

2. External factors

External factors are factors that encourage student learning to influence student learning outcomes. Some external factors are Environmental factors and instrument factors:

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a. Environmental Factors Are factors that influence the environment, school environment, community environment.
b. Instrument Factors are the factors that exist and their use in accordance with the expected learning outcomes. These factors are the curriculum, programs, facilities and facilities, and teachers and teaching staff.

2.4 Scrapbook as a Media in Teaching Writing Recount Text

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). Furthermore, according to Bader (2005) scrapbooking is meaningful manner relating to pasting newspaper clippings, magazine articles, photos (usually personal), and other memorabilia into custom- decorated albums, or scrapbooks. From the statements above, it can be inferred that the students can use many tools and sources to make and decorate the scrapbook project.

The writer decided to choose scrapbook as her project because scrapbook related with the characteristics of project based learning. As Achim et al. (1998) says about main characteristics of project work, they are:

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1. Learner-centeredness. By taking decisions and working together on the project, the students take responsibility for their own learning.
2. Personality. The end product is joint result of both individual and collaborative effort and therefore bears the mark of one person as an individual and as a member of a group.
3. Creativity. Students put a lot of imagination and original thinking into carrying out the task.
4. Adaptability. Project work fits all ages and levels of knowledge

Scrapbook gives a great opportunity for students to apply their own interests and abilities to their learning processes. According to Brag and Buckingham (2008) scrapbook potentially allowed students to play with ideas, express pleasures in the media as well as to critique them, to produce both a record and reflection, thus bringing their voices into the project in more diverse ways.

Moreover, Bader (2005) says scrapbook allows students to visually display their thoughts and feelings in a meaningful manner. It means scrapbook really give students an opportunity to think outside of the box and apply different method unusually. In short, the students will learn more effectively through their own interest and knowledge, rather than from instruction or textbooks.

In this research, scrapbook applied in writing recount text. It has relationship both of them since recount text retell past events or experiences.

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As Phillips (2007:4) says scrapbook will increase students' understanding of concepts in a more creative visual way by relating them to their own interests and experiences, resulting in a greater desire and excitement to learn. By using scrapbook as the project, students can develop their writing skill and organize something creatively. Furthermore, the applications of scrapbook in writing recount text as follow:

1. Students deal with the topic of recount text.
2. Then, they asked to write a recount text based on their experience or event in the past.
3. After that, the students put their story on scrapbook. They also can add some pictures, stickers, drawing etc.
4. The students freely design and decorate the scrapbook based on their interest. They can apply their ideas creatively.

So, the student does not do something monotone but it is much more fun and interesting than conventional pencil and paper tests. Scrapbook creates students' creativity in making the product and it can trigger students to make their writing more interesting. It also enhances students' motivation because they do not face boredom during teaching and learning process.

Using scrapbook, the students can share their experience in the past through collecting their photos, then adding those with story about those photos. In addition, journaling in Scrapbook is a vital way to recount memories and emotions and to pass along important details that you do not want to be forgotten over time ("An Easy Guide to Scrapbooking,"2008).

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Steps of teaching recount text using scrapbook can be illustrated by these description. Teacher explains the material about recount text in scrapbook form. Then teacher distributes recount plan to the students. In the end of meeting, teacher asks students to make scrapbook about their own story.

a. Advantages of Scrapbook

Scrapbook can be one of hobby for some people. It is not only give a freedom for the scrappers to share their feeling, ideas and stories but also gives other advantages. According to Smedley (2010) there are some advantages of Scrapbook:

1. Recording family holidays

   People can get in touch with forgotten memories, people, events, and so on. For the example, some people who ever went to some tourism object, they can retell their stories into Scrapbook form.

2. Showcase photographs

   If the people have many photographs from some of their activities, they can show them by using scrapbook. They can edit their photographs into some shapes, some colors, and some effects to make their photographs more interesting to look at.

3. Celebrating occasions

   Scrapbook can be used to celebrate occasions such as wedding, birthday, graduation, newborn baby and so on. For the example if they want to celebrate their birthday so they can use coloring paper

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by adding some embellishment such as stickers, ribbon, mini candles and so on.

4. Chronicle childhood

   Childhood is the period during which person is a child, from birth until adolescence. There are so many memories in childhood, by using scrapbook the people can remember everything that happened in their life.

b. Disadvantages of Scrapbook

Although there are some advantages of scrapbook but it is also have some disadvantages from Scrapbook:

a. Scrapbook budget

   Some of scrapbook supplies use high quality material to make the scrapbook durable. Therefore, it will spend much money to buy that. Some of that must be bought in special stores that provide scrapbook needs.

b. Longer time activity

   Scrapbook is a longer time activity that cannot be completed in a session. Money to buy that some of that must be bought in special stores that provide scrapbook needs.

c. Visual only

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Scrapbook is one of visual media because it is similar with the other photo albums. There are no audio effects or motion pictures as like in video.

2.5 RELATED STUDY

The first related research that the writer found is the research which was conducted by Fitria Ningsih in 2014. The title of the research is "Developing Scrapbook to Teach Writing Recount Text for Eighth Grade Students". The research objective is to investigate whether the use of scrapbook is applicable for teaching recount text. The subject of the research is the eighth grade students of MTS Negeri Turen. The method which was used in the research is Research and Development (R&D) method. The results showed that scrapbook was applicable as a teaching medium for writing recount texts of eighth grade students.

The similarities between the research which was conducted by Fitria Nigsih and the writer's research are the use of media in teaching writing and the use of recount texts. The research seems similar to the writer's research, but there are differences between this study and the previous research. Firstly, in conducting the research, Ningsih used a procedure in which the students have to do revision twice, while the writer uses a procedure in which the students need to revise their writing once. Secondly, Ningsih used "Scrapbook" to measure writing ability of the eight grade students of MTS N Turen, while, the writer uses "Scrapbook" to measure writing ability of the

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first year students of MA Al-Qasimiyah Sorek Satu, Pelalawan. Thirdly, the method that was used in her research was Research and Development (R&D) method, whereas the writer uses experimental research.

The second related study is conducted by Yusnita, Sada and Novita (2013) conducted research about Improving Students' Recount Text Writing by Using Picture Series. This research is about improving students' recount text writing by using picture series. The objective of this research is to improve the students' recount text writing by using picture series. The methodology of this research is a classroom action research which consisted of 2 cycles. In completing the research, the researcher uses the observation, written test and field note as the instruments of collecting the data. By conducting the classroom action research, it was found out that using picture series improved the students' recount text writing.

The similarities between this study and the earlier research that were the researcher that uses of technique in teaching writing in Narrative texts. The research seems similar to the writer's research, but there are differences between this study and the previous research. This research is about the effect of series of pictures media on students' achievement in writing narrative text. This research used classroom action research in order to know the effectiveness of the series of pictures media on students' achievement. Whereas, the writer use scrapbook technique to improved students' ability in writing recount texts at MA Al-Qasimiyah Sorek Satu, Pelalawan. The objective of this study is to find out if there is significant influence of

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scrapbook towards the students' ability in writing recount texts and motivation.

The third related research that the writer found is the research which was conducted by Josephine A. Nedved (2012) entitled "Developing Student Expression with the Book, Scraps". The objective of this research was to offer a broader understanding of students' life and to give a tangible project for the students. The subject of this research is Asia University's Freshman English classes. The result showed that the book helps to create a motivational environment for both the instructor and the students.

The similarities between this study and the earlier research which was conducted by Nedved are the media that was used in teaching writing; scrapbook and the first stage of the procedure. It was begun by brainstorming ideas. However, there were several differences which are found. The first is the sample of the research. The second is the objective of the study. In this study, the writer aims to find whether there are significant effects of using scrapbook on writing ability, whereas the previous research which was conducted by Nedved aimed to offer a broader understanding of students' live and to give a tangible project for the students.

The fourth research that writer found is the research which was conducted by Mitra Alizadeh (2016) entitled "The Impact of Motivation on English Language Learning". This study was overviews current research on the role of motivation in second or foreign language learning. This study use analysis research design. The review of literature indicated that motivation

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has a very important role in learning English as a foreign or second language successfully.

The similarities between this study was conducted by Mitra is talk about students' motivation. While, the differences between this study was conducted by Mitra defines the term motivation, explains different types of motivation, reviews previous studies about the role of motivation in language learning, mentions conditions of motivation, and states key factors of motivation. In this study the writer try to use students' motivation by using media that use scrapbook as media in learning teaching process.

The fifth research that writer found is the research which was conducted by Abdur Rehman (2014) entitle "The Role of Motivation in Learning English Language for Pakistani Learners". This research paper aims to explore the role of motivation in learning English language for Pakistani learners. In this study 50 students from intermediate level (25 males and 25 females) were taken from a private college of Sargodha. In this study a quantitative method of research was adopted in the form of questionnaire. From the result it can be concluded that the percentage of students are highly instrumentally motivated in learning English language.

The similarities both of this study are; the study was conducted by Rehman talk about students' motivation, and the writer also talks about it. And the differences are the study by Rehman just to explore the role of motivation in learning English language for Pakistani learners. While, the writer uses

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scrapbook is as media to build up students' motivation in English especially in writing. And also there is different subject both of this study.

The sixth related study conducted by Daniella K. Garran (2008) entitled "Authentic Sources: The Egyptological Excavation and Imperial Scrapbook Projects at the Cape Cod Lighthouse Charter School". The subject of this research is the seventh grade students of the Cape Cod Lighthouse Charter School.

The similarities between this study and the earlier research that was conducted by Garran are the use of Project Based Learning method and the implementation of scrapbook as a media in writing. However, there are several differences between this study and the previous research. The research that Garran conducted was about report text, whereas the research that the writer conducted was about recount text. The sample of her research was the first year students of the Cape Cod Lighthouse Charter School, while the writer took the first year students of MA Al-Qasimiyah Sorek Satu, Pelalawan as the sample.

The seventh is conducted by Litasari (2010) entitled an experimental study on the use of picture series in teaching writing Narrative text at the tenth grade students of SMA Negeri 2 Banjarbaru she said that picture series can improve the students' attention and motivation in writing lesson, therefore the writer interested to find out whether the picture series can improve the skill of the tenth grade students' of SMA Negeri 2 Banjarbaru in writing Narrative

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text. In this research the writer was used experimental research. The result of this research shows that the use of picture series in teaching writing has improved the students' student's ability in writing Narrative text. Based on the research, it is concluded that picture series is a useful technique to use to improve the students' achievement in writing skill.

The similarities between this study and the earlier research that were the researcher that uses of technique in teaching writing in Narrative texts. The research seems similar to the writer's research, but there are differences between this study and the previous research. In conducting the research, Litasari used a technique to improve the students' attention and motivation in writing which is use picture series as technique. While, the writer uses picture series as technique to improved students' ability in writing at SMP Negeri 7 Pkl. Kuras.

The eighth is conducted by Firdos Fida and Ravindra K (2016) entitled Relationship between students' motivation, attitude and motivational intensity toward English learning. The majority of these studies analyses students' perceptions of English language as L2. They provide a base for discussion of the results obtained from the present study. In this study the authors analyzed correlation between students' attitude and motivational intensity towards language learning to gain an insight into the learning of English language of students with different background and in different levels of their studies. The findings of the study show that students have strong motivation, positive attitude and favorable motivational.

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The similarities between both of these two studies; the study conducted by Firdos Fida and Ravindra K and the writer of this study talk about motivation. While the similarities are the study conducted by Firdos Fida and Ravindra K try to find out the relationship among motivation, attitude and motivational intensity, and the writer try to find out the significant effect by using media of their motivation in study English.

The ninth is conducted by Wahyu Widiyanto (2016) entitled The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text "a Case of The Eighth Grade Students of SMP N 2 Gubug Semarang. This study used true experimental design and its kind is pre-test post-test control and experimental group design. The subject in this research is the eighth grade students of SMP N 2 Gubug in the 2015/2016 academic year. Based on the result above, it can be concluded that the use of Scrapbook is effective in improving students' ability in writing recount text.

The similarities between the research which was conducted by Wahyu Widiyanto and the writer's research are the use of media in teaching writing and the use of recount texts. The research seems similar to the writer's research, but there are differences between this study and the previous research, such as: different on the research design where previous study used true experimental and the writer used quasi-experimental. Another different the writer used two variables that the writer also used scrapbook to find out the significant effect on the students' motivation.

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The last related review that the writer used in this research conducted by Lesna Henny (2013) entitled Improving Students' Skills of Writing Recount Texts Using Picture Series for the Eighth Grade Students of Smp N 1 Seyegan Yogyakarta. This action research is aimed to improve the students' skills of writing recount texts for the eighth grade students of SMP N 1 Seyegan by using picture series. The result of the research showed that the strategies of using picture series effectively improved the students' ability in writing recount texts.

The similarities between the research which was conducted by Lesna Henny and the writer's research are the use of media in teaching writing. The research seems similar to the writer's research, but there are differences between this study and the previous research, such as: different on specific text where the previous research used narrative text and the writer used recount text. Then, the research design by previous study is used classroom action research and the writer used quasi-experimental. And also both of this study different on using media whiles the previous study using picture series and the writer use scrapbook. Another different the writer used two variables that the writer also used scrapbook to find out the significant effect on the students' motivation.

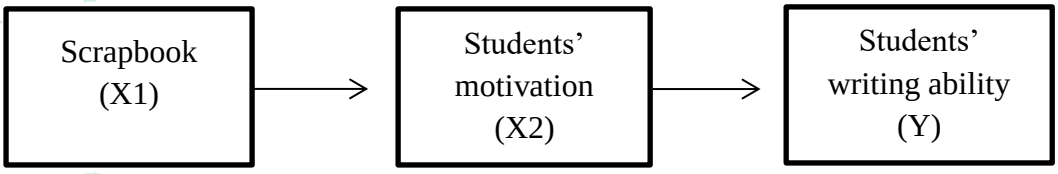
Most of the research studies in this research talked about developing scrapbook, how to improve students score by using scrapbook, and also talked about students' motivation. Only one of them discuss about the effectiveness of scrapbook. The second gap is because none of them specifically talked

about the effectiveness of scrapbook to the students' motivation. The third gap is from the context of this research is talked about effectiveness scrapbook to the students' writing and their motivation. So, in this research the writer wants to combine all the gaps, which is to find out the significant effect of scrapbook to the students' writing and their motivation.

2.6 OPERATIONAL CONCEPT AND INDICATOR

a. Operational Concept

This research is an experimental group which is focused on gaining effect of scrapbook on students' ability in writing and their motivation. Therefore, in analyzing the problem of this research, there are three variable used. They are Variable (X1 & X2) and Variable (Y). Variable X1 was scrapbook and Variable X2 was students' motivation. While, Variable Y is students' ability in writing;



b. Indicators

1. Variable X1 (Scrapbook)

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In this research, the applications of scrapbook by Phillips (2007) the procedure that applied as the procedure in teaching writing on experiment class by using scrapbook at the Tenth Grade Year Students at MA Al-Qasimiyah Sorek Satu, Pelalawan is as follows

a) Students deal with the topic of recount text.
b) Then, they asked to write a recount text based on their experience or event in the past.
c) After that, the students put their story on scrapbook. They also can add some pictures, stickers, drawing etc.
d) The students freely design and decorate the scrapbook based on their interest. They can apply their ideas creatively.

According to Barkley (2005), the steps of using Round Table Technique in teaching writing on control class, as follows:

a) The teacher forms some groups that consist of four or more students each group.
b) The teacher determines which group member will begin and inform students that they will circulate the paper clockwise.
c) The teacher gives a topic to be discussed in group.
d) The teacher gives a clue dealing with the topic and asks the first student to write his word, phrase, or sentence as rapidly as possible.
e) The student passes the paper to the next student, who follows the same steps.

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f) The process continues until all of the students have been participated and the teacher stops it.

2. Variable X2 (Students' motivation)

In this research, the indicator of students' motivation applied by using scrapbook at the Tenth Grade Year Students at MA Al-Qasimiyah Sorek Satu, Pelalawan. The implementation of this media, the writer hopes that the students are able being as follow:

a) Students enjoy writing in English.
b) Students like writing down my thoughts in English.
c) Students complete a writing assignment even when it is difficult.
d) Students like classes that require a lot of writing.
e) Students enjoy writing assignments that challenge them.
f) Students like writing even if his/her writing will not grade.
g) Students would like to have more opportunities to write in classes.
h) Students practice writing in order to improve his/her skills.
i) Students are motivated to write in their classes.
j) Students think that being a good writer will help them to do well academically.
k) Students think that being a better writer will help them in their career.

3. Variable Y (Students' writing ability)

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In this research, the indicator of students' writing ability (recount text) that applied as the procedure in teaching writing by using scrapbook at the Tenth Grade Year Students at MA Al-Qasimiyah Sorek Satu, Pelalawan. The implementation of this media, according to Hughes stated The Indicators of variable Y (students' writing ability) are follows:

1. The students are able to organize the ideas clearly.
2. The students are able to use vocabulary with appropriate and effective.
3. The students are able to use grammatical features appropriately.
4. The students are able to write with appropriate spelling and punctuation.

2.7 HYPOTHESIS

a. Assumption

The assumptions of this research are Scrapbook as a technique can improve the students' motivation and students' writing ability. This technique can motivate students in teaching learning process especially in teaching writing.

b. Hypotheses

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The research hypothesis is used to examine whether or not the alternative or null hypothesis is accepted or rejected. H1 and Ho are presented as follow:

1) Ha1: There is any significant difference of ability in writing recount text between students who were taught by using scrapbook?
2) Ho1: There no significant difference of ability in writing recount text between students who were taught by using scrapbook?
3) Ha2: There is any significant difference of ability in writing recount text between students who had high and low motivation taught by using scrapbook?
4) Ho3: There is no significant difference of ability in writing recount text between students who had high and low motivation taught by using scrapbook?
5) Ha3: There is any significant difference of ability in writing recount text between students who had high and low motivation taught without by using scrapbook?
6) Ho3: There is no significant difference of ability in writing recount text between students who had high and low motivation taught without by using scrapbook?
7) Ha4: There is any significant difference of ability in writing of high motivated students taught by using scrapbook and those who were taught without by using scrapbook?

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8) Ho4: There is any significant difference of ability in writing of high motivated students taught by using scrapbook and those who were taught without by using scrapbook?
9) Ha5: There is any significant difference of ability in writing of low motivated students taught by using scrapbook and those who were taught without by using scrapbook?
10) Ho5: There is any significant difference of ability in writing of low motivated students taught by using scrapbook and those who were taught without by using scrapbook?
11) Ha6: There is any interaction effect of using scrapbook and students' motivation on students' ability in writing?
12) Ho6: There is any interaction effect of using scrapbook and students' motivation on students' ability in writing?

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CHAPTER III

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

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.

Thus, Creswell (2008) states that an experimental research is used when the writer wants to establish possible cause and effect between the independent and dependent variable. Independent variables are variables selected by the researcher to determine their effect on or relationship with the dependent variable. Meanwhile, dependent variable is to ask which variable is being measured to determine the effect of other variables on it.

This research design used factorial design treatment. According to Fraenkel (2012:273) explains that factorial design is a modification of the pre-test and post-test controlled group. This research aimed to investigate the effect of using scrapbook and students' motivation on students' ability in writing. The design was factorial design treatment with level 2 x 2. A two by two factorial design refers to the structure of an experiment that studies the effect of a pair of two-level independent variables.

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This research had three variables: two independent variables and one dependent variable. First independent variable was using scrapbook (X1) and second independent variable was motivation (X2), and dependent variable (variable Y) was students' writing ability. In conducting the research, the researcher used two classes. The first class was used for experimental group and second class was used for control group. The design of this research can be seen as the following table:

Table 3.1 Research Design

Independent variable			**Dependent variable**
Teaching strategy (A)			
Using Scrapbook (A1)	Using Conventional strategy (Roundtable strategy) (A2)	Students' motivation	Students' ability in writing
A1B1	A2B1	HIGH (B1)	
A1B2	A2B2	LOW (B2)	

Where:

A1B1 : Using Scrapbook with high students' motivation

A2B1 : Using Conventional strategy with high students' motivation

A1B2 : Using Scrapbook with low students' motivation

A2B2 : Using Conventional strategy with low students' motivation

3.2 LOCATION AND TIME OF THE RESEARCH

The research conducted for 3 months started from August up to November 2019. The place is in the class X of MA Al-Qasimiyah Sorek Satu,

Pelalawan in the academic year 2019 - 2020 which is located at Sorek Satu, Pangkalan Kuras regency, Pelalawan.

3.3 POPULATION AND SAMPLE

1. Population

Fraenkel and Wallen (1993) say that a population is the group to which the result of the study are intended to apply while the sample is a states that population in educational research as the group about which the researcher is interested in gaining information and drawing conclusion. In addition, Best (1981), states that a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.

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.

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Table 3.2 Population of the Research

Classes	Total of Students
X A	30
X B	30
X C	30
X D	30
Total	120

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2. Sample

Based on the limitation of the research, there are two classes took by using cluster sampling technique. Gay (2000) states that cluster sampling randomly select groups, not individual. All the members of selected groups have similar characteristics. One class is as a treatment class or experimental class and another class as a control class.

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 which is the number of students of class is 30 students.

The writer asks the English teacher to know the class that have same achievement in English on every first year class in MA Al-Qasimiyah Sorek Satu, Pelalawan; XA, XB, XC, XD. After that, the writer took two classes as a sample of the research. In this research, the technique used to determine the sample used simple random sampling.

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Table 3.3 the Sample of the Research

No	Sample	Male	Female	Total numbers
1	X A1	10	20	30
2	X B1	8	22	30
	Total	18	42	60

The way to determine the sample is by selecting randomly the population of participants. Since the populations have four classes, the writer took one class as sample and one class as control. To know which participants as the sample, the writer prepared one hundred and twenty pieces of papers. The pieces of paper divided into thirty pieces of papers in all the classes. Fifty of papers wrote the word “sample” and “control”, and fifty others were blank. Then, the one who get the paper written “sample”, he/she become the sample of the research and the one who get “control” become the sample class as the control. The experiment class named X A1 and the control class named X B1.

Since, the total numbers of student who became the sample of this research is 30 students; the writer took 15 students in high motivation and took 15 students in low motivation of experimental class. And also, the writer took 15 students in high motivation and took 15 students in low motivation of control class.

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3.4 THE DATA AND INSTRUMENT

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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. The data of this research based on the result of the writing test in pre-test and post-test. 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. It aims to know the students' prior ability in writing recount texts. 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. The treatment was applying "Scrapbook" as a media in writing. The treatment use Project Based Learning (PBL) as a learning method.

Post-test did after all treatments given. The post-test was a written test in which the students required to write a recount text. But, in the post test, scrapbook used as media in writing. This test used to assess the students' achievement after the treatments gave. The sum total of the research is six meetings.

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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. In pretest used to know the students' motivation before giving the treatment and posttest conducted to know the students' motivation after giving the treatment. The questionnaire was being made by considering five indicators of motivation. It was designed based on Likert scale model with the following options; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The score of every items depended on statement. The positive range of the score is 5-4-3-2-1 and 1-2-3-4-5 for the negative range of score. The Likert's scale and the blue print of students' motivation can be seen below:

Table 3.5 Category Scores of Likert's Scale

Statement	SA	A	U	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

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Table 3.6 Blue Print of Students' Motivation

No	Indicators	Number of questionnaire
1	Intrinsic motivation	1, 2, 3, 9, 14, 16, 18, 20, 22, 24
2	Extrinsic motivation	4, 11, 12, 19
3	Recognition	7, 8, 13, 17, 21, 23
4	Effort	5, 6, 10, 15

Table 3.7 Classification of student's motivation

Score level	Category
81-100	High
61-80	Medium
51-60	Low
0-50	Very Low

1) **Validity and Reliability of the Instrument**

Based on tried out the instrument of students' motivation which were conducted to 30 students with 24 questions related to students' motivation. It can be seen in following table:

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Table 3.7 Validity Test of Motivation

Items	Reading Interest		Result
	Pearson Correlation	Sig. (2-tailed)	
P1	.423**	.0200	Valid
P2	.985**	.004	Valid
P3	.402**	.027	Valid
P4	.713**	.000	Valid
P5	.264**	.000	Valid
P6	.581**	.001	Valid
P7	.429**	.018	Valid
P8	.648**	.000	Valid
P9	.591**	.001	Valid
P10	.550**	.002	Valid
P11	.450**	.013	Valid
P12	.470**	.009	Valid
P13	.719**	.000	Valid
P14	.616**	.000	Valid
P15	.487**	.006	Valid
P16	.445**	.014	Valid
P17	.650**	.000	Valid
P18	.537**	.002	Valid
P19	.298**	.010	Valid
P20	.583**	.001	Valid
P21	.615**	.000	Valid
P22	.395**	.031	Valid
P23	.700**	.000	Valid
P24	.640**	.000	Valid

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Based on try-out of students' motivation instrument validity to 24 items, all items were valid. The researcher took all 24 valid items of questionnaire as the instrument for pre-test and post-test. A test has to first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. According to Brown (2003:20), Reliability test is consistent and dependable. There are some factors affecting the reliability of a test, they are:

1) The extent of the sample of material selecting for testing
2) The administration of the test, clearly this in an important factor in deciding reliability

Reliability is an index that shows the extent to which a measuring device can be trusted or reliable. The purpose of reliability testing is to test whether the questionnaire distributed to respondents really can be relied upon as a measuring tool. In other words reliable shows the consistency of a measuring device inside measuring the same symptoms.The following table is the level of internal consistency of Cronbach Alpha (Cohen, 2005):

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Table 3.8 the Level of Internal Consistency

Cronbach Alpha	Internal Consistency
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
< 0.60	Unacceptably low reliability

To obtain the reliability of the questionnaire given, the researcher used SPSS 17.0 version program to find out whether or not the test was reliable.

Table 3.9
Reliability Statistics of Motivations' Questionnaire

Cronbach's Alpha	N of Items
.876	24

The table 3.9 shows that the value of Cronbach alpha was 0.876 which indicated the reliability of students' motivation questionnaire distributed to the students was very 'highly reliable' because the value was > 0.90. It meant the test was reliable and acceptable to be used as the instrument of data collection.

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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:

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Table 3.10 the observation list of scrapbook strategy for teacher

No	Indicators	Observation checklist	
		Yes	No
1	The teacher asks the students to brainstorm ideas about the topic.		
2	The teacher asks the students write several words that are related to the topic given.		
3	The teacher asks the students write a recount text based on the topic given.		
4	The teacher asks the students choose a picture based on the topic.		
5	The teacher asks the students revise what they have written based on the feedback given by the teacher.		
6	The students are guided by the teacher to decorate the paper by using pictures, ribbon and other embellishments.		
7	The teacher asks the students collect the scrapbook.		

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Table 3.11 the observation list of scrapbook strategy for students

No	Indicators	Observation Checklists	
		Yes	No
1	The teacher asks the students to brainstorm ideas about the topic.		
2	The teacher asks the students write several words that are related to the topic given.		
3	The teacher asks the students write a recount text based on the topic given.		
4	The teacher asks the students choose a picture based on the topic.		
5	The teacher asks the students revise what they have written based on the feedback given by the teacher.		
6	The students are guided by the teacher to decorate the paper by using pictures, ribbon and other embellishments.		
7	The teacher asks the students collect the scrapbook.		

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3.5 THE DATA COLLECTION TECHNIQUE

In order to collect the data, the writer used three techniques to collect the data those are test, questionnaire and observation.

a. Test

The written tes was used to measure students writing ability. There are two kinds of test used in this research, Pre-Test and Post-Test.The result of the test was assessed by two raters in order to gain the results of the test more objective, the writer asked three raters to analyze the data using the following scoring system.

The test is in the form of writing recount text by Scrapbook. The use of the media is important for students to develop ideas in writing and use of instructional media can pose a particular advantage in the teaching-learning process. Therefore, after treatment using this technique the students expected to be able to write a recount text correctly.

b. Questionnaire

In this research, the questionnaire uses to investigate and to collect information about student's motivation. All the population asked to fill out the questionnaire in the presence of the writer. The liker scale uses to give the weight of each questionnaire, they are: strongly agree (SA), agree (A) undecided (U), disagree (D) and strongly disagree (SD). The score of every item depended on the statement. The positive range of the score is as 5-4-3-2-1 and 1-2-3-4-5 for the negative range of score.

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c. Observation

Observation method is a technique of collecting data that requires researchers to go to the field to observe matters relating to space, place, actor, activity, objects, time of occurrence, purpose, and feeling. The use of this method is with the aim of getting richer data, so that the results of research can be strengthened by facts in the field. Observations are made during the learning process. In this study, researchers used passive observations; the researchers came to the class, but did not participate in the activity.

The 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 lists of observation consist of 10 items. The subject of the observation is the teacher as model at experiment class and control class. The writer became an observer during teaching and learning process.

3.6 THE DATA ANALYSIS TECHNIQUE

The data analyzed by using statistical analysis. In order to compare the results of students' questionnaire and student's written test through the pre-test and post-test, the t-test used analyze by employing SPSS 17.0 version. In this research, the writer used these following formulas:

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3.5.1 Descriptive Statistic

In this descriptive analysis is meant to get a general overview of the study result. The data obtained will be presented in the amount of descriptive statistics such as mean, median, mode, and standard deviation.

3.5.2 Test Data Analysis Requirement

Data analysis was conducted using a method of quantitative or statistical methods. Data analysis techniques used in this study is ANOVA. Before the ANOVA carried out, first tested with the data requirements of normality and homogeneity.

a. Normality test

Normality test of data research is performed on six group data: first, teaching strategy. Second is motivation. Third, high motivation on students' writing ability resulting from using scrapbook is. Fourth, low motivation on students' writing ability resulting from using scrapbook is. Fifth, high motivation on students' writing ability resulting from using conventional strategy is. Sixth, low motivation on students' writing ability resulting from using conventional strategy is. The data is consisted normal if the price $F_{observed} < F_{table}$ tested with a

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significance level a = 0.05. As for linear data if $F_{observed} < F_{table}$ tested with a significance level 2 = 0.05.

b. Homogeneity test

Homogeneity test is designed to test the version of the normal distribution of the population, the homogeneity of the test carried out by the Levenu's test. Research data that has been collected from a homogenous population if adequate significance is a = 0.05. If $F_{observed} < F_{table}$ it can be concluded that the data is homogenous or otherwise.

c. The test of Hypothesis

1) Analysis for hypothesis 1

In order to find out whether there is a significant difference of ability in writing recount text between students who were taught by using scrapbook and without using scrapbook, the researcher analyzed by using independent sample T-Test in SPSS 17. The way of taking decision based on the value of probabilities which is comparing sig. (2-tailed) or probabilities value with 0.05.

2) Analysis for hypothesis 2

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In order to find out whether there is a significant difference of ability in writing recount text between students who had high and low motivation taught by using scrapbook, the researcher analyzed by using independent sample T-Test in SPSS 17. The way of taking decision based on the value of probabilities which is comparing sig. (2-tailed) or probabilities value with 0.05.

3) Analysis for hypothesis 3

In order to find out whether there is a significant difference of ability in writing recount text between students who had high and low motivation taught without by using scrapbook, the researcher analyzed by using independent sample T-Test in SPSS 17. The way of taking decision based on the value of probabilities which is comparing sig. (2-tailed) or probabilities value with 0.05.

4) Analysis for hypothesis 4

In order to find out whether there is a significant difference of ability in writing of high motivated students taught by using scrapbook and those who were taught without by using scrapbook, the researcher analyzed by using independent sample T-Test in SPSS 17. The way of

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taking decision based on the value of probabilities which is comparing sig. (2-tailed) or probabilities value with 0.05.

5) Analysis for hypothesis 1

In order to find out whether there is a significant difference of ability in writing of low motivated students taught by using scrapbook and those who were taught without by using scrapbook, the researcher analyzed by using independent sample T-Test in SPSS 17. The way of taking decision based on the value of probabilities which is comparing sig. (2-tailed) or probabilities value with 0.05.

6) Analysis for hypothesis 1

In order to find out whether there is an interaction effect of using scrapbook and students' motivation on students' ability in writing, the researcher used Two Way Anova Test in SPSS 21. If the significance value is greater than > 0.05, there is no significant. And if the significance value is smaller than < 0.05, its mean there is a significant.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSION

After analyzing the data of this research, some conclusions can be drawn based on three hypotheses, Firstly, independent sample t-test was used to see the significant difference of ability in writing who were taught by using scrapbook and without using scrapbook and to see the significant difference of ability in writing of high and low motivated students taught by using scrapbook and those who were taught without by using scrapbook. It was found that the value of Sig (2-tailed) is 0.000 and it is lower than significant probabilities 5% (sig < 0.05). Then, the result of the first, second, and third hypothesis testing is shows that Ha is accepted and Ho is rejected. In other words, there is any significant difference of ability in writing, and also gave positive influence to the students.

Secondly, independent sample t-test was used to see the significant difference of ability in writing recount text between students who had high and low motivation taught by using scrapbook and without by using scrapbook. It was found that the value of Sig (2-tailed) is 0.000 and it is lower than significant probabilities 5% (sig < 0.05). Then, the result of the fourth and fifth hypothesis testing is shows that Ha is accepted and Ho is

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rejected. In other words, there no significance difference of ability in writing between students who had high and low motivation and also gave negative influence.

Lastly, to examine the interaction effect of using scrapbook and students' motivation on students' ability in writing, two ways ANOVA analysis was used. The level of significant displays *p* value (*Sig*) of writing ability was 0.000 which was < than 0.05 which is categorized into 'weak effect'. Therefore, this can be interpreted that there no interaction effect of scrapbook with students' level of motivation which mean that the alternative hypothesis (Ho) is accepted and null hypothesis (Ha) is rejected.

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.

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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.

In conclusion, 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 which is mean that there are significant effects of using scrapbook on writing ability of the students at MA Al-Qasimiyah Sorek Satu, 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.

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5.2 IMPLICATION

In teaching and learning process, the teacher should find the suitable approach, method, technique, and strategy to teach their students in order to give effective learning. 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). Scrapbook has some advantages in improving students' motivation and students' writing ability. The teacher can ask the students to create their creation on the paper. The students can use pictures, pens, crayon, and other things in the creation.

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.

5.3 SUGGESTIONS

Based on the results of this research, the writer would like to offer several suggestions. The recommendations are expected to be beneficial for

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the teacher and students in teaching and learning English especially in teaching writing. They are as follows:

a. Suggestions for teacher:

1) Teachers are motivators and facilitators. The teachers should know and be able to implement better methods and strategies in teaching writing.
2) The teachers should also give a high motivation to students to learn English to increase their writing ability.
3) 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.

b. Suggestions for students:

1) The students should pay full attention to the lesson explained by the teacher.
2) The students should be more active and confidence in the process of and learning in the classroom especially to the lesson
3) Student should learn more and do more practice in writing English.

c. Suggestions for the next researcher:

1) 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.

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It would be a great idea if scrapbook is applied for larger number of sample by the following researcher.

2) 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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APPENDIX 1
(PRE-TEST EXPERIMENT CLASS ON TEST)

No	Nama Siswa	Rater I					Rater II					Total Score	Real Score	Ability Level
		C	O	G	V	M	C	O	G	V	M			
1	Student1	3	3	3	3	2	3	2	3	3	3	14.00	70.00	good
2	Student2	2	2	2	2	1	2	2	2	2	1	9.00	45.00	poor
3	Student3	3	2	2	2	2	3	2	3	2	3	12.00	60.00	average
4	Student4	3	2	2	2	2	4	4	2	2	2	12.50	62.50	average
5	Student5	3	2	2	2	2	3	3	3	2	3	12.50	62.50	average
6	Student6	2	2	2	2	2	3	2	2	2	2	10.50	52.50	poor
7	Student7	1	2	3	2	2	1	2	2	2	2	9.50	47.50	poor
8	Student8	2	3	3	2	3	2	2	2	2	2	11.50	57.50	Poor
9	Student9	2	2	1	1	2	2	2	2	3	2	9.50	47.50	Poor
10	Student10	3	2	2	2	2	3	3	2	2	2	11.50	57.50	Poor
11	Student11	3	2	2	2	2	3	3	2	1	1	10.50	52.50	Poor
12	Student12	3	3	2	2	2	4	3	3	2	3	13.50	67.50	Average
13	Student13	2	2	1	2	1	3	3	1	1	2	9.00	45.00	Poor
14	Student14	2	2	1	2	2	3	3	1	2	2	10.00	50.00	Poor
15	Student15	2	2	2	2	2	2	2	1	2	1	9.00	45.00	Poor
16	Student16	2	2	1	2	1	2	2	3	3	3	10.50	52.50	Poor
17	Student17	3	3	3	3	2	3	3	3	3	3	14.50	72.50	Good
18	Student18	3	3	2	3	2	2	2	2	2	2	11.50	57.50	Average
19	Student19	3	3	3	3	3	2	1	3	2	2	12.50	62.50	Average
20	Student20	2	1	2	3	2	2	2	1	1	2	9.00	45.00	Poor
21	Student21	3	3	2	2	2	2	1	2	2	2	10.50	52.50	Poor
22	Student22	2	1	1	2	2	2	2	1	2	1	8.00	40.00	Poor
23	Student23	2	2	2	2	2	2	1	2	2	1	9.00	45.00	Poor
24	Student24	3	3	2	3	3	4	3	3	2	2	14.00	70.00	Good
25	Student25	4	3	2	3	3	4	3	3	4	3	16.00	80.00	Good
26	Student26	3	3	2	2	3	3	2	3	2	3	13.00	65.00	Average
27	Student27	4	3	3	4	3	3	3	3	3	3	16.00	80.00	Good
28	Student28	3	3	2	2	3	2	3	3	2	3	13.00	65.00	Average
29	Student29	3	2	3	2	3	2	3	2	3	3	13.00	65.00	Average
30	Student30	3	3	3	2	3	2	3	2	3	3	13.50	67.50	Average
Total													**1742.50**	
													58.08	**Average**

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(POST-TEST EXPERIMENT CLASS ON TEST)

No	Nama Siswa	Rater I					Rater II					Total Score	Real Score	Ability Level
		C	O	G	V	M	C	O	G	V	M			
1	Student1	3	4	3	3	3	3	4	3	4	3	16.50	82.50	Good
2	Student2	3	3	3	4	3	3	3	2	3	4	15.50	77.50	Good
3	Student3	3	3	3	4	3	3	4	4	3	3	16.50	82.50	Good
4	Student4	4	4	3	4	3	4	4	4	4	3	18.50	92.50	Excellent
5	Student5	3	3	3	4	3	4	4	3	3	4	17.00	85.00	Excellent
6	Student6	4	3	3	4	3	4	4	3	4	4	18.00	90.00	Excellent
7	Student7	3	4	4	4	3	4	3	4	3	3	17.50	87.50	Excellent
8	Student8	4	3	4	4	4	3	3	4	4	3	18.00	90.00	Excellent
9	Student9	3	4	3	4	4	4	4	3	4	3	18.00	90.00	Excellent
10	Student10	4	3	4	4	3	3	4	4	3	4	18.00	90.00	Excellent
11	Student11	3	4	3	4	3	3	4	4	3	4	17.50	87.50	Excellent
12	Student12	3	3	4	3	3	3	4	4	3	3	16.50	82.50	Good
13	Student13	4	3	4	4	3	4	4	3	4	3	18.00	90.00	Excellent
14	Student14	3	4	3	4	4	3	4	3	4	3	17.50	87.50	Excellent
15	Student15	3	3	3	4	3	4	3	3	4	3	16.50	82.50	Good
16	Student16	3	4	3	4	4	3	4	3	4	3	17.50	87.50	Excellent
17	Student17	3	4	3	4	4	3	3	3	4	3	17.00	85.00	Excellent
18	Student18	4	4	3	4	3	4	3	3	3	4	17.50	87.50	Excellent
19	Student19	4	3	3	3	4	4	3	3	4	3	17.00	85.00	Excellent
20	Student20	3	4	3	3	3	3	4	3	3	4	16.50	82.50	Good
21	Student21	3	4	3	4	3	3	3	3	3	4	16.50	82.50	Excellent
22	Student22	4	3	3	4	3	4	3	4	4	3	17.50	87.50	Excellent
23	Student23	3	4	4	3	4	3	4	4	3	3	17.50	87.50	Excellent
24	Student24	3	4	3	4	3	4	3	3	3	3	16.50	82.50	Good
25	Student25	4	3	4	3	3	3	3	4	3	3	16.50	82.50	Good
26	Student26	4	3	3	4	4	3	4	3	3	3	17.00	85.00	Excellent
27	Student27	3	4	3	4	3	4	3	4	3	4	17.50	87.50	Excellent
28	Student28	3	3	4	4	4	3	4	4	3	4	18.00	90.00	Excellent
29	Student29	3	4	3	4	3	4	3	3	3	3	16.50	82.50	Good
30	Student30	3	3	4	3	4	3	3	4	4	3	17.00	85.00	Excellent
Total													**2577.50**	
Average													**85.92**	**Good**

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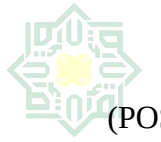
APPENDIX 2
(PRE-TEST CONTROL CLASS ON TEST)

No	Nama Siswa	Rater I					Rater II					Total Score	Real Score	Ability Level
		C	O	G	V	M	C	O	G	V	M			
1	Student1	3	2	2	2	2	2	3	3	1	2	11.00	55.00	average
2	Student2	2	2	2	2	2	2	2	2	2	2	10.00	50.00	poor
3	Student3	2	1	1	2	2	2	1	1	2	2	8.00	40.00	poor
4	Student4	2	1	1	2	2	2	1	2	2	1	8.00	40.00	poor
5	Student5	2	2	2	2	2	2	1	2	1	1	8.50	42.50	poor
6	Student6	2	2	2	2	2	1	2	1	2	1	8.50	42.50	poor
7	Student7	2	1	1	2	2	2	2	2	1	1	8.00	40.00	poor
8	Student8	2	1	1	2	1	2	2	1	1	2	7.50	37.50	very poor
9	Student9	2	1	1	2	2	2	1	1	2	2	8.00	40.00	poor
10	Student10	2	1	1	1	1	3	2	2	1	2	8.00	40.00	poor
11	Student11	2	2	2	2	2	3	3	3	2	2	11.50	57.50	average
12	Student12	3	3	2	2	3	2	2	2	1	1	10.50	52.50	poor
13	Student13	1	1	1	1	1	3	3	3	2	2	9.00	45.00	poor
14	Student14	3	3	3	3	3	1	1	1	1	1	10.00	50.00	poor
15	Student15	2	2	1	2	1	2	2	2	2	1	8.50	42.50	poor
16	Student16	1	2	1	1	1	2	1	1	1	2	6.50	32.50	very poor
17	Student17	2	3	2	2	3	2	3	3	3	3	13.00	65.00	average
18	Student18	2	3	2	3	3	3	3	2	3	3	13.50	67.50	average
19	Student19	1	2	2	3	3	2	3	2	2	2	11.00	55.00	average
20	Student20	2	1	1	1	1	2	2	1	1	1	6.50	32.50	very poor
21	Student21	2	2	2	2	2	3	3	3	2	2	11.50	57.50	average
22	Student22	3	3	2	2	3	1	1	1	1	1	9.00	45.00	poor
23	Student23	1	1	1	1	1	2	2	2	2	1	7.00	35.00	very poor
24	Student24	3	3	3	3	3	2	1	1	1	2	11.00	55.00	average
25	Student25	1	1	1	1	1	2	3	3	3	3	9.50	47.50	poor
26	Student26	1	2	1	1	1	3	3	3	3	3	10.50	52.50	poor
27	Student27	2	3	2	2	3	2	3	2	2	2	11.50	57.50	average
28	Student28	2	1	1	1	1	3	2	2	1	2	8.00	40.00	poor
29	Student29	2	2	2	2	2	3	3	3	2	2	11.50	57.50	average
30	Student30	3	3	2	2	3	2	2	1	1	1	10.00	50.00	poor
Total													**1425.00**	
Average													**47.50**	poor



(POST-TEST CONTROL CLASS ON TEST)

No	Nama Siswa	Rater I					Rater II					Total Score	Real Score	Ability Level
		C	O	G	V	M	C	O	G	V	M			
1	Student1	2	3	3	2	3	2	3	2	3	2	12.50	62.50	average
2	Student2	2	2	2	2	2	3	2	2	2	2	10.50	52.50	poor
3	Student3	3	2	3	2	3	3	2	1	2	3	12.00	60.00	average
4	Student4	2	3	3	2	3	2	2	2	3	3	12.50	62.50	average
5	Student5	2	1	3	3	1	2	1	2	2	2	9.50	47.50	poor
6	Student6	3	3	2	3	3	3	3	3	2	2	13.50	67.50	average
7	Student7	3	3	3	3	2	2	2	3	3	3	13.50	67.50	good
8	Student8	2	3	3	1	2	1	2	2	3	2	10.50	52.50	poor
9	Student9	3	3	2	3	3	2	1	2	1	2	11.00	55.00	average
10	Student10	2	2	3	2	2	2	3	2	2	3	11.50	57.50	average
11	Student11	2	3	3	2	3	2	3	3	3	3	13.50	67.50	average
12	Student12	2	2	1	1	1	2	2	2	1	2	8.00	40.00	poor
13	Student13	3	3	3	3	3	3	3	3	2	2	14.00	70.00	average
14	Student14	2	2	2	2	2	2	2	1	1	1	8.50	42.50	poor
15	Student15	2	4	3	3	3	3	3	3	2	2	14.00	70.00	average
16	Student16	2	2	1	2	2	2	1	1	2	2	8.50	42.50	poor
17	Student17	2	2	1	2	2	2	2	2	2	2	9.50	47.50	poor
18	Student18	2	3	2	3	2	2	1	1	1	2	9.50	47.50	poor
19	Student19	3	2	2	2	1	1	2	2	1	2	9.00	45.00	poor
20	Student20	2	3	2	3	2	3	2	2	3	2	12.00	60.00	average
21	Student21	3	2	2	3	3	2	2	2	2	2	11.50	57.50	average
22	Student22	2	3	2	2	2	2	2	2	1	2	10.00	50.00	poor
23	Student23	3	2	1	2	1	3	1	1	2	1	8.50	42.50	poor
24	Student24	2	2	3	3	2	2	2	1	1	1	9.50	47.50	poor
25	Student25	2	2	2	2	2	2	3	2	2	2	10.50	52.50	average
26	Student26	2	2	2	1	2	2	2	1	1	2	8.50	42.50	poor
27	Student27	3	3	2	3	3	2	2	2	2	1	11.50	57.50	average
28	Student28	3	3	3	2	3	2	1	1	1	2	10.50	52.50	poor
29	Student29	2	2	2	1	2	2	1	1	1	2	8.00	40.00	poor
30	Student30	3	3	3	2	2	2	2	2	1	2	11.00	55.00	average
Total													**1615.00**	
Average													**53.83**	Poor

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APPENDIX 5

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Instrument for Pre-test (Experimental class)

Name : _____

Class : _____

Directions :

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

Instruction:

1. In 40 minutes please write a recount text about “Holiday” that consists of at least 70 words.

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Instrument for Post-test (Experimental class)

Name : _____

Class : _____

Directions:

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

Instruction:

1. In 40 minutes please write a recount text about “Holiday” that consists of at least 70 words.
2. After you write the recount text, you are asked to decorate the scrapbook for about 15 minutes.

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APPENDIX 6

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Instrument for Pre-test (Control class)

Name : _____

Class : _____

Directions :

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

Instruction:

1. In 40 minutes please write a recount text about “Holiday” that consists of at least 70 words.

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Instrument for Post-test (Control class)

Name : _____

Class : _____

Directions:

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

Instruction:

1. In 40 minutes please write a recount text about “Holiday” that consists of at least 70 words.

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APPENDIX 7

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Questionnaire of students' motivation

Students' name :
Name :
Gender :

Directions:

1. The following section contains a number of reasons why one might study English language.
2. Beside each one of the following statements, write the number from the scale which best indicates the degree to which the state of the reasons correspondents with one of your reason for learning English language.
3. Remember that there is no right or wrong answers, since many people have different opinions.
4. Criteria for the score;
   - Strongly Agree (Sangat Setuju) : 5
   - Agree (setuju) : 4
   - Neither agree (kurang setuju) : 3
   - Disagree (tidak setuju) : 2
   - Strongly disagree (sangat tidak setuju) : 1

Note: tick [√] only one option for each item in the questionnaire

No	Statement	1	2	3	4	5
1	I enjoy writing in English					
2	I like writing down my thoughts in English					
3	I complete a writing assignment even when it is difficult					
4	Being a good writer will help me do well academically					
5	I write more than the minimum on writing assignments					
6	I put a lot of effort into my writing					

7	I like getting feedback from an instructor on my writing					
8	I like my writing to be graded					
9	I like classes that require a lot of writing					
10	I plan how I am going to write something before I write					
11	Becoming a better writer is important to me					
12	Being a better writer will help me in my career					
13	It is important to me that I make high score on a writing assignment					
14	I enjoy writing assignment that challenge me					
15	I revise my writing before submitting as assignment					
16	I like writing even if my writing will not be graded					
17	I like others to read what I have written					
18	I would like to have more opportunities to write in classes					
19	Being a good writer is important in getting a good job					
20	I practice writing in order to improve my skills					
21	I want the highest grade in the class on a writing assignment					
22	I would rather write an essay than answer multiple-choice questions					
23	I want others to recognize me as a good writer					
24	I am motivated to write in my classes					

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APPENDIX 8

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LIST OF OBSERVATION

The observation list of scrapbook strategy for teacher

No	Indicators	Observation checklist	
		Yes	No
1	The teacher asks the students to brainstorm ideas about the topic.		
2	The teacher asks the students write several words that are related to the topic given.		
3	The teacher asks the students write a recount text based on the topic given.		
4	The teacher asks the students choose a picture based on the topic.		
5	The teacher asks the students revise what they have written based on the feedback given by the teacher.		
6	The students are guided by the teacher to decorate the paper by using pictures, ribbon and other embellishments.		
7	The teacher asks the students collect the scrapbook.		

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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LIST OF OBSERVATION

The observation list of scrapbook strategy for students

No	Indicators	Observation checklist	
		Yes	No
1	The teacher asks the students to brainstorm ideas about the topic.		
2	The teacher asks the students write several words that are related to the topic given.		
3	The teacher asks the students write a recount text based on the topic given.		
4	The teacher asks the students choose a picture based on the topic.		
5	The teacher asks the students revise what they have written based on the feedback given by the teacher.		
6	The students are guided by the teacher to decorate the paper by using pictures, ribbon and other embellishments.		
7	The teacher asks the students collect the scrapbook.		

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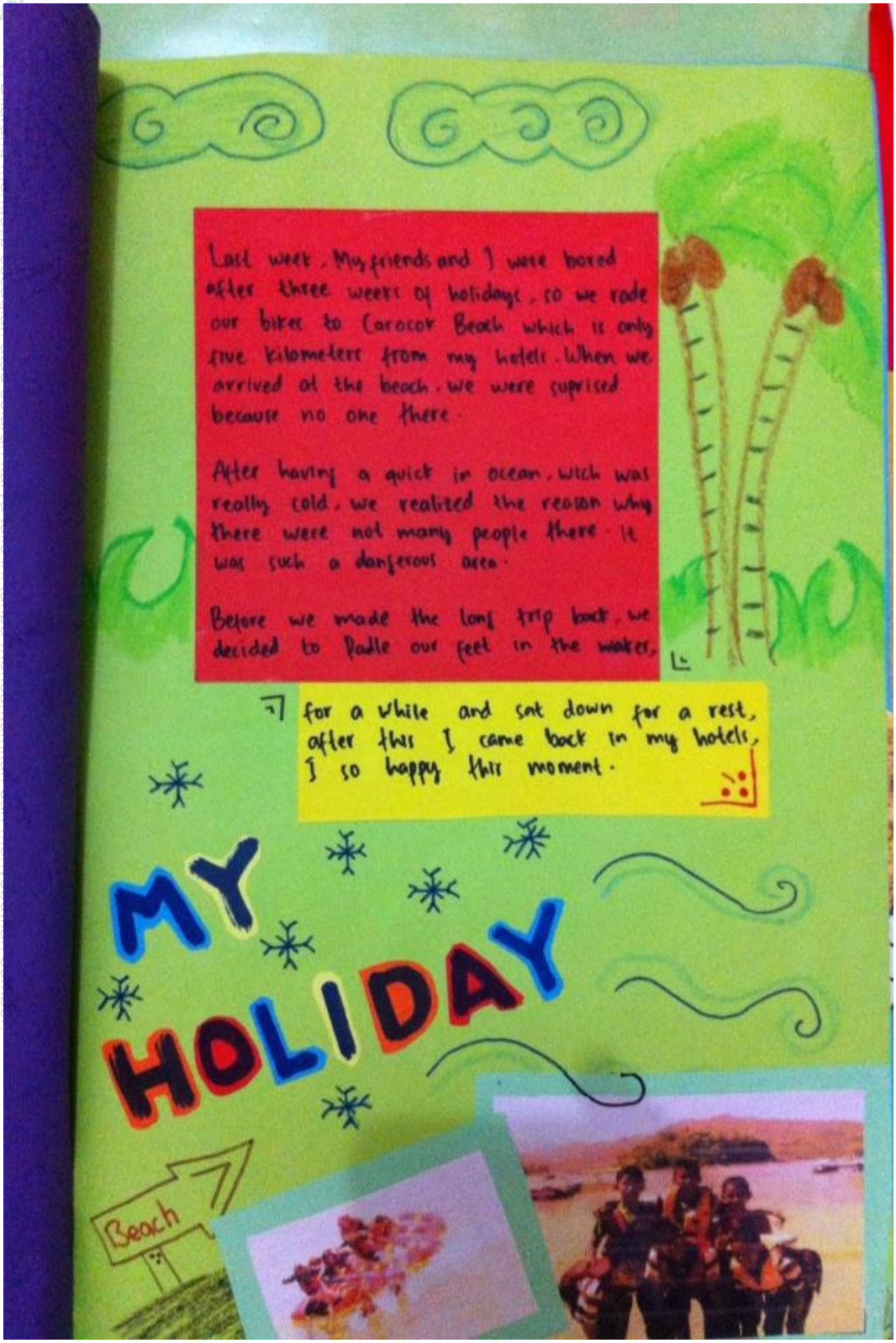
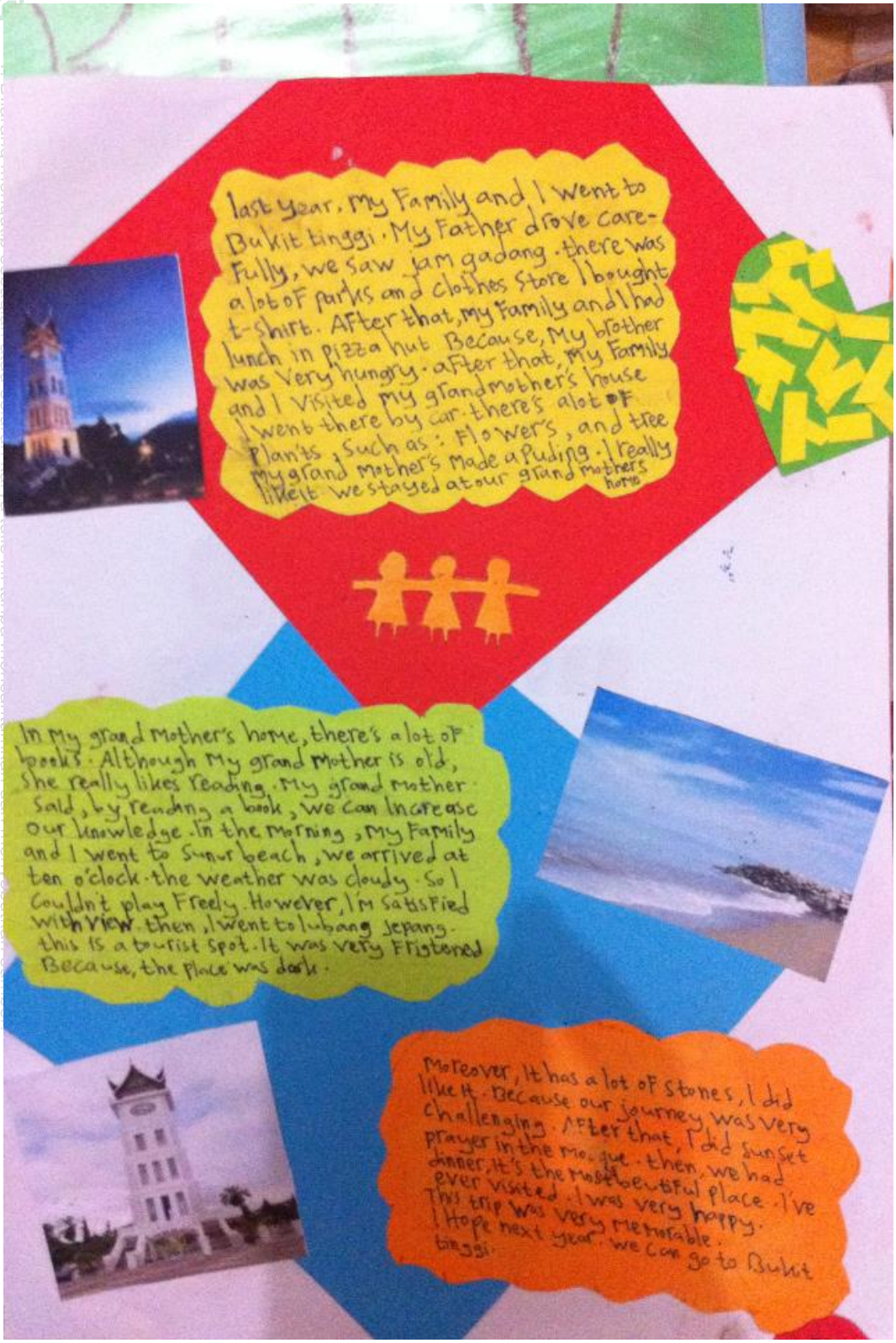


a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

f Kasim Riau



a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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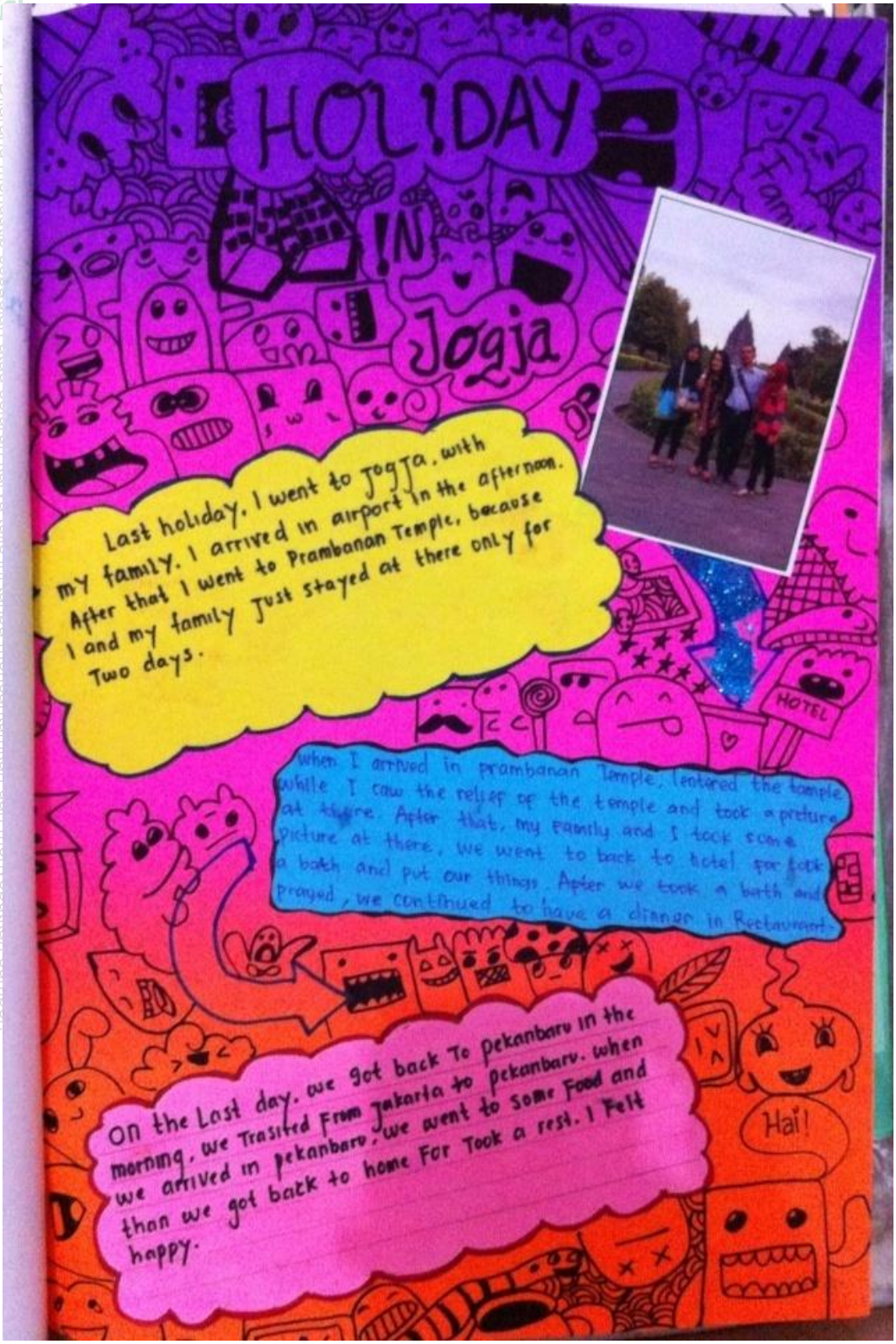

UIN SUSKA RIAU
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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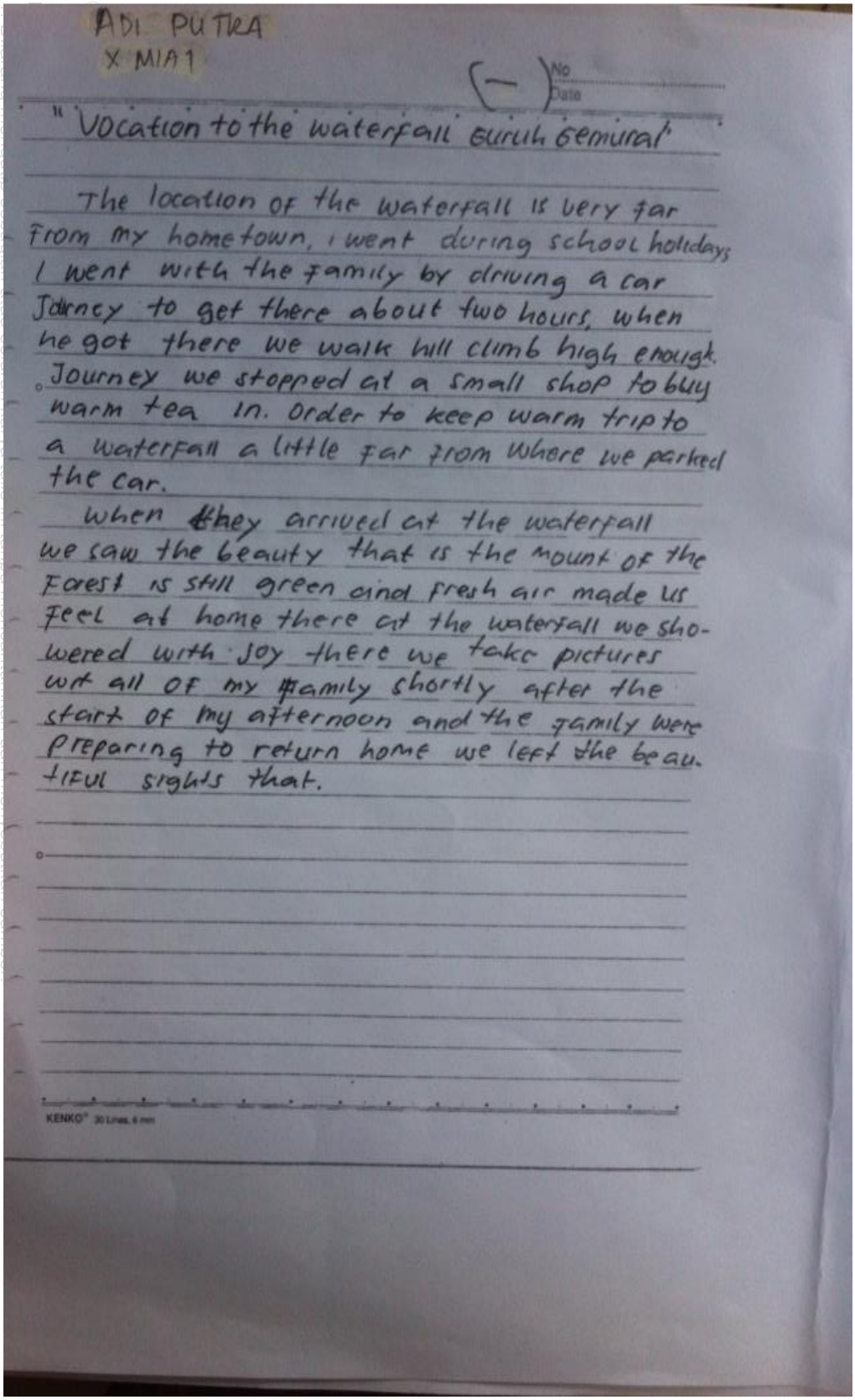
f Kasim Riau



ADI PUTRA
X MIA 1

(—) No Date

"Vocation to the waterfall Guruh Gemural"

The location of the waterfall is very far from my hometown, i went during school holidays I went with the family by driving a car Journey to get there about two hours, when he got there we walk hill climb high enough. Journey we stopped at a small shop to buy warm tea in. Order to keep warm trip to a waterfall a little far from where we parked the car.

When they arrived at the waterfall we saw the beauty that is the mount of the Forest is still green and fresh air made us feel at home there at the waterfall we showered with joy there we take pictures wit all of my family shortly after the start of my afternoon and the family were preparing to return home we left the beautiful sights that.

KENKO 30 Lines, 6 mm

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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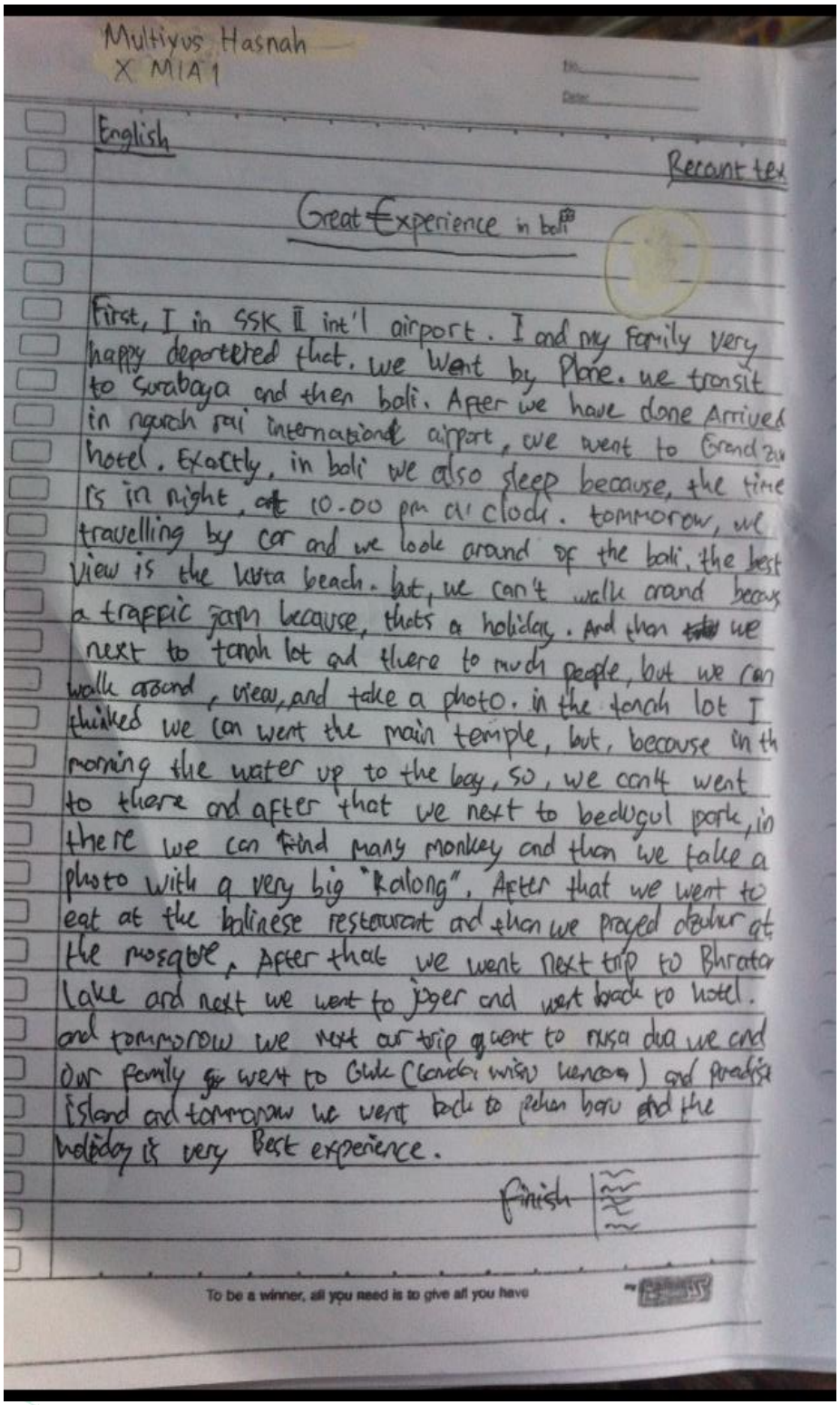


Multiyus Hasnah
X MIA 1

English

Recount tex

Great Experience in bali

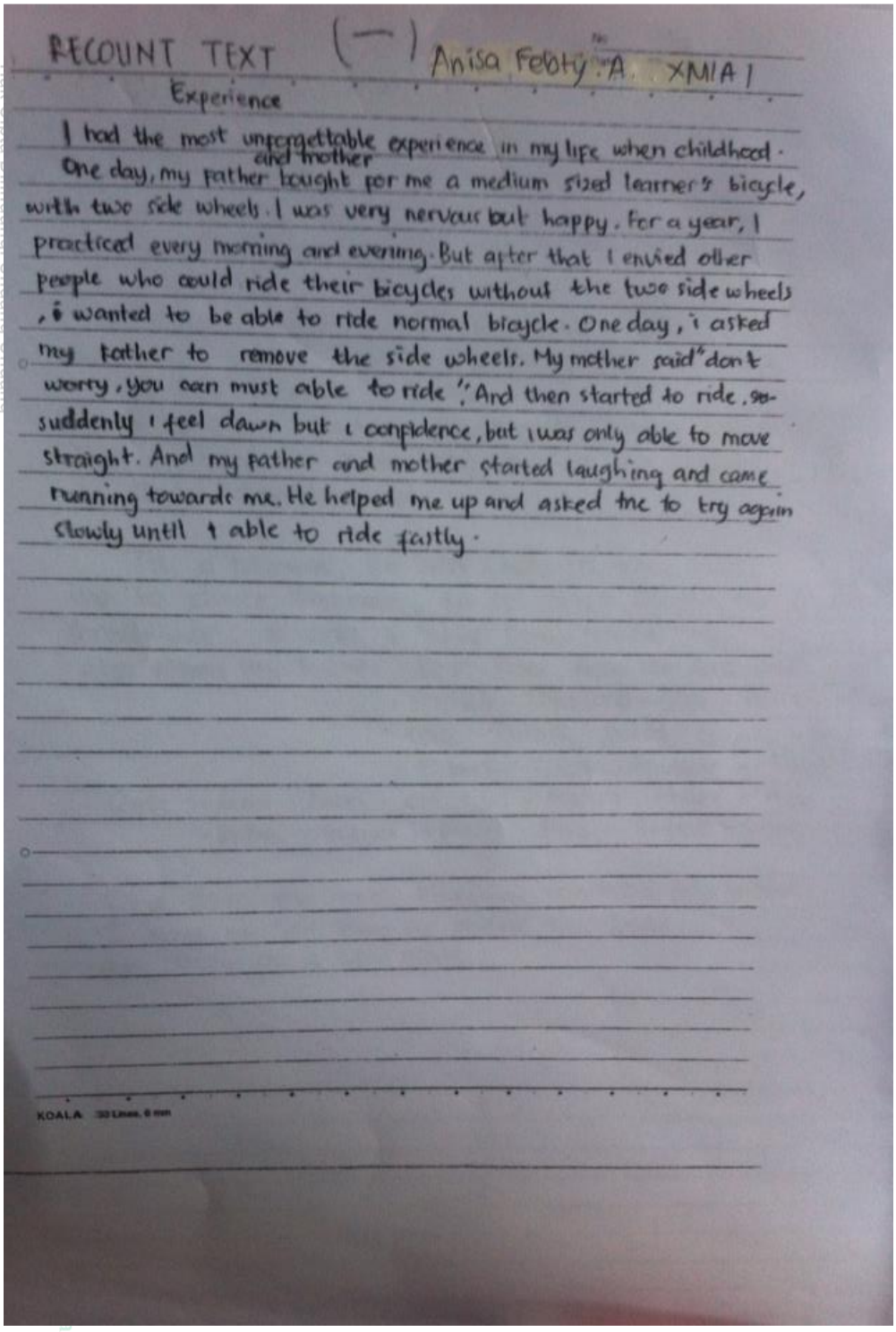
First, I in SSK II int'l airport. I and my Family very happy deportered that. we Went by Plane. we transit to Surabaya and then bali. After we have done Arrived in ngurah rai international airport, we went to Grand zu hotel. Exactly, in bali we also sleep because, the time is in night, at 10.00 pm a' clock. tommorow, we travelling by car and we look around of the bali. the best view is the kuta beach. but, we can't walk around becaus a traffic jam because, thats a holiday. And than we next to tanah lot and there to much people, but we can walk around, view, and take a photo. in the tanah lot I thinked we can went the main temple, but, because in th morning the water up to the bay, so, we can't went to there and after that we next to bedugul park, in there we can find many monkey and than we take a photo with a very big "Kalong". After that we went to eat at the balinese restaurant and than we prayed dzuhur at the mosque, After that we went next trip to Bhratan lake and next we went to joger and went back to hotel. and tommorow we next our trip went to nusa dua we and our family went to GWK (Gandaki wisu kencana) and paradise island and tommorow we went back to pekan baru and the holiday is very Best experience.

Finish

To be a winner, all you need is to give all you have

Sharif Kasim Riau

UIN SUSKA RIAU



RECOUNT TEXT (—) Anisa Febty A. XMIA 1

Experience

I had the most unforgettable experience in my life when childhood. One day, my father and mother bought for me a medium sized learner's bicycle, with two side wheels. I was very nervous but happy. For a year, I practiced every morning and evening. But after that I envied other people who could ride their bicycles without the two side wheels, i wanted to be able to ride normal bicycle. One day, i asked my father to remove the side wheels. My mother said "don't worry, you can must able to ride". And then started to ride, so-suddenly i feel dawn but i confidence, but i was only able to move straight. And my father and mother started laughing and came running towards me. He helped me up and asked me to try again slowly until i able to ride fastly.

KOALA

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Hak Cipta Dilindungi Undang-Undang
State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

PUSAT BAHASA UNIVERSITAS ISLAM NEGERI RIAU SULTAN SYARIF KASIM

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Rahma Darini

Nomor ID : 21790125653
Jenis Kelamin : Perempuan
Tanggal Lahir : 21 Maret 1992

بيان النتائج لاختبار اللغة العربيّة لمعرفة الكفاءة اللغويّة

الاستماع : 47
القواعد : 44
القراءة : 47
النتيجة : 460

Berlaku Hingga : 22 Desember 2021

CLDC

Arabic Proficiency Test's Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

PUSAT PENGEMBANGAN BAHASA UIN SULTAN SYARIF KASIM RIAU

Mahyuddin Syukri, M. Ag
The Head of Language Development Center

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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UIN SUSKA RIAU

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS RIAU
UPT. BAHASA
(RIAU UNIVERSITY LANGUAGE CENTER)

CERTIFICATE

No. 6411/UN19/UP2B/EPTTOEFL/2016

This is to certify that

Name : RAHMA DARINI
ID. : 1205135966
Institution : PENDIDIKAN BAHASA INGRIS
FKIP - UNIVERSITAS RIAU

has taken English Proficiency Test — TOEFL Prediction Test. Below are his/her scores on each of the three sections of the test along with its Prediction Score.

Section 1	Section 2	Section 3	Pred. Score
47	51	52	500

Pekanbaru, 08 August 2018

The Chair,

Dr. Fakhri Ras, M.Ed.
NIP 195810051981031009

FOTOCOPY SAH APABILA DILEGALISIR UPT. BAHASA - UR
THE PHOTOSTAT IS VALID WHEN CERTIFIED BY RIAU UNIVERSITY LANGUAGE CENTER

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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tan Syarif Kasim Riau

UIN SUSKA RIAU

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id Kode Pos 28128

032010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/22709

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1048/Un.04/.PPs/PP.00.9/2019 Tanggal 11 April 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**RAHMA DARINI**
2. NIM / KTP	:	21790125653
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	**THE EFFECT OF USING SCRAPBOOK ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AND MOTIVATION MA AL-QASIMIYAH SOREK SATU**
7. Lokasi Penelitian	:	MA AL-QASIMIYAH SOREK SATU, KECAMATAN PANGKALAN KURAS, KABUPATEN PELALAWAN

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 13 Mei 2019

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)
DPM PTSP
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Kantor Kementerian Agama Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR WILAYAH KEMENTERIAN AGAMA
PROVINSI RIAU
Jalan Jenderal sudirman No. 235 Kotak Pos 11311 Pekanbaru (28011)
Telepon (0761) 24224; Faksimile (0761) 242242
Website : riau.kemenag.go.id

REKOMENDASI

Nomor : B- 55 /Kw.04.1/2/Kp.01.1/05/2019

Berdasarkan Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadau Satu Pintu Pemerintah Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN RISET/22709 tanggal 13 Mei 2019 perihal Rekomendasi Tentang Pelaksanaan Kegiatan Riset/Penelitian dan Pengumpulan Data Untuk Bahan Tesis, dengan ini **Kepala Kantor Wilayah Kementerian Agama Provinsi Riau Memberikan Rekomendasi Penelitian** kepada :

Nama	: **RAHMA DARINI**
NIM	: 21790125653
Program Studi	: PENDIDIKAN AGAMA ISLAM
Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S2
Judul Penelitian	: **THE EFFECT OF USING SCRAPBOOK ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AND MOTIVATION MA AL-QASIMIYAH SOREK SATU**
Lokasi Penelitian	: MA AL-QASIMIYAH SOREK SATU, KECAMATAN PANGKALAN KURAS, KABUPATEN PELALAWAN

Rekomendasi Riset/Penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini;
2. Adapun Rekomendasi Riset/Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dalam pengumpulan data ini, sekian terima kasih.

Pekanbaru, 13 Mei 2019

a.n.Kepala
Plh.Kepala Bidang Pendidikan Madrasah

ILYAS, M.Ag
NIP. 197408272005011003

Tembusan :
1. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
2. Kepala Kantor Kementerian Agama Kab. Pelalawan
3. Kepala MA AL-Qasimiyah Satu Sorek
4. Yang Bersangkutan

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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sim Riau

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KANTOR WILAYAH KEMENTERIAN AGAMA
PROVINSI RIAU
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Telepon (0761) 24224 Faksimile (0761) 242242
Website : riau.kemenag.go.id

REKOMENDASI

Nomor : B- 55 /Kw 04.1/2/Kp 01.1/05/2019

Berdasarkan Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadau Satu Pintu Pemerintah Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN RISET/22709 tanggal 13 Mei 2019 perihal Rekomendasi Tentang Pelaksanaan Kegiatan Riset/Penelitian dan Pengumpulan Data Untuk Bahan Tesis, dengan ini **Kepala Kantor Wilayah Kementerian Agama Provinsi Riau Memberikan Rekomendasi Penelitian** kepada :

Nama	: **RAHMA DARINI**
NIM	: 21790125653
Program Studi	: PENDIDIKAN AGAMA ISLAM
Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S2
Judul Penelitian	: **THE EFFECT OF USING SCRAPBOOK ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AND MOTIVATION MA AL-QASIMIYAH SOREK SATU**
Lokasi Penelitian	: MA AL-QASIMIYAH SOREK SATU, KECAMATAN PANGKALAN KURAS, KABUPATEN PELALAWAN

Rekomendasi Riset/Penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini;
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Pekanbaru, 13 Mei 2019

a.n.Kepala
Plh.Kepala Bidang Pendidikan Madrasah

ILYAS, M.Ag
NIP. 197408272005011003

Tembusan :
1. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
2. Kepala Kantor Kementerian Agama Kab. Pelalawan
3. Kepala MA AL-Qasimiyah Satu Sorek
4. Yang Bersangkutan

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO BOX 1004
Phone & Facs. (0761) 858832, Site : http//uin-suska.ac.id E-mail : pps_uinsuskariau@ymail.com

Nomor : 1048/Un.04/PPs/PP.00.9/2019
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 11 April 2019

Kepada Yth.
Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Rahma Darini
NIM	: 21790125653
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: The Effect Of Using Scrapbook On Students' Ability In Writing Recount Text And Motivation MA Al-Munawwarah Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari Madrasah Aliyah Al-Munawwarah Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor *	Keterangan
1.	20/03 19	Background VS Problem		
2.	4/4 2019	Describe gap between Theory and practice or Others		Ok 23/4/19
3.	23/4/19	Objectives Analysis - Data Analysis		
4.	11/5/19	Code instrument for Variables (Teacher related)		
5.	5/5.20	- Research Question - operational concept - Bab 4-5		
6.	9/6 20	Acc to be examine		

Catatan :
*Coret yang tidak perlu

Pekanbaru, ... 20....

Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor *	Keterangan
1.	24/4.19	- background - Bab 1 – 3		
2.	13/5.19	- Bab 1 – 3 - Research Question		
3.	25/5.19	Acc to be examine on proposal		
4.	15/10 19	- change Title - Bab 4-5		
5.	24/4.20	Revise Bab 4-5		
6.	5/5.20	Acc to be examine		

Catatan :
*Coret yang tidak perlu

Pekanbaru, ... 20

Pembimbing II / Co Promotor*

Syarif Kasim Riau

UIN SUSKA RIAU

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UIN SUSKA RIAU

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Rahma Danni
NIM : 21790125653
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 16/01/2018	A comparison Between of the Effect of using Spelling Bee Game and Sves (Stephens		Leny
2		Vocabulary Elaboration Strategy) to increase the students' Vocabulary Mastery of the		Nurpitasari
3		Seventh Grade at SMPN 1 Bantan in the Bengkalis Regency		
4				
5	Rabu 16/01/2019	The effect of using Graffiti Strategy and prior knowledge on Students' Reading com-		Rafiqa Putri H.
6		prehension at the Eight Grade of Junior High School Tunas Karya Pekanbaru		
7				
8	Rabu 16/01/2019	Incorporating Islamic Value into teaching of English (Analysis Study on English		Edi Setiawan
9		Textbook "This is the way Holistic English").		
10				
11	Rabu 16/01/2019	The implementation of English club Activities among the students in		Riski Mardhatillah
12		university of Riau		
13	Rabu 16/01/2019	A comparative study using Classwide peer		
14		Tutoring technique and students' team achievement Devision technique on		Sumita Erina
15		Reading comprehension at state senior High school I Tualang Siak Regency		

Pekanbaru, 16 - Januari - 2019
Direktur

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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Universitas Islam Negeri Sultan Syarif Kasim Riau

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : RAHMA DARINI
NIM : 17300208
PROGRAM : PASCA SARJANA
PRODI : PENDIDIKAN AGAMA ISLAM
KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jum'at 05-01-2018	Study Komperatif Pembiayaan Kredit Tanpa agunan Ditinjau Dari Sudut		Welly Mairiko
2		Pandang Ekonomi Syari'ah (Study Kasus Pada Bank Mandiri Syari'ah dan Bank		
3		Rakyat Indonesia)		
4	Jum'at 05-01-2018	Analisis Pemikiran Koperasi Bung Hatta Menurut Perspektif Ekonomi		Puji Afriyeni
5		Syari'ah		
6	Jum'at 05-01-2018	Pengaruh total Pembiayaan dan Dana Pihak Ketiga Terhadap Financing		Retno Kandi
7		TO Deposite Ratio pada Bank Pembiayaan Rakyat Syari'ah di Indonesia Tahun		Putri
8		2012 - 2015		
9	Jum'at 05-01-2018	Analisis Peran Stakeholder Perbankan Syariah Sebagai Upaya Meningkatkan		Saru Reza
10		Kinerja Bank Syari'ah		
11	Jum'at 05-01-2018	Analisis Faktor-faktor yang mem-Pengaruhi Minat Anggota Atau Agen		Muham-mad Anggara
12		Untuk memilih Bergabung pada PT. Herba Penawar A: wahida Indonesia (HPAI)		
13				
14	Jum'at	Praktek Jual Beli Sumber Mata Air Sikumbang Dalam Perspektif Ekonomi		Muham mad
15	05-01-2018	Islam (Studi di Desa Pulau Sarah Kecamatan Kampar Kabupaten Kampar)		Rizal

Pekanbaru, 05-Januari-2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : RAHMA DARENI
NIM : 11790125655
PROGRAM : PASCA SARJANA
PRODI : PENDIDIKAN AGAMA ISLAM
KONSENTRASI : PENDIDIKA BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27 April 2018 Jum'at	management Pendidikan kepribadian kemasyarakatan menurut pemikiran		wassi Susila
2		kh. Ahmad Dahlan		
3	27 April 2018 Jum'at	integrasi ilmu pendidikan islam dan ilmu pendidikan umum menurut		Nabra Dalastri
4		muhammad natsir		
5	27 April 2018 Jum'at	kesetaraan Gender Dalam pendidikan perspektif Rahma Elyanusiyah		~~Fatchurohmi~~ ~~mahsun~~ Nurul Rahmi
6				
7	27 April 2018 Jum'at	konsep insan paripurna (insan kamil) menurut pemikiran imam AL-Ghazali		Fatchurohmi ma'wa
8		dan implikasinya terhadap kurikulum 2013		
9				
10	27 April 2018 Jum'at	Konsep kepemimpinan dan pendidikan islam Dalam perspektif Prof. Dr. H.		Nur Afnah
11		Mahmud Yunus		
12				
13				
14				
15				

Pekanbaru, 27 April 20.18
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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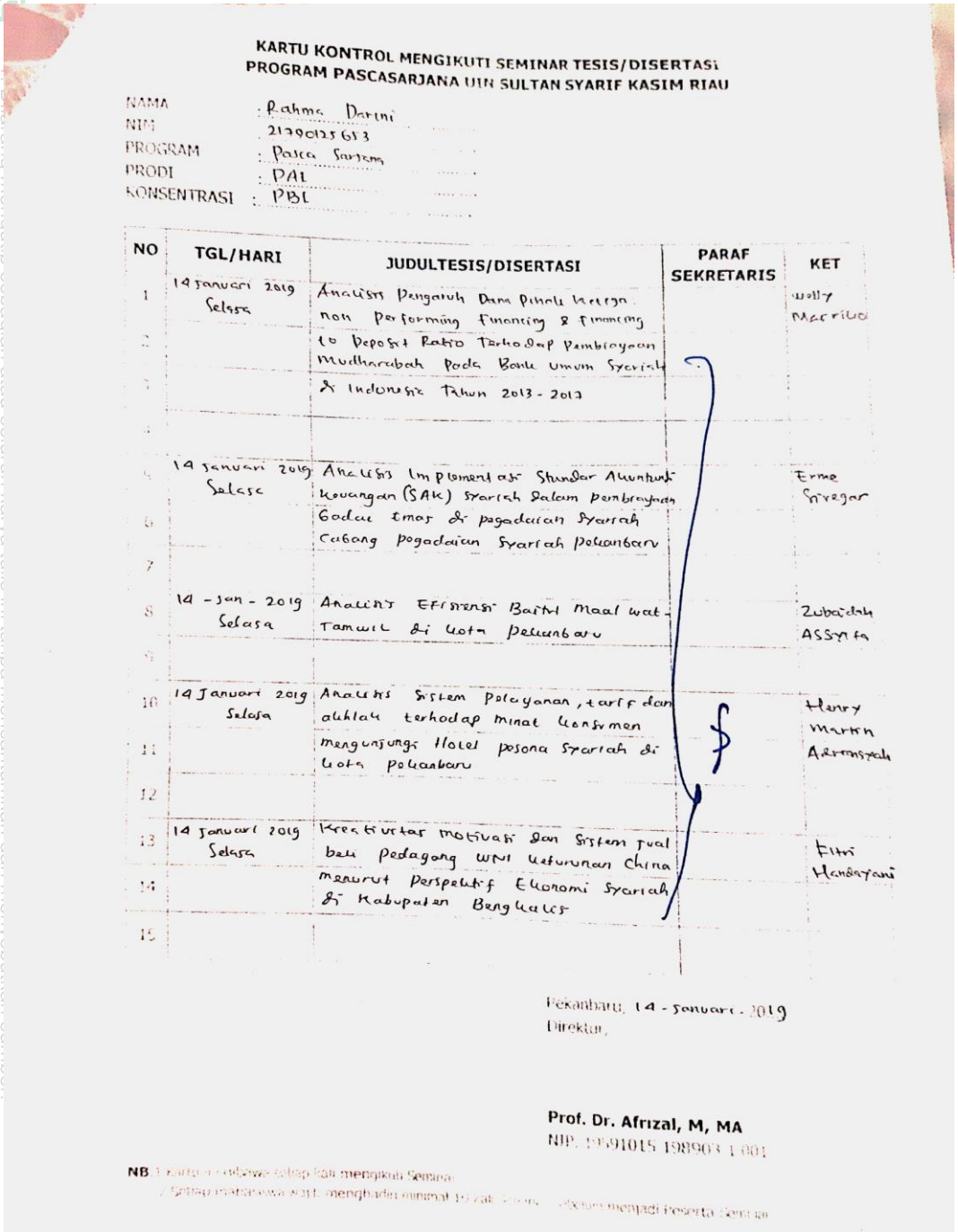

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Rahma Darini
NIM : 21790125653
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	14 Januari 2019 Selasa	Analisis Pengaruh Dana Pihak Ketiga non Performing Financing & Financing to Deposit Ratio Terhadap Pembiayaan Mudharabah Pada Bank Umum Syariah di Indonesia Tahun 2013 - 2017		Wally Marriko
2				
3				
4				
5	14 Januari 2019 Selasa	Analisis Implementasi Standar Akuntansi Keuangan (SAK) Syariah Dalam Pembiayaan Gadai Emas di pegadaian Syariah Cabang pegadaian Syariah Pekanbaru		Erme Sivegar
6				
7				
8	14 - Jan - 2019 Selasa	Analisis Efisiensi Baitul Maal wat-Tamwil di Kota Pekanbaru		Zubaidah Assyifa
9				
10	14 Januari 2019 Selasa	Analisis Sistem Pelayanan, tarif dan akhlak terhadap minat konsumen mengunjungi Hotel pesona Syariah di Kota Pekanbaru		Henry Martin Adriansyah
11				
12				
13	14 Januari 2019 Selasa	Kreativitas motivasi dan Sistem Jual beli Pedagang WNI keturunan China menurut Perspektif Ekonomi Syariah di Kabupaten Bengkalis		Fitri Handayani
14				
15				

Pekanbaru, 14 - Januari - 2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Rahma Darini
NIM : 21 7901256 53
PROGRAM : Pascasarjana
PRODI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Senen, 18 Maret 1992	The correlation Between Learning Style and Self-Efficacy on Students' Speaking		Ella novi
2		Skill at SMK Pekanbaru Provinsi Riau		Anjani
3	— " —	The Effect of using infographic on students Reading Comprehension		Dian eka
4		at SMAN 16 Pekanbaru		Hertaviq
5	— " —	the effect of Using Round Table and		Husnul
6		Digroclors Technique on students' writing Ability at junior High School 1		Fitriyah Rohmah
7		kampar timur		
8	— " —	An Analysis of Readability level		Dzulhijja
9		of Reading Material in Bahasa Inggris Textbook for first Grade		Yetti
10		of Senior High School		
11	— " —	Investigating Pragmatic Competence		Rafika
12		of Apology and Request: Case Study at Sixth Semester of Institute		Sa'adah Siregar
13		Education south Tapanuli padang Sidimpuan		
14				
15				

Pekanbaru, 18 Maret 2019
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

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NAMA : Rahma Darini
NIM : 21790125653
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	8/April /2019 Senin	Investigating Student's Academic Listening Comprehension "A case study at English		MNA Nuryaaa
2		study program at Islamic University of Riau"		
3				
4	—11—	Exploring leisure reading habits English textbook " A case study at Students"		Nurmania Fitri
5		Achievement Junior high School 1 Bencai		
6				
7		Investigating teaching speaking still A case study of English teachers'		Zara, Yanni
8		activity at MAN 1 Pekanbaru		
9				
10		Exploring bottom up and top down strategies in listening comprehension		Fitratul
11		A case study at senior high school in Dumai		Rahmi
12				
13				
14				
15				

Pekanbaru, 8 - 4 - 2019
Direktur,

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NIP. 19591015 198903 1 001

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