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EFFORTS TO ENHANCE ENGLISH LEARNING MOTIVATION USING THE CONTEXTUAL TEACHING LEARNING (CTL) METHOD IN CLASS X-2 AT SMAN PAKUSARI

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Abstract

This Classroom Action Research (CAR) aims to describe the English learning outcomes of Grade X-2 students at Pakusari High School in Jember before and after applying the contextual teaching and learning (CTL) method. The study involved 36 students in the academic year 2022/2023. The analysis of the data revealed that the English learning motivation of Grade X-2 students at Pakusari High School prior to implementing the contextual teaching and learning method was as follows: 6% of the students had very high motivation; 31% had high motivation; 39% had moderate motivation; and 25% had low motivation. Conversely, after implementing the contextual teaching and learning method, there was an improvement in English learning motivation: 14% of the students had very high motivation; 67% had high motivation; 17% had moderate motivation; and 3% had low motivation.

Keywords: *Contextual Teaching and Learning, English, Motivation*

1. INTRODUCTION

Learning is a conscious activity carried out with specific goals in mind, influenced by various factors. These factors can be broadly categorized into internal and external factors. Internal factors originate within an individual, while external factors are shaped by the surrounding environment, including school, family, and society. Both internal and external factors significantly impact an individual's behavior and learning achievement, aligning with Sardiman's (2012) perspective that learning is a series of mental and physical activities that lead to behavioral changes as a result of individual experiences within their environment.

English is one of the subjects taught in Senior High School (SMA). This subject is often considered challenging to learn by some students due to its complexity. Learning English requires understanding vocabulary meanings, grammar usage, pronunciation, and meaning comprehension, all of which demand time and effort. Specifically, when focusing on the English subject, students' motivation plays a pivotal role in their learning experience. Students with strong learning motivation are likely to exhibit greater diligence in mastering the English language. Enhancing students' learning motivation necessitates tailored methods, one of which is the contextual teaching and learning (CTL) approach. Through this approach, students are encouraged to construct understanding based on the learning context, connecting it to their everyday lives.

An individual's motivation significantly influences various aspects of their life, including their learning endeavors. Motivation acts as a driving force behind actions,

contributing to differing levels of interest, behavior, and activities. The term "motivation" is derived from the word "motive," which represents the internal force within an individual that prompts action. Although motives cannot be directly observed, they manifest in behavior as stimuli, urges, or incentives that lead to specific actions. Therefore, it can be inferred that "motives" serve as indicators of motivation. The indicators of learning motivation encompass: (1) the desire and will to succeed; (2) the drive and need for learning; (3) future aspirations and ambitions; (4) the rewards of learning; (5) engaging learning activities; and (6) a conducive learning environment (Uno, 2023).

The foundation of contextual teaching and learning lies in the relationship between context and content, wherein context provides meaning to content. When students find more connections, the content becomes more meaningful. Through this method, students actively engage in meaningful activities that bridge real-life contexts with academic subjects. They perceive value in their school tasks by linking them to real-world contexts. CTL's primary characteristic is the "discovery of meaning." The term "meaning" refers to the significance or purpose of something. CTL involves several strategies, including problem-based teaching, diverse contextual utilization, considering students' diversity, empowering self-directed learning, fostering collaborative learning, employing authentic assessment, and striving for high standards.

Recognizing the interplay between internal and external factors that shape learning behavior, as well as implementing effective methods to boost motivation and engagement, can lead to improved learning outcomes and greater academic achievements. Therefore, the objective of this research is to investigate the impact of the contextual teaching and learning method on English learning motivation among X-2 students at SMAN Pakusari, Jember, during the academic year 2022/2023. Through this study, we aim to provide insights into how the CTL method influences students' motivation to learn English and its potential to enhance their overall learning experience.

2. RESEARCH METHODS

The type of research conducted is Classroom Action Research (CAR) using the Stephen Kemmis and Robin McTaggart model. According to Kurt Lewin, the core concept of CAR consists of four components: (1) planning, (2) acting, (3) observing, and (4) reflecting. The relationship among these four components is viewed as a cycle (Sumadayo, 2013).

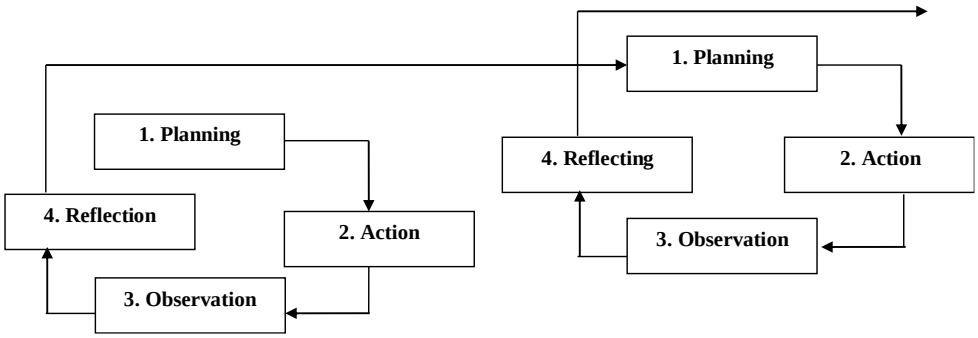

Figure 1. Cycles of the Procedures

As illustrated by the diagram above, the procedure used was carried out in two cycles, each of which included planning, implementing the learning activities, observing the teaching process, and reflecting on the outcomes. Meanwhile, the Action Research Spiral, based on Kemmis and McTaggart (2014).

a. Cycle I consist of:
   - Planning;
   - Action;
   - Observation;
   - Reflection.

b. Cycle II consist of:
   - New planning;
   - Action;
   - Observation;
   - Reflection.

The following is an explanation of the classroom action research procedure:

a. Planning Stage
   - Collecting data,
   - Developing Teaching Modules,
   - Preparing instructional media to be used in teaching,
   - Preparing Worksheets (LKPD) for measuring learning outcomes.

b. Implementation Stage

In this stage, activities are carried out based on the stages outlined in the prepared teaching modules. The implementation process is conducted in 2 cycles, where Cycle I consist of 2 meetings and Cycle II consists of 1 meeting, each with an allocation of 2 x 45 minutes per meeting.

c. Observation Stage

In the observation stage, this study applies a method involving the observation of teaching and learning activities and recording any phenomena occurring in the teaching and learning process. In addition to observations, the completion of worksheets (LKPD) or post-tests is also conducted to measure the improvement of students' learning outcomes.

d. Reflection Stage

Reflection activities are conducted by analyzing the results of the observations, analyzing questionnaires, and post-test results (in the form of scores). This is done to formulate follow-up actions, including improvements in Cycle II.

The subjects of this Classroom Action Research (CAR) are the students of class X-2 at SMAN Pakusari registered in the 2022/2023 academic year, totaling 36 individuals. To gather research data, data collection techniques are employed. This Classroom Action Research (CAR) uses questionnaire and observation techniques. The analysis of data in this Classroom Action Research (CAR) involves simple statistical calculations, including calculating the percentage of students' activity levels or subjects and their academic achievement in class X-2 at SMAN Pakusari.

To determine the success of this research, several criteria are utilized, including the indicators: 1) Improvement of motivation in learning English, 2) Improvement of English learning outcomes as evidenced by the class's average scores.

3. RESULTS AND DISCUSSION

3.1. Result

English learning motivation of students of class X-2 SMAN Pakusari after being given contextual learning method in cycle I can be seen in table 1 as follows:

Table 1. English Language Learning Motivation Cycle I

No	English Language Learning Motivation	Cycle I	
		Total	Percentage
1	Very High	2	6 %
2	High	11	31 %
3	Medium	14	39 %
4	Low	9	25 %
5	Very Low	0	0 %
Total		**36**	**100 %**

Based on table 1 above, in cycle I it can be seen that of the 36 people who were the subjects of the study, there were 2 students or 6% of students who had very high English learning motivation, 11 people or 31% of students who had high English learning motivation, 14 people or 39% of students who had moderate English learning motivation, 9 people or 25% of students who had low English learning motivation and no students who had very low learning motivation.

Table 2. English Language Learning Motivation Cycle II

No	English Language Learning Motivation	Cycle 2	
		Total	Percentage
1	Very High	5	14 %
2	High	24	67 %
3	Medium	6	17 %
4	Low	1	3 %
5	Very Low	0	0 %
Total		36	100 %

Based on Table 2 above, in Cycle II, it can be observed that out of the 36 students who were the subjects of the study, there were 5 students or 14% who exhibited a very high motivation to learn English, 24 students or 67% with a high motivation, 6 students or 17% with a moderate motivation, 1 student or 3% with a low motivation, and no students with very low motivation.

The changes or improvements in the motivation to learn English among the X-2 students of SMAN Pakusari in Cycle I and Cycle II after the implementation of the contextual teaching and learning method are presented in Table 3 as follows:

Table 3. The Improvement in The Motivation to Learn English Among the X-2

No	English Language Learning Motivation	Cycle I		Cycle I	
		Total	Total	Total	Total
1	Very High	2	6 %	5	14 %
2	High	11	31 %	24	67 %
3	Medium	14	39 %	6	17 %
4	Low	9	25 %	1	3 %
5	Very Low	0	0 %	0	0 %
Total		36	100 %	36	100 %

From table 3 above, it can be seen that there is an increase in English language learning motivation in class X-2 students of SMAN Pakusari after being given contextual learning methods, namely there are 3 people or 8% who experience an increase in English language learning motivation very high, 13 people or 36% who have high English language learning motivation, 8 people or 22% who experience a decrease in the number at a moderate level and 8 people or 22% who experience a decrease at a low level.

Table 4. Improvement of English Language Learning Outcomes

Pre-Cycle Mean Value	Average Value of Cycle I	Average Value of Cycle II
59,4	63,5	77,5

With the increase in the class average score of this English subject, there was an increase in the English learning outcomes of students of class X-2 SMAN Pakusari.

3.2. Discussion

Based on the data obtained, there were 36 students who became the subjects of the study. In general, it can be observed that the students' motivation towards learning the English language can improve through the application of contextual teaching and learning. Based on the data, the students with a very high level of motivation in Cycle I were 2 individuals or 6%, and in Cycle II, this increased to 5 individuals or 14%. Students with a high level of motivation in Cycle I were 11 individuals or 31%, and in Cycle II, this increased to 24 individuals or 67%. Meanwhile, the students' motivation in the moderate category in Cycle I were 14 individuals or 39%, and in Cycle II, this decreased to 6 individuals or 17%. The students' motivation in the low category were 9 individuals or 25% in Cycle I, and in Cycle II, this decreased to 1 individual or 3%. Additionally, the class's average score before the intervention was 59.4, and there was an increase after applying the contextual approach in Cycle I to 63.5, and in Cycle II, it further increased to 77.5.

From the explanation above, it is evident that there is an increase in the motivation of students in the categories of very high and high levels in Cycle II compared to Cycle I. The motivation of students in the very high category increased by 8%, and the motivation of students in the high category increased by 36%. This increase in students' learning motivation marks the beginning of their mastery of the subject matter. According to Fajar (2014), the level of students' mastery of the subject matter will influence their learning outcomes, as seen in their performance in English vocabulary evaluations. Their engagement in English learning activities is significantly determined by the effective involvement of various learning components, including the selection and implementation of teaching approaches that stimulate students' active participation. One of the approaches recognized for enhancing the quality of English learning is the contextual approach (Fajar, 2014). Thus, contextual teaching and learning can boost motivation and learning outcomes in English for the students of class X-2 at SMAN Pakusari.

Conceptually, as described by Johnson (Johnson, 2002) and Yonatan et al., (2015), contextual teaching and learning offer several advantages, including connecting abstract lessons to the real world. As a result, the lessons become more meaningful and easier for students to understand. The effectiveness of applying contextual teaching and learning also lies in the opportunities provided to students to develop their aspirations, talents, acquire up-to-date information, and become competent members of a democratic society.

4. CONCLUSION

Based on the findings of this research, several conclusions can be drawn. First, prior to the implementation of contextual teaching and learning method, the motivation to learn English exhibited significant variation among the students. A majority of the students displayed high and moderate levels of motivation, with a small portion having low motivation. Second, after the implementation of the contextual teaching and learning method, a positive change in the students' motivation to learn English was observed. The number of students with high and very high motivation showed a notable increase, while those with moderate and low motivation experienced a decrease. Third, these results indicate that the effective application of the contextual teaching and learning method can enhance the motivation to learn English in the X-2 class of SMAN Pakusari.

Based on these findings, several recommendations can be suggested. Firstly, educators should consider incorporating the contextual teaching and learning method when teaching English to boost the students' motivation. Secondly, adopting more interactive and in-depth approaches in English language instruction can help stimulate students' motivation and interest. Thirdly, it is advisable to integrate various real-world contexts into the lessons, allowing students to perceive the relevance of the content to their daily lives. Lastly, further research could be conducted to assess the long-term impact of implementing the contextual teaching and learning method on students' motivation and academic achievement.

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