

## ABSTRACT

Learning English for many learners very often has become an additional painful burden to cope with because of the fact that the learning setting does not fit their situation and condition. Moreover, the teacher sometimes cannot meet their expectation of learning the language inasmuch as s/he prefers to pursue the cognitive realm rather than that of the affective realm. It brings an implication that the teacher is increasingly fond of standing in front of the class, presenting all the while the materials of the syllabus.

The research was conducted in a hope that the problems of learning as mentioned above could be tackled, or at least minimized. Before carrying out the research, some problems were indentified in order to ease the steps of the research, namely (1) the possible implementation of CL approach in the hotel setting in relation to the CL syllabus and (2) whether the results of the pre-test are statistically lower than those of the post-test.

This research had an objective to find out the possible implementation of CL approach applied to a small number of learners in order to figure out whether the approach was effective or not in improving the learners' English mastery.

The procedure of the study would mainly encompass the following points: distributing questionnaires, conducting an observation, and carrying out interviews in the form of pre-test. These three were of significance to contribute the need analysis for the research, especially for gaining the data of the participants. The later step was to conduct post-test (still in the form of interview) after the treatment had been accomplished. Afterwards, the results of the two tests were consulted to the inferential statistic by means of Sign-test (two interdependent samples).

The discussion of the results focused on the variables of the research interests, namely the learners' motivation, learning progress, weaknesses of learning, strengths of learning, and learning outcomes. These variables had benefits in narrowing down the focus of the research.

Eventually, this research gave evidence that the learning process would be more interesting and motivating if a learner was posited as a total person who brought his/her own unique and personal experience to the learning. It was because each individual might have had different style of learning. This understanding should be deeply taken into account by the teacher and/or practitioners who are interested in applying CL approach in class.