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# Boosting Student Learning Motivation Through Project-Based Learning with Attention, Relevance, Confidence, and Satisfaction Motivational Design Process

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**Abstract: Boosting Student Learning Motivation Through Project-Based Learning with Attention, Relevance, Confidence, and Satisfaction Motivational Design Process.** **Objectives**: This research aims to boost the students' writing ability and motivation by changing the teaching methods from classical (lectures and discussions) towards student activity. **Methods**: The method used in this study was the Project-Based Learning (PJBL) model with Attention, Relevance, Confidence, and Satisfaction (ARCS) motivational design. The case study used observation, questionnaires, and interviews in two stages of data collection for a English course class, namely English for Art and Design in the Visual Communication Design Study Program. **Findings**: By implementing the Project-Based learning method with ARCS motivational design, it is found that student motivation in the Attention, Relevance, and Satisfaction aspects is at a high level. Meanwhile, the Confidence aspect remains neutral in stages I and II. **Conclusion**: The achievement of this research in terms of increasing students' writing skills and motivation has been accomplished.

**Keywords:** *project-based learning, ARCS motivational design, case study.*

***Abstrak: Meningkatkan Motivasi Belajar Siswa melalui Project-Based Learning dengan Proses Desain Motivasi Attention, Relevance, Confidence, and Satisfaction.*** **Tujuan**: *Penelitian ini bertujuan untuk meningkatkan kemampuan dan motivasi menulis siswa dengan mengubah metode pembelajaran dari klasikal (ceramah dan diskusi) menjadi aktivitas siswa.* ***Metode****: Metode yang digunakan dalam penelitian ini adalah model Project Based Learning (PJBL) dengan desain motivasi Attention, Relevance, Confidence, and Satisfaction (ARCS). Studi kasus menggunakan observasi, angket, dan wawancara pada 2 tahap pengumpulan data sebuah kelas di mata kuliah Bahasa Inggris yaitu Bahasa Inggris untuk Seni Rupa dan Desain di Program Studi Desain Komunikasi Visual.* ***Temuan****: Dengan menerapkan metode pembelajaran model pembelajaran Project Based Learning dengan desain motivasi ARCS, ditemukan bahwa motivasi siswa pada aspek Attention, Relevance dan Satisfaction tetap di level yang tinggi. Sementara itu, aspek Confidence tetap tetap di level netral, bagi di tahapan I dan II.* ***Kesimpulan****: Pencapaian penelitian ini dalam hal peningkatan keterampilan menulis dan motivasi siswa telah tercapai.*

***Kata kunci:*** *project-based learning, desain motivasional ARCS, studi kasus.*

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## INTRODUCTION

Telkom University's vision and mission imply that the Visual Communication Design students should have the ability to communicate in English and more creative innovations that will 'reflect' the advantages of this educational institution. This Visual Communication Design study program has four majors; Multimedia, Graphic Design, *Designpreneur*, and Advertising, culminating in a design or study of creative visual media that will solve existing social problems.

However, there is a student paradigm in non-English departments that English is less significant than the core courses. It causes most students to discriminate against English subjects by only giving 'medium' performance in the learning process. This kind of phenomenon is an irony considering that Telkom University is one of the private institutions with a vision to become a world-class university and has various international students.

English for Art and Design is a tiered course that all students of the School of Creative Industries must take. This course develops students' writing and speaking competencies from the pre-writing phase, drafting, revising, and editing, to publishing by creating a written work according to their knowledge (art and design) and presenting it without plagiarism. In this learning, students are required to think creatively and actively. They are also required to find ideas for written material construct and convey them in good and acceptable English in spoken and written form by maintaining the originality of their ideas as a form of appreciation of intellectual property rights.

Referring to the competencies of these graduates and the lack of student motivation to learn, project-based learning or known as Project-based Learning (PjBL) believed to increase students' learning motivation, has been implemented in the English for Art and Design course. Uzaik, J. (2016) concluded that PjBL is the most successful method of this pedagogical approach and the best way to meet the needs of the industry because they are widely recognized as an effective and innovative method of engineering education. PjBL refers to an educational approach that provides the concept of the curriculum through projects that support the principles of learner-centered education, learner autonomy, collaborative learning, and task-based learning. While Chiang, C. L. & Lee, H. (2016) and Kizkapan, O., & Bektas, O. (2017) demonstrated the effect of project-based learning on learning motivation and problem-solving ability that contributes to vocational education and provides practical examples of PjBL. In addition, according to Petersen and Nassaji's (2016) study, students involved in PJBL can acquire knowledge and become more efficient in problem-solving, self-study, and involvement.

This PjBL learning method in this study would collaborate with motivation theory John Keller (2010), namely ARCS (Attention, Relevance, Confidence, and Satisfaction) instructional design, which will also validate the increase in student motivation in PjBL learning. Therefore, a case study was conducted using the students in an English class in the Visual Communication Design Study Program as the object of the research. ARCS motivational design has also been used in the PjBL method in English class because motivation is an important driving force in the learning process. Thus, a facilitator should design strategies to increase student learning motivation, such as Attention, Relevance, Confidence, and Satisfaction. Munawarah et al. (2018) focused on using the ARCS model to improve students' speaking sub-skills, decrease students' nervousness, and enhance students' confidence and satisfaction in speaking in public.

From the description above, the formulation of the problem in this study case research is how the PjBL method with ARCS motivational design

is implemented to boost the students' motivation in the English learning process. This research focuses on the PjBL learning process and students' motivation in an English class in the Visual Communication Design Study Program, School of Creative Industries at Telkom University. Student motivation is studied using the ARCS motivational design in all stages of the PjBL method. Rifda et al. (2018) concluded that learning ARCS with the Talking stick method positively affects motivation and student learning outcomes. Madiawati et al. (2020) indicated that the learning method with ARCS has improved student learning outcomes in decision-making theory.

This research aims to change the teaching methods and patterns from classical (lectures and discussions) towards student activity by modifying the Project-Based Learning (PjBL) model learning method with ARCS motivational design. The achievements or indicators are boosting student activity and motivation, understanding course material, and 90% - 100% pass rate, with an average score for assignments above 70. The measuring instrument for the success of this research is the Instructional Material Motivation Survey (IMMS), through a final project with a passing rate of 90%. The results of this study are expected to add references and data for supporting lecturers to find out to what extent the methods used can increase students' learning motivation while improving their pass rates. This can significantly benefit institutions and decision-makers because they can also find out what problems are in learning English to help to solve them through their policies.

## ■ LITERATURE REVIEW

Project-based learning (PjBL), born from Jean Piaget's paradigm and popularized by Dewey and Kilpatrick, was originally a learning method implemented in children (Katz & Chard 1995, Helm & Katz 2011). The students can study with meaningful collaborative activities and cooperatively develop commitment and concern for each other, regardless of their attitude and initial responses (Han, 2017; Risnani et al., 2017). PjBL teaching method replaces various conventional models that are considered rigid and do not consider the individual's uniqueness. Discussions with fellow partners can also enhance motivation collaborative skills and solve problems (Pereira et al., 2017). According to Miller (2017), the effectiveness and benefits of collaborative learning in shaping social interaction, student leadership qualities, and students' indispensable management can help students build more meaningful knowledge when compared to individual learning.

There are several essential PjBL criteria that Thomas (2000) concludes from various studies that have existed. The essential criteria are centrality, driving question, constructive investigation, autonomy, and realism. In PJBL, it can be said that the project design is the curriculum. The teachers do not have enough time to complete the curriculum because life skills are too high. Therefore, PjBL also brings a closer relationship with the real world through the concept of science that underlies broader and deeper development (Kokotsaki, Menzies & Wiggins, 2016). According to Chamberlain and Mendoza (2017), the skills in PjBL can connect skills with real learning and involve skills such as collaboration and reflection. As one of the essential criteria of this learning method, centrality provides space for students to collaborate and study a subject in depth through the project's design that integrates various disciplines. This further strengthens that no science can stand alone. Deep understanding cannot be obtained by delivering knowledge that is partial and results-

oriented only.

The second primary criterion is the driving question, an essential component in PjBL. This component is in the form of questions that stimulate students to make observations, complete projects, and present them. Gorman (2014) explains that driving questions must be in the form of open-ended questions that can motivate students to get creative ideas. The questions should also be provocative, complex, and related to the targeted knowledge and skills (Larmer & Mergendoller: 2014). Driving questions are also expected to direct students to answer fundamental problems in the surrounding community with various innovative solutions. Project-based learning (PjBL) is seen as a promising approach to improving student learning in higher education. An empirical study of project-based learning is reviewed, emphasizing student outcomes. Emotional outcomes (i.e., perceptions of PjBL benefits and PjBL experiences) are most commonly used, as measured by questionnaires, interviews, observations, and introspection journals.

The constructive investigation is a student's effort to solve the problems given in the driving question, such as making observations, interview sessions, or other efforts. Students will use their knowledge to gain new experiences and abilities in this themed activity. Handrianto and Rahman (2018) stated that based on constructivism and experiential theory, the PjBL in a classroom gives students a meaningful experience in learning, positive effects, and develops students' critical thinking and learning attitudes. Students form their learning independently, one of which is by using the understanding they have previously. Cognitive outcomes (i.e., knowledge and cognitive strategies) and behavioral outcomes (i.e., skills and involvement) are measured through questionnaires, rubrics, tests, interviews, observations, introspection journals, artifacts, and log data (Guo et al. 2020).

Thus, students have autonomy in determining their learning process, such as what kind of project they will design, how to publish it, etc. In PjBL, Thomas (2000) states that students have more freedom to choose and be responsible for the options they have taken compared to the classical learning method, which has determined the completion steps and results (Yousuf: 2010). They also found that students have the opportunity to solve problems, think critically, and make decisions. PjBL will give them time to speak, create, and create in real-life situations. Anazifa and Djukri (2017) also conducted a quasi-experiment with a non-equivalent control-group design study to reveal the effect of students' creativity and critical thinking in project-based learning and problem-based learning. Susilawati et al. (2017) also concluded that mind-mapped PjBL (project-based learning) methods work effectively because they have little impact on improving students' environmental attitudes.

As the project design is expected to provide an alternative to the solution to the problem, the problems given must be under the real-life situation (Chamberlain and Mendoza, 2017). Realism demand as one of the essential criteria of PjBL motivates students to play their role actively because, in the end, the experts and the community will judge their final results. In this English for Art and Design course, the writing process is the core activity that students will do. The process is carried out by students, starting from pre-writing, drafting, revising, and editing to publishing. In this activity, both the process and the results/products of writing are equally essential and correlated (Shields, 2010). Gebhard (2000) mentions it as a 'recursive process,' which means that the writer can be as flexible as possible in the five stages of writing. The illustration of the writing activity can be described as follows.

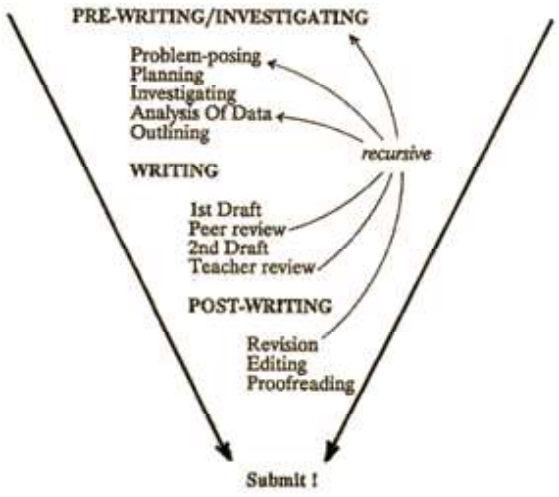


**Figure 1.** Writing Process with 'Diamond Model' by Nail and Sznajd-Weron (2016)

The writing diamond distinguishes between conversion and compliance as particular types of conformity. When the students prepare to pass a draft on reading over, they should revise, edit, and proofread. All three stages are essential. They can look at the writing process. They begin with the pre-writing stage, narrowing the topic down, writing the report, revising, editing, and finally proofreading. There is always another shift back to a more general revision level, where a re-reading reveals something they see and express more clearly Nail and Sznajd-Weron (2016). At the same time, Andriansah et al. (2019) stated a significant enhancement in the students' reading comprehension achievement after PjBL taught them.

Motivation is an internal condition of an individual and plays a vital role in human behavior and has long been studied in education. Moreover, Maehr & Meyer (1997), former U.S Secretary of Education Terry Bell, mentions 'motivation' three times when he claims three essential things in education (Covington: 2000). Motivation is a force that initiates, accompanies, and maintains winning behavior and encourages someone to take action (Cherry, 2014). Basjaruddin and Rakhman (2016) also proved that PjBL is an appropriate method for use in the learning process to encourage the achievement of the primary learning goal. Many theories regarding motivation are used as the basis for research, one of which is the learning strategy designed by John Keller (2010), namely ARCS motivational design, which consists of aspects namely Attention (A), Relevance (R), Confidence (C), and Satisfaction (S). Project-based learning motivated professional students to learn and promote problem-solving skills (Terrón-López et al., 2017).

The implementation of PjBL provided EFL teachers who have similar teaching practices with practical ideas. PjBL can develop the students to achieve particular learning objectives in their classrooms and continue the positive trends in teaching and learning (Mali, 2016). Then, Wahyudi et al. (2017) found that through ARCS learning supported with video tutorials in vocational high school, the students can understand the relationship between one context with others so that the students' learning outcomes have a positive change (high motivation). Besides, it can also create students' confidence and become aware of their ability. At the same time, Fenia Reny (2018) states the ARCS model motivates elementary school teacher candidates in teaching and learning. Afjar et al. (2020) discovered that the ARCS model significantly impacts learning outcomes and student motivation.

The various advantages of PjBL have been widely studied, one of them by Beneke and Ostrosky (2009), who examined the views of the seven teachers regarding the provision of PjBL methods in their classrooms. Most stated that PjBL had many positive impacts on students' planning, social development, interest, motivation, and attention. PjBL in student-centered learning (SCL) provides specific goals in the curriculum and lectures and prepares students with real-life and professional products (Kokotsaki, Menzies & Wiggins, 2016, Kiz Kapan & Bektas, 2017, and Chamberlain &Mendoza, 2017). They

practice receiving feedback and suggestions from experts and their peers through collaboration and cooperation. Thus, students get meaningful content in the learning process (Grant, 2011). Jalinus et al. (2017) demonstrated the effectiveness of seven steps in a PjBL model to improve students' productive skills. Those seven steps are: (1) developing expected learning outcomes, (2) understanding the concept of teaching materials, (3) competence training, (4) design project topics, (5) submitting project applications, (6) performing project tasks, (7) presenting project reports to improve students' production skills.

A study conducted by Bas (2011) also found that students who study using the PjBL method are more successful and have better learning attitudes in English classes compared to classes whose teaching is only using textbooks. PjBL is chosen as a learning method because it is believed to improve student learning behavior for the better (Thomas: 2000). Because students are directly involved in product design, PjBL can increase students' attitudes of responsibility compared to conventional classes (SRI: 2000). Meanwhile, for the facilitators/teachers, PjBL also allows them to get to know and get closer to their colleagues through collaboration and cooperation in integrating the various disciplines they master. Project-based learning can develop three learning domains: cognitive, affective, and psychomotor (Sumarni et al., 2016). In addition, PjBL supports social learning as it trains students to address 21st-century skills such as communication, collaboration, and teamwork (Kokotsaki, Menzies & Wiggins, 2016).

## METHODS

This research was conducted in a class of English course, namely English for Art and Design in the Visual Communication Design Study Program, School of Creative Industries at Telkom University Bandung, by observing from the beginning to the end of learning will be carried out for one semester. The participants were 38 students. The School of Creative Industries students are known for their creativity were in the second semester. However, some of the students were those senior students who retook the class because they failed it before. The condition often affects the learning atmosphere as some students think that English is not a core subject.

Project-based Learning (PjBL) was chosen as a learning method because it is believed to improve student learning behavior for the better (Thomas: 2000) and behavioral outcomes such as skills and involvement (Guo et al. 2020). The students are directly involved in product design to shape their understanding of a subject through their experiences to answer the problems given with innovative and creative solutions. This PjBL learning method collaborated with motivation theory from John Keller (2010), namely ARCS (Attention, Relevance, Confidence, and Satisfaction) instructional design, which will also validate the increase in student motivation in PjBL learning. Alfiyana et al. (2018) concluded that learning ARCS with the Talking stick method positively affects motivation and student learning outcomes. John Keller designs the Instructional Materials Motivation Survey (IMMS) to estimate student behavior in motivation. IMMS is in the form of a questionnaire consisting of 36 questions covering 9 end-closed questions confirming each Relevance and Confidence, 6 questions about Satisfaction, and 12 questions about Attention. This IMMS is on a scale of 1 to 5 with an interpretation of Very Low-Low-Neutral-High-Very High. It converts the totals into a score ranging from 1 to 5 and makes it easier to compare performance on each subscales. The scores are determined by summing the responses for each subscale and the total scale. Since several items are stated negatively, the responses have to be reversed before they can be added to the response total. That is, for these items, 5 = 1, 4 = 2, 3 = 3, 2 = 4, and 1 = 5.

Several indicators and measuring tools were used to determine student success. The first was the student pass rate targeted at least 90%. This can be achieved by increasing the level of student attendance and activeness. The measuring tools used were assessment rubrics such as group work rubrics, final product/writing rubrics, and presentation rubrics. Students' learning motivation, an essential factor in the learning process, can also be measured by the Instructional Material Motivation Survey (IMMS). To issue descriptive statistical IMMS information, Keller mentions another scoring method using the average score for each subscale and the total scale as shown in Table 1. For each respondent, divide the total score on a given scale by the number. Thus, the next method for learning courses is planned through the stages in Table 2.

**Table 1.** The subscale points

| Points | Subscale | | | |
|---|---|---|---|---|
| | **Attention (A)** | **Relevance (R)** | **Confidence (C)** | **Satisfaction (S)** |
| **Very low** | 456- 821 | 342- 615 | 342- 615 | 228- 410 |
| **Low** | 822- 1187 | 616- 889 | 616- 889 | 411- 593 |
| **Neutral** | 1188- 1553 | 890- 1163 | 890- 1163 | 594- 776 |
| **High** | 1554- 1919 | 1164- 1437 | 1164- 1437 | 777- 959 |
| **Very High** | 1920- 2285 | 1438- 1711 | 1438- 1711 | 960- 1142 |

The case study results were expected to improve students' writing ability and increase their learning motivation in stages I and II. This case study used several instruments in data collection. The observation was used to observe the behavior of the object of research. The setting, classroom conditions, other environments on campus, and individual research correspondents become the research context (Cowie: 2009). This was done by making field notes to get a clearer and more objective picture and document hidden or not caught by the interview. The observation was conducted during the PjBL phases.

**Table 2.** The stages planned for learning courses implementation

| Stages | Form of Implementation stages I & II |
|---|---|
| Step 1: Planning | - Develop a schedule for implementing the action (submitted to lecturers WITH, observers, students)<br>- Prepare a lesson plan for the performance of the complete activity with the necessary props. |
| Step 2: Action (meeting 1-6) | - Increase students' motivation through apperception and exploration after conveying the learning objectives and material coverage.<br>- The students carry out sufficient exploration students are asked to discuss. Each group is asked to present the results of the discussion, and other groups are asked to respond<br>- The third step after the discussion is done, the task is carried out using the materials/materials that have been prepared.<br>- Questions and answers to ensure students' understanding of the material that has been studied.<br>- The fifth step is the teacher and students making conclusions from the material that has been studied together. |
| Step 3: Observation (meeting 7-8) | - Observing the evaluation results at the end of the lesson, the scores were analysed using a table.<br>- The results of the analysis were compared with the improvement objectives, research hypotheses, and observations. |

| | | |
|---|---|---|
| | - | Observing the final result of the implementation of the action. Suppose the results of the implementation of the action are for improvement. |
| Step 4: Reflection (meeting 7- 8) | - | In that case, the second action is carried out by strengthening the first action to improve performance further and ensure the accuracy of the implementation of the action. Suppose the final score is not for improvement. In that case, a second action is by observing the shortcomings in the first action by taking into account the suggestions from the observer. |

The questionnaire was used is the Instructional Materials Motivation Survey (IMMS) Likert Scale with a scale of 1 to 5, which was obtained directly from the designer, John Keller (2010), along with supporting documents through online communication. The instrument, which consists of 36 questions, is designed to determine the extent to which students feel motivated from Attention, Relevance, Confidence, and Satisfaction. The questionnaire was given at the end of the semester after the program finished.

The interview was carried out to obtain detailed information from lecturers who have competencies related to making the final product that students will do as the research object, and it was done in the Planning phase (step 1). It was also conducted on 10 students as the group representatives to investigate their learning motivations. Interviews were about the learning process using the PjBL method and how teaching strategies could motivate students were also given to research correspondents. It has the characteristics of open-ended questions can be said to be a technique of extracting in-depth data/ information because researchers can simultaneously see the context as a whole.

Triangulation techniques are used to validate the data. The observations and interviews are conducted to maintain research credibility by using peer teaching techniques (Alwasilah, 2011). Research instruments and techniques are carried out together with other supporting lecturers. The triangulation technique is also used to obtain transferability by reporting the research results as accurately and accurately as possible, describing the research context. Analyzing research data began with data collection techniques obtained from observations, interviews, and questionnaires. Before the data is interpreted, the data is analyzed by classification.

## ■ RESULT AND DISCUSSIONS

### The Stages Planned for Learning Courses Implementation in Stage I

Here are the plans and actions in stage I that was carried out for seven weeks

**Table 2.** The stages planned for learning courses implementation (Week 1-7)

| **PROJECT CALENDAR** | | |
|---|---|---|
| **Summary Compilation: Art and Design Courses Description** | | **Start Date: 19 January 2019** |
| **1:30 pm - 2.30 pm** | **2.30 pm - 3.30 pm** | **Project after class (C)** |
| **PROJECT WEEK ONE** | | |
| 1. By telling a story and sharing experiences to arouse students' curiosity (A), the teacher explains (R) about:<br>- The complex experience in handling international | 1. The students discuss to solve the real issue revealed by the teacher. They decide to make a book (see Project Planning Form). | The students can prepare for the next meeting by:<br>1. Finding some other samples of expository text (R) dealing with their study program |

| | | |
|---|---|---|
| students (A).<br>- The current issue is the international students who cannot follow the lectures since they are delivered in Indonesian.<br>- Encouraging the students to think about the solution to improve international students in understanding the lessons (A)<br>2. Two students are assigned to lead a classroom discussion (C) to decide the project (book content) by making mind-mapping on the whiteboard. | 2. The teacher explains the project they would make, such as the stages of the Writing Process: pre-writing, drafting, revising & editing, and publishing (tell the students the presentation will be attended by the outsiders/international students & lecturers, and the final artefact will be a book (A)). The teacher also informs the formative assessment (C)<br>3. Teachers show some samples of articles and discuss the genre characters (R) | 2. Observing the language elements in those texts (A, C) |
| **PROJECT WEEK TWO - FIVE** | | |
| 1. The teacher groups the class (R) into six teams based on their previous semester's English scores.<br>2. The teacher and the students set the project assessment standard using rubrics (C). | 1. The teacher shared the group contract forms (R) that the students had to sign. They shared responsibilities and jobs (R) in writing the book.<br>2. Students get hand-outs dealing with writing skills from the teacher. These materials can also be sent by mail (C). | The students can continue their group work after class by making recorded discussions to gain the idea (C) for writing the article content by conducting pre-writing strategies, such as brainstorming, clustering, freewriting, questioning, etc.<br>1. Taking responsibilities and jobs based on the data needed in pre-writing work (R).<br>2. Making recorded discussion to gain the idea (C) by finding out and adding the references from textbooks, magazines, interviews, observation, etc.<br>- Reading the data/references and completing the draft<br>- Preparing the references/data, interview results, pictures, etc., for the next discussion materials.<br>- Counselling with competent lecturers |

From the first to the seventh meeting, the activities carried out by students were discussed in small groups to complete their writing projects. There will be several rubrics prepared as an assessment instrument to be given. The assessment rubric is related to student activity in discussions, field notes from the teacher, and the final product rubric in writing. The data and documents obtained in the first stage will be analyzed, coded, and interpreted to understand the obstacles that occur in it.

## The Stages Planned for Learning Courses Implementation in Stage II

Here are the plans and actions in stage II that was carried out for seven weeks

**Table 3.** The stages planned for learning courses implementation (Week 8-14)

| | | |
|---|---|---|
| **PROJECT WEEK EIGHT** | | |
| 1. The teachers guide the Revising and editing process (C) using games (A).<br>2. Teachers remind the students to make counselling (C) on certain days such as Monday, Tuesday, Wednesday, or Thursday. | 1. Students conduct the Peer Review and Group Discussion to revise and edit their writing work (S).<br>2. A sample was taken and made as a material in whole-class discussion (C).<br>3. Colourful cards were given to those who were actively participating (S). | 1. Revising the writing content and editing phases (S).<br>2. Group discussion (S).<br>3. The teacher reviews in Writing counselling (fix the counselling schedule) (C). |
| **PROJECT WEEK NINE** | | |
| 1. The teachers guide the revising and editing process (C) using games (A).<br>2. Teachers remind the students to make counselling on certain days such as Monday, Tuesday, Wednesday, or Thursday (C). | 1. Students conduct the Peer Review and Group Discussion to revise and edit their writing work (S).<br>2. A sample was taken and made as a material in whole-class discussion (C).<br>3. Snakes and ladders game to revise and edit other team's text (A). | 1. Revising the writing content and editing phases (S).<br>2. Group discussion (S).<br>3. The teacher reviews in Writing counselling (fix the counselling schedule) (C). |
| **PROJECT WEEK TEN** | | |
| 1. One of the students leads the classroom discussion to decide the book design, such as the book's title and subtitles, the typography, layout, colours, images, and the cover, including the printing cost.<br>2. The students are also assigned to compose a preface that will be revised and edited by the whole class and the teacher (S). | 1. Teachers deliver presentation hand-outs (R). | 1. Counselling the book design to the expert (C).<br>2. Counselling the book content with the English lecturers (title, tagline, etc.) (C).<br>3. Revising the writing content and editing phases (S).<br>4. Group discussion (S).<br>5. The teacher reviews in Writing counselling (fix the counselling schedule) (C).<br>6. The teacher invites the experts and the international students to be the guest (A). |

| PROJECT WEEK ELEVEN | | |
|---|---|---|
| 1. Teachers explain (R) about Presentation Theory.<br>2. Teachers show some funny and interesting videos (A). | The students practice how to deliver a presentation (S). | 1. Peer Review (S).<br>2. Group Discussion (S).<br>- Striving to finish the article.<br>- Preparing presentation slides.<br>- Designing layout for the group's article.<br>- Counselling the design of book layout to the expert (C). |
| **PROJECT WEEK TWELVE** | | |

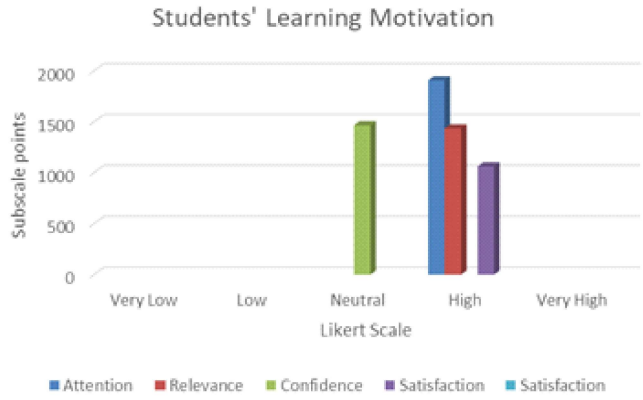


**Figure 2.** Result Analysis of the Students Motivation (Stage 1)

**Student Motivation (Stage I)**

Referring to table.1, the following are the results of the analysis of students Learning motivation result in the first stage: Attention (1905 scale points- High), Relevance (1434- High), Confidence (1465- Neutral), and Satisfaction (1061- High).

Based on the graph, it can be concluded that in the first stage, the student's motivation is improved through the strategy of Attention (A), Relevance (R), and Satisfaction (S) between student competencies and courses are in a high position. Meanwhile, student motivation in Confidence (C) is neutral. It was discovered from the in-depth interview with some students that they were unsure of finishing the writing project as this activity is considered difficult. They assumed they had no sufficient English communication skills, especially when it came to revising and editing. They were afraid of being criticized in presenting their writing works. Referring to this, the lecturer recommended that the class be grouped into 5 teams and encouraged them to peer-review. The lecturer organized the group to have some superior students who could assist their friends. The students were expected to be more comfortable to have discussions.

**Student Motivation (Stage I & II)**

Referring to table.1, the following are the results of the analysis of students Learning motivation result in the second stage: Attention

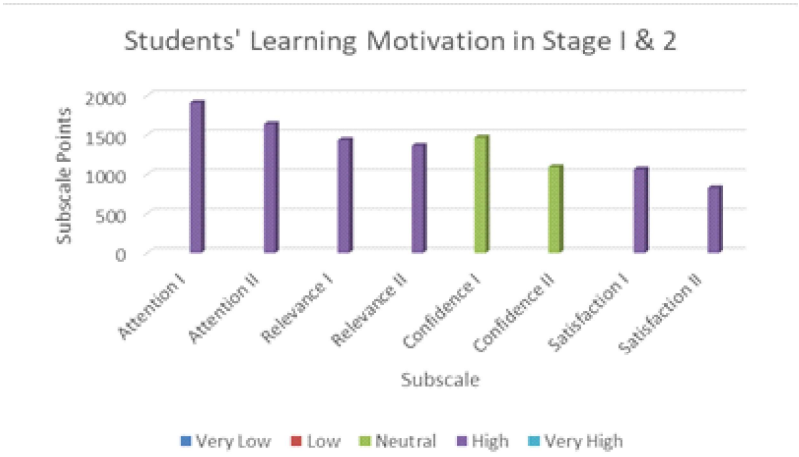


**Figure 2.** Result analysis of the students motivation (Stage 1)

(1638 scale points- High), Relevance (1361 - High), Confidence (1089- Neutral), and Satisfaction (826- High). Therefore, the two stages of Students' Learning Motivation can be compared as follow:

From the diagram above, we can conclude that even though the subscale points decreased, students' learning motivation in terms of Attention is still high in stage II. This could be seen in the learning process, which showed students' enthusiasm in conducting observations and discussions independently in small groups through the problem-based learning method. In the second stage, the teacher provided audio-visual media to maintain students' attention.

The same as the Attention aspect, the Relevant aspect is also in a high position in this second stage. Students in English class are Visual Communication Visual students specializing in Graphic Design. Therefore the content of the writing process is adjusted to their competence, namely designing logos so that there is relevance between English and their needs to increase their learning motivation. The Relevance increases social activities because humans essentially need media to share, discuss, and argue, which are facilitated in this course.

If the Attention, Relevance, and Satisfaction aspects are still high, the Confidence aspect also remains neutral in stages 1 and 2. The interviews revealed that students experienced difficulties and boredom in one of the writing stages, namely revising and editing their writings. Shield (2010) also stated that this stage in the writing process was allegedly the most tedious and tiring episode.

**Students' Writing and Presentation Skills**

Although students experienced boredom and felt tired in the revision and editing stages, they were finally more accustomed to correcting their writing. It indirectly improved students' writing skills which could be seen from the final results of their writing projects. In addition, to improve their writing skills, their understanding of content relevant to their knowledge also increased. During one semester, they completed a logo design project for an institution. They could convey their ideas in English by referring to the presentation rubric that has been given.

**Final Mark**

To compare the passing grade in this course (English for Art and Design), the last-year score distribution is presented as follow.

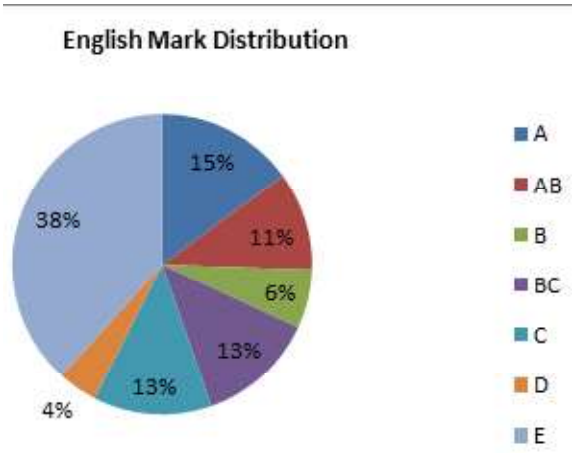


**Figure 4.** The english mark distribution (before the case study implementation)

Based on the diagram above, we can conclude that only 62% passed the English course. The English distribution scores are marked by the alphabets A represented by dark blue colour, AB represented by red colour, B represented by green colour, BC represented by purple colour, C represented by coral blue colour, D represented by coral orange colour and E represented by light blue colour.

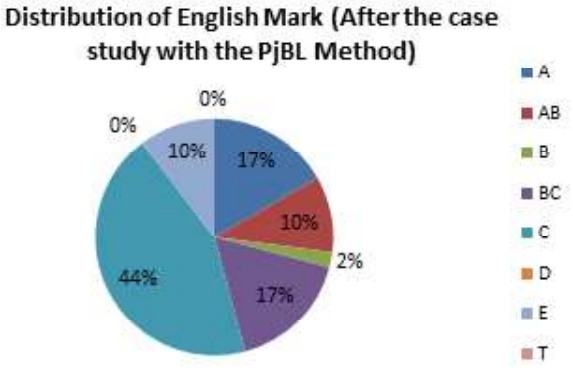


**Figure 5**. The english mark distribution (after the case study implementation)

Based on the diagram above, we can conclude that 90% passed the English course. The English distribution scores are marked by the alphabets A represented by dark blue colour, AB represented by red colour, B represented by green colour, BC represented by purple colour, C represented by coral blue colour, D represented by coral orange colour and E represented by light blue colour. Referring to this unfortunate class condition, some efforts to improve it has been conducted, one of them is boosting the students' learning motivation through this case study. The grades are as follows.

**Table 4**. The English Mark Distribution Percentage

| Value | Total | Percentage |
|---|---|---|
| A | 8 | 17% |
| AB | 5 | 10% |
| B | 1 | 2% |
| BC | 8 | 17% |
| C | 21 | 44% |
| D | 0 | 0% |
| E | 5 | 10% |
| T | 0 | 0 |
| **Total** | | **100%** |

There were still 10% of students who did not pass because one of these students never came to English class from the beginning of the lecture. While the other four students only entered a few times in the early weeks.

**Pass Rate (Academic Aspect)**

From the diagram above, it can be concluded that the pass rate this year, after the implementation of case study research using the project-based learning method, has increased by 28%, so that this year's pass rate is in line with the target in this study case research, 90%. This semester's disqualification rate of 10% was due to one of the five students who did not pass that never appeared from the beginning of the lecture.

## CONCLUSIONS

With the implementation of the Project-Based learning model with ARCS motivational

design, it was found that student motivation in the Attention, Relevance and Satisfaction aspects were at a high level. Meanwhile, the Confidence aspect remains at a neutral level both in stages I and II. For the pass rate, this year increased significantly. The disqualification rate in the previous year decreased by 38% to 10%, thus it can be concluded that the achievement of this research in terms of pass rate is achieved.

Several things still need to be improved—the facilitator's strategy to increase student confidence. Also, the students' boredom and fatigue during the revision and editing stages can be minimized by using more exciting learning methods. The authors propose to the institution to provide facilities to support the learning process. For example, the audio player enrichment because the author had difficulty playing video as a teaching media in class.

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