CHAPTER I
INTRODUCTION

This chapter of the study introduces the background of the research. In detail, this chapter consists of research questions, aims of the research, scope of the research, significances of the research, research methodology, clarification of related terms, and organizations of the paper.

1.1   Background

Current research on student classroom, especially in English learning mostly stresses the importance of the achievement of a set of skills. Little did these researchers know that there is a more important thing that drives students in English classroom to achieve improvement of skills in the first place. The key to students' success in learning is motivation (Schunk, Pintrich, & Meece, 2010). Research has consistently shown that positive motivational belief such as perceptions of high self-efficacy, a focus on mastery goals, high value and interest in the task or content, positively related to greater cognitive engagement in terms of the use actual academic performance. It also provides the primary impetus to initiate learning and later the driving force to sustain the long and often tedious learning process (Zimmerman, 2000).

Motivation has been addressed as the "neglected heart" of language teaching. Teachers often forgot or even ignored the fact that all the activities in the class are filtered through students' motivation (Rost, 2006). This means that students are the controllers of the flow of the classroom. It is important to think about motivation as the essence of language teaching because of a learner has to have extraordinary motivation in order to succeed at learning English.

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized, sustained, and directed (Santrock, 2011). In other words, although learning can give direction to behavior, a learned behavior will not occur

unless there is a motive for engaging the behavior. Students are motivated when they believe they are able to succeed at a given task and when they understand and

value the outcome of the task (Naglieri, Hale, Einstein, Schrank, Teglasi, Wolf, Miller, 2004).

Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities the teachers undertake to promote learning will also enhance students' motivation (Berns & Erickson, 2001). In addition, research from diverse perspectives has shown that student satisfaction or enjoyment of learning is greater when classroom environments are perceived as encouraging student involvement. Students are more motivated to learn when they are given choices that are meaningful to them, become absorbed in challenges that match their skills, and receive rewards that have informational value but are not used for control (Santrock, 2011).

Because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching (Ryan & Deci, 2000).

Nevertheless, one of the most important unresolved questions in education is how to enhance the academic performance of students. Some EFL/ESL students encounter several obstacles in learning English. For example, there isn't enough English input in the environment, there probably aren't enough opportunities for interaction with English speakers, there usually aren't enough strong role models promoting the learning of English, there not much of allocated attention, and there may not be widespread enough social acceptance for the idea of becoming proficient in English (Anjomshoa & Sadighi, 2015; Shaaban & Ghaith, 2000).

It also can be said that these unsatisfactory academic performance can lead to lack of ability and lack of effort. Many factors can contribute to lack of effort. For example, school work can be too difficult or boring, teachers can be too demanding, and non-academic activities may be preferred. However, the absence of academic motivation and lack of interest is also likely to be reflected in students' neglect of their studies. Recent study shows that as children get older, their interests and attitudes toward school in general and toward specific subject areas tend to deteriorate (Hidi & Harackiewicz, 2000).

It is very important to keep in mind that teaching is not always about transferring information and knowledge, but teaching also means that teacher encourage the students to be actively involved in the teaching process. In addition, teacher has another job to direct the students and shape the students to be motivated in continuous learning. Meaning that the students study scope is not only for when they are learning in school, but also when they are graduated from the school.

Most educational reforms focus on curriculum and pedagogy—*what* material is taught and *how* it is taught. However, curriculum and pedagogy have often been narrowly defined as the academic content and students' intellectual processing of that material. Research shows that this is insufficient. In our pursuit of educational reform, something essential has been missing: the psychology of the student. Psychological factors—often called *motivational* or *non-cognitive* factors—can matter even more than cognitive factors for students' academic performance (Dweck, Walton, & Cohen, 2014).

Successful language learning involves not only knowledge of the form of language, but also the function and purposes that a language serves in different communicative setting. In line with that issue, it is important for students to experience learning which is meaningful (Trialfiyani & Prasetyorini, 2007). Hence, it responsibility to promoting intrinsic motivation, heightening their self-esteem, creating caring and altruistic relationships and lowering activity and prejudice to engage them in such meaningful learning activities.

To get the students not only learning language but also applying the lesson in their daily life, the teacher needs to find an approach that can wake the students' motivation. Research shows that that learning requires active participation on the part of the learner and very little learning occurs if the students are treated as passive receivers of information and it will lead to unmotivated learners

Based on the phenomenon in the field, the teacher in our classrooms mostly spends their time to explain things, and almost not giving a chance for their students to share their opinion (Supriatna, 2007). On the opposite side, teacher should spend more time to motivate their students. Students which are

motivated well will be interested in doing activity regarding the material, than students who are not.

Thus, this case shapes a one-way communication where teacher dominates all the discourse in the class and the students' task is only to listen to what the teacher says. While in fact, a better learning environment is when the teacher facilitates not only the learning, but also the experiencing (Sanjaya, 2006). The students should be encouraged to learn the materials not only from teacher's explanation, but also learning is a process where the students experience it by themselves. Learning is greatly strengthened if concrete examples or situations familiar to the student can be brought in to play in the learning process Thus, it is critical for the educators to contribute in finding ways in which these trends can be reversed; thus, this research proposed Contextual Teaching and Learning as an appropriate approach in motivating students in learning English.

Concerning the reasons above, this research is conducted to describe the implementation of Contextual Teaching and Learning to enhance students' motivation in English learning through a case study. Therefore, those concerns are within the context of English as a Foreign Language in Indonesia and within the integrated skills of English. Thus, by conducting the research using Contextual Teaching and Learning to see students' motivation in learning English, it is expected that high school students will be able to overcome their difficulties in learning English and create a better environment in learning.

1.2   Question of the Study

Based on the background of this research, the purpose of the study is intended to answer these two questions:

1. How is students' motivation improvement upon the use of Contextual Teaching and Learning approach?
2. What are students' responses to the use of contextual teaching and learning approach to enhance motivation in English learning?

1.3   Aims of the Study

Based on the research questions above, the study is aimed to reach two goals. The first is to find use of contextual teaching and learning in motivating students' motivation in learning English. The second is to find out the students' responses towards the use of contextual teaching and learning.

1.4   Scope of the Study

Given the research questions and the aim of the study, this study is concerned with the students' motivation in learning English by using Contextual Teaching and Learning approach. This study was conducted in high school level; more significantly in XI grade level. The XI grade is chosen because the researcher has been familiar with the situation of the students.

1.5   Significance of the Study

Previous studies conducted using CTL have a positive result in motivating students in the field of Math and Science. However, there are only a few research conducted in English field which focuses on motivating students to interested in learning English. Thus, the researcher feels the importance to find the effective approach that will gain students motivation to learn English.

Related with this reason, most teachers and researchers have widely accepted that motivation is the main factors which influence the rate and success of second/foreign language learning (Anjomshoa & Sadighi, 2015). Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent.

However, accounting from the observation in a classroom in one of High School in Bandung, the students in the school were not interested in learning English. Their learning difficulties did not meet with an appropriate learning activity which made them expressed many pessimism towards learning English. The pessimist statement include: "English is difficult!", "I can't make it", "I'm

too shy to speak". These comments inevitably will invite other people to speculate that the students are lack of motivation, both intrinsically and extrinsically.

While in fact, research from diverse perspectives has shown that student satisfaction or enjoyment of learning is greater when classroom environments are perceived as encouraging student involvement. However, every student's motivation is different from one to another. Many factors can influence students' motivation, for example, perception of English's usefulness, self-confidence, self-esteem, and so on. Some students may be motivated to learn by the approval or others (Schunk et al., 2010) and some others perhaps naturally motivated to learn.

Today, the goals of the majority of teachers are to cover the curriculum and meet the needs of an assessment. The findings have shown that teaching strategies for these goals have failed to produce competent learners (Crawford, 2001). Based on several studies, the researcher believes that learning can be significantly improved only if the teacher's main goal is to develop a deep sense of understanding of the fundamental concepts. Teacher does not apply an accurate teaching approach which causes unmotivated feeling inside students' self. As a result, the student's motivation decreased and they don't feel that the lesson is no longer important.

It is very important to keep in mind that this difficulty experienced by the students is need special treatment from the teacher. Many students expect their teacher to stimulate, inspire, challenge, and wake their interest to learn. That is the reason why, "effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Berns & Erickson, 2001).

Thus, the significant of this study is to find out how contextual teaching and learning is implemented in order to motivate students in learning English. Contextual learning helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. Contextual teaching and learning is based on the hypothesis that students tend to retain higher level knowledge and skills longer when their learning experiences are framed by contexts that are as close to real life as possible (Sears, 2003).

Moreover, considering the purpose those students who are familiar with the context of the learning will be motivated to learn English in order to apply the material in everyday context; therefore, the study is expected to be beneficial for teachers, students, and other researchers.

For teachers, the may help teachers to find some innovations and alternative approach to motivate students in learning English, in which the process should be varied in the aspect of method, strategy, and media. The teachers will have a beneficial knowledge and comprehension in making and improving their student's learning motivation, so that the teaching activity will be optimized.

For students, this approach expected to be resulted in being motivated in teaching English, not only for the importance of gaining good grade, but also for the need to apply it in their life. Not only that, it will encourage the students to actively participate in the teaching process with full participation and experience in learning.

Last, for other researchers, the study will eventually be helpful as the source for another research, especially in motivating students. In addition, the research findings may help the researcher to achieve the knowledge and concept in implementing unique, meaningful, and attractive approach, especially Contextual Teaching and Learning in motivating students to learn English.

1.6   Clarification of Terms

This sub-chapter contains of the clarification of terms that will be frequently found in this research. To avoid misunderstanding, the clarification of terms is explained as follows.

Contextual Teaching and Learning helps students relate subject matter to real world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives

Motivation is concerned with understanding how dispositions lead action through the interaction of biological, learned and cognitive process.

1.7   Organization of the Paper

This paper is divided into five chapters. The chapters are organized as follows.

Chapter I Introduction, this chapter of the study introduces the background of the research. In detail, this chapter consists of research questions, aims of the research, scope of the research, significances of the research, research methodology, clarification of related terms, and organizations of the paper.

Chapter II Theoretical Foundation, this chapter consists of the theoretical foundation that is relevant to the research field and be the basis for investigating the research problems.

Chapter III Research Methodology, this chapter gives clear explanation about how the study will be conducted and analyzed. The data collection and analysis will also be briefly explained.

Chapter IV Findings and Discussion, this chapter reports the findings of the study clearly. It will how the elaboration of the result of the Contextual Teaching and Method in motivating students to learn English.

Chapter V: Conclusion and Recommendation, this chapter contains the researcher's conclusion based on the analysis in chapter four as the answers towards the statements of problems of the study and recommendation for further researchers related to the use of Contextual Teaching and Learning in motivating students to learn English.