



## THE EFFECT OF CONTEXTUAL LEARNING STRATEGY ON THE BASIS OF CLASSROOM LANGUAGE AND LEARNING MOTIVATION ON STUDENTS' SPEAKING ABILITY

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### ABSTRACT

Students' English-speaking ability in schools in general is still low. There are various affecting factors. Some most obvious factors include limited English exposure to students in class (classroom language) and students' motivation to learn English. English language exposure which is very important in foreign language learning is limited. Then, it is necessary to find a strategy which is potential to provide more English language exposure and motivation for students. This study aimed to examine: (1) the difference in speaking ability between students taught with the learning strategy on the bases of classroom language and those taught with conventional learning strategy; (2) the difference in speaking ability between students having high motivation and those having low motivation; (3) interaction effect of the learning strategy on the basis of classroom language and motivation to students' speaking ability. This study used a quasi-experimental research design. In particular, it employed factorial 2x2 version non-equivalent control group. The subjects were the twelfth-grade students of SMA Negeri 5 Kupang, Indonesia. Two classes were randomly chosen, one as experimental group and the other as control group. Contextual learning strategy on the basis of classroom language was applied in experimental class whereas conventional (direct) learning strategy was used in control class. Data taken from both classes were then descriptively and statistically analyzed (ANOVA) using SPSS version 16.0 for windows. Results showed that (1) there was a significant difference in speaking ability between students in experimental group and those in control group. Contextual learning strategy on the basis of classroom language was more effective; (2) there was a significant difference in speaking ability between students in high motivation group and those in low motivation group. High motivation students were more successful; (3) there was no interaction effect of learning strategy based on classroom language and motivation to students' ability of speaking. Based on these results, teachers of English in general and those teaching at SMAN 5 Kupang in particular are recommended to use classroom language that provides more language exposure and motivation for students

**Keywords:** language exposure, classroom language, motivation to learn

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### INTRODUCTION

The quality of English education in Indonesia is considered low. There are many factors affecting this. One of the main causes is the way teachers organize the learning process. Most teachers do not use sufficient amount of English in English class.

In general, English learning strategies in schools tend to have the following characteristics: (1) the learning tends to be product-oriented so that it becomes less attractive; (2) the interaction in class is teacher-centered, which makes the students not active, not creative, and even tend to be lazy to learn; (3) the teachers in the learning process do not

give enough time for students to express and demonstrate their ability and achievement; (4) lack of variety in learning strategies which results in lack of motivation for students to learn; (5) English language exposure to students is limited. More specifically, Kolo (2013) says there are two classic problems often found, namely (1) the lack of English language exposure in class and after school time, and (2) the distortion on the interaction among related components, e.g., the inadequate competence and dedication of English teachers. Therefore, it is necessary to find learning strategies which provide more English language exposure to the students. One of the strategies is contextual learning strategy on the basis of classroom language – language expressions that are used by teachers and students in class.

Contextual learning strategy on the basis of classroom language can be defined as a learning strategy that applies classroom language (the language used by teachers and students in class). An active, extended, and continuous contact with English is believed to help students improve their language skills both in receptive skills (listening and reading) and productive skills (speaking and writing). Classroom language may appear in all stages of learning process, namely opening part, main part, and closing part. The power of classroom language (exposure) in these three stages determines the level of English language acquisition. Students learn in free, contextual and constructive atmosphere so that they are more creative, innovative and daring to express and demonstrate the ability acquired.

On the contrary, in direct or conventional learning, the teacher transfers information or skills directly to students to achieve the goals previously stated. Students' active participation and their learning environment receive less attention. Language exposure, including the application of classroom language, is very limited. There is no display board in classrooms where students can display their work, there is no 'English Corner' where students can read stories/ comics, play games, or search for difficult words in the dictionary.

Learning motivation is also one of the factors that affects students' learning outcomes. Heckausen (in Djaali, 2000) suggests that learning motivation is an impulse from the students that they try or struggle to improve their ability in every way they

can. While Atkinson (in Djaali, 2000) says that a person who has high expectations of learning motivation for success always overcomes the fear of failure. He is always optimistic that in every moment he is always motivated to succeed. Learning motivation is the inner psychic force to trigger learning activities of the students.

This research was conducted in SMA Negeri 05 Kupang, with the aims to examine: 1) the difference in speaking ability between students taught with contextual learning strategy on the basis of classroom language and those taught with direct learning strategy; 2) the difference in speaking ability between students having high motivation to learn and those having low learning motivation; 3) the interaction effect between learning strategies (contextual learning on the basis of classroom language and direct learning) and learning motivation to students' speaking ability.

## METHOD

The study used a quasi-experimental research design in the form of factorial 2 x 2 version non-equivalent control group (Tukman, 1999). The procedure started with giving pre-test, treatment, posttest after 8-time class meetings. The variables of this study consist of three types, namely independent variable, moderating variable and dependent variable. Learning strategies as independent variables has two dimensions, contextual learning strategy on the basis of classroom language and direct learning strategy. This variable was manipulated and predicted to affect the dependent variable. Moderating variable in this study is the learning motivation (high and low). Students' learning achievement (Speaking ability) becomes the dependent variable. The twelfth-grade students of SMA Negeri 05 Kupang were the subjects of the research. Of the eight classes, two classes were randomly chosen, IPA 1 (Basic Science) as experimental group, while IPA 2 (Basic Science) as control group.

Instruments used in the study were classified into 2 (two) types, namely: (1) instruments to measure English learning achievement, namely the (pretest and posttest) and (2) instrument (questionnaire) to measure the level of learning motivation. Before using them, all instruments were firstly validated, both in the content and the

test items. The collected data were then analyzed descriptively and statistically (ANOVA, using SPSS 16.80 windows version.

## RESULTS AND DISCUSSION

### Results

To examine the results, the authors present the following table 1.

Table 1: Summary of ANOVA testing result

Tests of Between-Subjects Effects

Dependent Variable: Achievement Test (Speaking)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1017.208 <sup>a</sup>	3	339.069	9.871	.000
Intercept	7549.549	1	7549.549	114.589	.000
Motivation Score	80.857	1	80.857	2.354	.001
Strategy	975.276	1	975.276	28.393	.000
Strategy * Motivation Score	.223	1	.223	.003	.954
Error	3623.593	55	65.884		
Total	407190.000	60			
Corrected Total	4077.933	59			

a. R Squared = .111 (Adjusted R Squared = .047)

The result showed: 1) there was a significant difference in speaking ability between students taught with contextual learning strategy on the basis of classroom language and those taught with direct learning strategy. It can be seen from the calculated F ratio of 28.393 and the significance probability value of .000. The significance value was lower than 0.05 ( $p < 0.05$ ), so that  $H_0$  was rejected and  $H_1$  was accepted. 2) There was a significant difference in speaking ability between students having high motivation and those with low motivation. This is indicated by F ratio of 2.354 and significance probability value of .001. The significance value was lower than 0.05 ( $p < 0.05$ ) so that  $H_0$  was rejected and  $H_1$  was accepted. 3) The ratio of F for the interaction between these two variables was .003 with a probability value of .954. The significance level was greater than 0.05, and it can therefore be concluded that there was no interaction between learning strategies (contextual learning strategy on the basis of classroom language and direct learning) and the learning motivation (high-low) to students' speaking ability.

### Discussions

First, the descriptive and statistical analysis of the collected data proves that there is a difference in speaking ability between students taught with contextual learning strategy on the basis of classroom language and those taught with direct learning strategy. Students learning achievement (speaking) in the contextual learning strategy on the basis of classroom language group (mean = 84, 27) is better than those taught in direct learning group (mean = 79, 67). This means, the contextual learning strategy on the basis of classroom language has more influence on speaking ability than the direct learning strategy. In other words, the contextual learning strategy on the basis of classroom language is more effective in learning English than direct learning strategy.

Improvement in speaking ability through the contextual learning strategy on the basis of classroom language as shown in this study is theoretically possible because this learning strategy always holds the principles and contextual characteristics that emphasize students' involvement in the learning process. Through the contextual principle, the teachers always associate the learning materials with real life context that the students deal with on daily basis, within the family, school, community, or with the natural surroundings. Thus, the student should be able to link their knowledge to what happens in their daily activities. This is consistent with what Sanjaya (2007: 253) said, Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes students' full involvement that make them able to find the material studied and relate them to real life situations.

Previous theoretical and empirical data strengthen these results, particularly regarding the role of language exposure in language learning. Briere (1978) found that "the amount of exposure to the target language in the formal and informal situations influence second language acquisition". In a very similar view, Carrol (1972) says "the more the exposure to the target language, the greater the success of students in proficiency test". Krashen (1985) in his research found that meaningful exposure to the language being studied is very important. These views confirm that the exposure to the language being learned, formally and informally, greatly affect the outcome of one's

language learning. The more numerous and broader the exposure to English, the greater the success in studying the language will be. On the other hand, direct learning has less influence on speaking ability. This is because the learning strategy is more teacher-centered. The English language exposure is very limited.

Second, both descriptive and statistical analysis proves that there is a difference in the y between students who have high learning motivation with those having low learning motivation. Learning outcome of students who have high motivation (mean = 82.29) to learn is better than that of students who have low learning motivation (75.24).

The results of this study strengthen the results of previous studies conducted by Sheeraz (2016), and Tella (2007). Sheeraz' research results (2016) prove that the category of motivation to learn has an impact or influence on a student's academic ability, where the academic ability has increased according to the category of motivation to learn. Tella (2007) proves that students who have high motivation to learn obtain better learning outcomes than students who have low learning motivation.

Kitjaroonchai (2013) in his study at junior secondary schools in Saraburi province, Thailand, found that there was a positive correlation between English language learning outcomes with the level of motivation of the students. Students with high motivation to learn are more successful than students who have low motivation. Furthermore, research conducted by Gardner and Lambert (in Hamayan, 1977: 227) confirms that there is a significant relationship between learning outcomes and levels of student motivation in second/foreign language learning programs. Students who get high grades also have high motivation to learn a second language.

The results of this study strengthen the results of previous studies as described above, in the sense that there is a correlation between the level of learning motivation and success of a student. The higher the learning motivation of a student, the higher the results obtained.

Third, the results of the data analysis proved that there is no interaction between learning strategies (contextual learning strategy on the basis of language exposure and direct learning strategy) and learning motivation on speaking skill of the twelfth-grade students of SMA Negeri 05 Kupang.

This indicates that the two variables (learning strategy and learning motivation) give the same strong influence separately.

The results of this study were also supported by other previous studies. Billing (2013) proved that there was no interaction between learning strategy and learning motivation. Furthermore, research conducted by Tan (2011) states that learning strategies do not have a strong interaction with the learning motivation towards the acquisition of learning outcomes. While the research results of Sujarwo (2013) indicates that there is no interaction between learning strategies and learning motivation on learning outcomes. Prayekti (2015) revealed that there is no interaction between the learning model of problem-based learning versus direct learning and achievement motivation on learning outcomes.

## CONCLUSION

Contextual learning strategy on the basis of classroom language proves to give a significant effect on speaking ability. Similarly, students' motivation also affects speaking ability. However, when these two variables interact, it is proved that there is no effect on speaking ability. It is suggested that English teachers apply contextual learning strategy on the basis of classroom language that has been proved to provide more exposure of English which ultimately improve English mastery in general. In addition, English teachers need to improve their roles as motivators for students, particularly in learning English as a foreign language; a language which is considered difficult by most students.

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