

ABSTRACT**AN ANALYSIS OF EFL LEARNERS' WRITING ACHIEVEMENT AND STUDENTS' LEARNING MOTIVATION TAUGHT THROUGH MODIFIED PLEASE STRATEGY WITH CONTEXTUAL TEACHING AND LEARNING APPROACH AND PLEASE STRATEGY****By****Royan Arif Al Ikhsan**

The present study assessed and compared two different teaching for analyzing students writing achievement and students' learning motivation through a modified PLEASE strategy with contextual teaching and learning approach and PLEASE strategy, in this research also analyzed the correlation between students' learning motivation and their writing achievement. There were thirty students of first grade of SMAN 1 Gunung Alip who participated in each experimental and control class. The instruments used in this study were a questionnaire and a writing test. The research data were gathered by pre-test, post-test, and questionnaire test.

The results showed a significant difference in students' writing achievement between the experimental and control class by a significance level of 0.000 ($p < 0.05$). Which had been calculated based on the N-gain value of both classes.

The correlation of students' learning motivation and writing achievement in experimental class was found that Pearson correlation value was 0.664 that indicated there was significant correlation of students' writing achievement in experimental class and it can be inferred that there was a strong correlation between students' learning motivation and writing achievement.

Meanwhile, the finding in analyzing the mean score of the questionnaire test can be concluded as the experimental class value is 70.833, whereas the control class value is 67.266. Thus, those values show that both classes are still in the medium level of motivation.

As a result, it can be concluded that the implementation of modified PLEASE strategy with contextual teaching and learning approach was different and better than original PLEASE strategy in improving students writing achievement. Additionally, the correlation between students' learning motivation and their writing achievement showed that by having high motivation, students were able to get better writing achievement than those who have not.

Keywords : CTL Approach, PLEASE Strategy, Motivation, Writing Achievement