# MOTIVATING STUDENTS TO SPEAK THROUGH CONTEXTUAL TEACHING LEARNING

**Muhammad Shabir**
English Education Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun
m.shabir@uika-bogor.ac.id

## ABSTRACT

This study investigated students" motivation in speaking through Contextual Teaching Learning (CTL) at a junior high school in Bogor, West Java. The procedures of action research: plan, act, observe, reflect, and revise were used to investigate the participants" learning activities and motivation. The study was conducted in two cycles involving two on-site English teachers. Data were collected through the teacher's journal, observers" sheets, students" diaries, and questionnaires. The results of the research indicated that students" motivation in speaking could be improved through exposure to a variety of learning activities that connect the learning activities to the students" lives and experiences. Finally, the results of the study are expected to have a contribution to developing students to be motivated language learners.

**Keywords:** Motivation, Speaking, Contextual-teaching learning

## INTRODUCTION

Motivation has been understood as one of important and determinant aspects in promoting students" success in learning. It is because that motivation is able to increase the possibility for the students to commit the time and effort necessary to achieve learning objectives (Bong & Clark, 1999). Therefore, it might be assumed that one of factors to the students' poor learning outcome might result from the teachers' negligence or carelessness towards their students' motivation.

Specific to language teaching, some experts have commented on the important position of motivation in teaching. For example, Rost (2006:2) considers motivation is more important than teaching methodology. What might be assumed from Rost's view is that a good method will not automatically result in good learning outcomes but mainly depend on the motivation. Such important role of motivation, therefore, has then led to the numerous studies that attempted to search possible measures in order to promote students" motivation in learning.

One of the latest studies in relation to improving or promoting students" motivation might be the notion of Contextual Teaching Learning (henceforth CTL) which has been widely implemented in the teaching of sciences in many schools today. The studies have indicated that CTL could be an appropriate choice for teachers especially for those who have problems and difficulties in promoting their students' motivation. Lynch & Harnish (2003) report

that CTL proved effective to improve students' motivation in learning. Their studies indicated that CTL enabled teachers to manage, motivate, and ultimately teach students effectively. They also pointed out that the students engaged in their studies also rated CTL classes as more interesting and more engaging which then was effective to maintain their continued engagement in learning activities. Inspired by those studies, the current study presents a collaborative action research at a junior high school located in Jampang, West Java. The study focuses on how students' motivation in speaking can be improved through CTL which so far has not much been investigated.

Following some informal talks with two English teachers as well as some students at the school, the writer discovered some problems which this study concerns about. The first was that the teachers did not frequently offer speaking activities to their students due to the unenthusiastic reaction of the students when they were asked to be involved in speaking activities. The fact indicates that the teachers at the school seemed powerless to raise their students' motivation in speaking. Consequently, they just gave minor emphasis on speaking which is one of important skills in learning English. The second problem which might be the answer to the first problem was that the teachers found it difficult to provide an effective model for teaching speaking. As a result, the teachers used to switch speaking activity with other activities like writing and vocabulary enrichment. The last problem was that the students at the school really wanted to be able to speak but their teachers' way of teaching was not supportive for their speaking skill enhancement. Consequently, they felt uninterested and unenthusiastic each time their teachers asked them to participate in speaking activities. This preliminary informal conversation has clearly informed the writer that the teachers at the school were not capable of providing a desirable instruction of speaking. Based on the studies reported by Lynch & Harnish earlier, the writer then sought to explore CTL related practices in terms of finding an alternative and effective solution to the problems faced by the teachers at the school, especially related to the effort to improve students' motivation in speaking. There are two main argumentations on the effectiveness of CTL in improving students" motivation in speaking. These argumentations then have convinced the researcher to conduct the current study. The first is that CTL encourages context based learning. It means that the learning should be carried out and created in an environment that corresponds with learners" experiences and needs. Many studies revealed that a learner usually becomes motivated when his learning environment is attached to his real life and experiences. The second is that CTL offers a kind of negotiation or autonomy to students in terms of what they are going to learn. The writer believes that giving a kind of democratic learning environment will enable students to be more engaged in teaching-learning processes. Gehlbach and Roeser (2002: 42) affirm that the more students perceive autonomy, the more engaged they become in learning.

The important role of motivation in promoting students' success in learning

important is undeniable. Therefore, this action research study of how to improve students' motivation is not just valuable for English teaching and learning but also may be useful for the teaching of other subjects. Moreover, the findings may help other teachers of English improve their language teaching. Specifically, it is expected that the study can be useful for English teachers especially in terms of enhancing their students' motivation and engagement in leaning. A possible model for teaching speaking through CTL resulted from this study also may be valuable and useful for English teachers especially in helping them understand on how to implement CTL teaching practices in the teaching of speaking in their classrooms.

The study has a question to address: "How can students be motivated to speak through Contextual Teaching-Learning?

**LITERATURE REVIEW**

Motivation is one of the major factors that influence individual levels of success in any activities (Shabir, 2017). No wonder, there have been many studies seeking to investigate and explore the motivation-related issues comprehensively for its paramount role. However, motivation is not easy to define. It has been defined in many perspectives. Generally, motivation could be understood as the process that causes someone to act. Oxford & Shearin (1994) mention that in fact, there is no agreement on the exact definition of motivation. Dörnyei (1998) corroborates the statement that although motivation is a term frequently used in both educational and research contexts but there is little agreement in the

literature with regard to the exact meaning of the concept. However, experts in this field have made various studies in order to explore and elaborate this complicated mater to be more specific and understandable. In terms of language learning for example, Gardner (1985) defines motivation as the combination of effort that refers to the time spent for studying the language and desire that shows how much the learner wants to become proficient in the language and affect that refers to enjoyment in learning the language. Although the exact meaning of motivation has not been satisfied this far, motivation has been generally classified into two general types, namely the extrinsic and the intrinsic. Generally, extrinsic motivation refers to the motivating factors that come from external of an individual. Inthe meantime, intrinsic motivation refers to the motivating factors that originate from inside an individual. For the sake of this study, these two motivations will be discussed with more emphasis on the intrinsic one. This is because that the study concerns about promoting students" natural intrinsic motivation in the classroom. In other words, the study seeks to promote students" motivation in natural way through classroom experiences.

*Extrinsic Motivation*
Extrinsic motivation relates to external factors that force, initiate, and guide an individual to act or do something. Hoyenga & Hoyenga (1984) identify that extrinsic motivation refers to the motives that are outside of and separate from the behaviors they cause. Hoyenga & Hoyenga illustrate that if a student studies hard to do well on a

test because a good grade will result in a brand new car, then the motive behind studying is not what it is intended to do: that is to obtain knowledge. Since the origin of extrinsic motivation is not within an individual or it is separate from in-class experiences, this discussion therefore does not deal much with this kind of motivation rather gives more emphasis on the intrinsic one which is specific to students‟ daily classroom experiences and their natural tendency to learn. As stated by Ryan & Deci (2000), intrinsic motivation has been considered as an important construct that reflects the natural human tendency to learn and assimilate.

*Intrinsic Motivation*

It has been widely agreed that intrinsic motivation refers to the motivation that comes from inside an individual rather than from any external or outside rewards. Lepper and Malone (1987) quoted from http://education.calumet.purdue.edu defines intrinsic motivation in terms of what learners do without external rewards or inducement. Ryian and Deci (2000) elaborate more specifically when someone could be said intrinsically motivated. According to them, when a person is acting for fun or challenge rather than because of external prods, pressures, or rewards so that person is called intrinsically motivated. Consistent with Ryian and Deci, Borich & Tombari (1997) identify intrinsic motivation as a power that influences learners to choose a task, make them energized about the task, and persist until they accomplish the task, regardless of whether there would be an immediate reward or not. Therefore, Borich

& Tombari (1997) assert that intrinsic motivation is present only if learners actively seek out and participate in activities without having to be rewarded by materials or activities outside the learning task.

To this far, the perspectives stated above clearly define that intrinsically motivated learners are those who are engaged in learning activities for no external reward, external inducement, and external prods but other than interest, fun, and enjoyment.

There are two metaphors used by motivational theorists to approach the problem of motivation. The first is early motivational theories that make use of the person-as-machine metaphor. Included in this type are instinct theory, drive theory, and deficiency-growth needs theory. The second is the current cognitive motivation theories that make use of the person-as-rational-thinker metaphor. Included in this type of cognitive motivation theories are attribution theory and self-efficacy theory. In addition to those motivational theories, there is also a motivational perspective called self-determination theory. According to Borich & Tombari, (1997), this theory attempts to reconcile cognitive theory's emphasis on intrinsic motivation with more traditional notions of human needs and drives. Therefore, Deci (1991) cited in Borich and Tombari (1997) then offers an alternative perspective of motivation called self-determination (internally controlled) theory. According to Deci, this self-determination theory reintroduces a component of motivation that has long been neglected by most modern cognitive motivational theories that is innate needs.

According to Deci, there are three innate needs of human namely competence, relationships, and autonomy. In term of learning, Borich & Tombari (1997) say that competence needs involve the knowledge of how to achieve certain goals and the skills for doing so. Deci (1991) cited in Borich and Tombari (1997) says that to feel competent is an innate psychological need that should be satisfied so that learners feel able to meet challenges. Relatedness refers to the needs that someone needs to support his/her expected goal attainment in social life. In the context of learning, Borich & Tombari (1997) tend to say that relatedness needs are innate requirements for secure and satisfying connections with peers, teachers, and parents. Therefore, Borich & Tombari (1997) suggest that to trigger students" relatedness, the students should perceive that their surrounding listen and respond to them. In support of the importance of relatedness, Ntoumanis (2001) cited in Bush (2006) proposes that cooperation can foster self-determination. Autonomy needs (Borich & Tombari, 1997) refers autonomy to the ability to initiate and regulate one's own actions. For example, students are autonomous when they willingly devote time and energy to their studies.

*Motivational Indicators*
As it has been presented earlier that there are three needs that must be satisfied to promote students" intrinsic motivation, they are competence, relatedness, and autonomy. To promote students" motivation, teachers should activate these three elements. Shindler (2008) suggests that teachers can give students a greater sense of competence

by focusing on progress not on products, avoiding comparisons among students, expressing high expectations, and helping students achieve the goals they have set for themselves. When they feel competent, they will surely show some behavioral characteristics such as willing to do the task given by their teachers, willing to pursue more challenges, and being confident to conclude the task given. From autonomy point of view, students need to feel that they are autonomous and have freedom of choice. Since autonomy refers to the ability to initiate and regulate one's own actions, autonomous learners are willing to engage in learning activity and to conclude their task. As a result, behavioral characteristics of such autonomous learners will emerge such as eager to learn autonomously, willing to devote time and energy in their studies, enthusiastic to pursue the activity, enjoy the activity, move beyond the minimum expectations, and the do not care if there are rewards attached. From relatedness point of view, cooperation can foster students" motivation. It brings students together to help each other learn, improve, and make the learning inherently more interesting. Consequently, learner feels enjoyed since they do not work alone. From the explanation above, it could be concluded that when the learners feel competent, they are eager to pursue their task, willing to have more challenges, being confident of doing the task given as expected, and willing to pursue more challenges. When the learners feel autonomous, the learners are willing to devote their time and energy to conclude and pursue activity given, feel enjoyed of the activity, move beyond the minimum

expectations, and do not care if there are rewards attached. When feeling related, the learners feel enjoyed and unworried since they do not work alone. These characteristics seem to have much similarity with what have been proposed by Barbara Blackburn in her book "Classroom Motivation from A to Z: How to Engage Your Students in Learning". Blackburn (2005) mentions five criteria or characteristics of an intrinsically motivated learner: (1) the learner pursues the activity independently, (2) the learner does not want to stop working until the finished, (3) the learner enjoys the activity, (4) the learner moves beyond the minimum expectations, and (5) the learner does not care if there are rewards attached. These five will be used as a guide for concluding this study.

*Contextual Teaching Learning*
In his book "Contextual Teaching and Learning: What it is and Why it is Here to Say", Johnson (2002:25) defines CTL as an educational process that aims to help students see meaning in the academic material they are studying by connectingacademic subjects with the context of their daily lives: personal, social, and cultural circumstances. In the meantime, Berns & Erickson (2001:2) define CTL as conception of teaching and learning that helps teachers relate subject matter content to real world situations. The definitions presented above clearly emphasize that the focus of CTL is teaching in the context of real life which is the translation of theoretically-based pedagogy into practice, or it is the framework wherein the learners are facilitated to the real world. Johnson

(2002:24) says that CTL encompasses some principles and characteristics that it develops self-regulated learners, anchors teaching and learning in students" life context, applies teaching and learning in multiple-context, uses problem-based learning, uses independent learning groups, and uses authentic assessment. These principles must be met in order to become CTL practice.

*Approaches for implementing CTL*
To implement CTL, a variety of teaching approaches may be used. Over the years, five teaching approaches have emerged that include context as a critical component. They engage students in an active learning process. These approaches are not discrete. They can be used individually or in conjunction with one or more of the others. Although varying in the literature, the following definitions are intended to capture the essence of the concepts as means for implementing CTL:

*Problem-based learning*
Moffitt (2001) cited in Brand (2003) says that an approach that problem-based learning is an approach that engages learners in problem-solving investigations that integrate skills and concepts from many content areas. This approach includes gathering information around a question, synthesizing it, and presenting findings to others.

*Cooperative learning*
Holubec (2001) cited in Brand (2003) says that cooperative learning is an approach that organizes instruction using small learning

groups in which students work together to achieve learning goals.

*Project-based learning*

Buck Institute for Education (2001) cited in Brand (2003) defines project-based learning is an approach that focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic products.

*Service learning*

McPherson (2001) cited in Brand (2003) says service learning is an approach that provides a practical application of newly acquired (or developing) knowledge and skills to needs in the community through projects and activities.

*Work-based learning*

Smith (2001) cited in Brand (2003) defines work-based learning as an approach in which workplace, or workplace-like, activities are integrated with classroom content for the benefit of students and often businesses.

**METHOD**

*Research Design*

This is an action research. There are a number of views commenting on this research method. Wallace (1998), Coles &Quirke (2001) say that action research is the process of systematic collection and analysis of data in order to make changes and improvements or solve problems. Another view comes from Nunan (1992)

saying that action research has been a form of research which is becoming increasingly significant in language education. For this reason, the writer used the action research since he sought to make improvements or solve problems in the teaching of English speaking. The research procedures used were adopted from Ferrance (2000), they were planning, action and observation, reflection, and revision.

One class of 8th grade students of a senior high school in West Java, was the participants of the study. They numbered 40. The writer chose the school was because of two reasons raised when the writer was conducting his preliminary investigation at the school. The first reason was that the students wanted to be able to speak English, but they were less motivated when they got involved in the speaking activities. The second reason was that the students expected their English teachers to teach them speaking through a way that could motivate them to speak. For these two reasons, the writer then decided to conduct the study at the school.

In order to collect the data needed, students' diaries, teacher's diary, observers' diaries, and yes/no, questions were used. The use of diaries in research into attitudes is supported by Jane (2001) and Peck (1996). Students" diaries were written after students have finished participating in each cycle. Questionnaire was used to provide data about students' motivation. The questionnaire was yes/no type designed to provide data about the indicators of intrinsically motivated students adopted from Blackburn (2005).

The study took place twice a week. The study employed the problem-based learning (PBL) in teaching speaking to the participants. With the intensive literature reviews on the CTL and PBL, the writer developed Jordan's technique of "pyramid discussion" (Jordan R. 1990) to teach speaking to his study's participants. Choosing this technique based on the four "touchstone" events that must be met in PBL, including engagement, inquiry and investigation, performance, and debriefing (Sear, 2002:13). The pyramid discussion was developed in line with the stages suggested by PBL and the principles held by CTL: Individual Study, Pair Work, Group Work, and Whole Class Discussion.

**FINDINGS AND DISCUSSION**

On March 18, 2018, the teacher planned a discussion as the technique for his teaching. It was expected that the technique would be able to motivate the students to speak as well as improve their engagement in their speaking activities. In the planning, the teacher focused on a question "What are the topics that could interest the students to discuss about? Finally, the teacher selected as many as 20 topics intended for the students" discussion. All the selected topics were based on the context of the students" lives that fitted their daily classroom experiences. As Sears (2002) and Johnson (2002) say that to make students" learning activities have personal value, generate interest, and produce functional knowledge and skills, the act of the learning must be in the context of and directly relevant to the students" knowledge, skills, and performances. In other words, the teacher tried to help the students see meaning in the subject they would learn by connecting the subject with the students" lives and experiences. There were six activities provided: individual work, pair work, group work, and whole class work.

*Individual Study*

Before the individual study's activities started on the first day of his teaching (March 19), the teachers explained the need for the students to be able to communicate in English. The teacher then told the students that to be able to so, what they needed was a technique that could give them more opportunities to practice their speaking. Finally, the teacher introduced the pyramid discussion to the students. Afterwards, the teacher tried to generate the students' interests to take part in the speaking activities they would have later on. To do this, the teacher explained how the pyramid discussion could help them learn English speaking better. The teacher then gave the students a clear description of what they would do and how they would do it. By doing so, the teacher expected that the students' interest could be raised. As Borich & Tombari (1997) say that giving students the knowledge of how to achieve certain goals and the skills for doing so can generate the students' interest and motivation in learning.

The last, the teacher encouraged the students not to be worried too much about their grammar and structures. The teacher reminded that the students that they were still learning, and therefore, they did not need to be afraid of possible mistakes in their speaking activities later on. By telling

this, the teacher expected that the students could feel relaxed so that their speaking activities could perform optimally.

To this point, there were some important events noted. The first was that the students were interested in the technique introduced and explained by the teacher. The indication was that when the teacher was telling, describing, and explaining about the discussion, the students were enthusiastic and attentive. It could mean that the students welcomed positively the discussion as a technique for improving their speaking skill. The students also admitted that discussion was very possible for them to carry out. It was assumed that the students' unobjectionable behavior of the technique was because of the teachers' clear explanation of how the technique should be carried out. In other words, the teacher managed to give the students clear information about what they should do and how they should do it. The fact corroborates Borich & Tombari (1997) saying that giving students the knowledge of how to achieve certain goals and the skills for doing so can motivate students to learn. The second note was that the students felt ready with possible challenges they might experience during their speaking activities. It was assumed that such condition was because of the teacher's successful effort in convincing the students that making mistakes was common in learning. Thus, the students felt encouraged to speak despite of their limited language mastery. The last note was that the students felt encouraged to get involved in the speaking activities they would undertake. It was assumed that such condition resulted from the teacher's supportive approach in

teaching them, ensuring that nothing they should worry in learning. Afterwards, the individual study started. The starting teaching activity was that the teacher distributed to the students sheets of papers that contained 20 topics of discussion that were prepared in the planning stage. Afterwards, the teacher asked the students to read the topics carefully. To ensure their understanding of the topics, the teacher provided opportunities for the students for asking. Doing so also aimed to generate a relaxed learning atmosphere for the students. In other words, the teacher managed to make the students feel supported and helped when they got problem. In addition, it was expected that the students' interest could be roused by enhancing their understanding of the topics they learnt. As Kellough & Kellough (2008) indicate that students' interest can be enhanced by making materials understandable for the students.

After the asking session had completed, the teacher then assured himself that the students really understood the topics by posing a question "What do you know about the topic number...? At the same time, the teacher expected that the students could be stimulated to speak. Therefore, the question above was intended to make the student speak which was not only limited to the literal meanings of the topics but also their contexts in the real life. Asking that way was also expected to be able to enhance the students' learning. As CTL practices suggest that in order to enhance students" learning, academic materials should be connected with their contexts. After the teacher was sure enough about the students' understandings of the topics, he then asked

each student to select four topics that she/he felt most interesting. The selected four topics should be written on the prepared papers. To stimulate the students to practice their speaking, the teacher invited some of students to stand in front of the class. The teacher then asked each of the invitees by questions like "Why do you choose these topics? Are these topics easy for you to discuss? Are you sure that your friends will agree with the topics you have selected?" It was expected that posing such questions would be able to describe to other students how to initiate speaking activities in a discussion with their pairs later on. While doing this, the teacher also sometimes posed the same questions to some non-invitee students. After the teacher was sure enough that students had understood how to do or at least start a discussion, the students then were prepared for the next step of the discussion that was the pair work.

Up to this point, the students were enjoyable. They were eager of following the teacher's instruction as indicated by their efforts that rushed doing the topic selection. Some of them also did not hesitate to ask the topics that they did not understand. The teacher also found that the students" learning atmosphere was so relaxed. In general, the students were motivated to do their tasks. There were some reasons assumed that had brought the students to such condition. The first relates to the teacher's way of introducing the task to the students. In doing this, the teacher managed to convince the students that their tasks were doable and possible them. This then, in the context of motivation, gave sense of competence to the students that they became

motivated to conclude their tasks. It is true what Shindler (2008) says that teachers can enhance students' motivation by giving them sense of competence. In other words, the teacher had successfully motivated students to learn by assuring them that their tasks are possible to carry out. The second reason relates to the teacher's approach in encouraging the students to learn. In doing this, the teacher did not expect the students to do what they could not do. The teacher believed that assigning the students with too high expectation was a difficult thing if the students were not motivated. Therefore, he managed to make the students willing and eager to learn by improving their motivation. The third was the teacher's effort in making the students responsible in concluding their tasks. In doing this, the teacher gave the students freedom to choose the topics to discuss. Despite the freedom, the students remained cautious and attentive since they were reminded that they would have to account for what they chose in the following speaking activities. This than affected the students' sense of responsibility in their learning, in the sense that the students learnt to value their choices. Finally, the students felt motivated because they had something valuable to contribute in their learning, or in this context were their next discussion's activities. The last was that the students did not have difficulties in understanding the topics. Mostly, the topics were familiar to them. It indicates that the topics selected by the teacher in the planning stage had fitted the students" knowledge capacities and experiences which is crucial in the context of CTL practices.

*Pair Work Discussion*

The pair work took place on March 20, 2018. The starting teaching activity at this stage was that the teacher asked each student to consult with his/her nearby partner. They were required to compare each other their respective topics and finally they should present two common issues to be proposed as the topics of discussion in the next learning session. In order to make the pair work effective for the students" speaking activities, the teacher invited one of the students to demonstrate with him how to conduct a simple transactional speaking. The teacher then interacted with the invited student by posing questions "What are the four topics you have? Why do you choose these? Of these four, which do you want to propose to discuss? When this process took place, the teacher just let the student answer his way. The teacher did not interrupt him until the communication had stopped. Afterwards, the teacher and the student exchanged role. This time, the student asked the teacher. The questions used were those used by the teacher in asking him. The teacher then demonstrated how to answer such questions. After the demonstration had finished, the teacher then wrote some examples of transactional expressions on the whiteboard for students" language enrichment. The teacher expected that by such demonstration, he could build a more personal contact with the students that the students feel supported and helped (Sears, 2002). When the demonstration had completed, the pair work discussion started. The teacher observed closely each pair in order to ensure that communication really took place. The teacher sometimes interacted with some of the pairs by raising questions like "What topics will you choose? Why do you choose them? Do you think that they are interesting to discuss? The teacher also gave the students opportunities for asking in case they found words, phrases, and expressions they did not know how to say them in English during the discussion. It was expected that by giving the students such opportunities, the discussion could last a bit long and finally could be functioned maximally for their speaking practices. In addition, it also aimed to create a relaxed learning atmosphere for the students as well as enhance their engagement in learning activities.

There were some important notes found up to this point. The first was that situating the learners in such pair work was effective to motivate the students to get involved in learning activities. What made the students motivated was their learning atmosphere that was different from the individual work. At the previous individual work, each student had to work alone. Now each had a friend to share with. As a result, learning atmosphere in the pair work became more active since each student enjoyed interactions with his/her partner during the activities. It was also visible that in the pair work, there was a kind of cooperation appeared. Each student tried to help his/her partner when problems appeared. The second was that learning in such pair work was also effective to enhance the students' sense of responsibility. To explain this, it might be best illustrated by one of principles of CTL that is learning in diverse context. In the context of the pair work, being responsible was shown by the

students' efforts to secure their respective ideas. In other words, they tried as hard as they could to win the topic selection so what they had done in the individual work would not be useless. Finally, motivation of the students was affected because there was somebody who listened that made them feel valued and respected.

When the pair work completed, the students then were prepared for group work which was more diverse since there were more students involved. One important note found at the end of the pair work that was when the students were informed about the group work, they were happy and enthusiastic. In other words, there were so curious of the next learning activities they would undergo. As Kellough & Kellough (2008) and Scales (2003) said that young adolescent students tend to be highly curious and display a broad array of interests, eager to learn about topics they find interesting and useful, favor active over passive learning experiences, and prefer interactions with peers during educational activities.

*Group Work*

The group work took place on March 27, 2018. To start his teaching activities at the stage, the teacher asked the students to study in groups. There were five groups; each group consisted of four pairs. Then, they were suggested to consult and compare each other about the topics that they had selected when they were in the pair work discussion. They would have to present one common issue to be proposed as the topic of discussion in the whole class work. The teacher expected that by conditioning the students in such groups, it would be able to

create a more dynamic learning atmosphere. The teacher also expected that the students" motivation could be improved by generating their sense of relatedness. As Borich & Tombari (1997) indicate that students" relatedness could be triggered when the students feel listened and responded. In the context of the group work, the students were expected to feel encouraged to learn because there were friends who might give support and help when problems appeared. Finally, their engagement in the learning activities were expected to improve. In other words, it was expected that such learning environment could bring the students together to help each other learn, improve, and make the learning inherently more interesting. In order to ensure that each student in each group would have an equal chance to speak, the teacher asked each group's members to elect their leaders who would be responsible in managing their discussion within their group. After the 'leader election session' had completed, the teacher then briefed all the groups' leaders regarding what they should do in the discussion. The teacher also gave an emphasis to the groups' leaders that they should provide their members equal opportunities to speak. The groups' leaders were actually meant to help the teacher in interacting to each student in the class. The teacher felt that it was not possible for him to interact with all students in the very limited time. With the leaders' help, it was expected that the available time could be spent effectively in such way that all students would have opportunity to speak. For that reason, the teacher provided all the leaders prepared questions as guides for them in asking their members. The prepared

questions aimed to enliven the discussion and maximize the students' speaking practices. The students were also encouraged to respond to their friends' ideas freely. With such learning environment, it was expected that each students would feel listened, respected, and valued by others.

While the discussion by each group took place, the teacher walked round the class and ensured that conversation really had taken place. The teacher also sometimes took place in the group discussion by pretending to be a member of the group discussion. By doing so, he could see directly how the discussion took place among the students. Although the discussion was intended for the students' speaking practices, the teacher did not let the students feel frustrated because of their limited language skill. Therefore, he pleased the students to ask while the discussion took place. When the group work had ripened, the students then were prepared for the whole discussion stage.

Up to this point, some important notes were found. The first was that the students enjoyed learning in the group work. They found that learning in groups was interesting. It was assumed that what made the students feel enjoyable was the learning environment that was different from one to another. In other words, the students felt new when they moved from one activity to another. The second note was that the students' motivation also improved. To elaborate this statement, it might be best illustrated by Borich & Tombari (1997) saying that students' motivation can be triggered by generating their sense of relatedness. In the context of the group work

above, the students were motivated to learn because there were friends who could give support and help when problems appeared. In other words, such group work environment brought the students together to help each other learn. Finally, their engagement in the learning activities improved. The third was the teacher's participation while the discussion took place which was assumed of having a significant effect to the students' learning environment. The act could be seen especially when the students encountered problems with their language. With such group work, they seemed more courageous to ask. What made them so might be the presence of the teacher near them that made them feel supported and have close emotional contact with their teacher.

*Whole Class Discussion*
The whole class discussion was carried out two sessions: one on March 27, 2018and other one on March 30, 2018. The teacher could not complete the whole class discussion in just one session due to many activities that should be carried out. The whole class discussion was intended to give the students more opportunities to talk freely in the target language in an organized way, but without too much stresses on grammatical or structural accuracy. Before the activity had started, the teacher again reminded all the students about the need for them to be able to speak. The teacher then tried to encourage and motivate the students to speak by ensuring them that nothing to worry and that the thing they needed to do was to try to put forward their ideas about the topic as maximal as they could. The

starting point of the whole class discussion was that each group was required to write their respective selected topics on the white board. When this activity had completed, the teacher made a little negotiation with all the students to select one possible topic only that they preferred to discuss. In the selection process, the students were required to use their reasoning skill. The teacher wanted that the students' activity was not just limited to doing the topic selection but it also aimed to stimulate the students to speak. When the situation was set, the procedure moved on to a general whole-class discussion in which each student was asked to put forward their ideas in a form of short speech presentation. This time, the students unanimously agreed to talk about music. Prior to the presentation, the teacher provided the students the time for language enrichment. The teacher taught the students all the words related to the topic they would present. Mostly, the language enrichment was in form of phrases that could help them the students build their language for their speech presentation. The teacher expected that such language enrichment would be able make the students feel competent of doing their task. Finally, it was expected that the students' motivation could improve. As Niemiec & Ryan (2009) indicate that generating students' sense of competence can motivate them to learn. When the language enrichment had completed, the teacher instructed the students to prepare their speech presentation. The students were also pleased the students to ask in case they found problems with their language while they were preparing their speech presentation. Due to limited time, the teacher asked the students to complete their speech presentation at their homes. They should have already been prepared for the presentation in the following week. The writer expected that with such long spare time, the students would have enough opportunity to prepare their presentations. In the following week, all the students were asked to prepare for the presentation. Before they did it, the teacher encouraged the students not to worry about their language. The teacher told the students that the thing they should think was just to present what they had. After the teacher was sure enough that students were ready for the presentation, he then selected randomly three of the students to present. When each of the three students had finished, the writer then praised and smiled saying "It's OK, because this is the first time that you speak in front of the class. You did a good job." The writer expected that the students would feel relaxed. The writer spent a lot of time to listen the students' presentation. After most of the students had their turned to speak in front of the class, the teacher also provided the students to ask and add their friends' speech.

At this point, there were many students tried to respond to their friends. Some students also tried to ask. However, there were students who could not have chance to speak due to limited time. Then, the teacher promised them that they would have time to speak another time. The rest of time, the teacher then had the students write what had been discussed.

*Reflection*

The first part reflected issues cover three main areas, namely activities used for motivating students, participation of teacher and students in teaching and learning activities, problems or difficulties faced by the students during the teaching and learning processes. These reflected issues were used as bases and guides for the teacher to make improvements for his instruction in the following cycles. At this part, the discussion planned by as the technique of his teaching of speaking was effective to arouse students" interest to get involved in the speaking activities. The students felt that the technique had met their expectation that was to motivate them to speak as well as maximize their engagement in the speaking activities. There were some important notes synthesized from the students" welcome reaction to the discussion. The first relates to the students" belief about the discussion which then affected the state of their motivation. In that context, the students believed that the discussion was one of the effective ways for them to improve their speaking skill since they would have more opportunities to practice their speaking. Because of the belief, the students then felt motivated and encouraged to be involved in the teacher's instructional activities. Such belief was present on the behalf of teacher's successful effort in providing a clear description of what and how the students would do their tasks. The second note was that the teacher had effectively anticipated what might be useful for him to motivate the students to participate in his instruction. The anticipation was that the technique of teaching used that really fitted the students' life experiences. In other words, the students

were not strange with discussion; they had been familiar with it in their daily interaction both in and out their school. Therefore, when such technique was introduced by the teacher, the students seemed enthusiastic. They wanted to use the technique as a way to practice their speaking in a more organized. In other words, they saw the procedures and stages that they would carry out could be an effective way for them to learn speaking. Finally, their motivation to take part in the discussion was visible.

The reflection starts with the first activity that was individual work. The activities reflected at the individual work are classified into three namely topic distribution, students' understanding enhancement, and topic selection.

A. Topic distribution

The teacher distributed as many as 20 topics of discussion to each student. They were selected on the base of the students" real life context that fitted their daily experiences. In other words, the topics of discussion selected were present in and suitable with the students" daily experiences. What visible was that giving such topics, the students did not have any difficulties and problems in understanding the topics both their literal meanings and their contexts in the real life. The situation then brought the students to a condition in which they did not feel strange or weird to what they learnt. Finally, their perception towards the topics was positive as indicated by their sense of competence to discuss about the topics. They seemed encouraged and motivated to do their learning. They also felt interested because the topics presented to them were interesting

and have relevancies with their worlds and their daily experiences. The facts then corroborate what has been suggested by motivational experts that to generate students" interest, to raise their motivation, and to enhance their commitment in learning, teachers should revive the sense of competence of the learners (Shindler, 2008). CTL practices also suggests that students learn best and feel motivated when what they are learning is directly relevant to their knowledge (Sears, 2002. The selection of the topics also improved their commitment to what they learnt. In other words, the learners were offered with materials designed specifically for their age group or corresponding with their world of thought and experience (Harmer, 2007).

B. Ensuring students' understandings

In ensuring students" understanding, the teacher hold firmly the principles and practices that CTL teachers should keep in their minds, that is not to intrude too much in the activity since it could impede the students" autonomy and not to get too little involvement in the activity since could be unhelpful for the students (Harmer, 2007). After the teacher distributed the topics, the teacher ensured that the students had understood the topics by providing opportunities for the students to ask. At the same time, the teacher also stimulated the students to practice their speaking by asking them to say what they understood about the topics. What visible was that the asking session was effective to present a relaxed learning atmosphere for the students. The reason was that the students felt supported and helped because they had opportunities to

ask what they did not understand. Such situation then generated the students" interests to discuss. The teacher's way in defining the meaning of each topic was also helpful in enhancing the students" understanding of the topics. The students were not just taught what the topics meant literally but also what they meant in the context of real life. Finally, the students felt motivated because they knew more about what they learnt. This then interested them to discuss the topics because their teacher had made the topics more understandable, valuable, and useful for them to discuss (Kellough & Kellough, 2008). Another important note was that the students did not have difficulties in understanding the topics. Mostly, the topics listed were known and familiar to them. It indicates that all the topics selected by the teacher were in line with the context of students' experiences, which is crucial in the CTL practices. Finally, the students felt motivated to learn because they knew what they were going to learn. The students also felt helped when their teacher participated in enhancing their understanding of the topics learnt. The teacher let the students say what they understood about the topics. There was time provided for the students for meaning exploration. When there were mistakes, the teacher did not blame the students directly but rather gave them opportunity for exploration with class" members. This then had generated the students' motivation to learn.

To summarize, giving the students opportunities for asking and confirming their understanding about the material learnt could generate a relaxed learning

atmosphere. In other words, the students should feel that they are supported and helped by their teacher. Pressures and expectations that could hinder students" commitment in learning should first be avoided by teacher. With such, learning atmosphere could be relaxed and finally, students will feel encouraged and motivated to get engaged in learning activities.

### C. Topic selection

The starting point of this activity was that the teacher asked each student to select four topics that interested him/her much to discuss. The students were conditioned into a learning in which they were required to be responsible in what they had done. At this point, the students were busied of selecting the topics. Their learning enhanced since they knew and understood what they were doing. It was visible that all the students did their task attentively. Because the students knew they would be questioned regarding their choices later on, they selected the topics considerably. Consequently, sense of responsibility of the students aroused and they at the same time learnt to be self-regulated or self-disciplined which is one of characteristics of CTL learners.

### D. Language input

After each student selected four topics, then the teacher stimulated the students to practice their speaking. Some students were invited to stand in front of the class. The teacher then asked each of the invitees regarding their choices. Up to this point, the students had not objection when they were asked to stand before their mates to say something about their topics. They also had not significant difficulties in answering the teacher's questions. At the same time, the students paid attention closely to the teacher when he asked each student. They even tried to write some of the questions and practiced them with their pairs. This means that the students learnt to speak unintentionally from their teacher, which is one of characteristics of a regulated learner. This was then effective to enhance students" subsequent learning activities in the pair work stage. It then could be synthesized that language input instruction could be effective through teacher's demonstration. With teacher's demonstration, learning could be more practical and effective for students" understanding enhancement. The fact then corroborates the theory that explaining what has been learned to someone else or other learners is effective to achieve maximal learning process (Brand, 2003).

Now the writer wants to reflect the pair work. The activities reflected are classified in to two namely topic selection and ensuring students" interaction.

### A. Topic selection

At this activity, the teacher started the teaching by asking each student to consult with his/her nearby partner. Each pair then should present two common issues to be proposed as the topic of discussion in the next discussion activity. Up to this point, learning environment became more dynamic. The students discussed their respective topics eagerly. It was also visible the students enjoyed the activity and participated in it willingly. In selecting the topics, each student in the pair shared each other about possible topics to select. They did the selection thoughtfully because they

would have to be able to present and defense the topics they had in the subsequent session of the discussion. It could be synthesized then that learning could be enhanced when students feel valued, respected, and listened by others. The existence of a friend who responds and listens is able to make a student feel valued and respected. In addition, such condition, in line with Borich & Tombari (1997), also influences students' motivational climate since the student help each other learn, improve, and make the learning inherently more interesting.

B. Ensuring students' interaction

The teacher's way of ensuring that were interactions or communications in the pair work discussion was helpful in initiating the student to communicate. By demonstrating how to defend ideas, express agreement and disagreement, persuade someone to do something, and express objections, the students could understood easily what they should do when engaged in a discussion. Giving a demonstration to students of how and what they should do could be effective to achieve a maximal learning process rather than giving them a description about what they should do. This is because that students sometimes still need a model that enables them understand easily and practically what they should do. Therefore, in this context, teacher needs to fulfill such need by finding an effective way that the students would have not too many problem or difficulties in doing their task. In other words, teacher needs to build contact with the students that they feel supported and helped (Sears, 2002).Still in connection with ensuring the students" interaction, engaging the students

in the demonstration could be more effective in building maximal learning process. Through this, the teacher could directly see and evaluate the learning process for the better performance of the students when they are in engaged in the real discussion. In engaging the students, there were also opportunities for asking in case they found words, phrases, and expressions they did not know how to say them in English. Up to this point, in could be synthesized that students' learning could enhanced by giving the students demonstration and at the same time, giving the students opportunities for asking. This then could lead a relaxed learning atmosphere for the students as well as enhance their engagement in learning activities. Another important note was that situating the learners in pair discussion was not only effective to motivate the students but also was successful in raising the sense of responsibility of the students. In this context, it might be best explained by the learning in diverse context of CTL that students" responsibility is enhanced when the learners feel valued and respected by others. In this context, being responsible is in the sense that each learner tried to defend their respective idea and tried to listen or respond to their friends. Finally, their motivation was also affected positively because they felt valued and respected by others.

As to reflect the Group work, it was more diverse since there were more students involved in one group. At the beginning of this group work, the students were so happy and enthusiastic. Their curiosity at the time was also visible. Kellough & Kellough

(2008) and Scales (2003) characterize the adolescents as individuals who tend to be highly curious and display a broad array of interests, eager to learn about topics they find interesting and useful, favor active over passive learning experiences, and prefer interactions with peers during educational activities. Now the writer wants to reflect group work. The activities reflected are classified in to three namely topic selection and ensuring students' interaction.

A. Topic selection

To start this stage, the teacher asked the students to study in groups. There were five groups; each group consisted of eight students. Then, members of each group were asked to consult each other about the topics they had selected when they were in the pair work discussion. Then, they would have to present one common issue to be proposed as the topic of discussion in the whole class work stage. What visible was that with such group study, the students" relatedness aroused in the support of their friends that listened and responded to them (Borich & Tombari, 1997). This then made learning environment inherently more interesting.

B. Ensuring students' interaction

In order to ensure that each student in each group would have an equal chance to speak, the teacher asked each group's members to elect their leaders who would be responsible in managing their discussion within their group. After the "leader election session" had completed, the teacher then briefed all the groups' leaders regarding what they should do in the discussion. The teacher also gave an emphasis to the groups' leaders that

they should provide each of their members an equal opportunity to speak. The groups' leaders were actually meant to help the teacher in interacting to each student in the class. The teacher felt that it was not possible for him to interact with all students in the very limited time. With the leaders" help, it was expected that the available time could be spent effectively in such way that all students would have opportunity to speak. For that reason, all the leaders were provided a sheet of paper containing some questions to be asked to each of groups' members. The questions were aimed at enlivening the atmosphere of discussion which required the students ask to use his/her reasoning skill. The students were also encouraged to respond to their friends' ideas freely. With such learning environment, it was expected that each students would feel respected and valued by others. While the discussion by each group took place, the teacher walked round the class and ensured that conversation really had taken place in each group. The teacher also sometimes took place in the group discussion by pretending to be a member of the group discussion so that he could see directly the discussion took place among the students. In the group discussion process, the teacher let the students feel free to ask in case they found problems with their language. For their language input, the teacher wrote some phrases that were meant to help the students build their language in the discussion. Then, the students were prepared for the whole discussion stage. Before the whole class discussion had started, the teacher again reminded all the students about the need for them to be able

to speak. The teacher then tried to encourage and motivate the students to speak by ensuring them that thing they needed to do was try to forward their ideas about the topic.

As to the activities reflected in the whole class discussion, they are classified into three namely topic selection, language input enhancement, and short speech presentation.

A. Topic selection

When the students started selecting the topics, learning atmosphere changed drastically. They were enthusiastic and eager to defend their respective topics that they had selected when they were in the group work discussion. Such situation then bought the students into a heating learning atmosphere since they all tried to speak up. They participated actively in the topic selection process by showing their speaking performance. They seemed to have no doubt to speak since the language they used mostly had been practiced repeatedly in the previous stages of their discussion. Finally, the teacher's purpose to give the students more opportunities to talk in the whole class discussion has started. To ensure that the discussion could be useful for the students' language improvement, the teacher then mediated the discussion because he did not want to let the students discuss in such an unorganized way. The teacher then chose one common topic though a negotiation process. When the situation has ripened among the students, the procedure moved on to a general whole-class discussion in which each student was asked to put forward their ideas in a form of short speech. Up to this

point, it could be synthesized that learning atmosphere can be activated by having the student confront other students (Bruner, 1985 cited in Brand, 2003). In other words, confronting students with other students can generate students" interest. Finally, students' commitment to participate in learning activities increases because they have others who respond and listen to them. The second point is, however, in such situation, teachers might not let the students stay too long with their activities without teachers' control or direction. Teachers' participation by mediating the learning is sometimes necessary in order to make the leaning to be more meaningful. Such mediation is one of the roles that must be run by CTL teachers.

B. Language input enhancement

After the students chose one common topic, the teacher provided the students the time for language input enrichment. The teacher taught the students all the words related to the topic they presented. The teacher taught the students sentences and phrases needed for their discussion. Providing such phrases, the students felt helped when they performed their discussion. Finally, the language enrichment made the students feel competent of doing the discussion. The students used the phrases in the discussion. What visible to this point was that the students seemed motivated to participate in the discussion. The students did not worry about their language since their teacher was always ready to help when they found difficulties. Finally, they felt encouraged and motivated because their teacher helped make them feel to feel capable to conclude the discussion (Niemiec & Ryan, 2009).

After the discussion completed, the students were asked to deliver short speech about what they had discussed. At this point, learning process enhanced. This was because the students were instructed to do what they already knew before. There were asked to deliver or speak about what had been discussed. For this, the students did not have difficulties to deliver their speeches because what should say was about what they have learnt. As Slavin (1991) cited in Brand (2003) revealed that explaining what has been learned to someone else is effective to achieve maximal learning process. Therefore, the students were motivated to do the speech presentation because they have already something to say.

**CONCLUSION**

Improving students' motivation in speaking through CTL is a contributory study to developing students to be motivated language learners. The study has outlined how such teaching could be effective in improving students'' motivation in speaking. Specifically, there five important aspects the study can reveal how such teaching is effective to motivate students to speak. The first relates to instructional strategy. The study has shown that teaching through CTL enables the students to conduct self-exploration. In this context, the students are not limited to the teacher's materials only but they are also allowed to have their own choices that make the learning inspirational. Consequently, the students become eager to learn and invest their energy in the learning. Evidence indicates that when students are actively engaged in working on "real issues" –a common focus of the CTL pedagogy –

they are more motivated to master content. The second relates to the CTL well-designed programs produce positive changes in students, including increased social and personal responsibility, growth in moral and ego development, and improved self-esteem. Researchers have documented other aspects of engagement, an important indicator of academic instruction. Individuals, who are interested in particular activities or topics pay closer attention, persist for longer periods of time, learn more, and enjoy participating to a greater degree than individuals without such interest. Researchers have argued that situational interest is important because it motivates students who are academically uninterested.

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