Improving Students' Motivation in Speaking through Collaborative Learning

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Abstract— This research was to obtain the answer of the question whether or not the collaborative learning are effective used in teaching speaking at senior high school, and how to improve speaking in tenth grade students of SMA SWASTA HKBP 1 TARUTUNG. 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' Speaking using the collaborative learning. The data were collected through observation, questionnaire and documentation. The subject of this study was one class in tenth grade of SMA SWASTA HKBP 1 TARUTUNG. There are 25 students that participated in this study. The problem was found in pre-test, some of students there still have difficulties in speaking. So, cycle II had to use to get the improvement in process and result. In cycle II, all students feel enjoy and happy, it means that they have an improving of their speaking. The condition of the class is more dynamic and the function of the students as the subject of the teaching and learning process can be done well. 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 using a collaborative learning rather than learn a material individually.

Keywords— Speaking ; Collaborative Learning.

I. INTRODUCTION

Speaking is one of communicative learning that helps students to communicate by using Language. By speaking, students can say everything that they have in their mind. The goal of teaching speaking in a language class should encourage the acquistion of communication skill and to foster real communication in out of the classroom.Vygotsky (1962), in Wray (2006), in his investigating of the relationship between language and thought, he finds the unit of verbal though in word meaning. Vygotsky saw the meaning of a word representing a close relationship between language and thought. Swain (1985), in Lawtie (2006), notes that way to learning to speak is through speaking itself. It means the more practice to speaking the more oral skills will improve. Nunan (1991), in Lawtie (2006), suggests that success in learn foreign language is measured in terms of the ability to carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the target language, they soon get the motivated and loose interest in learning. Nunan adds that if the right activities are taught in the right way, it can make speaking in class can be a lot of fun. For that reason, general learner motivation will raise and the language classroom becomes a fun and dynamic place to be.

II. LITERATURE REVIEW

Speaking

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. H. Douglas Brown (1990:69) says that given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components. Organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is

often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g. declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. 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)*. Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. Hughes (2002:73) explains that speaking is interactive and according to accomplish pragmatic goals through interactive discourse with other speakers of language. According to levelt, W (1993) speaking is one of our most complex cognitive, articulation flows automatically, at a rate of about fifteen speech sounds per second, while are attending only to ideas we want to get across to our articulator. In addition, Hughes (2002:135) states that:

1. Speaking is fundamentally an interactive task
2. Speaking happens under real time processing constraints
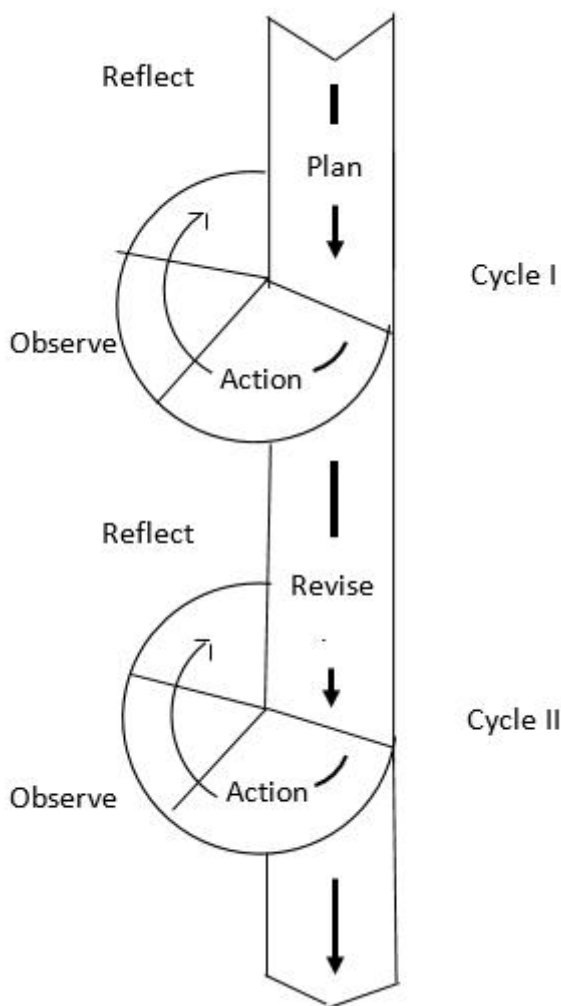3. Speaking is more fundamentally linked to the individual who produces it than the written form is.

Collaborative learning
Collaborative learning (CL) is a situation in which two or more people learn or attempt to learn something together. 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 groups 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 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. Students in Collaborative Learning atmospheres, in addition to performing higher academically, will "learn to respect others' differences and to interact successfully with people from different racial, ethnic, religious, and socioeconomic groups and whose skills are widely divergent" (Sapon-Shevin & Schniedewind, 1993: 62) Students' time on task increases, and the amount of material consumed increases much more rapidly than in the traditional teacher-centered room. (Hargis, 1990: 89) Teacher-centered instruction is reduced and student-engaged time is increased. Achievement is directly related to engage time.

III.   METHODOLOGY
This study was based on action research. According to Burns (1995 : 239) action research is the application of fact finding into problem solving to improve the quality of action within it, which involve the collaboration of researcher, practitioners and laymen. 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 critical and reflective eye for their own instructional practices along with those of their peers.

Population and Sample

The population of the study was 139 students from the tenth grade of SMA SWASTA HKBP 1 TARUTUNG which consists of five classes. A sample was any group of individual, which is selected to represent population due to the large number of the students. The writer only took one class it was class X-4. There were 25 students as sample

IV. RESULT AND DISCUSSION

In general during teaching and learning process in each cycle in action 1 it is found that not all of the students involve actively in their group, some of them still being passive during a discussion but they seem happy to learn in group rather than learning individually. The writer and the collaborator listed some aspect to observe the students participation in collaborative learning and also their motivation after given a collaborative technique. And it can be seen in following table:

The Students' collaborative learning

No	The students Activities in Group	%
1	Actively involved in discussion	77,5
2	The cooperation in group	75,5
3	Respect for the other in a group	78,5
4	Helps their friends	82,5
5	Individual responsibility	75
6	Listening to the other in a group	75,2
7	Managing a group/group management	71,5
8	Solving the problem together	72,5

The Students' Motivation

No	The Indicator of motivation	%
1	The increasing of the students attitude	72,5
2	Belief about self	71,5
3	Their involvement in teaching and learning process	77,5
4	The achievement of goal	77,5

Among the students activity in their group the skill of the students to manage a group is still lack, generally the students can do a collaborative learning well, but they still do not know how to run a group effectively, they still doing a group only to discuss the problem but they still do not think how to manage it, as a result the group discussion in run without a good direction. The students' motivation in the classroom is also increased, they are motivated than learning using a conventional approach, most of them feel a new atmosphere in learning, they look very enthusiastic to learn Speaking in their group, they try to show their own best. But in this cycle not all of the students have a high motivation in learning, part of them still unmotivated, this is due to their characters, which seem lazy 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. The writer herself was also gave her perception of that process and also gave the result. The following were the discussion results:

1. The collaborator teacher gave the writer critics that the writer had to give more motivation for the passive students, because based on observation result, the students who answered the writer questions were the same and the same students, the other one seemed shy, and doubt. It would be better if the writer gave motivation for them directly, he said.

2. Actually the students were interested in the collaborative learning, which applied in this class, but most of them were still doubt to improve their communicative skill. There were

just some students who were active in learning communicative skill.

3. The collaborators stated that they got a lot of contribution from the classroom action research in cycle 1. They also stated that they would support the next cycle. From the observation result, we concluded that the effort to improve the students communicate activity.

The Action in Cycle 2
Planning
Considering of the problems arose, the writer, the teacher and the collaborator teacher discussed about the planning for the better action in the next cycle (Cycle 2). From that discussion, they could make the next planning like that:
The writer had to improve her skill in classroom management, in all aspect such time allocation, students' activity, condition of the class and the teaching learning procedures. The writer had to be able to master all the lesson materials. The writer had to be able to direct their students in doing a group well. Improving the students' activity, this made them an active communication. Give motivation for the passive students more and more. Make them not feel doubt, shy, and mumbled in expressing something or acting or answering the question.

Action 1, Cycle 2
The writer delivered the topic about" Happy Family". It focused on speaking. In preparation, the writer gave the greeting then the students replied enthusiast. As usual, the writer filled the present list for checking the student's attendance. There was a student who didn't come.
In skill practice the writer divided the class into several groups, consist of five students to make a computation. Each student in a group was asking to saw the picture and discuss the content of the text with their friends in a group until they understand. Then the writers call the group to practice in front of the class.

Action 2, Cycle 2
The writer took the picture as the teaching, because the lesson focused on the speaking skill. As the preparation the writer asked the students to switch on the system and then the writer gave the greeting. The writer was also filed the present list. The writer explained the picture to students the main idea from the story, but before that the writer told them about the topic. They gave pronounced some vocabularies well. In the skill practice the writer asked them to pronounce some words, and then answered the question in the passage. The students asked the writer to explain the picture again and again but the writer just gave three times. Then she asked some students to retell

the picture as well as possible, after they answered the question.
After that the writer reviewed the lesson material and allowed them to ask question. There was no question but suggestion; they wanted the writer to replay the picture more than three times. In assessment the writer asked them to make a conversation about a science and technology in the world, and they have to report their result as the writer gave feedback. For finishing the writer concluded the lesson and gave parting.

The Observation Result in Cycle 2
The student's activity in collaborative learning in cycle 2 can be seen in the following table:

No	The Students Activities in Group	%
1	Actively involved in discussion	85,5
2	The cooperation in group	86,5
3	Respect for the other in a group	88,5
4	Helps their friends	87,5
5	Individual responsibility	91,5
6	Listening to the other in a group	92
7	Managing a group/group management	90
8	Solving the problem together	93,5

The students' motivation

No	The Indicator of motivation	%
1	The increasing of the students attitude	75,5
2	Belief about self	72,5
3	Their involvement in teaching and learning process	77,5
4	The achievement of goal	77,5

We can see that the students' activities in group in cycle 2 generally are increased than in cycle 1. The students have made their self – assessment to their group and learn how to manage a group well. They know how to run a group well than before so that they can reach the purpose of their group. But the domination of active students in a group is still appearing. The writer and the collaborator looks that most of the students have been actively involved in their group, this positive activity also influence much to increase their motivation. From the result of observation and the questionnaire the students motivation is increased than before, the intrinsic students have more actively involved in every discussion, they are not passive anymore and it seem that the collaborative learning methods can increase the intrinsic students.

The Reflection of Cycle 2

The writer and the collaborators teacher could conduce that the teaching learning process in Cycle 2 was better than in Cycle 1. There was an improvement the students' communication activity. Especially in the lesson, this focused on group activities. They seemed happy and enjoy their group activities.

The reflection results in Cycle 2 were:

a) The Group activity in very discussion is more manageable and the students were more cheerful and compact in-group activities

b) The students' English activities improve too. It could be seen by the number of the students who were active in practicing the target language greater than in the Cycle.

c) The spirit of learning also more real, they tried to get 'the special point' and reward from the writer by active learning.

The motivation of students is increased than in cycle 1, most of them feel motivated to learn in group. From the reflection phase in this cycle, there were some improvements in speaking teaching process, which made the writer and the collaborators happy. To get a maximal result, the writer and the collaborators made the next planning.

The result of evaluation of CAR in cycle 1. 2 can be summarized in the following table:

No		Action	Positive result	Negative result
1	Previous Survey	Class Observation	The teacher dedication is high The teacher have doing the teaching and learning process optimally	The students activity is lack and the students still passive Teacher mostly dominated in the class The methods use is still conventional The students unmotivated in learning
2	Cycle 1	Action research using the picture about "Happy Family"	Teacher apply a collaborative learning using a good step the students feel interested with collaborative learning technique the teacher domination can be decreased in teaching and learning process	Teacher still cannot manage a class well The students still unmanageable in their group The active students still dominated in discussion
	Cycle 2	Action research using the picture about "Happy Family"	Teacher can manage a class well Students feel more motivated using a collaborative learning methods There is a good interaction	The intrinsic students still shy to express their idea The teacher still try to find a solution for the unmotivated students

			between the students is each group The active students can help the passive one to involve in group discussion	
			The students enjoy their study using collaborative learning Most of the students feel motivated using a collaborative learning technique the students can manage their group well teacher can manage a class well using collaborative learning most of the students can be actively involved in teaching and learning process	Teacher should take attention to the time allocation given.

From the result of the evaluation above, hopefully the classroom action research using a collaborative learning could be a good solution for the school in improving the quality of teaching learning process, even the students' motivation.

V. CONCLUSION

The conclusion result of CAR to improve the students' motivation in Speaking by using collaborative learning technique in tenth grade students of SMA SWASTA HKBP 1 TARUTUNG is as follows:

1. Collaborative learning technique can increase the students motivation, it can be proved by the result of the observation during an action research process
2. 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.
3. Collaborative learning makes students creative in finding a solution for the problem they have. The condition of the class is more dynamic and the function of the students as the subject of the teaching and learning processcan be done well
4. Collaborative learning technique can be an alternative solution for our problem in teaching and learning process.

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