

IMPROVING STUDENTS' SPEAKING MOTIVATION THROUGH COLLABORATIVE LEARNING ON GRADE EIGHT IN SMP NEGERI 3 BALIGE

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Abstract

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This thesis was to obtain the answer of the question whether or not the collaborative learning strategies are effective used in teaching English at junior high school, and how this strategy can improve the second year students in SMP Negeri 3 Balige motivation. The research was carried out from June 2021 in SMP Negeri 3 Balige. Thirty students of eighth grade in eight A participated as the sample of this research. The writer used action research as methodology. Action research provides teachers with an opportunity to apply the findings of research to their own situations and to adapt theory to practice. The writer, the English teacher and collaborator teacher make a collaboration work since preparation phase, planning, action, observation, reflection until the preplanning phase. They did the effort to improve students' English motivation using the collaborative learning strategy. The data were collected through observation, interview, questionnaire and documentation. The results of the research showed that collaborative learning is effective in increasing the students' motivation. The Collaborative learning also makes a passive student to become more active and give them the chance to be communicative with the material and their friends. By using a collaborative learning the students can share their understanding and knowledge with their friend, so that the difficulty in handling a material can be solved. The students also feel more motivated in learning English using a collaborative learning rather than learn a material individually.

Keywords : Speaking, Motivation, Collaborative Learning

INTRODUCTION

English is a widely spoken language, so it becomes a global language. As an international language, English has become a tool for International communication in every single life business. For the given reason, Indonesian government has decided that English becomes a compulsory subject that should be mastered by students from the elementary level to the college level.

In English study, four language skills should be mastered are listening, speaking, reading, and writing. In facts, speaking is one of the most important things in life, thus any expression of

thought that comes from mind can be conveyed by speaking. For instance in daily lives most of people speak more than write. On the other hands, speaking a foreign language usually seems much harder than learning to write and read it.

Often the most important problem people have with foreign languages is that they cannot speak. Often the most important problem people have with foreign languages is that they cannot speak. Probably it happens because they shame to speak in the public. In fact, there are vicious circles of speaking problem. First, people make mistakes when speaking, then they

become afraid of speaking, and thus they never get the practice which would enable them to correct their mistakes.

The writer, therefore, is fascinated to observe the using of collaborative learning in encourage students to speak. In other words, the writer would like to know whether Collaborative Learning could improve students' motivation to speak English or not.

In accordance with the using of Collaborative learning in improving students' motivation to speak which is the main concern of this study, the writer formulated the problem statements of the study as follow: "How can students' speaking motivation improving through collaborative learning ?

In general, this study is designed to figure out the use of Collaborative Learning in improving students' motivation to speak English. Particularly, the study has an aim as follow: To find out whether yes or not collaborative learning can improve students' motivation to speak English.

REVIEW OF RELATED LITERATURE

Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group's actions.

Collaborative learning assumes that knowledge is socially, rather than individually, constructed by communities of individuals and that the shaping and testing of ideas is a process in which anyone can participate. Furthermore, it stresses the importance of common inquiry in learning, a process through which learners begin to experience knowledge as something that is created rather than something that is transmitted from the facilitator or teacher to the learner

The emerging use of Collaborative Learning strategies in classrooms in the United States has received significant praise by educational theorists. The replacement or enhancement of traditional education methods with Collaborative Learning strategies which has

occurred in recent years has been cited as being "enthusiastically embraced by schools as a way of addressing many of the ills faced in education" (Mills & Durden, 1992: 11). Stated simply, students learn more when they talk and work together. The group situation is ideal for the development of thinking skills. Collaborative groups provide students with opportunities to practice discovering answers on their own, without being directly instructed by a teacher or a textbook. Students in collaborative groups have shared academic goals and are accountable for not only their own achievement, but also the performance of the group members (Hauserman 1992: 186), unlike traditional instruction, in which students are encouraged to work independently. Collaborative Learning strategies used in the classroom "are often multilevel and multi disciplinary, calling for the 'gifts' of a variety of students" (Sapon-Shevin & Schniedewind, 1993: 62).

According to Yau and Kan (2011), motivation is an essential element to directly affect students' learning and performances. Brown (1991) states motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

Lai (2011) defines intrinsic motivation is a motivation animated by personal enjoyment, interest, or pleasure. Intrinsically, students will be motivated when the students include involvement (the desire to be involvement), curiosity (find more about their interest), challenge (figuring out about their interest), and social interaction (social bond). Extrinsic motivational factors include compliance (to meet another's expectation, to do what one is told); recognition (to be publicly acknowledged); competition; and work avoidance (avoid more work than necessary).

Accepted, saved, and act. Furthermore, study motivation is all of activators in organism which become an eager to study and aim at study activity, thus, the purpose will be attained.

It is has been widely known in educational setting that motivation has an important contribution to learner's action in the classroom, which it part also affects their achievement. Ugoroglu and Walberg (1979:234)

added by Travers (1982) support this proposition by their finding of 0,34 mean correlation between motivation and achievement. This means that motivation is a salient variable to be observed by teachers when they feel they need to improve their students, achievement.

In this case, it is needed to know how to motivate the students in learning English. There are some forms and the ways to build the students' motivation in learning activities in their school:

1. Giving score
2. Competition
3. Giving test.
4. Reward

Speaking is one of four language skills. It is a productive skill in the sense that the speaker produces sounds of the language. Basically, speaking is intended for two ways communication. It means that the speaker and the listener negotiate the meaning of what they say. Speaker and listener interaction takes place in real time, thereby allowing very little time for the speaker to respond the listener if the rule of a performance applies especially strongly to conversation

According to Cunningham (1999) in Murad (2009), speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

The improvement on the learning achievement need a process. It means that it does not occur instantly. It requires a period of time and efforts from many parties including the learners, teacher and the educational institution.

Considering the need of improving motivation ability of students, the researcher will identify and implements some efforts in the field. There were some steps that would be done by the researcher. First, the researcher would observe and identify the problems in the field. Next, she/he the English teacher tried to find some efforts, which were considered as the solution. Finally, the actions were implemented.

To achieve the improvement of the motivation ability of the students, the researcher has to make some efforts in the action research.

For the sake of the success of the research it is important or all research members to work collaboratively.

RESEARCH METHODOLOGY

This research uses classroom action research as methodology. Action research provides teachers with an opportunity to apply the findings of research to their own situations and to adapt theory to practice. It also involves teachers as participants in their own educational process, and helps them to develop a critic and reflective eye for their own instructional practices along with those of their peers.

In this study, the researcher involved four phases in each cycle which are essential as proposed by Kemmis and Mc Taggart (1988) in Burns (1999). Those phases are planning, action and observation, and reflection. Action research process designed to improve all participants in the educational process (students, instructors, and other participants) with the means to improve the practices conducted within the educational experience. It can be said that action research learned by doing action a group of people or a person (researcher) identifies a problem, does something to resolve it, sees how successful the efforts which have been made, and if the result was not satisfied, that group of that person would be strayed again the efforts in the next action.

Action research uses in this study refers to the efforts to obtain the empirical data from the classroom investigation which seeks to improve students speaking motivation in collaborative learning.

According to Wallance (1998) stated that population was a group of that you wanted to find out about by doing for research.

The population of this research is grade eight of SMP Negeri 3 Balige in academic year 2020/2021. The total number of population are ninety one students comprised of 3 classes.

According to Brink (2001: 133) defines a sample as "part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research project."

In relation to the explanation above the writer take sample from population with used cluster sampling. According to Suharsini (2004:121)

cluster sampling it is used when the population has the group that have its characteristic.

The writer uses cluster sampling by applying technique the researcher made three pieces of paper, one of which was written S and put it in a glass. Then the head of each class takes the paper and the one who gets a paper with the writing S is the sample. The sample in this research is 30 students.

Technique for collecting data aims to support the success of the research. It helps the research in getting the data and the information about the process of increasing the students' English achievement by using communicative approach more easily. The data were collected through:

1. Questionnaire
2. Observation
3. Interview
4. Documentary

In the effort to improve the quality of action in classroom action research, we usually use collaboration within a mutually acceptable frame work, action research can be undertaken by individually or in cooperation with outsiders. The writer and the English teacher made a collaboration work since preparation phase, planning, action, observation, reflection until the preplanning phase.

In this research, the process of analyzing the qualitative data used analysis classroom talk or interactive model because the writer emphasized the CAR in qualitative side. As the Burn (1999: 173) said that: "In qualitative classrooms based on the action research, the use of spoken language in class is a major focus for analysis. Classroom discourse analysis focuses on the way talk is structured, often using units of analysis such or topic as turns initiations. Qualitatively by analyzing the texts closely and noting patterns of interaction (who initiates topics, how the teacher gives task instructions, how first language is used, how errors are corrected, how feedback is provided."

She also mentioned that in qualitative analysis data, there are three actions steps; those are the process of reducing data, presenting the data, and making conclusions (Burn, 1999: 179).

Miles and Huberman in Burn (1999: 179-180) called the data analysis in mention

research as analysis episodes which a dynamic process. To make clear, the following schema was showed the activities sequence. The data of the research had been analyzed by using percentage formula in Herberg (1983). The researcher used the percentage formula as follows:

Note :

P : Percentage of problems of English students

F : Frequency of English students:

N :Number of group of English students

Data Analysis and Research Finding

The Action in Cycle I

Planning

In the first cycle, the writer gave the explanation that she would teach the material about Hobbies. It was divided into .

Action Cycle 1

The action in cycle 1 was done on Thursday 10th of June 2021. The topic was Hobby. It focused on the reading and speaking skill especially in pronunciation. In preparation the writer gave the greeting for the students. Then the writer filled the presentation list, all the students were present. After that, the writer gave them motivating strategies. In those strategies, the writer showed some pictures and gave some questions related to the topic.

The writer also asked them to study the terms that related with topic and asked them to complete the sentences based on that terms. Some other students answered but some of them seemed still doubtful what the writer said. They answered mumbling and even some of them just kept silent. They seldom interacted in English. Moreover, when the writer taught them for the first time.

In presentation strategies, the writer gave the feedback of their answer in the previous step (motivating strategy). The writer showed or underlined the correct answer, then gave some explanation related to the lesson.

In skill practice, the writer asked the students to read the authentic article about Hobbies then asked some students to answer the question based on the article. After that students arranged the jumble words then, found out the meaning of the words with their group. In their group they

choose a leader and asked them to be active during a discussion with their group.

The writer allowed the students to ask questions and reviewed the lesson because the students made some mistakes and miss perception of some expression in review time. As the assessment the writer asked them to answer some questions based on reading and matching some vocabulary with their meaning. By reading the authentic material that could catch the ideas more easily. They said that it was more understandable. In finishing the writer made a conclusion about the lesson and parting greeting.

Table 1. The students' collaborative learning The Students Activities in Group %

Number of item	Statement	The answer	F	%
1.	Actively involved in discussion	Yes	14	46,66
		No	16	53,33
	Total		30	100%
2.	The cooperation in group	Yes	15	50
		No	15	50
	Total		30	100%
3.	Respect for the other in a group	Yes	10	33,33
		No	20	66,66
	Total		30	100%
4.	Helps their friends	Yes	14	46,66
		No	16	53,33
	Total		30	100%
5.	Individual responsibility	Yes	10	33,33
		No	20	66,66
6.	Listening to the other in a group	Yes	11	36,66
		No	19	63,33
	Total		30	100%
7.	Managing a group/ group management	Yes	12	40
		No	18	60
	Total		30	100%
8.	Solving the problem together	Yes	6	20
		No	24	80
	Total		30	100%

Table 2. The students' motivation The indicator of motivation %

Number of item	Statement	The answer	F	%
1.	The increasing of the students attitude	Yes	19	66,33
		No	11	36,66
	Total		30	100%
2.	Belief about self	Yes	14	46,66
		No	16	53,33
	Total		30	100%
3.	Respect for the other in a group	Yes	5	16,66
		No	25	83,33
	Total		30	100%
4.	The achievement of goal	Yes	9	30
		No	21	70
	Total		30	100%

The students said yes; 139% and the percentage of the students said yes 462,33%.

The students said no: 221% and the percentage of the students said no 736,66%.

Among the students' activities in their groups the skill of the students to manage a group was still lack, generally the students could do a collaborative learning well, but they did not know how to run a group effectively, they still doing a group only to discuss the problem but they did not think how to manage it, as a result the group discussion was run without a good direction. The students motivation in the classroom was also increased, they were motivated than learning using a conventional approach, most of them felt a new atmosphere in learning English, they looked very enthusiastic to learn English in their groups, they tried to show their own best. But in this cycle not all of the students had a high motivation in learning, part of them still unmotivated, this was due to their character, which seemed shy with their friend, but they quite motivated with this methods.

The Reflection Result in Cycle I

Based on cycle 1 process they could make some conclusions and critics for the teaching learning process by using collaborative

learning. It was expected to make a better action for next cycle.

Cycle 2 Performance

Planning

In Cycle 2 the writer gave the material talking about custom clothing. The English teacher as the collaborator teachers and the writer planned action in Cycle 2. As usual the planning discussion was located in the teachers' office. From the discussion they could decide that: The teaching learning process in Cycle 2 had to be better than Cycle 1 the writer had to control over the class more detail. Such as recognizing the students one by one and checking their improvement. Gave the students motivation by reward, praise, and so on to make them more spirit in following the English class. The writer should define her efforts to get the appropriate teaching method to improve their communicative skills.

Acting

Action in Cycle 2

The writer delivered the topic "Talking about custom clothing". As the preparation, the writer gave the greeting and the students replied enthusiastically. And then filled the present list.

The action started by the motivating strategies. In this phase writer showed them two pictures of traditional custom clothing in Indonesia. The writer asked them to guess what the name and where that custom clothing was.

The writer asked them to give a brief description of them. Some of them raised their hands to describe them. In presentation strategies, the writer told the students that the lesson of that day was talking about custom clothing especially in Indonesia. Then she gave them example, question, and expression for the custom clothing. And then the writer distributed the text about custom clothing in our country and asked them to read the information. Then the writer asked them to mentioned the difficult words and found out the meaning with their friend in a group. They seemed so serious to discuss it.

Then the writer asked them to discuss the content of the text in a group and asked them to retell the text with their own words, some of

them came up in front of the class to retell the story.

The students asked some questions to the writer about some difficult words in review time. After that the writer asked them to find the aim of custom clothing from the text as the assessment. The writer concluded the lesson and gave the parting greeting in finishing the lesson.

Reflection in Cycle 2

The English teacher as the collaborator said that English learning process in Cycle was very satisfying, because there were many improvements. The writer felt happy because her efforts to improve the quality of English teaching learning process in that class had been realized.

CONCLUSION AND SUGGESTION

The conclusion result of CAR to improve the students' motivation by using collaborative learning technique in eight grade students in SMP Negeri 3 Balige is as follows:

Collaborative learning technique can increase the students motivation, it can be proved by the result of the observation during an action research process. Collaborative learning also makes a passive student to become more active and give them the chance to be communicative with the material and their friends.

The writer gives the suggestions in this classroom action research as: It will be better if the collaborative learning technique can be applied in English learning process because it prove the improvement of student motivation. So, hopefully there will be any further research of it.

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