

THE USE OF COMMUNICATIVE LANGUAGE TEACHING TO INCREASE THE STUDENTS' MOTIVATION

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ABSTRACT

This research aimed to improve the students' motivation by using Communicative Language Teaching (CLT) Method in teaching English at the Third Semester of Dental Nurse Department Poltekkes Kemenkes Makassar. The teaching material was English for Specific Purposes and the subjects of the research consisted of two classes, they were class A as a control class and class B as an experimental class. This research used quasi-experimental design with nonequivalent control group design. The research indicated significant increasing of the students' English learning motivation by using Communicative Language Teaching method for experimental class than applying Grammar Translation Method in control class. The score of Intrinsic, Integrative and Instrumental motivation, indicated it. The mean scores of students before treatment was 47.05 and after treatment was 81.78 in experimental, while in control class mean scores of students was 51.16 and after treatment was 51.89. The results of the research showed that Communicative Language Teaching (CLT) was effectively improving the students' English Learning Motivation than using Grammar Translation Method (GTM). The table shows the different students' mean score for both two Classes. For Experimental class, the students' mean score improved significantly from 47.05 with standard deviation 7.491 to 81.78 with standard deviation 6.386. For Control class, the mean score of the students increase from 51.16, standard deviation 10.602 to 51.89, standard deviation 10.671.

Keywords: *Communicative Language Teaching Method, English for Specific Purposes and English learning motivation types*

INTRODUCTION

Politeknik Kesehatan Kementerian Kesehatan Makassar is an education institution that consists of some departments like Nursing, Midwifery, Pharmacy, Nutrition, Physiotherapy, Dental Nurse, Chemistry analysts, and Environmental Health. As an education institution, English is one of subjects that must be learned, like other institution, in order that the students and or alumni can be a master in English communicative competence in oral form.

In getting this aim, the researcher concluded that the students have to have high motivation in learning English, in order that they can communicate English in oral form. Therefore, teaching materials must be designed to fulfill many requirements to be good learning material and by based on the students' need and interest. As Hutchinson and Waters (1987) stated the learners had different needs and interest, which would have an important influence on their motivation to

learn. They also added that the relevance of the English for Specific Purposes (ESP) to the students' needs to have motivation to make learning process better and useful.

Brown (2007) stated that motivation is the key to success in foreign language. Liuoliene and Metiuniene (2006) said that most researchers agree that motivation plays a vital role in the learner's achievement. Inga (2013) stated that the crucial factors that influences of language learning is motivation. The students with higher level of motivation succeed much better in learning the language. Also Rehman and Haider in Duta (2015) teacher have to give motivation to the students caused by without motivation learning is not conceivable occur. In supporting to get higher level motivation, the lecturer is hoped to present teaching and learning process by applying interesting method interactively and effectively.

In this field, several researchers have investigated the influence of CLT method on motivation as general. Thus, this research involves with the English Learning Motivation type and also it is also considered being different from those previous researches particularly in term of teaching materials (ESP dental nurse).

Choosing appropriate method and teaching materials have an important role in learning and teaching process, because the method and material can bring the students enjoy in learning process. To reach successfully in teaching process, the researcher takes conclusion that CLT method is one of way to support process of teaching. CLT has many useful as Donryei (2009) said CLT also can cover the lack of enjoyable atmosphere and the feel bored with the activities conducted by the teacher. Yang (2014) also found that using CLT can make the students improving motivation learning process and interesting in High Schools in China.

This research executed to know the impact of using Communicative Language Teaching in teaching English for Specific Purposes on students' English Learning Motivation. And the objective of this research was to know whether or not the use of CLT increases the students' English Learning Motivations after being thought Communicative Language Teaching method

The Concept of Communicative Language Teaching

One of the most popular methods in teaching is Communicative Language Teaching (CLT). Donryei (2009) said CLT also can cover the lack enjoyable atmosphere and the feel bored with the activities conducted by the teacher. It can make the students more interesting in learning. Ahmad (2013) stated that Pakistan's students can increase their communicative ability, motivation for learning. And the teachers are enthusiastic in teaching by using CLT approach. And Rabbini and Dien (2006) found that CLT increase the students' motivation to use the target language. Brown in Chang (2014), who elaborate on the role CLT plays in motivation. Brown theorized that CLT can initiate motivational process in two ways-by focusing the class on students to meet their individual needs and sustaining learners' self-perceived goal. CLT is effective at preserving students' motivation.

English Learning Motivation

The effects of CLT on motivation were examined by Brown in Chang (2014), who elaborate on the role CLT plays in motivation. Brown theorized that CLT can initiate motivational process in two ways-by focusing the class on students to meet their individual needs and sustaining learners' self-perceived goal. CLT is effective at preserving students' motivation.

Some experts suggest defining some definitions on learning motivation. Motivation is the crucial factor to get success in learning (Dornyei in Brown, 2004: 160). Cole and Chan in Hidayat (2009: 44) defines that motivation is related with individual power in getting the achievement of specific aims. William and Burden in Hidayat (2009: 44) William and Burden in Hidayat (2009) state that motivation is desire to combine of effort to get language learning goals and good attitudes to language learning. Motivation is also a theoretical that used to illustrate more about the intensities, directions, initiations, and behavior, especially getting goal directed. Brown (2004) notes that motivation come from a many kinds of variant sources: Motivation is the way to select; (a) getting goals and (b) the effort to get it. For the sake of simplicity, Brown states theories of motivation in terms of two opposing sides. In one of these sides is a traditional view of motivation that explains for human behavior through a behaviorist paradigm that emphasizes the importance of appreciation and respecting

In learning English, success to understand material is not only because how to deliver but motivation is needed. As support by Dornyei (2009: 117) stated that motivation has been broadly acknowledge by both teachers and analysts as one of the crucial factors that impact the rate and get good result in learning second language. Dornyei believes that high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In addition, according to Sadtono in Pasassung (2003) even emphasizes that motivation is a dominant factor to IQ, in getting good result in learning. He believes that the man who has high motivation he or she can know a foreign language well.

In studies of English learning motivation in second language acquisition, Krashen in Wimolmas (2012) proposed motivation students could be divided into two part orientations: integrative and instrumental motivation. Gardner and Lambert in Chang (2014) argued over dichotomy of two other kind of motivation: intrinsic and extrinsic.

Integrative motivation and Instrumental motivation

Integrative is a component which introduced by Gardener's style of integrative motivation (Gardner 2001). It shows two kinds components like attitude in learning condition and motivation. Integrative is the way to integrate oneself into the target culture. Individual integrative shows interest in language learning to make communication with the members of community of the second language.

In contrast with Instrumental motivation that describe as a willing to study a language for a practical purpose, like profession or getting a college degree. Brown (2000) points out instrumental orientation describe about more practical benefit of learning second language, instrumental mentioned "obtaining dialect as implies accomplishing instrumental objectives: assisting career, read technical material, interpretation, and so forth"

To explain clearly the difference of the two types of motivation, an individual who has an integrative motive is a person original desire to communicate with the society of the target language or target society and a person

with a situational favorable attitude to the language learning. The other side, a person has instrumental motivation is motivated to learn the language it caused by practical purpose, such as need for school subject to acquire a degree.

Extrinsic motivation and intrinsic motivation

Richard and Edward in Zaman (2015) specified two models of motivation, such as extrinsic and intrinsic. They said that the fundamental difference is intrinsic motivation that clarifies about making something real or fun, and extrinsic motivation clarifies almost making something since it leads to a result or outcome. This implies that intrinsic motivation is element comes from our self or students get curiously to memorize. But, extrinsic motivation is the very contrast with intrinsic. Extrinsic motivation has a bearing objectives and from outside

Sheikh and Mahmood (2014) mentioned that intrinsic motivation is a motive to learn that become active from own intelligence. So the learners are ready to learn that important and not need to stimulated from outside. The learner here must strong a desire to learn and they do not need the requirement to get something. The teacher does not have significant to change student's motivation it caused the students has initiative to learn and the only making the classroom enjoyable to learn.

Sheikh and Mahmood (2014) said extrinsic motivation is a motivation comes from outside and need to become an incentive. It is also state that "a broad array of behaviors, having in common the fact that activities are engaged in not for reason inherent in them but for instrument reason". This activity need to ask the student to participate in learning process, like homework, grade, or doing something to make teachers enjoy, integrative motivation occurs when students have desire to learn about the traditional community. In contrast, if the goal of language learning by based on the score of linguistic goals such as ahead in his work, this kind of motivation is named as instrumental.

This research used questionnaires and quasi experimental design with nonequivalent control group design. The questionnaire consists of 20 statements that had been validity by psychology expert. The questionnaire used Likert Scale. The scale asked in a person to replay an arrangement of statements by showing

indicator; strongly agree (SA), agree (A), undecided (U), disagree (D), and strong disagree (SD), point value for every category.

Table 1. English Learning Motivation

Intrinsic	SA	A	U	D	SD
1. I like the English language	5	4	3	2	1
2. I use English language in daily conversation	5	4	3	2	1
3. I enjoy learning English very much	5	4	3	2	1
4. I would rather learn English than any other language	5	4	3	2	1
5. I feel the need to speak proper English	5	4	3	2	1
Integrative					
6. I am interested in the culture, history or literature associated to the English-speaking world	5	4	3	2	1
7. I would not mind immigrating to a country where English is widely spoken	5	4	3	2	1
8. I have a strong desire to know all aspects of this language	5	4	3	2	1
9. I like to communicate with people who speak English	5	4	3	2	1
10. I am determined to achieve maximum proficiency in English					
Instrumental (EGP)					
11. I want to be able to speak this international language	5	4	3	2	1
12. to be fluent in English will help me to find a good/better job more easily	5	4	3	2	1
13. I feel that good knowledge of English will give me an edge in competing with others	5	4	3	2	1
14. it is the predominant language of almost 50 countries	5	4	3	2	1
15. increasing my English proficiency will have financial benefits for me	5	4	3	2	1
Instrumental (ESP)					
16. most books from my reading list on dental are written in English	5	4	3	2	1
17. it is the main language of science, technology and academia	5	4	3	2	1
18. most literature I deal with is written in English	5	4	3	2	1
19. it can allow me to be part of multidisciplinary and multicultural teams	5	4	3	2	1
20. I would like to be fully proficient in the English used in dental	5	4	3	2	1

Adopted Ardeo (2016)

5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree

The procedure of data collection took questionnaires and distributed to both experimental and control class during their normal class session suit with the time and clear instruction and explanation for filling out the questionnaires. The questionnaires consist of 20 items with 5 alternative choices. And the data obtained through questionnaire instrument had been analyzed by using SPSS (Statistical Package for the Social Science) version 24.0. The data analyzed by using Likert Scale and then were analyzed in percentage to see the students' motivation. The researcher used 20 statements in the questionnaire. Therefore, the

highest score was 100 (20x5) and the lowest was 20 (20x1). Each interval score classification had been shown in the following table;

$\text{Score} = \frac{\text{The Highest Score} - \text{The Lowest Score}}{\text{The total of Categories}}$	$16 = \frac{100 - 20}{5}$
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Table 2. Classification Score for Questionnaire

No.	Interval	Categories
1	84-100	Very High Motivation
2	67-83	High Motivation
3	50-66	Moderate
4	33-49	Low Motivation
5	20-32	Very low Motivation

(Sugiyono, 2010)

FINDINGS

The main purposes of this research was to find out the impact of using Communicative Language Teaching in teaching English and English for Specific Purposes as a subject to increase the students' motivation at Dental Nurse Department Poltekkes Kemenkes Makassar.

Descriptive statistics including the frequency and percentage were computed for the items of questionnaire. In analyzing this research used liker-scale for English learning motivation, frequency and percentage.

Table 3. Students' English Learning Motivation on Experimental Class Intrinsic Experimental Class

No	Statement Score	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	6	16.2
2	4	Agree	0	0	22	59.5
3	3	Undecided	11	29.7	9	24.3
4	2	Disagree	24	64.9	0	0
5	1	Strongly Disagree	2	5.4	0	0

The pretest result indicated that 11 (29.7%) students were "undecided" categories, 24 (64.9%) students were "disagree" categories, 2 (5.4%) student was "strongly disagree" category. It means that most of the students were "disagree" categories in intrinsic motivation.

The posttest result indicated that 6 (16.2%) students were “strongly agree” categories, 22 (59.5%) students were “agree” categories, and 9 (24.3%) students were “undecided” categories. The data showed that using CLT method could improve the students’ intrinsic motivation in learning English.

Table 4. Integrative Experimental Class

No	Statement Score	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	4	10.8
2	4	Agree	1	2.7	26	70.3
3	3	Undecided	10	27.0	7	18.9
4	2	Disagree	25	67.6	0	0
5	1	Strongly Disagree	1	2.7	0	0

The pretest result indicated that 1 (2.7%) student was “agree” categories, 10 (27.0%) students were “undecided” categories, 25 (67.6%) students were “disagree” category, 1 (2.7) student was “strongly disagree” category. It means that most of the students were “disagree” categories in integrative motivation.

The posttest result indicated that 4 (10.8%) students were “strongly agree” categories, 26 (70.3%) students were “agree” categories, and 7 (18.9%) students were “undecided” categories. The data showed that using CLT method could improve the students’ integrative motivation in learning English.

Table 5. Instrumental (EGP) Experimental Class

No	Statement Score	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	9	24.3
2	4	Agree	4	10.8	27	73.0
3	3	Undecided	18	48.6	1	2.7
4	2	Disagree	15	40.5	0	0
5	1	Strongly Disagree	0	0	0	0

The pretest result indicated that 4 (10.8%) students was “agree” categories, 18 (48.6%) students were “undecided” categories, 15 (40.5%) students were “disagree” category.

The posttest result indicated that 9 (24.3%) students were “strongly agree” categories, 27 (73.0%) students were “agree” categories, and 1 (2.7%) student was “undecided” categories. The data showed that using CLT method could improve the students’ instrumental motivation in learning English.

Table 6. Instrumental (ESP) Experimental Class

No	Statement Score	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	6	16.2
2	4	Agree	0	0	30	81.1
3	3	Undecided	12	32.4	1	2.7
4	2	Disagree	20	54.1	0	0
5	1	Strongly Disagree	5	13.5	0	0

The pretest result indicated that 12 (32.4%) students were “undecided” categories, 20 (54.1%) students were “disagree” categories, 5 (13.5%) students were “Strongly disagree” category.

The posttest result indicated that 6 (16.2%) students were “strongly agree” categories, 30 (81.1%) students were “agree” categories, and 1 (2.7%) student was “undecided” categories. The data showed that using CLT method seemed to make increasing the students’ instrumental (ESP) motivation.

The result of English learning motivation types above could be concluded the deals with making the students have motivation in learning, the result of pretest and posttest can be seen in the following table:

The Classification Score of Students’ Motivation

The findings presented here deals with making the students have motivation in learning, the pretest and posttest result can be seen in the following table:

Table 7. The Classification Score of students’ motivation

No	Interval	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	84-100	Very High Motivation	0	0	12	32.4
2	67-83	High Motivation	0	0	25	67.6
3	50-66	Moderate	14	37.84	0	0

4	33-49	Low Motivation	22	59.45	0	0
5	20-32	Very Low Motivation	1	2.7	0	0

This result also showed that using CLT method could improve the students' motivation in learning English.

Table 8. Students' English Learning Motivation on Control Class
Intrinsic Control Class

No	Statement Score	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	0	0
2	4	Agree	2	5.3	3	7.9
3	3	Undecided	7	18.3	9	23.7
4	2	Disagree	27	71.1	25	65.8
5	1	Strongly Disagree	2	5.3	1	2.6

The pretest result indicated that 2 (5.3%) students were "agree" categories, 7 (18.3%) students were "undecided" categories, 27 (71.1%) students were "disagree" category, and 2 (5.3%) students were "strongly disagree"

The posttest result indicated that 3 (7.9%) students were "agree" categories, 9 (23.7%) students were "undecided" categories, 25 (65.8%) students were "disagree" categories and 1 (2.6%) student was "strongly disagree" categories. The data showed that using GTM method could improve the students' intrinsic motivation in learning English.

Table 9. Integrative Control Class

No	Statement Score	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	0	0
2	4	Agree	3	7.9	2	5.3
3	3	Undecided	10	26.3	13	34.2
4	2	Disagree	24	63.2	22	57.9
5	1	Strongly Disagree	1	2.6	1	2.6

The pretest result indicated that 3 (7.9%) students was “agree” categories, 10 (26.3%) students were “undecided” categories, 24 (63.2%) students were “disagree” categories, and 1 (2.6%) student was “strongly disagree”

The posttest result indicated that 2 (5.3%) students were “agree” categories, 13 (34.2%) students were “undecided” categories, 22 (57.9%) students were “disagree” categories and 1 (2.6%) student was “strongly disagree” categories. The data showed that using GTM method could not improve the students’ integrative motivation in learning English

Table 10. Instrumental (EGP) Control Class

No	Statement Score	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	0	0
2	4	Strongly Agree	9	23.7	2	5.3
3	3	Undecided	19	50.0	13	34.2
4	2	Disagree	10	26.3	22	57.9
5	1	Strongly Disagree	0	0	1	2.6

The pretest result indicated that 9 (23.7%) students were “agree” categories, 19 (50.0%) students were “undecided” categories, 10 (26.3%) students were “disagree” category.

The posttest result indicated that 2 (5.3%) students were “agree” categories, 13 (34.2%) students were “undecided” categories, 22 (57.9%) students were “disagree” categories and 1 (2.6%) student was “strongly disagree” categories. The data showed that using GTM method could not make good progress the students’ instrumental (EGP) motivation in learning.

Table 11. Instrumental (ESP) Control Class

No	Interval	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	0	0
2	4	Agree	6	15.8	6	15.8
3	3	Undecided	9	23.7	12	31.6
4	2	Disagree	21	55.2	18	47.4
5	1	Strongly Disagree	2	5.3	2	5.3

Table 12. Instrumental (ESP) Control Class

No	Interval	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	5	Strongly Agree	0	0	0	0
2	4	Agree	6	15.8	6	15.8
3	3	Undecided	9	23.7	12	31.6
4	2	Disagree	21	55.2	18	47.4
5	1	Strongly Disagree	2	5.3	2	5.3

The pretest result indicated that 6 (15.8%) students were “agree” categories, 9 (23.7%) students were “undecided” categories, 21 (55.2%) students were “disagree” categories, and 2 (5.3%) students were “strongly disagree”

The posttest result indicated that 6 (15.8%) students were “agree” categories, 12 (31.6%) students were “undecided” categories, 18 (47.4%) students were “disagree” categories and 2 (5.3%) student was “strongly disagree” categories. The data showed that using GTM method could not improve the students’ instrumental (ESP) motivation in learning English

The result of English learning motivation types above could be concluded that the students’ English learning motivation in learning English in pretest and posttest that can be seen in the following table:

Table 13. The students’ English learning motivation in learning English

No	Interval	Categories	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	84-100	Very High Motivation	0	0	0	0
2	67-83	High Motivation	4	10.5	3	7.9
3	50-66	Moderate	13	34.2	16	42.1
4	33-49	Low Motivation	21	55.3	19	50
5	20-32	Very Low Motivation	0	0	0	0

From the findings above, it can be concluded that the English learning motivation of the students in learning English by using GTM is lower than CLT method

Students' mean score of motivation and standard result in pretest and posttest of both experimental and control class, like as follows;

Table 14. Students' mean score of motivation and standard result in pretest and posttest

	Pretest		Posttest	
	E	C	E	C
N	37	38	37	36
Mean	47.05	51.16	81.78	51.89
Std. Deviation	7.491	10.602	6.386	10.671

The table shows the different students' mean score for both two Classes in pretest and posttest. For EC, the mean score of the student improved significantly from 47.05 with standard deviation 7.491 to 81.78 with standard deviation 6.386. For Control class, the mean score of the students also increased from 51.16, standard deviation 10.602 become 51.89, standard deviation 10.671. The findings demonstrated the result mean score posttest and pretest had different EC and CC. in any case, the students' mean score in EC was higher than CC. It means that using CLT method is effective to improve the students' English learning motivation.

DISCUSSION

In this section discussed about the result of the data collected and analysis through a testing explained in the previous section showed about the improvement students' English learning motivation. The data used in this research is questionnaires to see the type of English Learning Motivation. The questionnaires were to know the students' English Learning Motivation type in learning English. And the motivation scoring questionnaire used Likert Scale.

The researcher distributed the pretest to EC and CC. In processing data, the researcher gave the scores of the pretest by using scoring sheet directly for the students' English Learning Motivation used liker's scale

The impact of students' motivation by using CLT and GTM in teaching English for Specific Purposes.

The overall results revealed that the students were highly motivated to learn English. These findings answered the impact of the students' English

learning motivation by using Communicative Language Teaching in EC and Grammar Translation Method in CC. The students in experimental class were given subject by applying CLT, in CC were given subject by applying GTM.

Based on the findings in EC by using CLT method, the result was higher than GTM in control class. So CLT method can be used in the class to increase the students' motivation. Both of types instrumental and integrative types can increase, and even with dominance in instrumental types. It was supported by Brown theorized that CLT can initiate motivational process in two ways-by focusing the class on students to meet their individual needs and sustaining learners' self-perceived goal. CLT is effective at preserving students' English learning motivation. As Donryei (2009) said that CLT has many useful such it can cover the lack of enjoyable atmosphere and feel bored with the activities conducted by the teacher and also can affect the students' motivation in learning English. And related with Ahmad (2013) found that using CLT method Pakistan learners can increase their motivation for learning.

CONCLUSION

Lecture teaching style, method, intense participation in classroom activities, discussion and the teaching materials taught interestingly positively affect the students' motivation in learning English. Moreover, the lecturer has to motivate the student to learn.

According to Duta (2015) educator is need to see the way to arise the student interesting his teaching material and guarantee successful. An educator does not need to be like a psychiatrist to his students. The teacher must be able to recognize the characteristics of students, be interest to his teaching material and cover problem of student that appear as a challenge, so learning activities will run well and get good result too.

Based on the description, the researcher showed that communicative language teaching is a suitable method to enhance and solve the students' English learning motivation at the third semester of Poltekkes Kementerian Kesehatan Makassar. CLT also solved many problems that were happened in teaching

English, and made students more interest in learning English. In this way, the students' motivation can be improved by using CLT method.

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