The mediation impact

by Katharina Rustipa

The Mediation Impact of Motivation on Contextual Teaching-Learning and Students' Achievement in Speaking Skill at SMA BP Darussalam East Lampung

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ABSTRACT

This study aimed to analyze the mediation impact of motivation on contextual teaching and learning and students' achievement in speaking skill at SMA BP Darussalam East Lampung. The study subjects were the eleventh-grade students of SMA BP Darussalam East Lampung, which consisted of 30 students. This study used the ex post facto research design. This study used questionnaires and tests to collect the data. The questionnaire was used to determine students' perception of CTL and students' motivation in language learning. While the test was used to determine students' speaking skill. The researcher used the assumption test before testing the hypothesis in this study. The assumption test used in this study includes the normality test, multicollinearity test, heteroscedasticity test, and linearity test. The result of this study showed that CTL impacts students' motivation in speaking skill. The Sig value of CTL is 0.000, which is smaller than 0.05 (0.000<0.05). CTL impacts students' achievement in speaking skill. The sig value of CTL is 0.027, which is smaller than 0.05 (0.027<0.05). Motivation impacts students' achievement in speaking skill. The sig value of CTL is 0.016, which is smaller than 0.05 (0.016<0.05). Besides, there was a positive sign of the causal relation between CTL, motivation, and achievement in speaking skill. The sig value of CTL and students' motivation is 0.000, which is smaller than 0.05 (0.000<0.05). It can be concluded that CTL impacts students' motivation and achievement in speaking skill.

Keywords: Contextual teaching and learning, motivation, achievement

INTRODUCTION

In learning English, students need to master four skills. They are writing, reading, speaking, and listening, especially speaking skill, because communication tools are used to communicate. According to Kayi (2006), speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. Improving speaking skill in English is one of the essential things in various fields in this highly advanced era. Most students evaluate their success in language learning and the effectiveness of their English course based on how well they feel improved in their spoken proficiency (Richard, 2008). However, there are certain issues in teaching English because English has a distinct structure and form with students' mother tongue. The students' lack of motivation in mastering speaking is one of the challenges that may be happening in the classroom.

Motivation is an important factor in the learning process. In other words, successful learning is influenced by the

students' motivation especially in the language classroom. Gardner and Lambert (1972) stated that although language aptitude accounts for a significant percentage of individual variability in language learning outcomes, motivating factors might outweigh the aptitude effect. Besides, the problem of motivation in learning speaking can be caused by many factors. One of them is the teachers' method in the teaching and learning process. Most of the teachers still used the traditional method, especially lecturing method. It is ineffective in the teaching-learning process because students feel bored and need a lot more time to master speaking in conversations or communication. The teachers' method must have some effects on the students' motivation. A preferred method to enhance students' motivation in speaking is contextual teaching-learning (CTL).

Contextual teaching and learning is the method that helps students relate subject matter content to real-world situations and motivate students to make connections between knowledge and its applications to their personal, family, and workers (Johnson, 2002). It enables students to significantly impact their lives and the world around them by using academic studies in a meaningful way. Furthermore, if students are motivated to learn English and have an effective learning method, they will be engaged in and enjoy the teaching-learning process. It will enhance students' English learning achievement.

Learning achievement is the change in a student's self after completing a learning process (Lee, 2015). A response given by students is referred to as a learning result. It is one of the parameters used to determine a student's level. If the students show good learning achievement, it means that the learning process is a success. On the contrary, when the students show bad achievement, the learning process has failed. Besides, the results of preliminary observation conducted at SMA BP Darussalam, the researcher obtained

information that the school had difficulties in enhancing students' motivation and English achievement, especially in speaking skill. Therefore, the researcher examined the impact of contextual teaching and learning method. This method is very helpful because the students participate in the class by connecting the material with their real life. It is to determine the impact of CTL on motivation, and achievement.

A previous study about contextual teaching and learning conducted by Sarwinda, Rohaeti, and Fatharani, (2020). They found that CTL method can improve students' motivation in learning process. Their motivation has increased, as confirmed by the students' motivation being more enthusiastic, interested, and happier in following the teaching-learning process. Another study was conducted by Menggo (2018). He found that motivation is an urgent variable to be considered in creating a conducive atmosphere classroom that will raise the learners to do more toward speaking achievement. Motivation is significantly affecting students' achievement, especially in speaking skill. Those studies conclude that enhancing students' motivation and achievement is important in the teaching learning process.

Based on the explanation above, the researcher opines that CTL is the method that most possibly can help discover meaningful relationships between the content of subject matter and the context to the real world. It most possibly can be an effective method on the enhancement of students' motivation and achievement. Therefore, it is necessary to do more research on *the mediation impact of motivation on contextual teaching-learning and students' achievement in speaking skill*.

METHOD
Research Design

This study used the ex post facto research design. It is used to analyze the mediation impact of motivation on contextual teaching-learning and students' achievement in speaking skill at SMA BP

Darussalam East Lampung. The researcher involved one independent variable, namely CTL (X), one mediator variable, namely Motivation (M). Besides, there is one dependent variable, namely speaking achievement (Y). The design of this study is adapted from Hayes (2013). It is explained as follows:
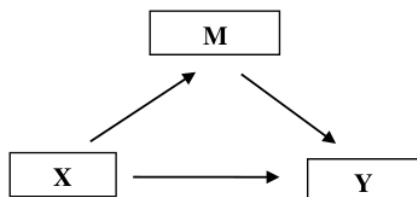
Participants

The subjects of the study were the eleventh-grade students of SMA BP Darussalam East Lampung. Then, the objects of this study are the impact of CTL, students' motivation, and achievement. The population of this study is the eleventh-grade students of SMA BP Darussalam East Lampung in the academic year of 2021/2022. The population was 55 students. There were two classes of the eleventh-grade. The researcher took one class as the sample of this study. The class was XI IPA which consisted of 30 students. This class was taught using CTL method

Instruments

This study used questionnaire and test to collect the data. The questionnaire was used to determine students' perception of CTL and motivation in language learning. It was given to the students at the end of teaching learning process. While the test was used to determine students' speaking skill. The test was given to the students at the last meeting. This is given to know how far students' speaking skill after teaching by using the CTL method.

Data Analysis techniques

After getting the data of the questionnaire and test, the researcher used SPSS Version 25 to analyze the data. The researcher used the assumption test before testing the hypothesis. The assumption test used in this study includes the normality test, multicollinearity test, heteroscedasticity test, and linearity test.

- **Normality test**

In this study, the normality test was carried out using a non-parametric test method, namely the one-sample test table from Kolmogorov Smirnov. The formula is used to determine whether the data distribution is normal or not, if p> 0.05 then the distribution is normal. Conversely, if p<0.05 then the data distribution is considered not normal

Based on the result analysis, the data is normally distributed (Asymp. Sig. (2-tailed) = 0.200>0.05). Thus, the assumption of the normality test was fulfilled.

- **Multicollinearity Test**

In the multicollinearity test, the data should not have a correlation between the independent variables. It means the data should not have a Multicollinearity. In this study, the multicollinearity test formula was tolerance value and VIF value. In which if tolerance > 0.05, VIF < 10 then there was no multicollinearity between the independent variables.

The result of multicollinearity test shows that there is no multicollinearity between independent variables in regression model (tolerance = 3.784> 0.05, VIF = 0.264< 10). It means the multicollinearity test was fulfilled.

- **Heteroscedasticity Test**

In this test, the data should not have heteroscedasticity between residuals. To detect the presence or absence of heteroscedasticity in data, it can be done by looking at the graph. The data should spread and there is no certain pattern because the points spread irregularly above and below the O axis and Y-axis. Thus, the assumption test conditions can be fulfilled.

Based on the data, it shows that there was no certain pattern because the points spread irregularly above and below the O axis and Y axis. It means the independent variables does not occur heteroscedasticity.

- **Linearity Test**

The linearity test is used to see whether the model built has a linear relationship or

not. The formula is used if a deviation from linearity sig, = > 0.05 then there is a significant linear relationship between variables.

Based on the significant value (sig) of the SPSS output, it is known that there is a significant linear relationship between variable X with Variable Y (deviation from linearity sig, = 0.761> 0.05). There is a significant linear relationship between variable M with Variable Y (deviation from linearity sig, = 0.913> 0.05). It can be concluded that the assumption tests consisting of normality test, multicollinearity test, heteroscedasticity test, and linearity test have been fulfilled. Therefore, the hypothesis test in this study can be carried out.

RESULT

The hypothesis test is used to determine the impact of independent variable on the dependent variable. The researcher used SPSS 25 on regression analysis to analyze the impact of the independent variable on the dependent variable either partially or simultaneously.

The Impact of CTL on Students' Motivation in Speaking Skill

The hypotheses that will be tested in this section is "CTL impacts on students' motivation". The hypothesis is an alternative hypothesis; for the purposes of testing the hypothesis, it is changed to a null hypothesis, namely: "CTL has no impacts on students' learning motivation."

Table 1 The Result of CTL on students' Motivation in Speaking Skill

Variable	R	R2	Sig	B	Constanta	Conclusion
X-M	.858	.726	.000	.939	2.282	There is positive impact

Table 1 shows that CTL has a high correlation with students' motivation (R= .858). It indicates that CTL and students' motivation correlate with 85.8% in speaking skill. Besides, based on the coefficient determination (R2= 0.726). This suggests that 72.6% of students' motivation is influenced by CTL. Partially, the Sig value of CTL is 0.000, which is smaller than 0.05 (0.000<0.05). Therefore, the alternative hypothesis (Ha), namely: "CTL impacts students' motivation in speaking skill" is accepted.

The regression line M is = 2.282 + 0.939X. It means the data has a positive value. The constant value is 2.282. It can be interpreted that if the CTL coefficient is 0, then students' motivation is worth a positive value is 2.282. The CTL variable's regression coefficient value (B) is positive,

namely 0.939. This can be interpreted that for every increase in CTL by 1, students' motivation will also increase by 0.939.

Based on the explanation above, it can be concluded that CTL (X) has a positive impact on students' motivation (M) in class XI at SMA BP East Lampung, namely, the Sig value of CTL is 0.000, which is smaller than 0.05 (0.000<0.05).

The Impact of CTL on Students' Achievement in Speaking Skill

The hypotheses that will be tested in this section is "CTL impacts on students' achievement in speaking skill". The hypothesis is an alternative hypothesis; for the purposes of testing the hypothesis, it is changed to a null hypothesis, namely: "CTL has no impacts on students' achievement in speaking skill.

Table 2 The Result of CTL on Students' Achievement in Speaking Skill

Variable	R	R2	Sig	B	Constanta	Conclusion
X-Y	.870	.739	.027	.088	6.869	There is positive impact

Table 2 shows that CTL has a high correlation with students' achievement in speaking skill (R= 0.870). It indicates that

CTL and students' achievement have a correlation of 87.0% in speaking skills. Besides, based on the coefficient

determination (R2= 0.739). This suggests that 73.9% of students' achievement in speaking skill is influenced by CTL. Partially, the sig value of CTL is 0.027, which is smaller than 0.05 (0.027<0.05). Therefore, the alternative hypothesis (Ha), namely: "CTL impacts students' achievement in speaking skill" is accepted.

The regression line Y is = 6.869 + 0.088X. It means the data has a positive value. The constant value is 6.869. It can be interpreted that if the CTL coefficient is 0, then students' achievement is worth a positive value is 6.869. The CTL variable's regression coefficient value (B) is positive, namely 0.088. It can be interpreted that for every increase in CTL by 1, students' achievement in speaking skill will also increase by 0.088.

Based on the explanation above, it can be concluded that CTL (X) has a positive impact on students' achievement in speaking skill (Y) in class XI at SMA BP East Lampung, namely, the sig value of CTL is 0.027, that is smaller than 0.05 (0.027<0.05).

The Impact of Motivation on Students' Achievement in Speaking Skill

The hypotheses that will be tested in this section is "motivation impacts on students' achievement in speaking skill". The hypothesis is an alternative hypothesis; for the purposes of testing the hypothesis, it is changed to a null hypothesis, namely: "motivation has no impacts on students' achievement in speaking skill speaking skill."

Table 3 The Result of Motivation on Students' Achievement in Speaking Skill

Variable	R	R2	Sig	B	Constanta	Conclusion
M-Y	.870	.739	.016	.088	6.869	There is positive impact

Table 3 shows that motivation is highly correlated with students' achievement in speaking skill (R= 0.870). It shows that motivation and students' achievement correlate with 87.0% in speaking skill. Besides, based on the coefficient determination (R2= 0.739). This suggests that 73.9% of students' achievement in speaking skill is influenced by motivation. Partially, the sig value of students' motivation is 0.016, which is smaller than 0.05 (0.016<0.05). Therefore, the alternative hypothesis (Ha), namely: "motivation impacts on students' achievement in speaking skill" is accepted.

The regression line Y is = 6.869 + 0.088M. It means the data has a positive value. The constant value is 6.869. It can be interpreted that if the motivation coefficient is 0, then students' achievement is worth a positive value is 6.869. The motivation variable's regression coefficient value (B) is positive, namely 0.088. It can be interpreted

that for every increase in motivation by 1, students' achievement in speaking skill will also increase by 0.088.

Based on the explanation above, it can be concluded that motivation (M) has a positive impact on students' achievement in speaking skill (Y) in class XI at SMA BP East Lampung; namely, the sig value of students' motivation is 0.016, which is smaller than 0.05 (0.016<0.05).

The Causal Relation Between CTL, Motivation, and Achievement in Speaking Skill

The hypothesis that will be tested in this section is "CTL and students' motivation simultaneously have an effect on students' speaking skill". The hypothesis is an alternative hypothesis, for the purposes of testing the hypothesis, it is changed to a null hypothesis, namely: "CTL and students' motivation simultaneously have no impact on students' speaking skill.

Table 4 The Result of Causal Relation between CTL, Students' Motivation, and Achievement in Speaking Skill

Variable	R	R2	Sig	Conclusion
X & M -Y	.870	.739	.000	There is positive impact

Table 4 shows that CTL and students' motivation are highly correlated with students' achievement in speaking skill (R= 0.870). It indicates that CTL, students' motivation, and achievement correlate 87.0% in speaking skill. Based on the coefficient determination (R2= 0.739). This suggests that 73.9% of students' achievement in speaking skill is influenced by CTL and students' motivation. Simultaneously, the sig value of CTL and students' motivation is 0.000, which is smaller than 0.05 (0.000<0.05). Therefore, the alternative hypothesis (Ha), namely: "CTL and students' motivation impact on students' achievement in speaking skill" is accepted.

Based on the explanation above, it can be concluded that CTL (X) and motivation (M) impact students' achievement in speaking skill (Y) at the eleventh grade of SMA BP East Lampung; the sig value of CTL and students' motivation is 0.000, that is smaller than 0.05 (0.000<0.05).

DISCUSSION
The Relation between CTL and Students' Motivation in Speaking Skill
This finding evidenced that CTL positively impacts on students' motivation in the teaching and learning process, especially in speaking skill. Based on the coefficient determination (R2= 0.726). This suggests that 72.6% of students' motivation is influenced by CTL. Partially, the Sig value of CTL is 0.000 which is smaller than 0.05 (0.000<0.05). Therefore, the alternative hypothesis (Ha), namely: "CTL impacts on students' motivation" is accepted. It means that CTL has a positive impact on students' motivation.

In the teaching and learning process, the students were struggling in following the activities. It can be seen from the students' expression during the teaching-learning process that taught by using the CTL method. The students also said that they needed a new method to improve their speaking skill because the teacher used the

lecturing method that focused on teachers-centered, not students-centered. After teaching and learning by using the CTL method is based on students-centered, they were motivated, enthusiastic, and interested in the teaching and learning process. According to Sarwinda, Rohaeti, and Fatharani, (2020), the CTL method can improve students' motivation in the learning process. Their motivation has increased, as confirmed by the students' motivation being more enthusiastic, interested, and happier in following the teaching-learning process.

Besides, this study showed that CTL also impacts on the enhancement of students' motivation. In the teaching-learning process, students feel enjoyed and said that they like to use this method because CTL can make them practice their speaking. Danis, Perangin-Angin, and Milfayetty (2017) showed that the CTL learning method was significantly different from those of a low learning motivation group using an expository learning model. It means that the CTL method can enhance students' learning motivation. It can be concluded that CTL is one of the methods that can improve students' motivation. Yulia, Farid, and Zikri, (2019) showed the result of coefficient of influence of variable X is 0.504 and is positive; which indicates that the role of CTL has a positive effect on student motivation. Therefore, increasing the role of the CTL method will be very helpful in increasing students' motivation.

The Relation between CTL and Students' Achievement in Speaking Skill
In this case, the finding evidenced that CTL positively impacts on students' achievement in speaking skill. Based on the coefficient determination (R2= 0.739). This suggests that 73.9% of students' speaking skill is influenced by CTL. Partially, the sig value of CTL is 0.027 which is smaller than 0.05 (0.027<0.05). Therefore, the alternative hypothesis (Ha), namely: "CTL impacts on students' speaking skill" is accepted. It means that CTL has a positive impact on students' achievement in speaking skill.

Besides, the CTL method is based on the students-centered. The students said they improved their speaking skill. Therefore, the students were motivated, enthusiastic, and interested in using the CTL method in the learning process. Based on the previous study conducted by Annisa, (2015) students taught using CTL achieved significantly better scores in speaking than those taught using the conventional method. This shows that the students got a better understanding by the use of CTL. Moreover, the result of the data analysis from the questionnaires indicated that almost all the students (93%) in the experimental class responded positively towards the application of CTL since it effectively improved their speaking skills. It can be concluded that motivation is one of the critical factors that can improve students' achievement.

Moreover, the students fell enjoyed and participated in the learning process. It can be seen from the students' effort in the learning process. Therefore, students' learning achievement increased. According to Roza, Rafli, and Rasmat, (2019) CTL method made students feel enthusiastic to work together in study groups and also thought critically, especially when connecting understanding the concept of language with the appropriate language context during their involvement in the speaking class. In other words, CTL could improve the students' speaking abilities and also the quality of their learning activities.

The Relation between Motivation and Students' Achievement in Speaking Skill

The second determinant variable is motivation in supporting students' speaking ability. Based on the coefficient determination (R2= 0.739). This suggests that 73.9% of students' achievement in speaking skill is influenced by motivation. Partially, the sig value of motivation is 0.016 which is smaller than 0.05 (0.016<0.05). Therefore, the alternative hypothesis (Ha), namely: "motivation impacts on students' speaking skill" is accepted. It means that motivation has a

positive impact on students' achievement in speaking skill.

This study showed that students have high motivation to learn English in a group. They did a discussion and practiced their speaking. The significant result showed that students with high motivation are mainly listed as students with high achievement. Defina and Sundari (2016) examined Korean students' instrumental and integrative motivations for learning Bahasa Indonesia. The integrative motivation is demonstrated by their readiness to communicate with Indonesians, whereas the instrumental motivation is demonstrated by their willingness to study the Indonesian language as assigned.

According to Apriliyanti, Warsono, and Mujiyanto (2018), motivation aims to support and shape students' awareness and goals in the learning process. Therefore, it can be concluded that high motivation impacts their results' achievement of the Indonesian language. According to Steinmayr, Weidinger, Schwinger, and Spinath (2019), motivation energizes and guides behavior toward performance, and is hence recognized as a critical predictor of academic success. It means that motivation is needed to improve students' activities, participation, and students' responsibility in following the teaching and learning process.

The Interaction between CTL, Students' Motivation, and Achievement in Speaking Skill

This study showed that there is causal relation between CTL, students' motivation, and achievement in speaking skill. Based on the coefficient determination (R2= 0.739). This suggests that 73.9% of students' speaking skill is influenced by CTL and students' motivation. Simultaneously, the sig value of CTL and students' motivation is 0.000 which is smaller than 0.05 (0.000<0.05). Therefore, the alternative hypothesis (Ha), namely: "CTL and students' motivation impact on students' speaking skill" is accepted. It means that CTL and motivation have

positive impact on the achievement in speaking skill.

This result is relevant to Haerazi, Prayati, and Vikasari, (2019) study. They found that the CTL method helped students in understanding the English material. It also improved students' motivation. Therefore, the students as center oriented in the teaching-learning process. Besides, Annisa, (2015) found that the method aided in the improvement of students' oral communicative ability. It can be concluded that this result has positive impacts in teaching and learning process, especially speaking skill. By the CTL method, students can discuss their opinion and practice their speaking ability in front of the class. It makes students more participate and active during teaching activities.

Based on the explanation above, this study evidenced that CTL positively impacts students' motivation and achievements. This method is essential to improve students' motivation and achievement in the learning process. Besides, the high motivation in the learning process makes students enjoy and improve their achievement. In line with this study, Fadillah, Dewi, Ridho, Majid, and Prastiwi (2017) stated that one of the problems on students' learning motivation and achievement was the teachers' method in teaching and learning process. Most of the teachers used the conventional method. It made students feel bored and lazy in the learning process. Therefore, it can be concluded that the CTL method is one of the essential methods to improve students' motivation and achievement in speaking skill.

CONCLUSION

Based on the data result and discussion, the researcher concluded that CTL impacts on students' motivation in speaking skill. The Sig value of CTL is 0.000 which is smaller than 0.05 (0.000<0.05). It means the hypothesis is accepted that CTL has a positive impact on students' motivation in speaking skill.

CTL impacts on students' achievement in speaking skill. The sig value of CTL is 0.027 which is smaller than 0.05 (0.027<0.05). It means the hypothesis is accepted that CTL has a positive impact on students' achievement in speaking skill.

Motivation impacts on students' achievement in speaking skill. The sig value of CTL is 0.016 which is smaller than 0.05 (0.016<0.05). It means the hypothesis is accepted that motivation has a positive impact on students' achievement in speaking skill.

There was a positive sign of the causal relation between CTL, motivation, and achievement in speaking skill. The sig value of CTL and students' motivation is 0.000 which is smaller than 0.05 (0.000<0.05). It means the hypothesis is accepted that CTL and motivation have positive impact on the achievement in speaking skill.

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