Students' Motivation in Learning English by Using Content Language Integrated Learning (CLIL) Approach

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ABSTRAK

Metode yang digunakan dalam Penelitian ini adalah penelitian tindakan kelas yang bertujuan untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris dengan menggunakan pendekatan Content and Language Integrated Learning (CLIL). Penelitian yang dilakukan oleh peneliti sebelumnya yang dilakukan di SMPN 2 Kalibaru, ditemukan bahwa sebagian besar siswa kelas delapan pasif dan kurang motivasi dalam belajar bahasa Inggris. Penelitian ini dilakukan kolaboratif dengan guru Bahasa Inggris yang menjadi pengamat dalam penelitian ini. Penelitian ini dilaksanakan dalam dua siklus, dan terdapat dua kali pertemuan dalam setiap siklusnya. Itu dilakukan dalam tujuh pertemuan termasuk studi pendahuluan dan pengisian kuesioner. Berdasarkan hasil observasi, partisipasi siswa pada siklus 1 sebesar 48,28% pada pertemuan pertama dan 65,52% pada pertemuan kedua. Sementara itu, partisipasi siswa pada siklus 2 meningkat. Pada pertemuan pertama partisipasi siswa 75,86%, dan pertemuan kedua 86,2%. Hasil ini menunjukkan bahwa partisipasi siswa telah mencapai kriteria keberhasilan penelitian ini yaitu lebih dari 75% atau lebih dari jumlah siswa.

Kata Kunci: *Content and Language Integrated Learning (CLIL); Pembelajaran Bahasa Inggris*

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 SMPN 2 Kalibaru discovered that most eighth-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 (Sylven & Thompson, 2015). According to previous research, CLIL is an effective approach

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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.

A preliminary study related to the condition of students in terms of student learning motivation is conducted prior to conducting the research. A preliminary study is conducted by interviewing the English teacher of the classroom (see Appendix B) and observing the classroom for a few meetings. A preliminary investigation in the form of an interview was conducted. at SMPN 1 Kalibaru on November 1st, 2021. The teacher described the condition of the class while teaching an English lesson. She said most students seemed bored and tended to be passive. On November 3rd, 2021, the researcher observed the classroom and found that the teacher's statements were true during the interview. The teacher used a conventional teaching approach while teaching. It caused students to become bored and then become passive students during the lesson. Students only focus on what the teacher wrote on the whiteboard without concern for their own understanding of the content the teacher conveys. The researcher also used the observation guide to assess students' participation in the teaching and learning process when they were taught using the traditional teaching approach. On the same date, November 3rd 2021, the researcher distributed questionnaires to the students to check their motivation in learning English. The researcher found that 79,3% of VIII H students lack motivation to learn English. The questionnaire results show that the average of students answered less than 4, which means that students are less motivated to learn English. In order to address the issue that occurred in the VIII H class, the researcher and English teacher agreed to conduct classroom action research in this class on increasing students' motivation to learn English through the use of the CLIL approach.

Some previous researchers such as (Coyle, 2013), (Doiz et al., 2014), (Sylven & Thompson, 2015), (Denman et al., 2013), (Pfenninger, 2016), (Mede & Çinar, 2019), (Pladevall-Ballester, 2019), (Heras & Lasagabastar, 2014) agreed CLIL could increase students' motivation in learning second/Foreign Language. The linguistic performance of CLIL students is satisfying in certain language skills and language components such as

speaking, writing vocabulary, and morphology (Yang, 2015). It shows that CLIL students are better at verbal than non-verbal skills. (Mede & Çinar, 2019) added that CLIL drives students to focus on communicating and thinking by themselves, so they tend to be more creative and risk-taking while communicating (Yang, 2015). However, some research found that CLIL students had low performance in receptive skills, such as listening, reading, and grammar (Lasagabaster, 2011);(Mede & Çinar, 2019);(Navarro-Pablo & García, 2018); (Yang, 2015), because CLIL students focus on practice rather than theory (Mede & Çinar, 2019). (Lasagabaster, 2011) said that teachers need some more time to see the benefit of the CLIL approach on students' receptive skills. Another drawback of the CLIL approach is the low students' self-concept and the time-consuming material preparation (Pfenninger, 2016). (Navarro-Pablo & García, 2018)If CLIL is appropriately designed, it will produce a typical learning experience.

Some research has found that CLIL students are more motivated than non-CLIL students ((Denman et al., 2013);(Doiz et al., 2014);(Heras & Lasagabastar, 2014);(Mede & Çinar, 2019); (Navarro-Pablo & García, 2018); (Pladevall-Ballester, 2019); (Sylven & Thompson, 2015); (Yang, 2015). Motivation in this context refers to students who have a more positive attitude toward learning English as the target language ((Doiz et al., 2014); (Mede & Çinar, 2019) ; (Sylven & Thompson, 2015)). Additionally, (Navarro-Pablo & García, 2018), (Heras & Lasagabastar, 2014), (Yang, 2015), and (Pladevall-Ballester, 2019) stated that students are motivated when they are involved in the learning process, their self-confidence is increased, and they tend to *take risks* in communicating using the target language. CLIL students are more motivated because they practice what they have learned in the learning process (Yang, 2015). CLIL students reported that CLIL can help them to prepare for their future careers (Denman et al., 2013) and cross-cultural communication with a stranger speaking a different language user ((Denman et al., 2013); (Pfenninger, 2016); (Sylven & Thompson, 2015). It is because CLIL students have more time for discussion using the target language, and the topic of the discussion is related to real context and culture (Coyle, 2013). (Tarja & Moore, 2019) they are stated that CLIL integrates content and language to develop the target language. CLIL as a learning approach for student motivation has been researched by various researchers in various countries around the world, including (Coyle, 2013) in the United Kingdom, (Doiz et al., 2014) in Spain, (Lasagabaster, 2011) in

Basque, (Sylven & Thompson, 2015) in Sweden, (Yang, 2015) in Taiwan, (Denman et al., 2013) in Rotterdam, (Pfenninger, 2016) in Switzerland, (Mede & Çinar, 2019) in Turkey, (Navarro-Pablo & García, 2018)in Italy, (Pladevall-Ballester, 2019) in Spain, (Heras & Lasagabastar, 2014) in Basque. Meanwhile, research on CLIL in Indonesia is still limited, particularly on using the CLIL approach to increase students' motivation to learn English. As a result, a study titled "Enhancing Students' Motivation in Learning English by Using a CLIL Approach" was held.

Based on the above background, the research problem is: Can the CLIL approach increase students' motivation and active participation in English learning?

This chapter presents a theoretical review. It includes CLIL background, CLIL issues, CLIL in ELT context, how to teach students using CLIL, steps in lesson planning, applying CLIL, motivation in learning English as a foreign language, previous study on CLIL, and actions hypothesis.

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.

The researcher must conduct the classroom action research in collaboration with another researcher or team (Arikunto, 2020). Concerning that statement, this Classroom action research was conducted collaboratively with the English teacher for eighth graders at SMPN 2 Kalibaru to solve the problem, particularly in improving students' motivation to learn English. The collaboration occurred in four stages: planning, implementing, observing, and reflecting. The current study's classroom action research was conducted using the cycle model depicted in the diagram below (Elliott, 1991)

The Diagram of The Classroom Action Research
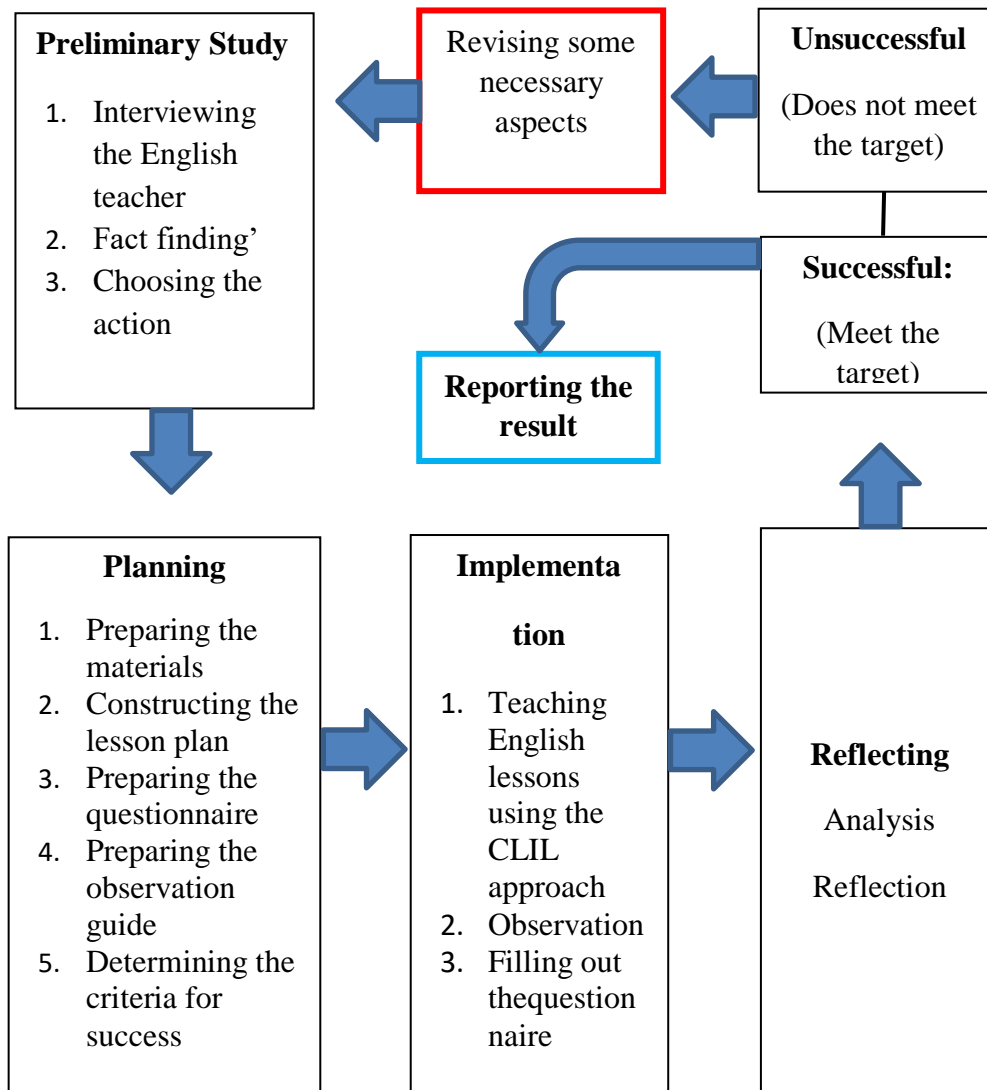
(Diagram 3.1)

Research Context

This research will be conducted at SMPN 1 Kalibaru that is located in Kalibaru Kulon, Kalibaru District, Banyuwangi City. The student's mother tongue is Javanese, and the language they use in the classroom to communicate with the teachers is Bahasa Indonesia. English is rarely used for their communication. Therefore, their ability to speak English still needs to improve. There are some reasons why the school is chosen.

a. An interview with the English teacher of SMPN 1 Kalibaru found that most eight grade students need more motivation and do not participate in learning English.

b. The English teacher of SMPN 1 Kalibaru never applied the CLIL approach to the teaching process.

c. The researcher has gotten permission from the headmaster and the teacher of SMPN 1 Kalibaru.

Research Participants

The participants in this study were VIII H grade students from SMPN 2 Kalibaru. Grade VIII had eight classes. The researcher purposefully took one class between existing classes by interviewing the English teacher of VIII H grade students. According to the information provided by the English teacher, VIII H has the lowest motivation, and most students participate passively while learning English. According to school data, this class also has the lowest mean score on the English test, 70. As a result, the motivation of VIII H students needed to be improved. The English test mean score for grades VIII at SMPN 2 Kalibaru is shown in the table below.

The Students' English Test Scores of Grades VIII

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

during the English learning process. The items are focused on students' *perceptions* of their learning environment. The grid of (Jones, 2009) questionnaire is shown below.

The Grid of MUSIC Model of Motivation

The teaching and learning process in the classroom. According to (McMillan, 1992), observation in the classroom action research is used to describe students' activities, responses, and involvement in the teaching-learning process. (Cohen et al., 2007)propose a checklist of content in field notes that includes space, actors, activities, objects, acts, goals, and feelings.

An observation sheet in the form of a checklist table will be provided to the observer. According to (Arikunto, 2020), a checklist is a list of variables to collect the necessary data. The observer will examine the appropriate indicators of student behavior. Students are considered active if they have completed at least three indicators. Students are considered passive if they perform at least three indicators. Five key indicators are used to assess students' participation in the teaching and learning process.

The students ask questions (**C**are)

1) The students answer the oral question from the teacher (**U**sefulness)

2) The students discuss the task given with their partners actively (E**m**powerment)

3) The students are excited to be involved in the teacher's activities. (**I**nteresting)

4) The students do the exercise given by the teacher enthusiastically (**S**uccessful)

The criteria used to evaluate the success of the action are as follows; 1) The use of the CLIL approach can enhance students' motivation to learn English if the students have a positive impact compared to observations during the preliminary study. 2) ≥75% or more of the total number of students' active participation could fulfill at least three indicators. 3) The use of CLIL approach can enhance students' motivation if all components in the MUSIC Model of Motivation Questionnaire are more than equal to 4 (≥4) of 6 from the average questionnaire result of the total number of students in VIII H.

The Data Analysis and Reflection of the Action

Data analysis and reflection were required to determine the students' improvement in motivation after being taught using the CLIL approach.

a. Data Analysis

1) To calculate the percentage of students who participated in the teaching and learning process, the researcher used the following formula:

$$E = A/N \; \times 100\%$$

Where:

E: The percentage of students who participated

A: The total number of students who participated in the CLIL teaching-learning process

N: The total number of students participating in the CLIL teaching and learning process.

(Adopted from(Cohen et al., 2007))

This action research was categorized as successful if the percentage of the students who were active in the CLIL teaching-learning process was ≥75%

2) This formula was used to analyze the results of the students' questionnaire.

Empowerment = (item 5 + item 12 + item 16 + item 18) / 4 Useful = (item 1 + item 9 + item 13) / 3 Success = (item 2 + item 4 + item 7 + item 10) /4 Interest = (item 6 + item 8 + item 17) / 3 Caring = (item 3 + item 11 + item 14 + item 15) / 4

(Adopted from (Jones, 2009))

This action research was successful if each component of the total number of students reached ≥ 4 of 6

a. Reflection

This step was carried out to reflect the outcome of the researcher's actions. It discussed the questionnaire and observation results. The purpose of the reflection was to determine whether or not the students' motivation has improved and whether the CLIL approach positively impacts students' English learning. The outcome of the reflection became a guide for carrying out the next Cycle. The action was completed if the success criteria were met and the difficulties were resolved.

RESULTS & DISCUSSION

In this section, the researcher would like to explain and discuss the study's findings. It presents four aspects in each teaching cycle using the CLIL approach to increase students' motivation to learn English. The aspects include action implementation, observational results, questionnaire results, and reflection results. The following sections elaborate on the detail. The Implementation of the Action in Cycle 1

Because the school implemented an offline class, this research was conducted offline using classroom action research. This study included 29 students. Before the teaching and learning activity, the researcher asked the English teacher of the class to be an observer, where she could oversee students' participation during the teaching and learning process by using the CLIL approach, then filling out the observation sheets provided by the researcher regarding students' participation in the learning process.

The research was carried out in three meetings during Cycle 1. The first and second meetings were carried out using the CLIL approach, while the third meeting was used to fill out the questionnaire. The first meeting was done on Wednesday, November 10th 2021. The researcher taught quantifying the determiner by integrating it with science. The topic given to the students for the first meeting was "Three States of Matter". The researcher raised this topic because *is* and *are*, which would be appointed in the quantifying determiner (There is/There are), are closely related to the states of matter. To Be 'is' was used for liquids and gasses that cannot be counted, whereas 'are' was used for plural solids. The topic of States of Matter was raised to be content in the learning process aiming to make the topic easy for students to comprehend since states of matter were something they face daily.

The introduction was the first stage of the teaching and learning process. After greeting the students and introducing herself, the teacher asked about what day it was and what students felt, then checked students' attendance. There were no students absent that day. Next, the teacher helps students understand what the lesson will be about and what is important. The teacher also told students about activities that would be done that day to attract students' interest. Then, the teacher sets students' behavior goals. The teacher wrote three behavior points on the left side of the board to make students visualize.

The main activities were implemented during the second stage of the learning process. First, let's talk about states of matter. The teacher divided the class into groups during this

step. A group of four students, each of whom chose their group. After students had formed their groups, the teacher introduced them to vocabulary that would be used that day to help them understand the video and the learning content. Students appeared excited when the teacher displayed pictures to convey vocabulary. After three repetitions, the students mastered the vocabulary. After covering the vocabulary, the teacher directed the students to a video about states of matter.

The video was short, colorful, appealing, and interactive. It caused students to pay close attention to the video. After watching the video, each group was asked to differentiate between liquid, solid, and gas. After a few minutes of discussion, the teacher asked the students about their results. The teacher encouraged students to be confident in communicating their ideas. Some students raised their hands to express their ideas, and the teacher thanked them. Teachers sometimes toss one group's responses to another to solicit feedback. Students were seen giving their own opinions, and the class seemed quite active. After presenting their idea about states of matter, the teacher challenged all groups to classify things around them into three states of matter, liquid, solid, and gas, in 3 minutes. This activity was designed to check how much vocabulary students knew, how well they grasped the topic about states of matter that had been given, and how cooperative students were when working with their group to solve challenges from the teacher. When it came to the challenge, most of the students were enthusiastic; one was a vocabulary writer, and other friends offered suggestions. Also there was a third set of writers as well, and the other was a dictionary word searcher. 3 groups had difficulties remembering the vocabulary. Therefore, they only received a few words. After 3 minutes, the teacher asked the group leader to gather what had been written. The first, second, and third groups that got the largest vocabulary writers received a star rating from the teacher.

The second step of this stage was *relating the topic to the learning objectives*. The teacher gave a concise text to the students about the Three States of Matter. Students were asked to identify the use of *is* and ***are.*** Then, the teacher asked students about the use of ***is*** and ***are;*** some students guessed by raising their hands. Unfortunately, there was no such thing as a correct student response. The teacher next utilized the text to demonstrate how to use is and are.

The last step of the main stage was *applying knowledge*. Before the teacher asked students to create sentences, the teacher invited students to do a game. The game was about a preposition game where the students should place a coin correctly by listening to the teacher's instruction. The teacher provided a box and a coin to each group. This game was designed to help students memorize prepositional lessons before applying them to sentences. The game was enjoyable. Even though some students made some mistakes at the start of the game, in the end, they could remember prepositions successfully. After students remembered how to use the preposition correctly, the teacher asked them to work in groups to create six sentences utilizing three states of matter they were familiar with. The sentences should also contain prepositions. Some of the group came out of class to observe the states of matter around them. The teacher allowed students to explore their surroundings while keeping a close check on them. After 10 minutes of working, the teacher asked the group leader to submit assignments. After checking, it was found that most of the students could construct sentences appropriately. They were able to place **is** and **are** on the proper object. The group that completed six sentences correctly received five stars from the teacher. The final activity in this step was distributing individual worksheets to see if all pupils understood the lesson. The teacher shared a worksheet about 3 states of matter. Students were asked to write the relevant To Be to the available object. Students were also asked to fill in the appropriate preposition based on the picture provided. There were 13 questions on the worksheet. Students could complete the worksheet in approximately 9 minutes. Most students had difficulties filling prepositions because the learning objectives in this meeting were primarily focused on quantifying determiners and did not strongly emphasize prepositional lessons, so not all students could memorize prepositional lessons.

The last stage in this Cycle was *closing*. The most active group received five stars from the teacher. The teacher would then reward the group with the most stars. After rewarding the students, the teacher asked about what they had learned that day and how much they enjoyed the class. Most of the students liked the lesson that day. Some of them gave 3 stars. Most gave 4 stars on that day's learning. Then, the teacher asked students to tidy up before closing the lesson.

Cycle 1 held its second meeting on Wednesday, November 17th, 2021. The researcher followed the same procedures as in the first meeting. The researcher was an English teacher,

and the English teacher was an observer. The researcher continued to use the same topic and content, but the focus of this meeting was to identify the presence of people, animals, or objects and to apply the use of 'There is/There are' with social function.

oobleck was ready, the teacher asked students to put anything inside their *oobleck*. Then, the teacher asked the students, "What is inside my *oobleck*?", "Glitters!" yelled one student. Teacher said, "Yes! **There are** glitters in my *oobleck* and **there is** a little doll too. What is inside your *oobleck*?" some students answer, "dust/ candy/ corn starch/ eraser etc.". The teacher then stimulated students to answer "There is/There are." Each group described what was inside their *oobleck* very well.

The teacher skipped identifying the use **There is** and **There** is through video and classifying the object surroundings because the time was running out. Students seemed to understand the learning material that they tried to convey. The teacher then instructed each group to create a statement using **There is**, and **there are** with objects around them and utilizing the correct preposition. The teacher provided the students with some examples. Students worked together to build the sentence. After a few minutes, the teacher selected a group randomly to construct. The Result of Observation in Cycle 1

The observation was carried out to collect data on the student's participation. The observation sheet included the following four indicators: (1) The students asked questions, (2) the students responded to the teacher's oral question, (3) the students actively discussed the task given with their partners, (4) the students were excited to participate in the teacher's activities, and (5) the students enthusiastically completed the exercise given by the teacher. Students were considered active participants if they met at least three of five criteria, and the research was considered successful if 75% or more of the total number of students were active. Appendix F contains information on student participation in the first and second meetings of Cycle 1.

The class included all 8H students. The class had 29 students. According to the observation sheet from meeting 1 in cycle 1, 14 students were classified as active participants and 15 students as passive participants in the English teaching-learning process using the CLIL approach. The following formula was used to calculate the percentage of students' observation sheets.

Active Students:	Passive Students:
E = A/N x 100%	E = A/N x 100%
E = 14/29 x 100%	E = 15/29 x 100%
E = 48,28%	E = 51,72%

The percentages showed that 48,28% or 14 of 29 students were active participants, and 51,72% or 15 of 29 students were passive participants in the teaching-learning process using CLIL. This result indicated that the student's participation was less than 75% of the total number of students. The class had 29 new students at the second meeting. According to the meeting 2 Cycle 1 observation sheet, there were 19 active participants and 10 passive participants. The percentage of students who attended the second meeting was calculated using the formula below.

Active Students:	Passive Students:
E = A/N x 100%	E = A/N x 100%
E = 19/29 x 100%	E = 10/29 x 100%
E = 65,52%	E = 34,48%

The percentage showed that 65,52% or 19 of 29 students were categorized as active participants, and 34,48% or 10 of 29 students were categorized as passive participants in the English teaching-learning process using the CLIL approach. This result showed that the student's participation in the second meeting was higher than in the first meeting but still less than 75% of the total students. From the percentage above, the success criteria of students' active participation still needed to be achieved.

The questionnaire was done on Wednesday, 24th of November 2021. The questionnaire was used to determine how motivated students are when taught English by using the CLIL approach. 29 students filled out the questionnaire; the result of the students' questionnaire can be seen in Chart 4.3. From the above chart, it can be seen from 29 students of 8H that the average of empowerment (M) reached 4,47 of 6, usefulness (U) reached 4,96 of 6, successful (S) reached 3,87 of 6, interesting (I) reached 5,50 of 6, and care (C) reached 5,05 of 6. It means that most of the students felt empowered by having the ability to make decisions in the learning process. They also understood what they had learned was useful, they felt interested in the content and activities, and they believed that their learning

environment cared about their learning. However, the students still could not believe they could succeed in English lessons. Therefore, the questionnaire result in Cycle 1 failed to meet the success criteria because there was still 1 more component in the MUSIC Model of Motivation, success (S), had not yet reached 4 so it must be improved.

Discusion

The result of Reflection in Cycle 1

The reflection was carried out after receiving the observation results and completing the questionnaire. The first meeting revealed that 14 of 29 students (48,28%) were active participants, while the second meeting revealed that 19 of 29 students (65,52%) were active participants in the process of learning English using the CLIL approach. The researcher aimed for at least 75% of the students to actively participate in teaching and learning. As a result, based on the observation sheet, the active participants in this study needed to meet the success criteria.

In the preliminary study, the researcher distributed a questionnaire to check students' motivation in learning English. By looking at five components in the MUSIC Model of Motivation, the researcher found that the rate of empowerment (M) reached 3,40 of 6, usefulness (U) reached 3,74 of 6, success (S) reached 3,1 of 6, interesting (I) reached 3,48 of 6, and care (C) reached 4,12 of 6. After the researcher conducted the teaching-learning process by using the CLIL approach, the researcher found that the rate of empowerment (M) reached 4,47 of 6, usefulness (U) reached 4,96 of 6, success (S) reached 3,87 of 6, interesting (I) reached 5,50 of 6, and care (C) reached 5,05 of 6. The following chart shows the improvement in students' motivation before and after they were taught by using the CLIL approach. The researcher targeted that all the MUSIC Model of Motivation components reached at least 4. In cycle 1, all MUSIC Model of Motivation components increased and reached the target, except care (C). Thus, the target of improving students' motivation in learning English by using CLIL approach still did not reach the target. The Improvement of Students' Motivation in Learning English by Using

The research target in cycle 1 still needed to be achieved, so the reflection needed to be done because there were some challenges that the researcher had faced in teaching English using the CLIL approach. Based on the reflection done by the researcher with the English

teacher, some weak aspects of cycle 1 that might influence students' active participation and motivation were found. They were as follows: 1) Lack of time which was due to too many activities. 2) Students needed help remembering the vocabulary. 3) Students need more confidence. 4) The students were bored when the teacher brought up the same topic as given in the first meeting,

Based on some weaknesses of cycle 1 above, it was important to solve the problem in order to give a better result in the next Cycle. To solve the weak aspect number 1, the researcher needed to choose an activity that did not spend too much time and could make students more focused on the topic they were learning. Too many activities in cycle 1 caused students to lack focus; therefore, some were anxious about doing the exercise. To solve the weak aspect number 2, the researcher needed to decrease the vocabulary given to students in the next Cycle and choose a vocabulary that was more commonly found to make students easier to remember. The difficult vocabulary found by the students caused students to feel hesitant to express their opinions or engage in discussion with the teacher. To solve the weak aspect number 3, the researcher needed to pay more attention to the students and encourage them in the learning process. The weak aspect number 3 affected students' active participation. Their lack of confidence caused them to be hesitant to answer and ask questions to the teacher. Relating to the weak aspect number 4, it seemed students got bored when the teacher brought up the same topic as what had been previously presented in the first meeting. To solve the weak aspect number 4, the researcher needed to vary the theme between the first and the second meeting. The researcher also needed to choose a fresh theme to increase students' new knowledge. According to (Setyani & Ismah, 2018), students would be more engaged in the learning process if the topic provided by the teacher attracted students' curiosity. The Implementation of the Action in Cycle 2

The implementation of cycle 2 was done in three meetings. The first and second meeting was done by teaching using the CLIL approach, and the third meeting was for filling out the questionnaire. The first meeting was done on Wednesday, 1st of December, 2021. 29 students attended this meeting. The researcher here was the English teacher, and the English teacher of the class as an observer. The teacher taught comparative and superlative degrees by integrating it with astronomy. The theme given to the students in the first meeting in cycle 2 was about Objects in our Solar System. The researcher raised this theme because this theme is

fresh and increases students' new knowledge. Students would know about the biggest planet, which was bigger, Earth or Mars, the furthest planet in the solar system, etc. And thus, this theme was related to Comparative and Superlative degrees.

The first stage in the teaching and learning process was the introduction. The teacher did the introduction as she did in Cycle 1. The next stage was implementing the main activities. The first step was, talking about objects in the solar system. As usual, the teacher asked students to make a group consisting of 4 students. It aimed to stimulate students to always communicate and cooperate with their friends. Next, the teacher asked the students about the solar system. The teacher encouraged students always to talk and answer the teacher's questions. After showing pictures about the solar system, the teacher gave students new vocabulary. The teacher then made some guesses for the students regarding the picture they had identified. Some of the students seemed to discuss the question asked by the teacher to their group.

The next step was relating the topic and learning objectives. The teacher asked students to watch a video about the solar system. The video was about planets' location, appearance, and size in a solar system. The narrator of the video mentioned some comparative and superlative adjectives to explain. The teacher asked students to identify the use of more/-er, most/-est, as—as through watching the video. After watching the video, the teacher ensured that the students had comprehended the material presented by asking students some questions. The teacher asked, "What is the biggest planet in our solar system?", "Which is bigger? Mars or earth?", "Which planet has the same color?" so many students raised their hands to answer the teacher's question. Students seemed to like the solar system theme and understood what the teacher tried to convey.

After relating the topic and learning objectives, the next step was applying the knowledge. The teacher displayed pictures of various satellites in the solar system and their names. Then, the teacher asked students to work in groups to construct sentences using comparative and superlative adjectives related to the picture in front of the class. The teacher reminded students to use the vocabularies that had been given. The teacher also allowed students to ask about other comparative and superlative adjectives they were unfamiliar with. Most of the students discussed with their friends actively. Each of them expressed their opinion to the other. Then, each student was asked to make 2 comparative sentences, 1

comparative (equal) sentence, and 2 superlative sentences. The teacher guides the students in constructing correct sentences using comparative and superlative adjectives. A few minutes later, the teacher checked the results of each group. Most groups could construct sentences correctly and properly pictures the teacher displayed in front of them.

The last activity was doing an exercise. The teacher shared a worksheet with the students about comparative and superlative degrees. The theme of all questions in the worksheet was also about the solar system, so they could get new knowledge from the questions they had read. There were 15 questions in the worksheet, and students were asked to identify whether they had to use "comparative" or "superlative" adjectives in each sentence. There were no expressions of difficulty on the students' faces when working on the worksheet. They appeared to be enjoying themselves while completing the worksheet. Students could finish the worksheet in approximately 13 minutes.

The last step was closing. The teacher gave the most active student a 5 stars necklace and a bar of chocolate to appreciate her. The teacher also gave the most active group a 5 stars necklace and chocolate bars. This was intended to encourage other students to become more active. After appreciating students, the teacher asked students about what they had learned today. The teacher also asked students how much they liked the lesson, and the teacher got 5 stars. Next, students were asked to tidy up, and the teacher closed the lesson.

The second meeting in cycle 2 was held on Wednesday, December 8, 2021. The activity in the second meeting was similar to that in the first meeting about comparative and superlative degrees, but it was integrated by geography (Earth). To avoid students' boredom, the researcher changed the theme of the second meeting. The researcher followed the same steps as in the first Cycle 1 meeting. After greeting the students, the researcher asked some leading questions before setting behavior goals for the day.

The next stage was implementing the main activities. The first activity in this stage was talking about the Earth. After dividing students into some groups, the teacher showed the picture of the Earth through Google Maps. While showing the picture, the teacher gave students new vocabulary. Then, the teacher played a video about the Earth. Students were asked to pay attention. After watching the video, the teacher asked students about their knowledge of the Earth. The teacher asked, "How many oceans on the earth?", "What is the most dangerous ocean on the earth?", "What is the biggest continent on the earth?".

The second activity was relating the topic and learning objectives. The teacher gave students a short article about **"Miracles on Our Home: Earth"**. Students were asked to analyze the difference between adding -er/-est and more/most. The teacher-guided students in understanding the difference between the use of addition -er/-est and more/most by asking them to look at its syllable. Most of the students understood what the teacher tried to convey. Then, the teacher gave the students worksheets to each group. The questions in the worksheet included new information about Earth that would increase students' knowledge. Each group was asked whether the adjective in the bracket should be added using the addition -er/-est or more/most. Most of the students discussed the worksheet actively with their group. Their fingers seemed to count the number of syllables on the available adjectives.

The next activity was applying knowledge. Each group was asked to make 4 questions about in/on the Earth using comparative and superlative degrees. After making 4 questions, each group went in front of the class to ask 4 questions they had made to the other group. The group that could answer the questions will get 5 stars. This activity engaged students in the learning process because they were challenged to ask difficult questions to their friends. They also got and explored new knowledge. The class seemed much more alive than in cycle 1.

Last, closing. As usual, the teacher appreciated the most active student and the most active group. Afterward, the teacher asked students what they had learned that day. The teacher then asked students how much they liked the lesson. Most of them raised five fingers, which means five stars. Then, the teacher asked students to tidy up and close the lesson.

The Result of Observation in Cycle 2

In cycle 2, the English teacher of 8H observed each meeting. The observer used the same observation sheet as in cycle 1. Students were considered active participants if they met at least three of five criteria, and the research was considered successful if 75% or more of the total number of students were active. Appendix F also included information on student participation in the first and second meetings of Cycle 2.

There were 29 students in the class, so everyone was present that day. According to the observation sheet from meeting 1 in cycle 2, 22 students were classified as active participants and 7 as passive participants in the English teaching-learning process using the CLIL approach. The following formula was used to calculate the percentage of students' observation sheets.

Active Students:	**Passive Students:**
E = A/N x 100%	E = A/N x 100%
E = 22/29 x 100%	E = 7/29 x 100%
E = 75,86%	E = 24,14%

The percentages showed that 75,86%, or 22 of 29 students were active participants, and 24,14%, or 15 of 29 students, were passive participants in the teaching-learning process using CLIL. The student's active participation was demonstrated by the percentage above. 29 8H students attended the second meeting of cycle 2. According to the meeting 2 Cycle 2 observation sheet, there were 25 students who were active participants and 4 students who were passive. The percentage of students who attended the second meeting was calculated using the formula below.

Active Students:	**Passive Students:**
E = A/N x 100%	E = A/N x 100%
E = 25/29 x 100%	E = 4/29 x 100%
E = 86,2%	E = 13,8%

The percentage showed that 86.2% or 25 of 29 students were classified as active participants, while 13.8% or 4 of 29 students were classified as passive participants in the English teaching-learning process using the CLIL approach. This result demonstrated that student participation in the second meeting was higher than in the first, reaching more than 75% of 8H students. Based on the percentages of meeting 1 and meeting 2 in cycle 2, it is possible that using a CLIL approach to learning English could improve students' active participation during the teaching and learning process.

The result of the Questionnaire in Cycle 2

On Wednesday, 24th of November 2021, the researcher asked students of 8H to fill out the questionnaire. 29 students filled out the questionnaire;

From the above chart, it can be seen that the average of empowerment (M) reached 5,36 of 6, usefulness (U) reached 5,66 of 6, successful (S) reached 4,78 of 6, interesting (I) reached 5,89 of 6, and care (C) reached 5,55 of 6. The interesting (I) component always got the highest points. It showed that the CLIL approach effectively attracted students' interest and kept them engaged in the teaching-learning process. The component that got the second-highest point was usefulness (U). It showed what students had learned in the class was useful

for their short- or long-term goals. The third highest point was care (C). The CLIL approach could make students believe their teacher cared about their ability to learn English. Using the CLIL approach, students felt empowered (M) by making decisions in the learning process, and they also believed that they could succeed (S) in doing the assignments in English class. Each point in the MUSIC Model Motivation questionnaire of Cycle reached more than equal to 4. Therefore, we may infer that the questionnaire results in cycle 2 succeed to meet the success criteria of the research.

The Result of Reflection in Cycle 2

The second reflection occurred after the results of the observation and questionnaire were known. Cycle 2's teaching and learning process is efficient and methodical. The steps and activity were completed successfully. The students were also involved in the learning process. According to observations, most of the students in 8H actively participated in the teaching-learning process. It was clear from the way they followed the researcher's instructions and the results of the observation sheet from the observer that students had improved themselves to be more active and confident in the learning process. In the first meeting of this Cycle, 22 of 29 students (75.86%) were active participants. The second meeting revealed that 25 of 29 students (86.2%) were classified as active participants in the English teaching and learning process using the CLIL approach. The outcome of the student's participation in cycle 2 met the success criteria in this study.

The Improvement of Students' Participation in Cycle 1 and Cycle 2

The questionnaire also showed that their motivation to learn English improved. All of the students in 8H were able to meet the success criteria. The average of students' empowerment (M) reached 5,36 of 6, usefulness (U) reached 5,66 of 6, successful (S) reached 4,78 of 6, interesting (I) reached 5,89 of 6, and care (C) reached 5,55 of 6. The researcher succeeded in increasing the point on component success (S), which had previously failed to meet the target in cycle 1. The researcher successfully encouraged students' confidence in written and spoken English classes so they could be successful in English lessons. The activities in the CLIL approach are engaging, which helps students understand the topic and believe they can succeed when they get assignments from the teacher. Through the CLIL method, students can also communicate their opinions, allowing them to feel free to do so. This raises student confidence, making them think they can succeed when the work is given.

All components in the MUSIC Model of Motivation in cycle 2 reached more than 4, which means the students' motivation in 8H had reached the target. As shown in chart 4.8, using the CLIL approach can increase students' motivation to learn English. The chart below shows that the questionnaire results are considerably different when teachers taught English using the conventional way and when they taught using the CLIL approach. Based on the points in the chart below, we can conclude that students were more motivated to learn English using the CLIL approach because 1) the learning process was interesting using the CLIL approach, 2) The learning topic in learning English using the CLIL approach is useful, and 3) Students felt well-cared for being taught by using CLIL approach in learning English, 4) CLIL approach made students feel empowered in the learning process, 5) CLIL approach made students believe that they can succeed in learning English. The following graphic showed the improvement in the student's motivation to learn English by using the CLIL approach.

The Improvement of Students' Motivation in Learning English by using CLIL Approach in Pre-Study, Cycle 1, and Cycle 2

The Result of Supporting Data

This Subchapter presents the result of supporting data. They include the result of the interview and the result of documentation. The detail is elaborated in the following parts.

The Result of the Interview

The interview was conducted with the English teacher of Eight grade students of SMPN 1 Kalibaru in the preliminary study. From the information the English teacher gave, she teaches all classes in eight grades of SMPN 1 Kalibaru. There were 8 classes for eight grades, they are 8A – 8H. Each class consists of 29-31 students.

The researcher then asked whether the students lacked motivation to learn English, and the teacher said that some lacked motivation. However, there were those who were enthusiastic in learning. She stated that three classes lacked the motivation to learn English, the lowest of which was 8H, with the lowest average class score. According to the teacher, students in 8H were too active and did not pay attention when the teacher delivered the learning material. They continued to do the same thing even after the teacher's repeated instructions to pay attention. The cause was that students got bored easily during the learning process. The teacher's teaching strategy was conventional, in which students were expected to

listen to the teacher and work on their worksheets. The teacher used conventional teaching methods because she considered she needed to have the pupils completely fill out the student worksheets (LKS). The 8H English teacher expected her students to enjoy the learning experience and better understand the learning content delivered.

Furthermore, the researcher asked about using the CLIL approach in teaching. The English teacher said she never used the CLIL approach in teaching-learning. The teacher was interested in the CLIL approach and what the researcher intended to do when teaching English, so she welcomed the researcher to teach using the CLIL approach in one of her classes. At the end of the interview, the teacher stated she would be glad to help when the researcher asked the teacher to teach collaboratively.

The result of Documentation

Documentation was used to obtain supporting data for the research participants' names list. The research participants were 29 eighth-grade students from SMPN 1 Kalibaru during the 2021/2022 academic year. Class 8H was chosen as the research participant because, according to the eighth grade English teacher, the students in this class lacked motivation to learn English and had the lowest total average score among all classes in eighth grade. The names of the participants were used to create an observation sheet to determine whether they were active or passive in the learning process. The list of names is also used to enter student scores while completing research exercises., which would be submitted to the English teacher of the class as the students' weekly scores.

CONCLUSION

The CLIL approach was used in the classroom action research to increase eighth-grade students' participation and motivation in learning English at SMPN 2 Kalibaru. This study was conducted in two phases. The results showed that student's participation in the first meeting of cycle 1 was 48,28% and 65,52% in the second meeting, indicating that the percentage of students' participation in cycle 1 did not meet the target. After conducting cycle 2 research, the percentage showed that the students' participation in the first meeting was 75,86% and the second meeting was 86,2%, indicating that the students' participation target was met. The results of the questionnaire in cycles 1 and 2 revealed a significant increase as well. In cycle 1, empowerment (M) reached 4,47 of 6, usefulness (U) reached 4,96 of 6,

success (S) reached 3,87 of 6, interest (I) reached 5,50 of 6, care (C) reached 5,05 of 6. The questionnaire result of cycle 1 had not met the target, because the success (S) component was still less than 4. Meanwhile, in cycle 2, empowerment (M) reached 5,36 of 6, usefulness (U) reached 5,66 of 6, success (S) reached 4,78 of 6, interest (I) reached 5,89 of 6, care (C) reached 5,55 of 6. The questionnaire results in cycle 2 showed that all components in MUSIC Model of Motivation reached more than 4 which means the questionnaire result in cycle 2 was achieved the target. It also means that students' motivation to learn English was successfully improved.

Using the CLIL approach, the students demonstrated more positive attitudes during the English teaching and learning process. They demonstrated curiosity by asking the teacher questions, actively responding to and discussing them, and enthusiastically participating in the teacher's exercise. This finding was consistent with the study, "Implementation of CLIL and its Effect on Students' Motivation," by Mede et al (2019). The study found that using the CLIL approach increased students' motivation to learn a foreign language. He stated that students had more positive attitudes toward learning when using CLIL because CLIL encouraged them to talk and think freely. Sylven (2015) said the same thing. She compared students taught using the CLIL approach to those taught using traditional learning methods. According to her findings, CLIL students had a higher level of interest in the learning process, a more positive attitude toward learning English, a stronger ideal of mastering English, more English confidence, and a greater desire to communicate.

CLIL is not only an approach that could instill positive attitudes in the students of 8H at SMPN 1 Kalibaru; it also increases their confidence, cooperation, creativity, critical thinking, and broader knowledge. This finding was consistent with Yu's earlier study "Understanding and Addressing the Challenges of Teaching an Online CLIL Course" (2020). He mentioned several benefits of the CLIL approach: 1) CLIL increases students' self-esteem; 2) CLIL improves academic, cognitive processes and communication abilities; and 3) CLIL promotes intercultural understanding and community values. 4) CLIL encourages students to be more inquisitive and innovative. The researcher also discovered that when using the CLIL approach, students did not need to be reminded to pay attention to the teacher at all times during the lesson because they were self-consciously engaged during the teaching and learning process. Denman (2013) stated in his article "CLIL in junior vocational secondary

education: Challenges and Opportunities for Teaching and Learning" that the more students enjoy themselves while studying, the more motivated they will be to continue learning and deepen or enhance their skills.

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