CHAPTER II

REVIEW OF LITERATURE

This chapter consists of previous study, some pertinent idea, and theoretical framework.

2.1. Previous Study

To understand the complex and dynamic issues at the focus of this research, it is important to trace various previous studies that have contributed ideas, conclusions, and frameworks that form the scientific basis of this research. Through a comprehensive review of previous literature, we can trace the development of thought and research relevant to this topic, identifying strengths, limitations, and knowledge gaps that still need to be addressed.

Sappaile et al. (2023) "Cooperative Learning Model: Is it effective for improving student learning motivation?" students involved in cooperative learning tend to be more motivated, more engaged, and show greater interest in learning material. This is related to concepts such as ownership of learning, consideration of psychological needs, and emotional involvement that arise from interaction and cooperation within groups. Second, the effectiveness of the collaborative learning model in improving student learning motivation may be influenced by certain factors. The size of the group, interaction among group members, the role of educators in facilitating collaboration, support from the learning environment, and the social and cognitive maturity of students can affect the outcomes achieved. Therefore, it is important to consider these factors when designing and implementing this model. In conclusion, the cooperative learning model is an effective approach to motivate students to learn.

Ramadhani et al. (2023) "Implementation of the Inquiry Learning Model: Variations in Social Emotional Learning to Improve English Learning Motivation in

Grade 2 of SDN Srondol Wetan 5, Semarang" Based on the analysis of students' learning motivation in Class 2A of SDN Srondol Wetan during the English language learning process using English Sentence material through the Inquiry Learning model, variations in social-emotional learning experience improvement in each meeting. Meanwhile, the percentage of student learning motivation in the first cycle, first meeting was 68%, and in the first cycle, second meeting was 77%. Then it increased in the second cycle, first meeting was 86%, and in the second cycle, second meeting was 87% in the "Very High" improvement category.

Suryana et al. (2022) "The Impact of Rewarding as an Effort to Improve English Learning Motivation in Students of SMP Muhammadiyah 4 Sambi During the Pandemic" Based on the research results and discussions on rewarding students at SMP Muhammadiyah 4 Sambi, it has impacted learning interest, especially in English lessons. The influence felt by students is the ability to compete with other classmates, thus motivating students to study harder. In addition, the influence of rewards on students can also foster enthusiasm so that students do not feel bored when doing their learning tasks.

Syamsi (2022) "Efforts to Improve English Learning Motivation through TikTok Media on Eighth Grade Students of MTS Bontote'ne, Gowa Regency, South Sulawesi" based on the results of classroom behavior research conducted in two cycles using the project-based learning (PjBL) model with TikTok application to motivate students to learn, the use of TikTok media can be concluded that motivation and learning motivation can be increased. Enthusiasm to participate in the learning process. This is evidenced by the number of students present at the first meeting (pre-cycle) increasing by 60%, the second meeting (cycle 1) by 73%, and the third meeting (cycle 3) by 93%. This is also evidenced by the students' enthusiasm in completing tasks in the form of video projects using the TikTok application.

Ida (2020) in "Educative Interaction between Educators and Learners to Improve English Learning Motivation" suggests that the educative interaction process enables an increase in student learning motivation during the learning process by bringing about further changes in student attitudes and behaviors in each session. The relationship is the change in student learning attitudes from 'dislike' to 'like' caused by a lack of student learning motivation, and the students are truly serious about learning. This situation indicates that students are aware of the need to learn, motivated, and actively participate in the learning process.

2.2. Some Pertinent Idea

A. Motivation

1. Definition of Motivation

Miranti (2023) A.W Bernard, motivation is a phenomenon involving stimuli for action towards a specific goal where previously there was little or no movement towards that particular goal. Motivation is an effort to expand or create movement to achieve a specific goal.

Muhammad (2016) McDonald in Soemanto states that motivation is the change of energy within an individual's self or personality, marked by effective impulses and responses to achieve goals. This formulation has three essential elements: (1) Motivation causes changes in energy in each person. The development of motivation involves several changes in the human neurophysiological system that exist within human organizations, and its manifestations include physical activity (2) Motivation is characterized by the emergence of human emotions and inherent effects. Motivation refers to psychological facts, effects, and emotions that determine human behavior (3) Motivation is characterized by responses to a goal. In this case, motivation is

actually an action, a reaction to a goal. Motivation comes from within an individual, but its emergence is stimulated by other factors, in this case, the presence of a goal.

Arden (1957) in Wina Sanjaya (2010:250) states that the strength or weakness, or the willingness of someone's efforts to achieve a goal will be determined by the strength or weakness of the motives that person possesses.

Clifford T. Morgan (Wasty Soemato, 1983:203) argues that motivation refers to three things which are also aspects of motivation: these three things are conditions that support behavior (motivational states), behavior driven by these conditions (motivated behavior), and the goals or ends of such behavior.

2. Kinds of Motivation

There are 2 types of motivation, namely motivation that arises from within a person's self (intrinsic motivation) and motivation that comes from outside a person (extrinsic motivation).

1. Intrinsic Motivation

Intrinsic Motivation is "something and a condition that arises from within the student and can motivate them to learn" (Muhibbin Syah, 1995:136). Syaiful Bahri Djamarah (2008:149) argues that internal motivation is the desire to act, which arises from factors (internal) within the individual, without the need for external stimuli, because every individual already has the desire to do something. In other words, individuals are driven to behave without external factors to achieve certain goals. In the learning process, students who are intrinsically motivated can be seen from their hard work in doing tasks because they learn because they feel the need and want to achieve the true learning goals rather than to seek praise or rewards from the teacher.

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Gage and Berlin (Elida Prayitno, 1989:11) state that students who are internally motivated achieve better academic results than students who are externally motivated. Students who are intrinsically motivated show exceptional involvement and activity in learning. Such students will be satisfied only if they can complete learning tasks correctly or perform lecture tasks well. Learning in the class room and in groups. Being independent and completing tasks becomes a challenge, and they want to do it voluntarily. Thus, it can be concluded that intrinsic motivation is a type of motivation that arises from within the individual without coercion from others or from the outside but is based on the willingness and awareness of the individual themselves.

In other words, the emergence of intrinsic motivation is based on the desired goals of students without external influences such as teachers, parents, or the community environment.

2. Extrinsic Motivation

Learning motivation is considered extrinsic when students place their learning goals outside the learning process (Syaiful Bahri Djamarah, 2008:151). Students learn because they want to achieve the highest grades, diplomas, degrees, honors, praise, respect, and so on. Extrinsic motivation does not mean that motivation is not needed and not good for training.

External motivation is needed so that students are willing to learn. Many students in the class whose learning desires require external motivation. This requires special attention and guidance from teachers. However, in this case, external motivation is no longer a priority for students. They must ignite their own enthusiasm for learning in order to succeed in college.

Extrinsic motivation is a type of motivation that arises due to influences from outside the individual, either because of invitations, orders, or coercion from others, so that the individual wants to do something in that condition.

3. **Motivation in Studying English**

Motivation plays a significant role in enhancing students' interest in learning. Likewise, motivation in language learning enhances students' abilities in various ways. Research on foreign language learning motivation focuses on the factors driving individuals to learn a foreign language and what motivates them to do so. The role of motivation in foreign language learning is highly complex because language is always intertwined with social and cultural contexts. More specifically, the acquisition of a foreign language is also a social event that always involves cultural elements of the foreign language itself.

Students who are motivated to learn have a desire to succeed in learning, a drive and a need to learn, aspirations, enjoyment in learning, and an interest in learning (Uno, 2008:23). Motivation is the key to success in learning a second language and a foreign language, and it is a combination of effort and a desire to achieve the goals one wants to achieve with a supportive attitude towards achieving those goals. As Gardner (2007) stated, when someone is motivated, they have reasons to participate in relevant activities, strive, not give up, focus on a task, show a desire to learn and enjoy it, etc. Without motivation, success in learning is impossible. Besides motivation, the key to successful foreign language learning also depends on anxiety factors. Phillips (1992) stated that anxiety can affect foreign language learning among students. Individual anxiety becomes a source of discomfort in the classroom and creates feelings of anxiety and fear,

thus hindering foreign language learning (Worde, 2003). Horwitz, Horwitz, and Cope (1986) created the construct of anxiety in foreign language learning, which is described in three parts: fear of communication, fear of existing tests, and fear of negative evaluation, considered responsible for unpleasant experiences and students' negative emotional reactions during language learning. Bahrien and Ardianty (2017) also stated that anxiety is a natural response experienced by individuals, but if not addressed promptly, it can disrupt physical and psychological stability. Some physiological symptoms commonly associated with anxiety include tension, trembling, sweating, dry mouth, and faster heartbeat. Individuals experiencing anxiety when learning a foreign language fear not understanding the message in communication, thus being afraid to communicate and fearing being judged as incompetent.

MacIntyre et al. (1997) emphasized that when students feel incompetent or afraid of failure, this creates anxiety. Furthermore, students refuse to communicate when they feel anxious, and without communication, it is difficult to reassess their abilities. Meanwhile, Onwuegbuzie, Bailey, and Daley (1999) found in a study that students with high self-efficacy have lower levels of anxiety.

4. **Characteristics of Motivation**

To understand more about motivation, the explanation of this characteristic is needed. Thornburgh (1989:28) presented five general characteristic of motivation, namely:

a. The motivated behavior is energized

   The energized may be basic needs or it may be learner needs such appraise from the teacher.

b. The motivated behavior gives direction

If the students lead their energy into what can motivate them such as expanding social interaction, getting praise from the teacher, it means they are attaining their purposes.

c. Motivation brings about behavior intensity

A well known capable student in English subject for instance will be motivated to prove it. This motivation will bring about behavioral intensity in learning English.

d. Motivation is selective

Since behavior is directed toward some goals, the students may choose appropriate activities to fulfill their needs.

e. Motivation is for satisfying needs

To be motivated, a student has to realize his shortcoming. By realizing it, he will be motivated to fulfill shortcoming. In education, as many teachers see it, a student is motivated if he wants to do the things that the teacher think he should want to do if the students is attentive and persistent in his schoolwork, if he shows respect and tries hard to please the teacher. He is thought to be motivated. Those who are not motivated to do schoolwork say that they cannot do it because it is too hard, it is no fun, or they do not see any sense in it. (Morse and Wingo 1990:290).

5. Function of Motivation

It can be said that motivation trains the influence of needs and desires on the intensity and direction of an individual, enabling them to achieve a certain level of goals. Quoting Donald Oemardari Hamalik (2002:1973), motivation is the change of energy within an individual characterized by the emergence of affect and reactions to achieve goals as well as the internal drive of the individual, and

animation is its driving force. Therefore, motivation as an internal process or psychological process within an individual is greatly influenced by external factors (environment) and internal factors within each person (innate), level of education, past experiences, desires, or future expectations. Hamalik notes three functions of motivation:

a. To encourage behavior or prompt action, without motivation, there is no learning activity.

b. Motivation acts as a driving force. This motivation works like an engine; the magnitude of motivation determines the speed of a task.

c. Motivation acts as an indicator of direction, directing actions to achieve desired goals.

Sardiman (2004:83) explains the function of motivation that motivates people to act. In this case, motivation is seen as the driving force behind every action to be taken, determining the direction of action towards the desired goal, so motivation can provide direction and actions to be taken according to the goals.

In relation to learning activities, motivation is closely related to self-fulfillment needs, so motivation has a significant influence on students' learning activities, especially learning-oriented ones. Laziness can occur anytime when someone lacks motivation, such as in class, self-learning or individually, or carrying out teacher tasks. In addition, students with high learning motivation certainly have the intention to study, do assignments, and generally spend time studying.

6. **Indicator Motivation**

   Learning motivation is a desire or intention to learn that arises from students, both intrinsically and extrinsically. External factors that influence students include the influence of the family environment and the community environment. According to Handoko (1992: 59), to determine the strength of students' learning motivation, it can be seen from several indicators as follows :

   a. Strong willingness to act, a desire that arises from within oneself to do something.

   b. The amount of time allocated for studying, managing time as well as possible with more time dedicated to studying, and studying not only in the classroom but also in environments outside the classroom or school.

   c. Willingness to leave other obligations or tasks, prioritizing school and learning over other activities.

   d. Diligence in completing tasks, if students have high learning motivation that comes from their own desire, they will diligently complete the tasks given to them.

B. **Teaching Methods**

   1. **Definition of Teaching Method**

      Success in the field of education is inseparable from the use of instructional methods. Instructional methods (instruction method) are a combination of teaching concepts and learning concepts. Both are combined in a learning system that includes students, objectives, materials, equipment, procedures, and tools or media used. The application of instructional methods is greatly needed by educators, and their use varies widely depending on the targets that students must

achieve. Educators will face difficulties in implementing instruction when they lack understanding of the instructional methods to be applied (Djamarah, 2013).

Methods are a set of steps (what needs to be done) arranged systematically (in a logical sequence). "Learning is an interaction process carried out by teachers and students, both inside and outside the classroom, using various learning sources as study materials" (Poedjiadi, 2005).

Sutikno (2009) states, "instructional methods are ways of presenting lesson materials carried out by educators to facilitate the learning process in students in an effort to achieve goals." Sudjana (2005) defines instructional methods as the ways teachers establish relationships with students during teaching. Meanwhile, Sutikno (2009) states, "instructional methods are ways of presenting lesson materials carried out by educators to facilitate the learning process in students in an effort to achieve goals."

Instructional methods can be interpreted as the ways used to implement plans that have been formulated in the form of real and practical activities to achieve learning objectives (Arif, 2011).

Based on the above description, it can be concluded that instructional methods are ways used by a teacher to facilitate the learning process in students to achieve objectives.

2. Types of teaching Methods

According to Sudjana (2005), "the method of learning is the way teachers engage with students during the teaching process. There are several learning methods that can be used to implement learning strategies, including:

a. Lecture method

A lecture is a teacher's narrative or explanation orally, where in its implementation the teacher can use teaching aids to clarify the explanation given to students. (Suyono, 1992)

Roestiyah N.K, the lecture method is a teaching method that is used to convey information or information or a description of a subject matter or problem orally. (Roestiyah: 2001)

The essence of the lecture method is in oral delivery. This means that in this method language ability has a very great urgency in its success in accordance with learning objectives from time to time.

b. Demonstration method

The demonstration method is a presentation of the process of an event or object until the exhibited behavior can be known and understood by students either in reality or imitation. (Syaiful Sagala: 2011) According to Djamarah (2013: 90), the demonstration method is a way of presenting material by demonstrating or showing students a process, situation, or specific object being studied, whether real or simulated, accompanied by oral explanations. Demonstration is a practice shown by the teacher to the students. Implementing the demonstration method enhances the learning and teaching interaction in the classroom and allows students to focus their attention on specific lessons. Additionally, students can actively participate, gain firsthand experience, and develop their skills, enabling them to better understand the taught material.

c. Discussion method

Subroto (2002:45) defines the discussion method as a way of presenting lesson materials in which the teacher gives students (groups of

students) the opportunity to engage in scientific discussions to gather information, draw conclusions, or develop various alternative problem-solving tools.

Pupuh & Sobry (2007:62) as cited in Istarani (2012:31) state that: "The Discussion Method is one of the educational approaches that aims to solve problems faced by two or more individuals who each present their arguments to strengthen their opinions."

This method makes students aware that through discussions, they can constructively present their opinions to each other, leading to better decisions.

d. Question and Answer method

Anas (2014:17) states that the question and answer method is a way of delivering a lesson through two-way interaction from the teacher to the child and vice versa to obtain certain material answers.

The question and answer method is a strategy used by teachers to deliver material through questions directed at students or vice versa (Darmadi 2017). The question and answer method helps students stay focused and motivated, even when they are less concentrated. It also helps them practice thinking and develop the courage to express their opinions.

e. Presentation method

Bowman (1998: 1) defines a presentation as the practice of displaying and elucidating the content of a subject to an audience or learner. The presentation method involves expressing ideas, thoughts, and feelings in public by one or more presenters, with or without a written script. For many, this method requires creating a summary of various issues or concepts to be

presented. The goal is to train students to develop active participation, critical thinking, and analytical skills.

3. **Types of Teaching Methods in English**

   a. Grammar and Translation Method

   Grammar is one of the linguistic elements that English learners must recognize. Understanding English requires a strong grasp of grammar (Sitanggang, Manurung, and Napitupulu, 2023:408). Within grammar itself, there are tenses. Tenses are one of the fundamental aspects of learning English. Tenses in English are certainly very different from the sentence structure in Indonesian (Andre and Ajeng, 2020:26). English tenses have different patterns or formulas for each type of grammatical tense (Fitri et al., 2021:36).

   GTM (Grammar Translation Method) is one of the methods in foreign language teaching, aimed at helping students read and appreciate the foreign language (Ratminingsih, 2021:57). Teaching with the grammar translation method means employing a strategy that uses grammar and translation as the main tools for teaching various forms of the second language texts (Chakrabarty, 2017:302). This method involves teaching by emphasizing linguistic rules both in reading and writing.

   b. Direct Method

   The method that is highly suitable and appropriate for improving speaking skills is the Direct Method. According to Sumardi (1992:18), the Direct Method first teaches the spoken language, with the written language being taught at a later stage. Students are directly exposed to the sounds of the language, and new words are explained not through translation or the

use of the mother tongue, but through visualization. The general objective of this research is to provide references on the use of the Direct Method in the development of teaching and learning English speaking skills and to observe the improvement in English speaking skills.

c. Reading Method

    a. SQ3R (Survey, Question, Read, Recite, Review) Method

Fostering students' interest in reading with the right method can be used as an initial step in teaching reading comprehension, with the aim of improving students' reading comprehension skills. One such method is the SQ3R method (Darmiyati Zuchdi, 2007:128). The SQ3R method is a systematic reading process that includes the stages of Survey, Question, Read, Recite, and Review (Soedarso, 2002:59).

    b. KWL (Know, Want, and Learn) Method

The KWL(Know, Want, and Learn) learning strategy was developed by Ogle in 1986. The aim of this strategy is to facilitate students' metacognitive thinking processes. This strategy can be illustrated by a simple graph consisting of three columns. The first column is labeled "K" which stands for what students already know about the topic. The second or middle column is labeled "W" which stands for what mind students will learn. The third and final columns are labeled "L" which stands for what really isn't learning

According to Rahim (2008) the advantage of the KWL strategy is that students can set goals and provide an active role before, during, and after reading. The KWL strategy can help them think about the new information they receive. The KWL strategy can also strengthen

students' ability to develop questions about various topics. Students can also assess their own learning outcomes. So, through the implementation of the KWL strategy students are expected to be able to understand the contents of a reading without being separated from their active role in linking new knowledge with the knowledge they have acquired beforehand.

c. Repeated Reading Method

Mariana (2017), RRM is the students read the same text over and over again to build their reading fluency. RRM can give a contribution to the Comprehension of the meanings of the texts. It can be increasing accurately the unfamiliar words.

Samuels in Berg and Lyke (2012), the Repeated Reading Method (RRM) is the most generally used method for helping weak readers improve their reading fluency. It supports learning activity that supports standard competence in learning reading.

Cohen (2011), RRM is developed to help struggling readers improve their fluency, accuracy, and comprehension. The repeated Reading Method (RRM) works as a scaffold for struggling readers by providing them with short-term. Applying RRM can make the students more interested in reading. RRM has several steps in teaching by beginning with a compelling poem or story, text narrative, breaking the text into chunks, modeling the reading of chunks, and practicing reading the text to build proficiency.

d. Audio Lingual

The Audio Lingual Method is based on a structural approach to language teaching, focusing on listening and speaking. Consequently, this method emphasizes the study and description of a language starting from its sound system (phonology), followed by the word formation system (morphology), and the sentence formation system (syntax).

The Audio Lingual Method is a combination of structuralist linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology (Tarigan, 2009: 109–113). The term "Audiolingualism" was coined by Prof. Nelson Brooks in 1964, which required a shift in teaching from an art to a science. In this study, only two aspects are emphasized: pronunciation and fluency.

The Audio Lingual Method facilitates children's ability to speak English, similar to writing. Students better understand the teacher's writing in English lessons, just as they do when speaking. They also find it easier to comprehend reading texts and answer questions about the readings. The learning environment becomes more active and comfortable. Students are more meticulous in finding new words, making English language learning more creative and innovative.

e. The Silent Way Method

The Silent Way is a language teaching method developed by Caleb Gattegno in 1972, a language teaching expert who applied principles of cognitivism and philosophy in his teaching. The Silent Way has generally been used to teach English and French worldwide and has proven effective (Ulya, 2010: 2).

In the Silent Way method, the teacher tends to be quiet and silent, using gestures, pictures, and designs to elicit responses from students. They create puzzling situations to encourage students to experiment and learn independently. The teacher acts as an observer, providing minimal modeling and allowing students the freedom to develop their own understanding. Correction and explanations from the teacher are minimal, so students produce their own generalizations, conclusions, and rules. Despite this, structural and lexical approaches are still used in teaching.

Through the Silent Way method, students are trained in speaking the foreign language orally to achieve a level of fluency similar to native speakers. This method also strengthens students' listening skills, which is considered challenging, especially when listening to native speakers, requiring students to practice careful and repeated listening. Additionally, this method teaches students grammar practically with a gradual inductive approach, without emphasizing verbal concepts too much.

f. Suggestopedia Method

The Suggestopedia Method was developed by a Bulgarian psychotherapist, Georgi Lozanov, in 1975. He researched the impact of applying Suggestology (a science that studies the non-rational influence on human behavior) on foreign language acquisition (Hafidah, 2012:202). According to Georgi Lozanov, Suggestopedia is the application of suggestion in pedagogy where learners' feelings of failure can be eliminated (Bahru, 2017).

Tarigan (2009:89) states that the Suggestopedia method is essentially intended to eradicate the unconscious negative suggestions that flourish

within students and to eliminate fear, which experts believe greatly hinders the learning process. Such fears include feelings of incompetence, fear of making mistakes, and apprehension of that which is novel or unfamiliar.

Based on Bancroft in Tarigan (2009), the Suggestopedia method has five basic elements:

a) Authority

This refers to the presence of a teacher trusted by the students, giving them confidence and self-assurance.

b) Infantilization

Students are treated like children who accept the authority of the teacher. This helps students to break free from rigid learning constraints and opens opportunities for more intuitive learning.

c) Dual Communication

This refers to both verbal and non-verbal communication, including stimuli from the learning environment and the teacher's personality.

d) Rhythm

Lessons are accompanied by rhythm to create a comfortable atmosphere and stimulate the right brain of the students.

e) Pseudo-passive State

Students are in a relaxed but conscious state while listening to classical music rhythms without falling asleep. This aids the learning process.

With this method, the teacher strives to encourage students to feel confident that they can understand the material being taught. This encouragement can be provided through a comfortable learning

atmosphere, the use of appropriate intonation and rhythm in delivering the material, and the arrangement of a conducive learning environment.

g. Total Physical Response Method/TPR

This method was first developed by James J. Asher, who successfully developed a foreign language learning method for children. Asher (1968, p.7) stated that direct speech to children contains a command, so the child will respond with their body (body language) before they begin to produce a spoken response (verbal language).

Richards & Rodgers (1999, p.87) argue that "TPR is a language learning method based on the coordination of commands, speech, and action; and it aims to teach language through physical (motor) activity."

According to Larsen & Freeman (2000), there are thirteen important aspects in teaching the TPR method.

a) Use of Commands: Instructions are given in the target language and students respond physically.

b) Emphasis on Listening Comprehension: Listening is developed before speaking.

c) Stress Reduction: The method aims to reduce the stress associated with language learning.

d) Coordination of Speech and Action: Students learn to associate language with physical actions.

e) Use of Imperative Sentences: Commands are used to prompt student responses.

f) Teacher Role:The teacher acts as a director of a stage play, giving instructions that students follow.

g) Student Role:Students are listeners and performers who respond to commands.

h) Incorporation of Movement: Physical activity is a central part of learning.

i) Focus on Meaning: Understanding is developed through meaningful actions.

j) Language Acquisition vs. Learning: Emphasizes natural language acquisition rather than formal learning.

k) Delayed Speaking: Speaking is delayed until students are ready.

l) Error Correction: Corrections are made gently to maintain a stress-free environment.

m) Individual and Group Activities: Activities are conducted both individually and in groups to promote interaction.

Larsen & Freeman (1986, p.116) state that "the Total Physical Response method applied by teachers aims to create a comfortable atmosphere so that students can enjoy learning and learn to communicate well using a foreign language. This is because this method is fundamentally developed to reduce pressure on students in the classroom and to make the classroom environment enjoyable." By using this method, students will simultaneously learn and practice the language – learning by doing. As a result, students will easily understand the English taught by the teacher.

h. Community Language Learning (CLL)

Community Language Learning (CLL) is a method developed by Charles A. Curran and his colleagues. Curran was a specialist in counseling and a professor of Psychology at Loyola University, Chicago. The

application of psychological counseling techniques in the learning context is known as Counseling-Learning. Community Language Learning (CLL) uses the principles of Counseling-Learning to teach languages. CLL is inspired by Rogerian counseling theory (Rogers, 1951). Generally, counseling involves giving advice, help, and support to individuals facing problems or overcoming difficult situations. In CLL, the concept of counseling is used to redefine the roles of the teacher (as a counselor) and students (as clients) in the language classroom. Therefore, the basic procedures of CLL can be seen as a relationship between a counselor and their client in the context of language learning.

CLL emphasizes that learning English should be part of the overall development of students, not just focused on academic aspects alone. This means that counselors in CLL are concerned not only with how students learn but also with how they develop strong desires, positive relationships, and active engagement. The CLL approach has also proven effective in overcoming language learning anxiety (Koba, Ogawa, & Wilkinson, 2000).

i. Communicative Approach

According to Banciu & Jireghie (2012), the communicative approach is categorized as a general approach in foreign language teaching rather than a teaching method with clear and defined classroom practices.

The communicative approach to language learning is based on the idea that the ability to use language for communication is the primary goal. This approach emphasizes the function of language as a tool for communication. The objective of learning is to develop students' communicative competence, which includes understanding grammar, the

social context of language use, discourse comprehension, and strategic skills in communication (Savignon 1983 in Pringgawidagda 2002: 131).

2.3. Theoretical Framework

English language learning is a compulsory subject for students in school. The process of learning a foreign language requires extra effort due to its infrequent use in daily communication. Therefore, studying a foreign language necessitates a long and consistent time investment to succeed in all the skills being learned, such as listening, speaking, reading, and writing. For students, learning English is not as easy as learning their first or second language because it is often introduced to them for the first time in school. Several factors influence students' success in learning a foreign language, such as motivation and teaching methods.

Motivation is the drive or enthusiasm to do something. Without motivation, there will be no activity, as people will become passive. Therefore, motivation is crucial in every endeavor. For personal development, one also needs motivation. Understanding motivation is not easy. It is something that exists within an individual and is not visible from the outside, only manifesting through observable behavior.

In the field of education, motivation plays a significant role in supporting students' learning outcomes. Many cases show that students do not reach their potential not because of a lack of ability but because of a lack of drive to learn, resulting in them not making the maximum effort. In conventional teaching methods that rely on expository approaches, motivation is often overlooked by teachers. Teachers sometimes seem to force students to accept the material being taught without considering the students' interests. This is detrimental because

students cannot learn optimally, leading to suboptimal learning outcomes. Therefore, motivation is a dynamic factor that is highly crucial.

Modern views on the learning process emphasize the importance of motivation in stimulating students' enthusiasm for learning. Therefore, teachers need to have strategies so that students can learn effectively and efficiently, in accordance with the desired goals. As educators, teachers must be able to manage classroom situations to create an enjoyable learning environment. To achieve a quality learning process, teachers also need to use effective teaching methods that can have a positive impact on students' learning outcomes. Therefore, teachers must have the ability to apply teaching methods that suit the characteristics of their students.

In the practice of teaching at school, a teacher has the freedom to choose different teaching methods for different classes. Therefore, teachers must have the capability to master and implement various teaching methods. The more effective the method, the more successful the achievement of the learning objectives.

The scheme to be studied can be illustrated in the diagram below :

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          │   STUDENTS OF SMP KRISTEN MAKALE         │
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┌──────────────────────────┐    ┌──────────────────────────┐
│ TEACHING METHODS         │    │   LEARNING MOTIVATION     │
│                          │    │                           │
│ 1) Lecture method        │    │ 1) Willingness            │
│ 2) Demonstration method  │───▶│ 2) Time                   │
│ 3) Discussion method     │    │ 3) Obligation             │
│ 4) Question and Answer   │    │ 4) Perseverance           │
│    method                │    │                           │
│ 5) Presentation method   │    │                           │
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