

ABSTRACT

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Current research on student classroom, especially in English learning mostly stresses the importance of the achievement of a set of skills. However, there is a more important thing that drives students in English classroom to achieve improvement in the first place. Thus, the research investigates the use of Contextual Teaching and Learning to enhance students' motivation in learning English and finding students' responses to the approach. The research design used was a case study along with the observations, written documents, questionnaires and interviews which served as the instruments of the research. The data acquired from the instruments were analyzed using the motivation valuation aspects proposed by Makmun (2003). The research results reveal that the implementation of CTL was considered to be helpful in enhancing students' motivation in learning English as indicated by some experts. Specifically, the students were likely to show some improvement in managing their time, high improvement on participation, persistence, tenacity, devotion, aspiration level, learning achievement, and direction in learning. In addition, the result also demonstrated that the students indicated to be enthusiastically engaged during the learning activity with positive result regarding this responses to the use of CTL. Based on the result, it is recommended to implement CTL in classroom activity to raise students' motivation and interest towards learning English.

Keywords: CTL, Contextual Teaching and Learning, motivation.