Research Review
Jurnal Ilmiah Multidisiplin
Vol. 3, No. 2, Desember 2024 ISSN: 29622743

Teacher Teaching Model and Impact on Student Learning Motivation At SMP Negeri 4 Bolaang Mongondow Utara

(Model Mengajar Guru dan Dampaknya Terhadap Motivasi Belajar Siswa di SMP Negeri 4 Bolaang Mongondow Utara)

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Article Info

Article history:

Received: 29 Oktober 2024
Revised: 27 November 2024
Accepted: 28 November 2024

Keywords:

Educational experience
Student learning motivation
Teaching model
Teacher Motivation

Kata Kunci:

Pengalaman pendidikan
Motivasi belajar siswa
Mode pengajaran
Motivasi guru

Abstract

This study aims to identify the teaching models frequently used by teachers and how teachers motivate students to learn English at SMP Negeri 4 Bolaang Mongondow Utara. The research method is qualitative, employing a data collection approach that includes observation, interviews, and documentation. The participants in this study were one English teacher and 28 eighth-grade students of SMP Negeri 4 Bolaang Mongondow Utara. The data analysis conducted by Satori and Komariah involves data reduction, data presentation, and conclusion drawing. The results of this study indicate that the contextual teaching and learning (CTL) strategies employed by the instructor at this school enhance student participation and enthusiasm for learning. Student motivation was categorized into three levels: low, medium, and high. Students with low motivation complained about the amount of memorization and assignments required and struggled to understand the material. They were less engaged in class and expressed dissatisfaction with their educational experiences. Despite challenges such as language difficulties and pronunciation issues, students with medium motivation maintained a relatively high level of motivation. They stayed engaged in class, particularly during ice-breaking activities that helped keep them motivated. Highly motivated students enjoyed the learning process and were driven by an engaging learning environment and admiration for their teacher. Students responded positively to educational strategies that could be applied to their lives.

Abstrak

Penelitian ini bertujuan untuk mengetahui model pengajaran mana yang sering digunakan oleh guru dan bagaimana guru memotivasi siswa untuk belajar bahasa Inggris di SMP Negeri 4 Bolaang Mongondow Utara. Metode penelitian ini bersifat kualitatif dengan pendekatan pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris dan 28 siswa kelas VIII SMP Negeri 4 Bolaang Mongondow Utara. Analisis data yang dilakukan Satori dan Komariah meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa strategi pengajaran dan pembelajaran kontekstual (CTL) yang digunakan oleh instruktur di sekolah ini meningkatkan partisipasi dan semangat belajar siswa. Motivasi belajar siswa terbagi dalam tiga kategori yaitu rendah, sedang, dan tinggi. Siswa dengan motivasi rendah mengeluh tentang kuantitas memori dan tugas yang diperlukan, serta kesulitan memahami isinya. Mereka kurang terlibat di kelas dan menunjukkan ketidakpuasan terhadap pengalaman pendidikan mereka. Meskipun banyak kendala seperti kesulitan bahasa dan pengucapan, siswa dengan motivasi sedang mempertahankan tingkat motivasi yang cukup tinggi. Mereka tetap terlibat di kelas, terutama selama kegiatan ice-breaking

yang membantu mereka tetap termotivasi. Siswa yang bermotivasi tinggi menyukai proses pembelajaran dan terdorong oleh lingkungan belajar yang menarik serta kekaguman guru. Siswa memberikan respon positif terhadap strategi pendidikan yang dapat diterapkan dalam kehidupan mereka.

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1. INTRODUCTION

English is a commonly used international language in a variety of areas, including commerce, technology, research, education, and entertainment. It is a popular method for people from various countries to interact and collaborate. Learning English offers many opportunities for students to participate in global trade, comprehend international market trends, and improve their job prospects in business. In technology, which drives most of today's innovation, English is the primary language of communication. As a result, being fluent in English is critical for students to stay up with technological advances and engage in new developments. Learning English is especially beneficial for junior high school students because it provides them with access to a variety of educational resources, including books, scientific publications, and internet tools. Being able to speak English not only helps students learn the language but also keeps them up to date on the newest scientific and technological developments, making English classes very important in today's world. (Dewi & Widyaningrum, 2018).

Improving the quality of human resources across Indonesia heavily depends on the education system. Enhancing the quality of education is a key goal for national development, which also includes the professional development of teachers. A person's academic success can be seen through changes in their attitude, thinking skills, and abilities. Learning outcomes can be observed and measured based on the achievements attained from the learning process. These outcomes provide clear evidence of an individual's growth and abilities and offer a foundation for assessing how effective the learning experience has been. They highlight the practical results of learning and how well educational goals have been met.

Today, a teacher's role goes beyond simply presenting material in front of students. Teachers need a variety of skills to support their educational goals and responsibilities. They play a crucial role in the teaching and learning process, responsible for organizing, guiding, and managing how learning is conducted. Teachers' effectiveness can be influenced by several factors. According to the National Center for Education Statistics (NCES) as cited Ratliff (2019), these factors include creating a supportive learning environment, offering effective instruction, providing constructive feedback, and encouraging students' participation and motivation. During my research and practical experiences monitoring classroom dynamics, I discovered that some teachers may prioritize knowledge delivery over developing students' abilities to independently develop their understanding. This approach can impact student learning outcomes. To improve the learning process, it should focus more on students' active involvement. Teachers should encourage participation, promote critical thinking, and offer opportunities for hands-on and collaborative learning."

According to Andriani and Rasto (2019), learning is an essential activity in education that aims to change an individual's attitudes and behavior. Motivation is essential in implementing these changes. Performance in learning depends on students' ability to engage in the learning process; therefore, motivation is a crucial aspect of students' performance. (Emda, 2017).

Education is a continual process of acquiring knowledge, skills, attitudes, and understandings that learn by experiences, observations, and teaching. Formal education in schools and informal learning at home both have an impact on this process. Asrori (2020) Argued that learning focuses on understanding scientific material, which is critical for character development. According to Suarim and Neviyarni (2021), it improves mental abilities, which leads to better conduct and skill development. Participating in educational activities requires a variety of mental and physical processes, ranging from thinking and analysis to practical applications.

A teaching strategy is the approach or effort used by teachers to achieve their learning goals Hayati et al. (2021). It includes the methods and processes used by teachers to successfully communicate knowledge to students. Yulianti (2022) highlights that using creative teaching approaches can considerably increase students' creativity and motivation, consequently boosting their ability to accomplish educational objectives. The teaching strategy plays a crucial role in the classroom, supporting the teacher's approach to instruction

and the overall educational process. It is an important factor in facilitating students' activities and enhancing both the effectiveness and interest in teaching. This, in turn, significantly affects students' performance as they engage in active learning, making classroom activities more engaging and helping them achieve their goals (Syafryadin, 2020).

According to Joyce and Weil as cited in Lyas et al. (2023), a teaching model is essentially a strategic plan referred to to improve the curriculum, provide educational resources, and guide instructional practices in a variety of learning situations. This technique facilitates the organization and planning of instructional activities, resulting in the effective delivery of lessons According to Arends, it includes the method used, instructional objectives, stages of teaching activities, the learning environment, and classroom management. Furthermore, it offers an organizing structure for creating engaging educational experiences and achieving learning objectives. (Onu et al., 2024).

According to Rahman (2018), effective teaching must occur in environments and conditions that align with students' learning styles to meet educational objectives as effectively as possible. Teachers must recognize that no single teaching model works best in all situations. Therefore, when choosing the most appropriate model, it is important to consider the student's needs, the nature of the instructional materials, available facilities or media, and the teacher's conditions. The following are the types of teaching models that can be used in learning, according to Ngalimun (2017), including problem-based learning, discovery learning, cooperative learning, direct learning, contextual teaching and learning, probing-prompting, role-playing, mind mapping, and s3qr(survey, question, read, recite, review.

Effective teaching methods are essential for increasing students' comprehension of English. However, when teachers have difficulty teaching English, a problem occurs. According to earlier research Noor et al. (2023), English teachers face significant obstacles in the classroom due to a lack of specific training, large classes, and insufficient resources.

English teachers experience different obstacles than students when learning the language, ranging from instructional difficulties to problems students have understanding and effectively using the language. When students learn English as a second language, they usually face several challenges. They frequently struggle to understand grammar and pronounce words appropriately. According to Astika et al. (2020), students must recognize and work on areas where they do not fully comprehend, which may be influenced by their native Indonesian language. According to Kornai (2021) Everyone understands the concept of a limited vocabulary. Nobody knows every word in a language entirely. The process of acquiring vocabulary is complicated and multifaceted, involving different aspects such as the diversity of language, the amount of knowledge necessary, and the specific uses of vocabulary for speaking, listening, reading, writing, or specialized topics.

Each teacher has a distinct approach or technique for teaching English. These strategies are critical for engaging students and increasing their enthusiasm for studying. Furthermore, the teacher's teaching methodology is critical in creating a learning environment that promotes successful comprehension and use of English. An effective teaching model not only accommodates students' learning styles but also promotes active participation, fosters speaking and listening activities, and allows for methodical language discovery and practice.

Human motivation varies based on factors such as personality, ambition, education, and age. This factor is vital for students because it can positively influence their behavior, helping them manage the demands, problems, and challenges of learning. Motivation is a psychological phenomenon that prompts relatively consistent action. It significantly impacts behavior since individuals are likely to achieve what inspires them. In the educational field, fostering motivation is crucial as it encourages, energizes, and directs learning activities.

According to Sardiman, motivation in learning activities can be defined as the overall force within students that initiates, sustains, and guides learning activities, enabling them to effectively achieve their educational goals. (Rahmat & Jannatin, 2018). While according to Uno, as cited in Supriani et al. (2020) Learning motivation is defined as the combination of internal and external factors that inspire students to engage in learning-related behaviors. These signs include a strong will to succeed, encouragement, personal needs, long-term goals and objectives, a love of learning, and a positive learning environment. Ngalimun (2017) Defines motivation as the desire that propels students to take action or achieve specified objectives. This motivation continually begins when students understand their own needs. To develop motivation, teachers must demonstrate how educational experiences and materials relate to students' lives, motivating them to learn not only for grades or awards but also for their own needs.

Oemar Hamalik, as cited in Rahmat and Jannatin (2018), categorizes motivation into two types:

1) Extrinsic Motivation

Extrinsic motivation is motivation caused by factors outside the learning situation, such as credit scores, diplomas, prizes, medals, and negative competition. This extrinsic motivation is still required in

classrooms because not all teaching interests students' attention or corresponds to their needs. As a result, teachers must create motivation in their students so that they are ready to learn. Teachers can make a variety of attempts; therefore, there is not a universally applicable procedure for encouraging students. Teachers, friends, facilities and infrastructure, resources, and other things all have an impact on extrinsic motivation.

2) Intrinsic Motivation.

Intrinsic motivation is motivation that is embedded in learning situations and meets students' needs and goals. This motivation is also known as pure motivation, or authentic motivation that comes from inside the students themselves. Examples of intrinsic motivation include the desire to learn specific abilities, gain knowledge and insight, build a successful mindset, and enjoy life. Intrinsic motivation is motivation that exists inside students and is beneficial in functional learning circumstances. In this instance, praise, rewards, or similar incentives are unnecessary because they will not motivate students to work or study to receive the acclaim or prize.

Researchers identified several issues: the lack of students' motivation due to the use of monotonous teaching methods. Monotonous teaching methods refer to teaching where teachers only focus on dictating every learning material without using interesting teaching models so that students are less actively involved and become passive in the learning process which makes students feel bored and fearful of making mistakes in learning English. Students are often pessimistic, believing that if they do not master one competency, future competencies are equally difficult, impacting their ability to keep up with advancements in science and technology.

Additionally, some students find certain teaching techniques unpleasant, which creates further difficulties. In contrast, other students view English as an interesting subject. Given that English is currently a subject, junior high students need to improve their speaking, writing, and listening skills. Based on the background of the problem above, the researcher formulates the problem as follows:

1) What teaching models are frequently used by teachers at SMP Negeri 4 Bolaang Mongondow Utara?

2) How do the teachers motivate students to learn English at SMP Negeri 4 Bolaang Mongondow Utara?

2. METHODS

The research was designed utilizing qualitative research methods. According to Satori and Aan (2017), qualitative research is a type of research that provides distinct social conditions by accurately describing reality through the use of words, data collection processes, and the analysis of relevant data acquired from natural settings. This study uses descriptive research methods. According to Sugiyono as cited in Suciyati et al. (2023), descriptive research is designed to describe or provide an overview of the subject to be studied using data that is not specifically modified. The research took place at a junior high school, SMP Negeri 4 Bolaang Mongondow Utara. Researchers chose this school because it is very relevant to the research topic. The participants in this study were English teachers and 28 students in class VIII of SMP Negeri 4 Bolaang Mongondow Utara. The most important aspect of this research is collecting data. Data collection is simply the process of gathering information for research purposes. Data collection in research is a systematic procedure for acquiring the necessary information. (Satori & Aan, 2017). Observations, interviews, and documentation are some of the methods used to acquire data. Data analysis is the methodical search for and development of data derived from observations, interviews, and documentation. Data analysis is the process of methodically searching for and developing data obtained from observations, interviews, and documentation by reducing the information into components, organizing it into patterns, and drawing conclusions that are easy to understand by researchers and others. (Satori & Aan, 2017). In this case, the researcher used the following data analysis techniques:

2.1 Data Reduction

When researchers undertake research, they certainly collect a large volume of data that is both diverse and complex. That is why it is required to analyze data using data reduction. The collected data is then written in the form of a detailed report. The report is created using the collected, reduced, and summarized data. (Satori & Aan, 2017). Data reduction requires choosing or selecting interview findings relating to answers to the questions asked, which are then compiled into information utilized for analytical results and conclusions.

2.2 Display Data

After data reduction, the next step is to display the data. According to Satori and Aan (2017), data presentation approaches in qualitative research can take several forms, including tables, graphs, and so on.

Furthermore, data presentation might take the form of brief descriptions, charts, categorical correlations, flowcharts, etc. The researcher explored the data on the learning model used by teachers and the level of student motivation in learning English. The researcher provided a narrative explanation of the information in question.

2.3 Drawing Conclusion

Miles and Huberman describe the third step in qualitative data analysis as developing and verifying conclusions. Conclusions in qualitative research are novel results that were never known before. Findings can take the form of a description or image of an object that was previously uncertain or unclear and is now clear as a result of research, as well as a responsible and interactive hypothesis or theory. (Satori & Aan, 2017). The conclusions of this study were drawn after researching the learning models that teachers use in class and the level of student motivation in learning English, which provided an answer to the research problem, specifically whether the two research objects have a relationship or connection.

3. FINDINGS AND DISCUSSION

3.1 Observation

Observations conducted on May 20 and 22, 2024, revealed that the teacher implemented a Contextual Teaching and Learning (CTL) model designed to connect learning material with students' everyday lives. On May 20, the lesson began with greetings, attendance, and an outline of the learning objectives. However, the short classroom duration impacted the overall effectiveness of the lesson. Student engagement varied, with some actively participating and relating the material to their personal experiences, while others were disengaged or absent. The observation on May 22 showed an improvement in teacher-student interactions, with more active feedback and higher student participation. Nevertheless, some students remained passive or were outside the classroom. This highlighted the need for strategies to enhance full participation. The teacher's reliance on traditional methods, such as textbooks, and the limited use of technology may have contributed to the inconsistencies in student involvement.

3.2 Students Interview

Interviews with students categorized their motivation levels into three groups: low, medium, and high. Students with low motivation, comprising two participants, expressed difficulties in understanding lessons and a lack of interest, largely due to the heavy emphasis on memorization and challenging content. These students were less active in class. Most students, 24 in total, demonstrated medium motivation. While they appreciated the teacher’s interactive approach and found ice-breaking activities helpful, they struggled with pronunciation. High motivation was observed in two students who enjoyed the learning process. They cited the teacher’s clear explanations, constructive feedback, and the relaxed classroom atmosphere as factors that encouraged their active participation and engagement.

3.3 Teacher Interview

An interview with the English teacher revealed several key insights. Lesson planning was aligned with the K13 curriculum, with adaptations made to meet the needs of the students. The teacher highlighted the importance of mastering the subject matter while maintaining an active classroom environment. The primary teaching models employed were Contextual Teaching and Learning (CTL) and Direct Learning, which emphasized engaging students through discussions, questioning, and connecting material to real-life situations for enhanced comprehension. The teacher reported generally positive student responses to these methods, noting improvements in understanding and engagement during lessons. Teacher-student interaction was characterized by a supportive and interactive approach, with regular constructive feedback and praise to maintain student motivation. To further encourage active participation, the teacher utilized motivational strategies such as recognition and encouragement for students’ efforts. However, grammar difficulties were identified as a persistent challenge, posing an obstacle to students’ learning progress.

3.4 The Activity in the Learning Process

This section discusses the observations conducted on May 20 and 22, 2024, focusing on the teaching methods applied by the teacher and the level of student participation during the learning process. During the observation on May 20, 2024, the learning process followed a structured sequence. The session began with greetings, a prayer led by the class leader, and a review of student attendance. Before introducing the lesson material, the teacher conducted an initial assessment and outlined the learning objectives. This structured approach effectively prepared students for the lesson and provided clarity on what they were expected to learn. However, it was noted that the classroom time was not utilized efficiently, and the duration of the session was relatively short, limiting the depth of the learning process.

The teacher utilized the Contextual Teaching and Learning (CTL) model during the lesson. According to Ngalimun (2017), CTL is an instructional approach that connects academic content with students' real-life experiences. This method aims to make the material more relevant and meaningful, thereby enhancing students' motivation and engagement. By linking the subject matter to their daily lives, the teacher helped students better relate to the material, fostering improved understanding and interest in the lesson. Despite its effectiveness in promoting student engagement, the limited classroom time posed challenges in maximizing the potential benefits of this teaching approach.

3.5 Application of Teacher's Teaching Model to Student Learning Motivation

In interviews, teachers explained their lesson planning process, which is based on the Curriculum 2013 (K13) and designed to meet students' needs. They emphasized creating active and dynamic classrooms using various teaching models, including Contextual Teaching and Learning (CTL) and direct learning approaches. According to Ngalimun (2017), teaching models such as Problem-Based Learning, Discovery Learning, Cooperative Learning, Direct Learning, Contextual Teaching and Learning, Probing-Prompting, Role Playing, Mind Mapping, and S3QR (survey, question, read, recite, review) each offer unique methods for engaging students and enhancing their learning experiences. In this study, the focus was on CTL and Direct Learning, which are employed to provide structured instruction and relate the subject matter to students' experiences.

Students responded positively to these methods, indicating that their engagement increased when the material was relevant to their lives. Teachers interacted with students in a friendly and supportive manner, offering constructive feedback and frequently praising students' efforts. This approach is critical for enhancing learning motivation, as discussed by (Rahman, 2018). To further enhance student motivation, teachers provide appreciation and support, which, according to Rahmat and Jannatin (2018), can foster a sense of achievement and competence, thereby sustaining students' motivation to learn. Examples of successful strategies include motivating students who initially struggled with participation, and the use of ice-breaking activities to create a comfortable classroom atmosphere.

This aligns with Killen's perspective, as cited in Syafryadin (2020) On the importance of an open and welcoming classroom environment. When evaluating students' learning progress, teachers contextualize assessments by relating the material to the school environment, which makes the evaluations more relevant and meaningful. They also emphasize the importance of providing positive feedback to maintain students' enthusiasm, as highlighted by Ngalimun (2017) In emphasizing the need for motivational encouragement. In terms of classroom management, teachers focus on maintaining a conducive learning environment by managing emotions effectively and demonstrating empathy. This approach helps create a safe and supportive atmosphere for learning. The primary challenge faced by teachers in teaching is grammar, which students often find difficult to master.

Overall, the teaching approach adopted by English teachers at SMP Negeri 4 Bolaang Mongondow Utara is student-centered and closely aligned with real-life contexts. This is consistent with key educational theories that underscore the significance of relevance, positive teacher-student relationships, and effective classroom management in creating an effective and motivating learning environment. The strategies implemented by teachers not only focus on delivering the material but also on developing students' skills in a real-world context, which is the essence of the contextualized.

3.6 Students' motivation for learning English

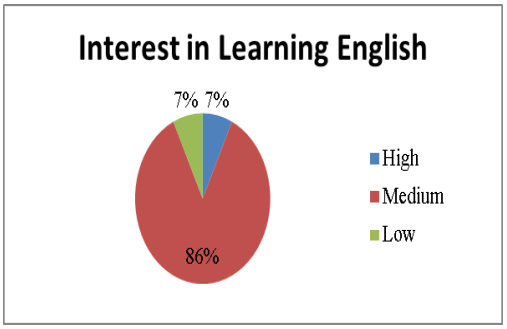


Figure 1. Interest Learning English

Based on observations and interviews with students, there are three different categories of learning motivation; low, medium, and high. Each category shows the characteristics and factors that influence their learning motivation in the context of English language learning.

1) Low Category

Based on the interviews, the two students with low motivation indicated that they did not enjoy their learning experience. They complained about the amount of memorization required for the subject matter and the number of assignments given. Despite the teacher's extensive explanations, these students found it challenging to understand the lesson. Their lack of enthusiasm and difficulty understanding the material led to less active participation in class. According to motivation theory, these issues can be linked to both extrinsic and intrinsic motivation concepts. According to Rahmat and Jannatin (2018), intrinsic motivation involves the internal drive to learn due to genuine interest in and enjoyment of the learning activity. In contrast, extrinsic motivation involves external factors such as rewards or the desire for recognition. The dissatisfaction expressed by these students suggests a possible lack of intrinsic motivation, potentially caused by teaching methods that do not align with their learning styles or a lack of rewards and positive feedback from the teachers. The lack of understanding may also be attributed to insufficient guidance or ineffective teaching strategies that fail to make the material more interesting and easier to comprehend.

2) Medium Category

The majority of students (24 students) fell into this category, demonstrating a fairly good level of motivation despite certain challenges in the learning process. They face difficulties in language and pronunciation but find their teachers chatty, firm, and easy to understand. They are quite active in class, especially with ice-breaking activities that help maintain their motivation. Students in this category frequently receive appreciation from the teacher, which contributes to their sustained motivation. According to Killen, as cited in Syafryadin (2020) The importance of teaching strategies lies in supporting the teacher's approach in the teaching and learning process, facilitating student learning activities, and improving the achievement of learning objectives. From the interview results, students indicated that they had positive expectations of their learning outcomes, which were supported by the teacher's firm but easy-to-understand attitude and frequent appreciation. Ice-breaking and warm-up activities also play a crucial role in maintaining their learning motivation. This aligns with intrinsic motivation theory, which emphasizes the importance of a fun and supportive learning environment.

3) High Category

Students in the high motivation category (2 students) showed a high level of satisfaction with their learning experience. They enjoyed the fun and easy-to-understand environment created by the teacher's explanations. The teacher frequently appreciated their efforts and was willing to re-explain concepts when necessary. Additionally, the opportunity for relaxation and boredom relief through ice-breaking activities and greetings before lessons contributed positively to their experience. According to Ngalimun (2017) Motivation drives students to act or achieve something, particularly when they perceive a personal need for it. This theoretical perspective aligns with the research findings, as these students demonstrated that a supportive learning atmosphere and teacher appreciation effectively meet their needs for recognition and self-actualization. The results indicate that students with high motivation are significantly influenced by a positive learning environment and teacher support, which fosters their intrinsic motivation and engagement in the learning process.

From the above discussion, it can be concluded that students' learning motivation at SMP Negeri 4 Bolaang Mongondow Utara is strongly influenced by various factors, including teaching methods, teacher appreciation and support, and a pleasant learning environment. Low-motivated students tend to be dissatisfied with teaching methods that do not suit their learning styles. In contrast, medium and highly-motivated students indicate that teacher appreciation and a supportive learning atmosphere are crucial for maintaining and enhancing their learning motivation. Therefore, teachers need to adopt varied teaching strategies and provide support and positive feedback to students to increase their learning motivation.

4. CONCLUSION AND SUGGESTIONS

4.1 Conclusion

This study concludes that the contextual teaching and learning (CTL) approach employed by teachers at SMP Negeri 4 Bolaang Mongondow Utara, particularly in grade eight, effectively enhances students' motivation and participation in learning English. By connecting the subject matter to students' daily lives, the CTL approach makes learning more engaging, meaningful, and relevant. The findings reveal that students' motivation levels vary, categorized as low, medium, and high. While students with low motivation face challenges such as heavy memorization tasks and difficulties in understanding the material, medium and highly motivated students exhibit more active engagement, particularly when learning activities are interactive and relatable. Additionally, the study highlights the importance of positive teacher-student interactions, structured and clear lesson planning, and the integration of feedback and praise in fostering a

supportive learning environment. The results indicate that teaching strategies tailored to students' needs, aligned with the 2013 Curriculum (K13), and contextualized to real-life situations contribute significantly to improving both learning outcomes and classroom dynamics.

4.2 Suggestions

Future research could focus on evaluating the impact of CTL on student learning outcomes or the development of specific skills, such as English-speaking abilities. Moreover, studies conducted in schools with different characteristics, such as urban schools or private schools, could be performed to test the consistency of the results. To enrich the data, it is recommended to include direct quotes from teacher or student interviews and quantitative supporting data, such as the percentage of students in each motivation category.

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