

Students' Motivation in Learning English by Using Content Language Integrated Learning (CLIL) Approach in Management class Economic Faculty at Muhammadiyah University

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Submission date: 29-May-2024 01:46PM (UTC+0800)

Submission ID: 2390582170

File name: articel_economy_2024_2_1.docx (56.96K)

Word count: 853

Character count: 5229

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Students' Motivation in Learning English by Using Content Language Integrated Learning (CLIL) Approach in Management class Economic Faculty at Muhammadiyah University

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1 **ABSTRACT**

This study was a classroom action research, which aims to increase students' motivation in learning English through the Content and Language Integrated Learning (CLIL) approach. Previous research at management class discovered that most the first - grade students were passive and needed more motivation to learn English. This research was conducted in collaboration with the English teacher who served as the study's observer. This study was divided into two cycles, each with two meetings. It was carried out over seven meetings, including a preliminary study and completing a questionnaire. According to observations, student participation in cycle 1 was 48.28% at the first meeting and 65.52% at the second. Meanwhile, student participation in Cycle 2 has increased. Student participation was 75.86% at the first meeting and 86.2% at the second. These findings indicate that student participation has met the study's success criteria, namely, 75% or more of the total number of students increased. In the first meeting, the student's participation was 75,86%, and in the second meeting was 86,2%. This result indicated that the student's participation had achieved this research's success criteria, more than 75% or more of the total number of students.

Keywords: *Content and Language Integrated Learning (CLIL); Learning English*

INTRODUCTION

CLIL is regarded as a catch-all term for a wide range of educational knowledge (Sylvén & Thompson, 2015). According to previous research, CLIL is an effective to teaching English as a second language because it allows students to develop their language skills while also providing access to new concepts through meaningful content (Arulselvi, 2016). As a result, we can conclude that the CLIL approach positively impacts students' language skills and language components (Denman et al., 2013). Because what the teacher says is varied, students will be engaged with the CLIL teaching approach (Yang, 2015). It will influence students' motivation to learn English, causing them to be motivated to learn English. while teaching an English lesson. She said most students seemed bored and tended to be passive. On November 3rd, 2023, the researcher observed the classroom and found that the teacher's statements were true during the interview.

RESEARCH METHOD

This study's design is Classroom Action Research. Classroom action research is applied research that aims to solve a specific classroom problem or decide at a single local level (McMillan, 1992). So, the research process in Classroom Action Research involves repeating cycles of four steps: planning, acting/ implementing, observing, and reflecting, intended to solve a practical problem in the teaching process. This classroom action research was intended to overcome students' lack of motivation to learn English.

Research Participants

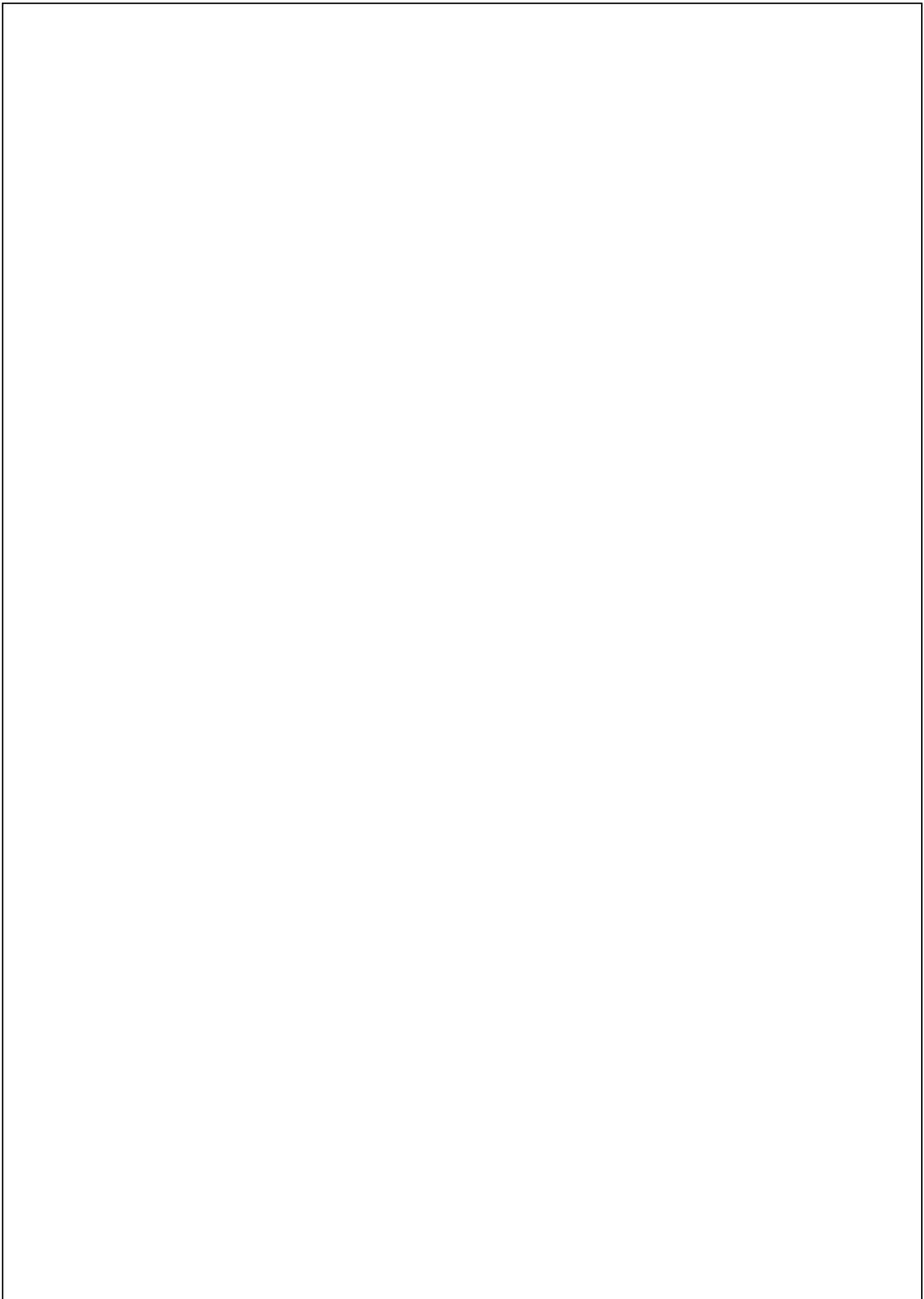
The participants in this study were the second grade students from the second semester at management economic faculty.

Data Collection Method

The researcher used a questionnaire and an observation checklist to gather data on students' active participation. The data collection methods are described below.

Questionnaire

In collecting the data, this research will use questionnaires to know students' motivation in learning English. The researcher will use questionnaires because the questionnaire is a practical and efficient method of collecting data. The students are not required to write their names on the questionnaire (anonymous questionnaire), so they can answer the questionnaire without any pressure, honestly, and as it is (Bell & Waters, 2014). The questionnaire is adopted from the MUSIC Model of Motivation by (Jones, 2009), which was created to assess students' motivation toward English lessons. The researcher took the entire MUSIC Model questionnaire without any changes. The designer of the questionnaire has tested for its validity and reliability. The questionnaire contains 18 items. Close-ended questions will be used to obtain data to identify the effect of CLIL on students' motivation



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Publisher.

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